FOOTHILL COLLEGE: **ANTHROPOLOGY DEPARTMENT   November 16, 2009**

Program Planning and Review

(650) 949-7240 | http://www.foothill.edu/staff/irs/

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Anthropology, Samuel Connell
2. State the program's mission. If you don't have one, create one.	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. Thus, 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.

I. Department/Program Mission

	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.
3. Explain how the program/department mission is aligned with the college mission?	The program emphasizes transfer and workforce development for students in a manner that is aligned with the mission of Foothill College. Anthropology is one of a multiplicity of disciplinary modes of inquiry. 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.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: During the school year 8AM-5PM Closed for Lunch: No ☐ or Yes ☐ If yes, when: Our offices closed at:			

2. What types of classes do you offer, at what locations, and at what times? We offer a wide variety of Anthropology classes. **21 Course Descriptions found.**	Times offered: x☐ Morning (6AM-12PM) x☐ Afternoon (12PM-4PM) x☐ Evening (4PM-10PM)	Locations offered: x☐ FH Main Campus x☐ Middlefield x☐ Off campus	Types Offered: x☐ In Person ☐ Hybrid x☐ Distance	Status Offered: x☐ Credit ☐ Non-credit

ANTH 1	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	4 Units
ANTH 1L	PHYSICAL ANTHROPOLOGY LABORATORY	1 Unit
ANTH 2A	CULTURAL ANTHROPOLOGY	4 Units
ANTH 2B	PATTERNS OF CULTURE	4 Units
ANTH 3	PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS	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 8	INTRODUCTION TO ARCHAEOLOGY	4 Units
ANTH 8L	ARCHAEOLOGY	1 Unit

	LABORATORY	
ANTH 8LX	ARCHAEOLOGY LABORATORY	2 Units
ANTH 8LY	ARCHAEOLOGY LABORATORY	3 Units
ANTH 11	ARCHAEOLOGICAL FIELD METHODS	4 Units
ANTH 11B	ARCHAEOLOGY SURVEY	2 Units
ANTH 34H	HONORS INSTITUTE SEMINAR IN ANTHROPOLOGY	1 Unit
ANTH 35	DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY	1 Unit
ANTH 36	SPECIAL PROJECTS IN ANTHROPOLOGY	1 Unit
ANTH 36X	SPECIAL PROJECTS IN ANTHROPOLOGY	2 Units
ANTH 36Y	SPECIAL PROJECTS IN ANTHROPOLOGY	3 Units
ANTH 36Z	SPECIAL PROJECTS IN ANTHROPOLOGY	4 Units
ANTH 50	MEDICAL ANTHROPOLOGY: METHODS & PRACTICE	4 Units

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Instructor	1	10	Teach courses, consult with students
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**
2-4	2-4	6	Work in the Anthropology Lab and Tutor students
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?

Given the data, the enrollment in Anthropology has risen substantially over the past few years. From 2006-07 to 07-08 the number of students rose 16.3% from 07-08 to 08-09 the number rose 42.4%. Likewise the FTES has risen 16.8% and 41.1% over the same spans. Over the last two years the net % increase has been 66.6%. WSCH also has been increasing. Analysis of data from 04-05 to the present shows a major jump

	in WSCH of 64.8% in the last two years. The real surge in WSCH has been very recently from 07-08 to 08-09 and we feel it is tied to the creation of the Anthropology Laboratory and classes offered through the lab that articulate with Biological Sciences. These increases have put a strain on the faculty which is also evident in the data. Currently the FTEF is 26% of the course load in 08-09. The expectation is that in the near future the department will need a second full-time instructor. We want to maintain the tremendous interest in our courses offered while we additionally want to offer 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 instructor is dependent on 75-80% adjunct faculty.
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	Given the data, overall student success rate has remained relatively consistent from year to year with a slight uptick. From 06-07 to 08-09 it has risen from 77% to 81%. These data are consistent with the campus data and are a few percentage points behind the college as a whole. The overall success rate of students in our program, is 4% higher relative to the entire Social Science Division, but 2% lower relative to the entire college. Our retention rates are the same as the campus data. Currently, the department awards Certificates of Proficiency which are intended to show some specialization within the field of anthropology. These certificates do not show up on transcripts. The number of certificates has been strong, with thirty (30) being awarded over the last 2.5 years. The department has awarded on average 4 to 6 AA degrees per year, which is satisfactory in comparison to other transfer-based degrees. However, the expectation is that this will increase when the new Certificate of Achievement is created and accepted by the state.

	Academically and in the job market many of our students have continued their careers beyond their training at Foothill. Many of our anthropology majors have successfully transferred to top anthropology programs at four-year universities. With the training they received at Foothill, some students have found career related employment, but this will be more formalized in the years to come. We feel that the program is appropriately rigorous and yet satisfactorily broad in its preparation of students for transfer. However, we feel that there needs to be more emphasis on certificates and AA degrees which can demonstrate the preparation of students for the job market. An emphasis in future years will be on job preparedness or workforce development. This begins with a need to explore further the idea of getting a TOPS code assigned to anthropology across the nation. Time should be allotted for this goal.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	Given the data, the numbers across all dimensions are up simultaneously. Looking at the department as a whole, the percentages of each ethnicity and gender roughly mirror the population of the college. However, we do see differences in age groups. The department has a strong emphasis on a younger demographic and has a low comparative percentage of people 30 years and older, especially 50+ years. Considerations of curriculum in the future should address this discrepancy. We need to improve our course offerings at Middlefield College which trains people who are already in the workforce and we need to improve our special offerings and non-credit course offerings by further exploring options in non-credit and community education such as via the Impact program. For example, we have a shovel ready course proposed by a retired member of the community in Experimental Archaeology, where students will be trained in the basic technologies of Native Americans living in the region prior to colonization. As a short course this would be

widely successful, however there does not appear to be a way to offer this course to the public as a non-credit course because it does not fulfill one of the categories assigned by the state. We see this as something that needs to be promoted as part of our community outreach, but we are being stymied in our attempts. Another example might be short courses in Maya Archaeology or Inca Archaeology which would be very successful as well; however there appears to be no avenues or support to make this happen.

In general, we need to improve our accessibility for less privileged peoples and our ability to retain international students has steadily improved but can improve more. We need to find a way to integrate more curriculum that is pertinent to the international student experience. Although minorities are increasingly seeing the need to enroll in courses such as Anthropology, the advisors on campus need to emphasize the utility in being exposed to this type of subject matter.

We have improved the accessibility of these courses to students of Asian ethnicity. Of greatest concern in the 02-03 Program Plan update was the inability to retain Asian students. A particular effort has been made to make the material more accessible and pertinent to their experiences, with discussions focused on comparisons of cultural norms and values. In addition, the student tutoring center has been working with Anthropology to hire our best students from many ethnicities.

However, a thread of data does raise some concern. It pertains to the differences identified among ethnicities taking Face to Face and Distance Education courses. During the 08-09 Academic Year in Anthropology Face-2-Face classes: Asian 14%, Hispanic 14%. Distance Classes: Asian 41%, Hispanic 7%. This tremendous difference needs to be addressed. It suggests to us that there are differences regarding these course offerings, and that the Anthropology

	Department will need to eventually try to make them more equivalent. Further research documents much less of a disparity across campus. College Overall : DE Asian 27%, Hispanic 10%. And Non DE Asian 26%, Hispanic 11%. And a significantly smaller disparity for BSS Overall : DE Asian 30%, Hispanic 10%. Non DE Asian 26%, Hispanic 13%. While neither the college nor the division have vast disparities, do other departments have large variations such as this between online and face to face? We have created an online survey which will be given to every student in Anthropology during the current and future quarters to gauge the reasons for these differences. The survey will be anonymous and when a sufficient sample population is available the data will help formulate further action.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	According to the data the Anthropology department has seen the total FTEF rise 36.5% over the last 2 years, while the percent full time has dropped from 38% in 06-07, 31% in 07-08, and 26% 08-09. This is a 31.5% decline in percentage of full-time in the last two years. In conjunction with the rising FTES, the department of anthropology is at a disadvantage comparatively. Currently the FTEF is 26% of the course load in 08-09. The expectation is that in the near future the department will need a second full-time instructor, especially as we begin to emphasize workforce development. In addition, we want to maintain the tremendous interest in our courses offered while we additionally want to offer 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 instructor is dependent on 75-80% adjunct faculty. The rise in popularity of the Anthropology course offerings

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can be tied to a change in the articulation agreements with UC and Cal State schools. The Anth1 and Anth1L courses are now BioScience courses. With these new student loads, we have been increasing the use of the Anthropology laboratory but have had difficulties carving out space and time needed for other important workforce development based teaching.

The proposal in this program review is to create a new Certificate of Achievement that is approved by the state and requires a series of courses that involve technical training and, secondly, to begin using room 3102 as the designated space for the Center for Applied Anthropology.

Currently, we see that there is no TOPS code for workforce development in Anthropology, which is something that should change. Given where our former chancellor is now situated, this is an important aspect of our future growth. Anthropology departments such as Ohlone link with the Administration of Justice program to make Lab courses relevant. Other training programs, such as the now defunct Cabrillo College Archaeology Technology program were operating outside the limits of known budgetary constraints.   This brings up the importance of institutionalizing the Public – Private links that have already begun during the last few years. The idea is to put access into action and build a community of learners with the development of contract-based anthropological investigations carried out by the Center for Applied Anthropology. It will provide a badly needed service to the community and will provide the training necessary for our students while bringing in outside funding to support the program.

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8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.

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We have a robust distance learning program. The data do suggest that there are differences in the clientele who take each type of course and that will be explored further with the survey mentioned above.

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9. Optional: Provide any additional data relevant to your

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Currently, Foothill College does not provide faculty with data

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program. (Indicate the source of the data).	on the number of majors we have and the number of students who are transferring to 4-year institutions. A request with the Office of Institutional Instruction has been acknowledged and this will be give priority in the years to come. For programs that depend on high transfer rates, there really is no way to securely ascertain levels of success for this goal. We need to develop an easy way for professors to gauge this number. An informal request of students in the Spring of 2009 yielded a list of more than 20 students graduating and transferring as Anthropology majors to four-year institutions.
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Transfer rates are doing well but there is no way to assess this given the data sets. Informal assessments are done in class. This past spring we had students transfer from Anthropology to USC, UCLA, SJSU, Sonoma, Santa Cruz, Columbia, San Diego, Cal-Berkeley, Humboldt, and many more. The list is long, but we do not have solid data.

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Expand public-private relationships	☐	x☐	☐	☐
Enhance Workforce development	☐	x☐	x☐	☐
Create an Anthropology Certificate	x☐	☐	☐	☐
Maintain strong transfer rates	x☐	☐	☐	☐
Expand course offerings, including summer research programs and night course offerings at Middlefield, as well as Anth1L.	x☐	☐	☐	☐
Reach underserved student populations with greater success	x☐	x☐	x☐	☐
12. What is your plan for accomplishing your goals?				

Department Operational Goals	**Activities**	
Expand public-private relationships	-Train students to conduct anthropology research in the Foothill Laboratory and in external settings. -Seek out contracts that allow the Center for Applied Anthropology to utilize the various lab and field instruments as part of workforce training and which also fund the department. -Continue with Job Shadow Program which allows students to experience different types of private anthropology jobs.	
Enhance Workforce development	-Create the Center for Applied Anthropology in room 3102. Seek out institutional acknowledgement of the facility. -Bring private entities to campus for an opening of the facility.	

	-Seek out the steps needed to make Anthropology TOPS certified. -Being to use EPortfolios and work with Foothill staff to create these for students. -Continue with Job Shadow Program which allows students to experience different types of private anthropology jobs.	
Create an Anthropology Certificate	-Formally apply for the certificate using the steps outlined in the 3rd Edition of the Program and Course Approval Handbook, March 2009. -Have Anth12 – Applied Anthropology formally articulate with UC and Cal State schools	
Maintain strong transfer rates	-Continue to offer a broad range of courses and make the anthropology program appeal to many groups. -Continue to offer Certificates of Proficiency.	
Expand course offerings, including summer research programs and night course offerings at Middlefield	-Write a Linguistic Anthropology course offering that mirrors classes taught at De Anza.	
Reach underserved student populations with greater success	-Continue to study in more detail the differences in online and face to face numbers across ethnicities. Use the already developed survey to pursue this study. -Create more emphasis on course work that offers Latin American students interesting topics.	

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**

Room 3102	Housing the Center for Applied Anthropology	Putting Access into Action	
Lab Technicians	Part time student assistants to help set up labs and contribute with data analysis and instrumentation operations – to be paid for with external funds, however these may disappear in the future.	Building a Community of Scholars	
Two high-power computers: One Mac and one PC	These will be utilized as part of the continuing effort to upgrade computers for the Anth Lab and Center for Applied Anthro	Putting Access into Action	
A laser printer	Same as above	Putting Access into Action	
Software	Specialized software for map-making and creating publication quality reports for clients.	Putting Access into Action	

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III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	The curriculum is both online and face to face, AA degrees can be earned in both formats. Students are commonly asked to conduct group projects, field projects. The emphasis on applied anthropology will expand their abilities to work on problems in the real world.
2. How does your curriculum respond to changing community, student, and employer needs?	The curriculum integrates online technologies as well as tried and true teaching formulas. It is important that we train and promote tutoring and field experience within the realm of anthropology.
3. How does your curriculum support the needs of other certificates or majors?	Anthropology courses are offered as GE related courses. They provide for success in Social Sciences and Biosciences. Work is being conducted on updating the courses for Foothill GE.
4. Do your courses for the major align with transfer institutions?	All the articulation agreements are up to date. We took care of an issue with UC-Berkeley. Anth1 and Anth1L articulate with all UC and Cal State as BioScience, this has been an important step in the growth of the department.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Yes, we believe so.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	We are close to being up to date with Title V and we are documenting SLOs in an ongoing manner.
7. Does your program offer distance education courses?	Yes
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Instructors provide regular and constant contact with students and provide formats for regular discussion of issues pertinent to the classes.

9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	
10. What college skills should a student have before entering your program?	Basic Skills
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	We have no problems currently. Although some students are clearly deficient, I believe that they benefit greatly from these types of social science courses. If they can be stimulated by the research or by the professors, then they will see a need for completing the basic skills. Otherwise, basic skills education is seen as an arduous task with no end.
12. In what ways are you addressing the needs of the college skills students in your program?	They are asked to write, write some more, and continue to write. By creating situations where they are asked to reply in short answer or essay format they will improve their critical thinking and writing skills. We call them reaction papers and they work excellent.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	We are building a Community of learners, but this needs to increase system-wide. There have been a number of initiatives that appear to be stalled, yet these should continue. I plan on working with the Geography department and the Business departments to help increase the awareness and curriculum offerings of anthropology.
Program Mapping	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	Anth2A-2B, Anth1 – 1L, Anth 8-8L, Anth 11-11B. The certificates of proficiency address these as specialties.
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	This needs to be addressed further by the department.

16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	I think that the Certificate of Achievement will be the capstone for the program. It will be finalized with the Anth12 – Applied Anthropology course that should be offered next year. The idea is to empower the student to make a difference with research and field opportunities. In future years, other institutions will recognize the importance of the certificate to creating a well-rounded anthropology student with specific expertise in technical and methodological anthropology as well as the basic theoretical frameworks.
Course Scheduling & Consistency	
17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	We try to provide a broad sample of the required coursework for the AA degree. We are expanding offerings to Middlefield during nights and afternoon classes. We do see a problem with inconsistency in course offerings year to year. Given the need to cancel courses prior to the beginning of the quarter, there is a tendency to pull the plug prior to allowing a course to fill up. There is a tendency in certain fields, such as Anthropology, for the student clientele to be naturally less aggressive in signing up for courses. At Foothill, this is detrimental to the kinds of courses that cater to those individuals who may be deciding to enroll at the last minute. Unfortunately this affects the more specialized and important classes. Often students are frustrated at this continued practice here at Foothill.

18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	The department also perceives a barrier to the continued adherence by our division to the unwritten rule of leaving coursework outside of college hour (Wednesdays at noon). This hinders the ability of the department to offer coursework at appropriate times for students who work day jobs and who could otherwise care less about college hour. It would be important to know the % of students who take part as opposed to the % who leave campus for the day, and who are essentially lost capacity. The college hour creates a barrier by not allowing us to offer labs in the early afternoon as well as the late afternoon. We propose that we start offering labs at this hour. Student success is being blocked as more and more students will need the lab for graduation but will be hindered by the college hour. We teach approximately 300 students Anth1 every quarter but are only offering 90 spots per quarter in Anth1L. We see this as a problem that will start manifesting itself strongly in the forthcoming years. We should likely begin offering labs in the evening and perhaps also at Middlefield. In addition, there should be increased emphasis on field opportunities and the applied work of anthropology in the local community. These experiences cannot be tied to concrete schedules that are part of the traditional college curriculum. The longer term proposal would be to create an Anth12L Fieldwork in Applied Anthropology which will emphasize service learning programs in the community.
19. How does the department determine that classes are taught consistently with the course outline of record?	More work needs to be done on this, however it is hard to restrict the academic freedom of instructors.
Summary of Planning Goals and Action Plans	

20. What are your goals with respect to curriculum and how will those goals be measured?	- Increase emphasis on applied anthropology program with public and private partnerships - Increase the number of Anth1L – Laboratory courses to meet the demand - Track transfer rates better by working with the Instructional Research team. - Bridge an ethnic divide that is seen in distance and face to face courses. - Increase relevance to ethnic groups of coursework. - Emphasize field opportunities and the applied work of anthropology in the local community

21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Release time funding	To improve the curriculum by writing new courses (Linguistic Anth, Field Anthropology), to develop more detailed sequences of coursework, to apply for the Certificate of Achievement, and finally to pursue the TOPS code.	Directly related to curriculum development
Room 3102	Need to secure the room (change locks) and place phone line and hardwire internet connection to the room (although wireless works well).	Access into Action
Maintenance of Technical Equipment, Computer Hardware and Software	Funds are necessary to maintain equipment such as the mass spectrometer. In order to produce quality reports and train students in a number of professional techniques, we will need 2 or 3 more computers in room 3102. We do have some computers which were donated by the Obama Campaign but will need more.	Community of Scholars

Lab Technician	The Center for Applied Anthropology will need a part time technician to coordinate contracts and advise students during laboratory analysis. Currently this position is designed to be funded with Anthropology Department funds, but this may not always be the case.	Access into Action
Student TAs and Laboratory staff	The Anth1L course needs student tutors who have been already been successful in the class. In addition, student tutors are needed in the student tutoring center. Lastly, the Center for Applied Anthropology will employ students to carry out research projects that will be awarded to the center via bidding on contracts. Currently all of these positions are designed to be funded with Anthropology Department funds, but this may not always be the case.	Access into Action

IV. Student Learning Outcomes		
Student Learning Outcome Assessment		
1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**		
2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	The full-time faculty is a member of the Foothill College Curriculum Committee, the Business and Social Sciences Curriculum Committee, the Sustainability Committee, The Technology Committee, and the Facilities Committee.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	We have created the Anthropology and Geography lab with the Geography department, although to date the geography department has used the lab very little. We have proposed to the Business/Entrepeneurial Center to collaborate on the development of the Center for Applied Anthropology, to coordinate the financial and marketing aspects of the center.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	-We have begun the Foothill Ecuador Program and now the Foothill Belize Program which brings students to South and Central America over the summer to take classes and explore the field of archaeology. We do this in collaboration with UCLA and Columbia University. - A joint program with West Valley College anthropology department has been carried out at an archaeological site in Santa Cruz. The Foothill-West Valley Archaeological Survey - We have secured a contract with the State Parks to carry out research at the Wilder Ranch State Park. - We have received a Mass-Spectrometer as a donation from Agilent Technologies for the purpose of conducting materials analysis on archaeological specimens. - The Center for Applied Anthropology and the Anthropology Department collaborate on the Job Shadowing and Internship program which has students experiencing the career of anthropology with specialists throughout the bay area. - The full time instructor has given presentations at Stanford, Santa Clara, UC-Berkeley and UC-Santa Cruz over the past few years.

	- There has been a renewed connection to other anthropology programs throughout CA as part of an ongoing effort to place transfer students in the most competitive four-year institutions.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	We educate many Middle-School students in our classes, but otherwise this is a part of the program that is lacking. We feel that the Anthropology Club should take on this task as a point of emphasis
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	Both Anth1, 1L were changed to Biological Science as part of IGETC and CSU-GE articulation. Anth12 has just been submitted to the process as a new course. Specific cases where UC schools were denying articulation have been taken care of. A new Certificate of Achievement will be created in the upcoming months. It will emphasize applied anthropology as well as the four-major subfields. A Linguistic Anthropology class will be written because it already articulates at DeAnza.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	The department intends to increase levels of engagement and build a community of scholars. The emphasis on workforce development will bring the department into closer ties with departments on campus that complement the needs of our department. The new Center for Applied Anthropology will be directly engaging students in the wider community and train them in several technical skills to be seen as beneficial to the wider community. We can measure these goals by calculating the number students who will be directly participating in the various programs. We can measure this by the number of students who may already have degrees but are returning for the specialty and who may already be employed in the region but are returning, which is much the way that Geography's Certificates succeed. For example, during the summer 2009 archaeology field school program in Santa Cruz, there were more than five students who were full-time

| | employees of state and county agencies who sought out the class in order to understand aspects of anthropology for which they had no previous training. In addition, we can measure this by the degree of external funding that the Center for Applied Anthropology garners. | |

7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Part-time laboratory technician	Expand Lab- Public/Private Engagement with the Center for Applied Anthropology	Access into Action

VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	The full-time instructor and members of the adjunct faculty are members of the American Anthropological Association, Society for American Archaeology, Institute for Andean Studies, Society for California Archaeology, and the Register of Professional Archaeologists. Presentations are made at the annual conferences of these organizations. The full-time instructor has co-authored a book entitled *A Case-Study in Archaeology.* He has co-authored a number of articles in peer-reviewed journals and edited volumes. In addition, a number of reports have been submitted to the government of Ecuador. In addition, he trains other forensic professionals every year at the Central Identification Laboratory and the JPAC Forensic Academy. Ongoing research is being conducted at Wilder Ranch in Santa Cruz County on a historic era lime kiln. Ongoing research is being conducted in the highlands of Ecuador on Inka fortresses. Ongoing research is being conducted in the tropical climes of Belize on Maya sociopolitical organization.
2. What opportunities does your department take to share professional development experiences with colleagues?	We intend to create a community of scholars on campus. To date the Anthropology Club has become the format for inviting professionals to present their work on campus.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Professional growth enhances classroom effectiveness by keeping instructors up to date. It enhances student growth when they can be incorporated into the experience directly, as they are with the research programs conducted by faculty.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	Faculty will need conference funds to pay for attendance at conferences.
5. Are there unmet or upcoming professional development	With the current teaching loads it is quite difficult to maintain

VI. Professional Development	
needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	currency in the field of anthropology, however we make the best of it. If we could increase the funding for these experiences it will always benefit the faculty.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Maintaining academic currency will be measured by consistency of attendance at conferences and presentations by the faculty at these conferences.
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Conference attendance funds	PGA	Maintains currency in the field.
JSTOR	PGA and Teaching tool	An online social science research database that will be usable by students and faculty. This would be seen as one of the highest priorities that we have.

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	**Yes** | No	
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes** | No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes | **No**	JSTOR is an online Social Science Journal database that is essential. We could simply cancel some subscriptions to other social science journals and with that savings order this service (approx $1000/yr)
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes | No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes | No	Excellent custodial staff, always supportive in every way.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes | No	There have been difficulties, primarily in scheduling final exams and having the Center open and available during the times of late finals. In addition, exams have been mixed up and misplaced.
7. Are general tutorial services adequate?	Yes | No	Funding is being cut, and there is not satisfactory outreach to professors that identifies areas where they still need tutors. For example, this quarter we know they need anthro tutors but no one has contacted me about this. It is not entirely clear whether it is my job or their job to create these tutors, but we will be asking a few to be used next quarter. In addition, we have had tutors working that had not been approved by the full-time instructor.

8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	<u>Yes</u> | No	They are overworked and often not able to help as much as needed.
9. Do students have access to and can they effectively use appropriate information resources?	Yes | <u>No</u>	Students do not understand the capability of the library research engines.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes | <u>No</u>	Each faculty member should undergo Etudes training so that we will be able to more seamlessly integrate distance learning and face to face offerings.
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		Most of the marketing done by the Anthropology department is done by the department itself and online. The Heights and the Foothill websites are used with success. Nevertheless, Foothill marketing is not as comprehensive or as effective as DeAnza. The college is hindered by an adherence to the college catalog printing. In addition, the BSS division has not adequately marketed itself to the wider public. A major impact will be the changing of the website look.
12. What impact does the college or departmental website have on marketing your program?		These websites are very important as we use them as the hub for activity for Anthropology on campus.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		We need to coordinate further with marketing to kick off the first years of the Center for Applied Anthropology.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		If the outreach staff is going to contribute the writing of grants to be submitted on behalf of scholars at the college, then this would be seen as a high priority. The outreach staff needs improve their reach to underprivileged populations in the region. In addition, the outreach staff needs to understand the online presence is limited. The website is universally understood to be a weak element of Foothill College. We all understand that the webmaster is overworked, and it should be considered that a second web programmer is employed.
Programs, clubs, organizations, and special activities for students		

15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	The Anthropology Club has recently been reinstated with the ASFC and OBD. At this moment there is a strong core group of students to create a club that will have staying power. The club garnered ASFC funding to contribute help for the Foothill Organic Garden.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	None to date, although they will be submitting to present at the undergraduate anthropology symposium at Santa Clara University.

Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	Goals are to have a useful relationship to promote student learning.

18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Advertising	Increase local awareness across all socioeconomic scales	Community of Learning
Website Improvement	Increase student usage and access	Access into Action
Grant Writing	Increase access to financial resources	Community of learning

VIII. Career and Technical Education Programs		
Response to Labor Market Demand		
1. How does your program meet labor market demand? Cite specific examples and sources.	CRM firms are always in need of skilled technicians. The collapse of the Cabrillo College Archaeology Technology program leaves a void that needs to be filled. We expect to create a Certificate of Achievement in the near future to address the needs of the community in training a workforce.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	A high percentage of students graduate with the capability of working in the field. Anthropology degrees are useful today's job market. The world increasingly needs anthropology.	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Newly emerging and growing steadily over time as awareness of its importance in a global context increases.	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	20$/hour	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	No data	
Response to Program Credibility/Viability		
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes, definitely	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes, but a complete review of articulation agreements is necessary. And the creation of Linguistic Anthropology class is necessary.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes to each of these questions	

Foothill College Program Planning & Review

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	Anthropology skill sets improve capabilities in any career, they are increasingly important in our global economy. At present, anthropology is not blessed with a TOPS code. We feel that this is an important consideration in future years. Other anthropology departments have been able to link to TOPS codes through criminal justice and other avenues.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	We would like to provide these pathways, especially to students over 50 years of age. The data suggest that we need to be stronger with non-credit. Pre-collegiate pathways are also important and reaching out to local area schools with the Anthropology club will be the way we do this.
11. How does this program prepare students for competitive employment?	The program prepares students far employment by transferring to 4-year schools, primarily. However, we are intending to fulfill the needs of local companies who hire technicians and researchers with anthropology experience.
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	We could create a board and it may be a good idea.
13. List the dates and number of members attending of your most recent advisory board meetings.	N/A
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	N/A
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	N/A
16. What is the program's accreditation status?	N/A

17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	N/A
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A
19. What indicators does your program use to determine success of our students after completion?	N/A
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	No, but it will once the Center for Applied Anthropology gets rolling.
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	More analysis of demand needs to be conducted in order to show the degree of importance of a program such as ours.
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	

Summary of Planning Goals and Action Plans

23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	The primary goal is to provide students with opportunities that prepare them for the job market in anthropology. The Center for Applied Anthropology will provide technical education to students who then can utilize these skills for employment. We would measure success by the number of employed former students, the number of former students in graduate and undergraduate institutions majoring in Anthropology, and the number of prepared reports for private industry that the Center for Applied Anthropology submits.

24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

Maintenance of Technical Equipment	Keep the equipment working.	Access into Action	
Marketing Brochures	Promotion of Center for Applied Anthropology	Access into Action	

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. How does your PT/FT ratio impact the program?	Currently the ratio impacts the program. FT instructors teach 26% of the course load. This is not a satisfactory percentage, and probably should be addressed in the future. However, given the fact that the anthropology department had no full-time members for a few years any full-time member is deemed a success.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	First, we need a ½ time laboratory technician who can be in charge of the lab courses and the applied anthropology center. Second, we need more student TAs to help with lab set ups and with tutoring. All of the above is currently funded with anthropology funds that are brought in from outside of the current funding system (external funds), however, we cannot always be secure in this funding in the future. Third, another full time instructor is needed.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Currently the classified staff member at BSS has been very helpful with processing purchase orders and certificate requests. The half-time laboratory technician could eventually be a classified staff member, but this is currently being paid for by external funds and the hope is that it will always be paid for by external funding and not college funds.
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	We need to provide funding to run and maintain the technical equipment that the Anthropology Department now possesses. Security for much of the instructional equipment needs to be maintained. Cultural resources (ie. Artifacts and samples) that are currently housed in the lab need to be maintained at a high level of security. All of these needs are currently met with externally based funding sources and the basic infrastructure provided by the college. This is currently a satisfactory arrangement, however we will need to always be aware of funding resources over the years, as we are not funded by the college.

5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	We think so, the Disability Resource Center has worked with us.	
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	Yes	
Technology & Equipment Definitions		
• **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.		
• **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.		
• **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.		
• **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.		
Facilities		
7. Are your facilities accessible to students with disabilities?	Yes	
8. List needs for upgrades for existing spaces	We intend to use room 3102 for the Center for Applied Anthropology.	
9. List any new spaces that are needed	Room 3102	
10. Identify any long-term maintenance needs.	Instructional equipment, such as the Mass Spectrometer, the Ground-penetrating Radar and the Total Station, will need maintenance and this is being paid for by external funding sources currently.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Under the current plan they are. The foreseeable problem is the extensive use of the Anthropology Laboratory facility. This prevents use by students for other purposes and is why the proposed move to room 3102 makes sense.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	They have always been very helpful in every aspect of our experience.	
Budget		

13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	We believe so
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Student tutoring could be supported by the BSS budget. In addition, a laboratory technician will be costly and the budget may be inadequate to fully fund support staff.
15. Are there ways to use existing funds differently within your department to meet changing needs?	It would be valuable to fund the full time instructor for release time so that much of the program plan could be implemented. Things that take time will be the Belize and Ecuador Programs and the Center for Applied Anthropology.
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	Our goal is grow the public-private relationships that are currently funding the program. This will be measured by how much external funding we can bring into the department on a yearly basis. With this funding we can support our goals of increasing student learning and workforce development.

17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Maintenance of Technical Equipment	Maintain equipment for student instruction.	Access into Action

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

The goals of the Foothill Anthropology department are first and foremost to retain the excellent instruction and top notch student experiences that we are now able to provide. Essentially, we aim not to lose what we have and to continue to grow at a modest rate by putting access into action and building a community of scholars. We believe that this will begin with the completion of a career Certificate in Anthropology and with the beginnings of operations at the Center for Applied Anthropology. If in the future, we are able to consider the possibility of hiring another full-time anthropologist at the college, then the department would benefit greatly, especially given the current student to full-time ratio and the FT/PT ratio. With an emphasis on putting access into action, the department of anthropology began the Job Shadowing Program. The goal of the department is to continue exposing students to the workforce and to develop the skills necessary for entering the workforce.

An equally important goal will be to improve upon our instruction of students by expanding our understandings of student learning outcomes. This will help us increase success among minority groups, it will increase transfer rates of students from all backgrounds, and provide a better-rounded student experience both in the classroom and online. We have begun to address this community of scholars by conducting a survey of all students taking classes with anthropology. To this end, the summer field programs in Ecuador, Belize and Santa Cruz will continue at the current rate or expand to include other professors on campus who would like to integrate curriculum as part of a community of learners. To this end, the only full-time member of the department will seek release time, which will be paid for by external funds, to allow for more time to be spent on addressing these goals. To this end, we also feel it may be appropriate to hire a lab technician who could be paid for by in-house funds (external funds). To this end, we feel it should be important that the anthropology department and the center for applied anthropology utilize room 3102. To this end, the full-time professor will continue to attend conferences and make presentations about his research. To this end we believe that our students should stay current with the most important online database of social science journals (JSTOR). To this end, we intend to use the marketing resources of Foothill College, and we have been in discussions with the entrepreneurial center, as a way to utilize on campus resources to promote the work of the Center for Applied Anthropology. However, it should be noted that although the department of anthropology can manage to be self-sustainable for at least a few years, it should not be assumed that we will always have external funding for support.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost
Release time funding	To improve the curriculum by writing new courses (Linguistic Anth, Field Anthropology), to develop more detailed sequences of coursework, to apply for the Certificate of Achievement, and finally to pursue the TOPS code.	Increase student learning	$7,000.00 / quarter
Maintenance of Technical Equipment, Computer Hardware and Software	Funds are necessary to maintain equipment such as the mass spectrometer. In order to produce quality reports and train students in a number of professional techniques, we will need 2 or 3 more computers in room 3102. We do have some computers which were donated by the Obama Campaign but will need more.	Increase student learning	$500.00/quarter
Lab Technician	The Center for Applied Anthropology will need a part time technician to coordinate contracts and advise students during laboratory analysis. Currently this position is designed to be funded with Anthropology Department funds, but this may not always be the case.	Increase student learning	$5,000/quarter
Student TAs and	The Anth1L course needs student	Increase student learning	$2,000/quarter

Laboratory staff	tutors who have been already been successful in the class. In addition, student tutors are needed in the student tutoring center. Lastly, the Center for Applied Anthropology will employ students to carry out research projects that will be awarded to the center via bidding on contracts. Currently all of these positions are designed to be funded with Anthropology Department funds, but this may not always be the case.		
Room 3102	Need to secure the room (change locks) and place phone line and hardwire internet connection to the room (although wireless works well).	Increase student learning	Institutional support
Conference attendance funds	PGA: Maintains currency in the field.	Increase student learning	$1000/year
JSTOR	PGA and Teaching tool: An online social science research database that will be usable by students and faculty. This would be seen as one of the highest priorities that we have	Increase student learning	$1000/year
Advertising and marketing brochures	Increase local awareness across all socioeconomic scales	Increase student learning	Institutional support
Website Improvement	Increase student usage and access	Increase student learning	Institutional support
Grant Writing	Increase access to financial resources	Increase student learning	Institutional support