INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Instruction
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy
2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Anthropology

Name of Division

Social Science, Human Development and Physical Education

Name of Person Preparing this Report   **Extension**

Romana Pires – Faculty Chair	x8602

Names of Department Members Consulted

Dr. Melissa King – Anthropology Faculty

Name of Reviewers

| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	n/a	n/a
Faculty	1	n/a	4
Classified Staff	3	n/a	n/a
Total	5	n/a	4

ANTHROPOLOGY EMP 2013-2014
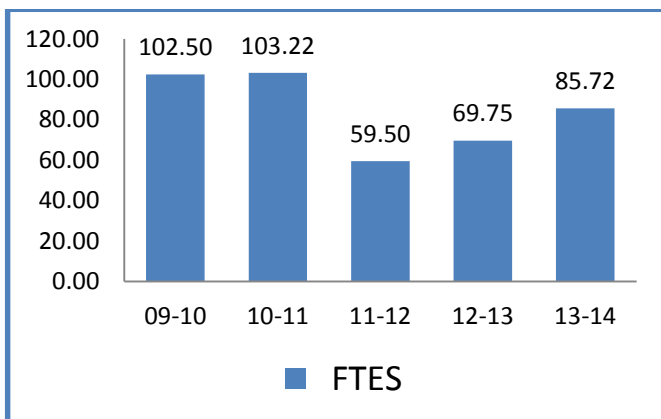
FTES chart:
- 09-10: 102.50
- 10-11: 103.22
- 11-12: 59.50
- 12-13: 69.75
- 13-14: 85.72

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1025	1034	595	681	27
FTEF	5.20	5.20	2.80	3.20	4.20
WSCH per FTEF	581	595	638	654	570

	09-10	10-11	11-12	12-13	13-14
Success	63%	56%	68%	63%	60%
Retention	76%	76%	89%	88%	89%
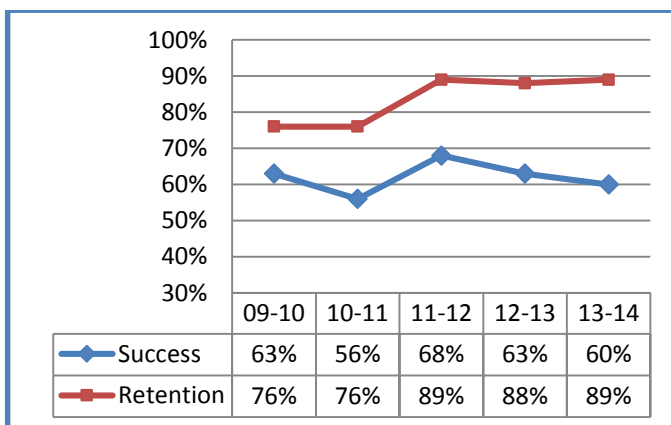
Description: Top Code 2202.00 – Anthropology
The origins, physical and cultural development, technologies, social customs, and beliefs of mankind. Anthropology is the study of humanity in all times and places. As such, it has the broadest scope of any of the social sciences. The program offers course work in the four subspecialties of anthropology and other areas related to art, religion and indigenous populations. With the goal of understanding people in all parts of the world, anthropology is useful to anyone living or working in a multicultural environment and provides students with survival skills for the global community.

Assessment: FTES continue to increase however the program is still significantly below its average prior to the budget cuts. Efficiency continues to be above the institutional average and the program has load for two full time instructors. Retention rates continue to increase and now hover just below 90%. Success rates have decreased year to year, but have averaged 62% over the last three years and therefore this is not cause for concern although the program maintains a focus on student success. Almost 40% of sections are offered online. The institution awarded one AA-T anthropology degree during the first year that the degree became available to students.

Department Goals:
1. The top priority for the program is to increase its course offerings in order to improve access to GE courses and AA-T anthropology degree.
2. Update curriculum and continue to assess and evaluate SLOs with an emphasis on increasing student success rates.
3. Continue to assess equipment and supply needs.
4. Keep faculty in the program informed of professional development related to technology and student success.

Challenges & Opportunities:
The greatest challenge for the program is receiving more FTES from the college allotment. The program offers a wide variety of anthropology courses required for the anthropology degree. In addition a variety of its courses meet the GE social science, physical science, and humanities categories. This means that anthropology attracts students seeking to meet graduation and transfer requirements in different areas with Anthro 102 and Anthro 106 being the most popular courses. There have been opportunities for the program to modernize its equipment and this will most likely increase access and subsequently student success. Recent addition of full time instructor has been instrumental in reviving and promoting the program within and outside of SBVC.

	09-10	10-11	11-12	12-13	13-14
Sections	31	29	17	18	27
% of online enrollment	48%	52%	36%	44%	37%
Degrees awarded*	N/A	N/A	N/A	N/A	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Action Plan:
1. Continue to advocate for more sections for the program.
2. Curriculum review of all anthropology courses/degree.
3. Review of verbiage of SLOs for all anthropology courses.
4. Submit for a program budget for equipment and supplies.
5. Complete program efficacy.
6. Continue to promote the AA-T anthropology degree.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	**Program: Anthropology**	**Campus-wide**
Asian	5.1%	5.2%
African-American	14.1%	14.2%
Hispanic	60.7%	59.2%
Native American	0.9%	0.3%
Pacific Islander	0.7%	0.4%
White	16.5%	16.8%
Unknown	2.0%	3.9%

Female	61.5%	54.8%
Male	38.5%	45.1%
Disability	6.0%	5.7%
Age Min:	18	14
Age Max:	68	84
Age Mean:	29	29

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Demographic Data

During academic years 2011-2012 to 2013-2014, in demographic categories related to ethnicity, disability, and the age mean, the anthropology program closely reflected campus wide data. SBVC is a designated Hispanic serving campus and Hispanic students were 59.2% of the campus population while similarly, 60.7% of students enrolled in anthropology courses were also Hispanic. The last efficacy report in 2011 likewise reported consistencies between campus and program ethnic, disability and age demographics. Of note, from 2007-2010 to 2011-2012 and 2013-2014, there was an 18% percent increase in Hispanic students enrolled in anthropology courses while other ethnic groups have shown a decrease. This is not a concern as the data continues to reflect the college population.

In terms of gender, females were 61.5% and males were 38.5% of the anthropology student demographic population and this discrepancy is more than double at 23% when compared to the 9.7% percentage difference among female and male students campus wide. While the gender discrepancy has decreased by 5% within the program since the last efficacy report, this decrease may have also reflected campus wide changes in gender during this timeframe.

On the surface the gender discrepancy between the campus wide and anthropology percentages may be cause for concern, but generally social science disciplines tend to attract a higher percentage of female students. When compared to the 2014 demographic data at CSUSB, females made up 75% in comparison to 25% male undergraduate anthropology majors (http://ir.csusb.edu/students/documents/f2014_Demos.pdf). A 2009 survey of anthropologists by the American Anthropology Association found that out of 746 respondents, 66% identified as females and 33% as males (http://www.aaanet.org/resources/departments/upload/ChangingFaceofAnthropologyFi

[nal.pdf](#)). While all anthropology courses at SBVC are classified as general education courses, students might be self-selecting courses with an intended course of study or specific interests. This gender gap may increase in the future as for the first time in 2014-2015, students are being required to state an intended course of study when filling out mandated education plans during the college application processes. Currently the gender gap in the anthropology program is not a cause of concern as this is reflective of trends within the anthropology field and major.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Pattern of Instruction

Over the last four years, the anthropology program experienced section cuts not consistent with cuts across the division and campus wide trends. As indicated in the EMP between 2010-2011 and 2011-2012, the anthropology program had a 42% decrease in FTES.

This significantly affected the program's ability to meet student needs in the areas of scheduling a variety of courses and times, and alternate delivery methods. A decision was made to offer Anthro 102 Cultural Anthropology and Anthro 106 Biological Anthropology during popular days and times both in on-campus and online formats and place almost all other anthropology courses on a two year rotation schedule. During this time in 2012, the AA-T Anthropology degree was established which further exasperated the scheduling of a variety of anthropology courses within the limited FTES allotment.

Since 2012-2013, the anthropology program has had slow but steady growth in FTES and subsequently has been able to extend its pattern of service to better meet student demand. During the 2015-2016 academic year, it is projected that the anthropology program FTES will be restored back to the 2010-2011 levels and may even surpass them. Currently, students working toward the AA-T Anthropology degree can complete it in one year by taking a combination of on-campus and online courses. Additionally, the program is also back to offering Anthro 222 (Independent Study) every semester and Anthro 106 Honors on an annual basis.

The following is an outline of all anthropology courses and delivery of sections:

Anthro 100 Introduction to Archeology*
Offered on an annual basis in online format

Anthro 102 Cultural Anthropology*
Offered every semester; on-campus during day hours, online, and hybrid

Anthro 102 Honors Cultural Anthropology Honors (approved for fall 2015 and will be offered on an annual basis starting most likely in spring 2016)

Anthro 106 Biological Anthropology* (greatest student demand)
Offered every semester; on-campus during day and evening hours, late start, online, Fridays

Anthro 106 Honors
Offered on annual basis in on-campus format

Anthro 107 (Anthro 108 starting fall 2015)
Offered once every three semester as an on-campus class, and also online starting next academic year

Anthro 109
Offered once every three semesters as both on-campus and online class

Anthro 110 (cross listed with RELIG 110)
Offered every semester as online class by Religion program and offered once every three semesters as an on-campus class by Anthropology program

Anthro 125
Offered on an annual basis in on-campus format

Anthro 222 Independent Study
Offered every semester

Anthro 223 Independent Study (new course and waiting CSU approval)

*Denotes requirement for AA-T Anthropology degree

The discipline of anthropology has four key areas of culture, biology, archaeology, and linguistics (http://www.aaanet.org/about/WhatisAnthropology.cfm). The anthropology program at SBVC offers courses in all four of these specialties and therefore students have a wide array of choices within the anthropology program. Students desiring to further their knowledge of anthropology topics and research can take the Anthro 222 independent study course and in the near future Anthro 223 (new course) will be offered as a continuation independent study course.

All anthropology courses are designated as general education and transfer to both CSU and UC systems. Due to its breadth of study of humans past and present, various anthropology courses meet social science, humanities, and scientific inquiry/quantitative reasoning categories. This further demonstrates both the rich diversity of the anthropology course offerings and ability for program to meet various campus wide student needs and interests.

The following is a CSU GE categorization of the anthropology courses:
Area B: Scientific Inquiry and Quantitative Reasoning
B2 Life Science: Anthro 106 and Anthro 106H

Area C: Arts and Humanities
C1 Arts (Art, Cinema, Dance, Music, Theater): Anthro 109

Area C: Arts and Humanities
C2 Humanities (Literature and Language Other than English)
ANTHRO 110

Area D: Social Sciences
D1 Anthropology and Archaeology
ANTHRO 100, 102, 106, 106H, 107*, 109, 110, 125

Area D: Social Sciences
D3 Ethnic Studies: ANTHRO 107*

Area D: Social Sciences
D6 History: ANTHRO 107*

*is being replaced by Anthro 108 starting in fall 2015

During the current 2014-2015 academic year, the anthropology program has secured both a bulletin board and glass case on the third floor of the North Hall building, near the anthropology classroom and anthropology faculty office. Both of these spaces are maintained with current anthropology related information. The bulletin board includes AA-T Anthropology degree requirements and information about the discipline. A new flier was created by full time anthropology instructor Dr. King, and is being disseminated to further advertise the anthropology program and offerings. Enlarge document to view entire flier:

Pattern of Meeting Community Needs

Per the California Student Success Initiative (http://www.californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/SSI_Brochure/PDF/2014_SSI_Brochure.pdf) and SBVC Strategic Goals, increasing student transfer rates and degree completion have become measures of student success and contribute to the economic wellbeing of the community which SBVC serves. The AA-T degrees are meant to ease the transfer process to CSUs. Anthropology courses are classified as transfer courses and students who complete the AA-T Anthropology degree are guaranteed transfer per the state stipulations of this degree. According to the Bureau of Labor Statistics from 2012-2022, occupations in anthropology and archeology are expected to grow by 19% (faster than average rating) (http://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm). The majority of these positions require four year and graduate degrees and therefore the AA-T anthropology degree is an important component in the encouragement and ease of transfer. In addition there are many skills that students learn through anthropology courses that are useful in other majors and careers such as cultural awareness, critical thinking, and communication. California Employment

Handbook also lists anthropology and related careers as experiencing growth from 2012-2022 ([http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=anthropology&careerID=&menuChoice=&geogArea=0601000000&soccode=193091&search=Explore+Occupation](http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=anthropology&careerID=&menuChoice=&geogArea=0601000000&soccode=193091&search=Explore+Occupation)).

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Student Success

Overall, an analysis of the data shows that retention rates have increased while success rates have remained exceptionally steady when examined longitudinally.

	09-10	10-11	11-12	12-13	13-14
Success	63%	56%	68%	63%	60%
Retention	76%	76%	89%	88%	89%
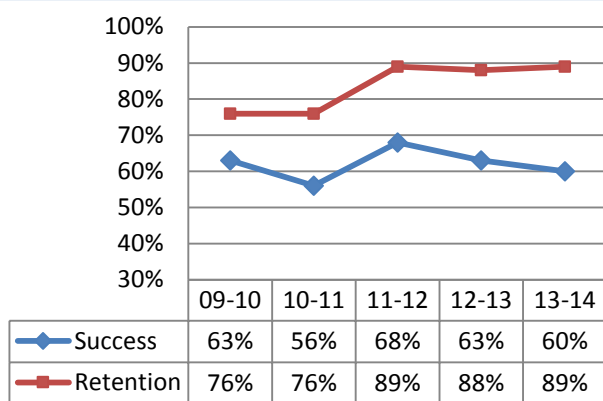
Retention rates (top line) from 2009-2010 to 2013-2014 continued to increase and hovered just below 90%. This means that the overwhelming percentage of students are staying enrolled in anthropology courses from census to the end of the semester. During the fall 2014 semester, the statewide retention rate for anthropology courses in all teaching modalities was 86% (CCCCO, Datamart). Over the last five years, the retention rate for the anthropology program has averaged 84% and this is within the 86% state average.

Retention Rates by Department

Program	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Academic Advancement	97.72%	125.00%	89.16%	91.81%	95.99%	95.20%
Accounting	75.25%	71.48%	74.97%	73.58%	76.88%	85.56%
Administration Of Justice	78.86%	80.95%	84.75%	83.89%	89.19%	87.85%
Aeronautics	84.69%	87.50%	90.26%	87.00%	90.17%	95.59%
Anthropology	79.11%	76.08%	76.10%	76.50%	88.91%	87.67%

The SBVC campus wide retention rate for all programs in 2012-2013 was 89% and therefore it can be concluded that in the area of retention, anthropology in the last few years has been successful (http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/research/reports/pass_retention_rates/RetetntionRatesbyDept_07-13.pdf).

Pass Rates by Department

| Program	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Academic Advancement	54.91%	56.29%	69.19%	75.91%	88.92%	81.57%
Accounting	51.50%	52.39%	54.10%	52.14%	58.33%	60.86%
Administration Of Justice	68.75%	71.02%	75.59%	73.20%	79.12%	72.42%
Aeronautics	68.37%	74.47%	73.55%	68.76%	72.18%	79.35%
Anthropology	60.91%	61.44%	62.83%	56.19%	68.24%	63.29%
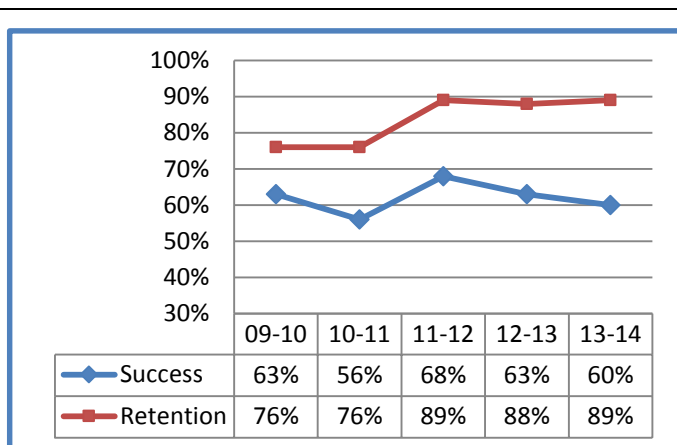
The pass rate (bottom line) for over the last five years has fluctuated from year to year and averaged 62% (EMP). The statewide average success rate for anthropology courses in all teaching modalities during the fall 2014 semester was 67% (CCCCO, Datamart). This is a 5% difference between SBVC and statewide data. In 2012-2013, the campus wide pass rate was 69% compared to the program's 63% during this academic year

	09-10	10-11	11-12	12-13	13-14
Success	63%	56%	68%	63%	60%
Retention	76%	76%	89%	88%	89%

(http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/research/reports/pass_retention_rates/PassRatesbyDept_07-13.pdf). Given the fluctuation in FTES and that during four of the five years represented in the current EMP data, the program did not have a full time anthropology instructor, these differences between statewide and college wide pass rates were not a significant cause for concern, nevertheless, student success is a focus for the anthropology program as both FTES stabilize and the program now has a full time tenure track anthropologist.

Anthropology EIS Data for 2000, 2005, 2010, and 2014

Spring & Fall*	Retention Rate	Pass Rate
2000	75%	63%
2005	80%	60%
2010	74%	59%
2014	91%	63%
Average	80%	61%
Excludes summers		

Examining the retention and pass rates over a 15 year period at five year intervals, the retention rates fluctuated and averaged 80%. When compared to the 84% current five year average, the program has been somewhat successful in increasing its retention. However in relation to the retention data from the last efficacy report from 2011, the six year average was 77% and when compared to the current 84% five year average, retention has improved.

	04-05	05-06	06-07	07-08	08-09	09-10
Success	61%	62%	60%	61%	62%	63%
Retention	76%	82%	75%	79%	76%	76%
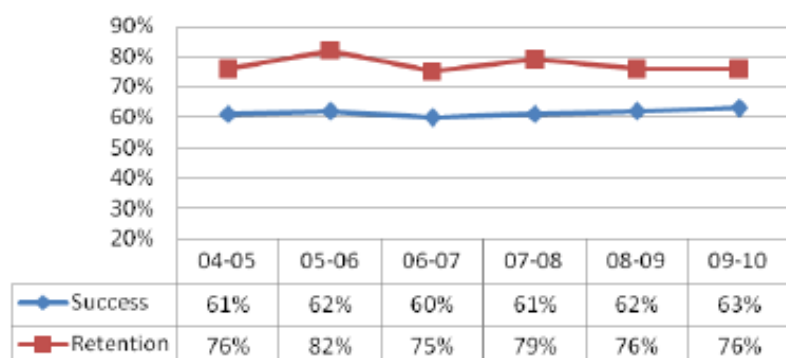
The 15 year pass rate at five year intervals is steady and averaged 61%. When compared to the current five year average of 62% the program appears to be steadfast at maintaining a pass rate in the low 60% range. Given that over this 15 year period the program has had different adjunct and full time professors and the demographic

population of students have also undergone changes, the program has a stable success rate and this is should be interpreted positively. The stability of the program's success rate is further underscored and evidenced by the six year average of 62% from the last 2011 efficacy report.

Anthro 100, 102, 102H, 106, 106H and 125 have standardized curriculum aligned with the C-ID statewide transfer model curriculum for the AA-T Anthropology degree. This may contribute to the success of students since the curriculum has been vetted by CCC and CSU faculty statewide.

	09-10	10-11	11-12	12-13	13-14
Sections	31	29	17	18	27
% of online enrollment	48%	52%	36%	44%	37%
Degrees awarded*	N/A	N/A	N/A	N/A	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

In 2013-2014 only one AA-T Anthropology degree was awarded but as noted, this degree only became available to students during the 2013-2014 academic year. Given that students most likely were not aware of this degree option and that it takes several semesters to complete the requirements for the degree it is not anticipated that degrees awarded will increase significantly, rather it is predicted that growth will occur in an incremental yet consistent basis from year to year. The anthropology program does not offer any certificates.

At the end of the 2013-2014 academic year through the "shot in the arm" funding to programs campus wide, anthropology acquired approximately $10,000 for instructional supplies. This allowed the program to invest in badly needed casts and other classroom equipment which are currently being used by faculty. Students having access to tangible instructional materials can make connections to the required course curriculum and therefore improve success rates.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection,

evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. (INSERT SLO COURSE GRID)

See Strategic Goal 2.11

The anthropology program continually assesses and evaluates course student learning outcomes and is up to date on the assessment and evaluation of all current anthropology courses. Information, evaluation reports, and assessment calendar has been maintained in a departmental Blackboard shell since 2008-2009 and is accessible to all departmental faculty (anthropology and sociology).
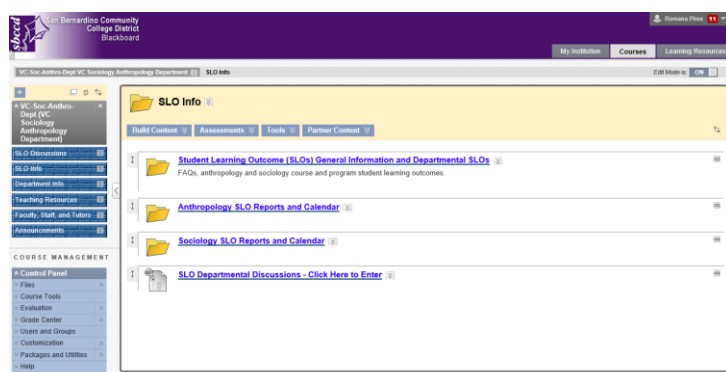
Enlarge document to view graphic.

Per the Accreditation/SLO committee mandate, during the last two years, all faculty have been assessing course SLOs, every section, every semester, to gather and evaluate data every three years per the departmental calendar. All anthropology courses have up to date three year student learning outcome evaluations.

DEPARTMENT: Anthropology

Courses:	Last Assessed:			Next Assessment (3 year cycle):			
	09/10	10/11	11/12	12/13	13/14	14/15	15/16
ANTHRO 100	X		X			X	
ANTHRO 102	X			X			X
ANTHRO 106	X			X			X
ANTHRO 106H	X		X			X	
ANTHRO 107	X	Not Currently offered			X		
ANTHRO 109	X	Not Currently offered			X		
ANTHRO 110			X			X	
ANTHRO 125		New course			X		
ANTHRO 222		Not currently offered.			X		

Note: all anthropology sections will be assessed every semester fall 2013-spring 2015.

AA-T Anthropology Transfer degree will be assessed in 2014-2015 academic year for the first time.

For the last three semesters, when a course comes up for its three year evaluation cycle faculty reflect on the assessment data. For courses that offer more than one section; Anthro 102 and Anthro 106, the faculty chair writes an overall evaluation report which includes data analysis. These evaluation reports are posted in the Bb departmental shell. A few years prior to the SLO MOU, adjunct faculty were not being asked to assess SLOs, and some of the most recent three year evaluation reports are based on anthropology EIS success rates and compared to state success since there was not a full time anthropology instructor. During the first evaluation cycle in 2008-2009 the overwhelming majority of adjunct faculty participated in the assessment and evaluation of SLOs. The assessment and evaluation of course SLOs resulted in the examination of SLO verbiage and the department is currently on a second cycle of evaluating SLO verbiage. During the current 2015 spring semester, full time anthropology instructor is the lead for all of the 11 current and new anthropology courses, has made modifications and these modifications are being vetted by anthropology adjunct faculty with a 4/15/15 deadline to submit feedback comments, and/or revisions. Anthropology faculty are being asked to reflect on the following questions for each course student learning outcome (including the program level outcomes):

1. Is the modification (or lack of modification) agreeable to you?
2. Do the SLOs for given course reflect the main overarching expectations?
3. Can the SLOs be embedded in your existing assessment(s)?
4. Do you have suggestions for a revision(s)?
5. Anything else?

Once final revisions are made, updated SLOs will be forwarded to the SLO coordinator. Next evaluation will take place during the 2017-2018 academic year.

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). (INSERT MAPPING GRID & RECENT PROGRAM EVAL. INFORMATION)

See Strategic Goal 2.11

Since the AA-T Anthropology degree has only become available to students during the 2013-2014 year, assessment and evaluation is not meaningful. However

through the collection of course SLO data and mapping of course SLOs to the PLOs the program collected assessment data in fall 2013 and spring 2014 semesters and completed an initial PLO evaluation during 2013-2014. During the current spring 2015 semester, PLO verbiage was also examined for currency. The AA-T anthropology degree has a number of courses outside of the anthropology program and in the near future as course SLO data becomes available through the SLO Cloud, data from all course SLOs outside of the anthropology program can be analyzed and evaluated.

	Anthropology: AA-T	Students will demonstrate an understanding of the conceptual framework that guides anthropology including aspects related to archaeology, culture,	awareness of people in different parts of the world and the interdependence of a multicultural global community evaluated by written or objective assessments.
ANTHRO 100		X	
ANTHRO 102		X	X
ANTHRO 106/H		X	X
LIST A: Minimum of 3 Units			
ANTHRO 125		X	X
ECON 208			
ENGL 102/H		X	
MATH 108			
PSYCH 105			
LIST B: Minimum of 3 Units			
BIOL 260			
GEOL 101		X	
GEOL 122		X	X
GIS 130		X	
PSYCH 101			
LIST C: Minimum of 3 Units			
ANTHRO 107			X
ANTHRO 109			X
ANTHRO 110		X	X
COMMST 174			X
GEOG 102			X
HIST 107			X
MUS 107			
RELIG 101			X
RELIG 110		X	X
SOC 100/H		X	
SOC 141		X	X

Enlarge image to view grid of program level outcomes to anthropology course student learning outcomes. Note that there is not a requirement to map non anthropology course SLOs to PLOs.

PLO #1: Students will demonstrate an understanding of the conceptual framework that guides anthropology including aspects related to archaeology, culture, language and biology evaluated by written or objective assessments.

PLO #2: Students will develop an awareness of people in different parts of the world and the interdependence of a multicultural global community evaluated by written or objective assessments.

Information from initial **2013-2014** program level assessment and evaluation report:

Program SLO Assessment Methodology
Fall 2013 data from course level assessment across program.
Criteria – What is "good enough"?
70% of students will score in the "good enough" category in courses that were assessed during fall 2013 semester. Data will be calculated based on the number of students that attempt the SLO assessments.
What % of students met the criteria? Is this % satisfactory?
74% of students met the criteria. This is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?

74% of students who attempted SLO assessments met the SLO as defined by individual faculty criteria and assessment methods.

24% of students enrolled at census did not attempt assessment.

44% of students enrolled at census either did not attempt or meet SLO as defined by individual faculty criteria and assessment methods.

56% of students enrolled at census met SLO as defined by individual faculty criteria and assessment methods.

What content, structure, strategies might improve outcomes?

Students who attempt the SLO assessment generally meet the criteria for success. However, retention and lack of students attempting the assessments may need to be addressed. This may or may not be related to student learning.

Will you change evaluation and/or assessment method and or criteria?

Faculty will be examining the verbiage of individual and program level SLO. As faculty assess SLO on a routine basis, an examination will take place to align assessment methods with SLO expectations. It may be helpful to attempt different assessment strategies to control or to be inclusive of non-participating students via traditional assessment methods (objective and subjective exams, quizzes, and written assignments).

Evidence of Dialogue

During fall 2013, faculty only participated in the assessment of SLO in individual courses with very limited discussions taking place. Discussions will take place during fall 2014 semester. *(This did not take place, rather as noted earlier, faculty are in the process of examining course verbiage based on their assessment results throughout the last three semesters).*

The next cycle for the evaluation of PLOs for the anthropology program is fall 2016.

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (INSERT CORE COMPETENCY GRID). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See Strategic Goal 2.11

San Bernardino Valley College Department: Anthropology For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	ANTHRO 100	ANTHRO 102	ANTHRO 106	ANTHRO 107	ANTHRO 109	ANTHRO 110	ANTHRO 222									
Communic. 1.1 Read and retain information	X	X	X	X	X	X	X									
1.2 Write clearly	X	X	X	X	X	X	X									
1.3 Speak clearly																
1.4 Employ vocabulary of the subject studied																
1.5 Demonstrate active listening skills																
Info. Comp. 2.1 Find and interpret information	X	X	X	X	X	X	X									
2.2 Evaluate authority and bias of information																
2.3 Utilize technology to organize and present information																
2.4 Demonstrate working knowledge of basic computer function																
Critical Thinking 3.1 Evaluate strengths, weaknesses and fallacies of logic																
3.2 Locate, evaluate and select evidence to support or discredit an argument																
3.3 Construct a persuasive argument																
3.4 Apply learned knowledge to new situations																
3.5 Apply principles of scientific reasoning to solve problems			X													
3.6 Defend a logical hypothesis to explain observed phenomenon																
Ethics 4.1 Accept responsibility for own actions																
4.2 Demonstrate respect for a diversity of ideas and the rights of others																
4.3 Exhibit personal, professional and academic honesty																
4.4 Display behavior consistent with ethical standards w/in a discipline																
4.5 Apply lessons from the past to ethical issues faced in the present																
4.6 Evaluate own ethical beliefs in relationship to moral dilemmas																
4.7 Assume civic, political or social responsibilities																
Creative Expression & Self Awareness 5.1 Recognize own strengths and weaknesses																
5.2 Recognize own biases and values																
5.3 Recognize own learning style																
5.4 Give and receive constructive feedback																
5.5 Develop time management skills																
5.6 Set goals for educational, personal and professional development																
5.7 Set goals to create balance in personal and professional life																
5.8 Evaluate diverse artistic works																
5.9 Demonstrate creative thought through original expression																
Social Interaction & Cultural Diversity 6.1 Demonstrate etiquette in face-to-face and written interactions																
6.2 Work effectively in group settings																
6.3 Utilize conflict resolution skills																
6.4 Demonstrate knowledge of and respect for other cultures																
6.5 Demonstrate knowledge of and respect for one's own culture																

Enlarge image to view grid of core competencies posted at the instruction college website. This grid is outdated because it does not include new courses and deletion of old courses. However, all new anthropology courses reflect the existing core competencies. Since programs are not required to assess core competencies, the anthropology program has not been tracking course SLO assessment data with core competencies. During the spring 2014 in-service session on SLOs, there was a discussion and examination of core competencies among full time faculty in which the faculty chair participated. At a recent division meeting in February 2015, per the request of college divisions by the academic senate to examine core competencies, SSHDPE division faculty voted to eliminate core competency subcategories. It is assumed that once core competencies are examined by the academic senate that programs including anthropology will develop a new or updated grid and follow directions regarding the assessment of core competencies.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The anthropology program does not have a mission statement. Rather the program follows the California Community College State Chancellor's Top Code for the anthropology discipline.

Top Code 2202.00 – Anthropology
The origins, physical and cultural development, technologies, social customs, and beliefs of mankind.

How does this purpose relate to the college mission?

The current mission of the college is: "San Bernardino Valley College provides quality education and services that support a diverse community of learners."

The anthropology program meets the mission of the college in the following ways:

1. Courses are offered in a variety of formats. For the last five years and on the average, 35% of sections were offered in the online format. During this current spring 2015 semester, the program has also started to offer a hybrid section.
2. Courses meet a variety of different GE areas including Humanities, Social Sciences, and Physical Sciences.
3. Program participates in the honors program. Students can further complete independent studies through ANTHRO 222.
4. Courses teach students about past and present cultures and offer a non-Eurocentric point of view.
5. Program has satisfactory success, retention and productivity rates.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

"Weekly Student Contact Hours/Full-time Equivalent Faculty is the productivity measure used for instruction, where 525 is the norm for California community colleges" (http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/research/Call%20to%20Action%20Data/glossary.pdf).

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1025	1034	595	681	27
FTEF	5.20	5.20	2.80	3.20	4.20
WSCH per FTEF	581	595	638	654	570

The anthropology program's WSCH/FTEF for the last five years was consistently above the 525 CCC norm at 607. This means the anthropology program has an above average efficiency and is productive. Anthropology courses have 40 student capped enrollments and consistently fill before the start of the semester. A few years ago at a campus wide faculty chair meeting, Vice President of Instruction Dr. Kinde noted that a late start Anthro 106 section filled in six minutes from the time the class went live for registration.

All anthropology instructors are cognizant of student enrollment needs and are willing to add students above the cap within reason and classroom space.

	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	816	745	786	857	970	1025
FTEF	4.40	4.60	5.00	5.00	5.00	5.20
WSCH per FTEF	553	485	471	515	583	581

Comparing the six year average of 531 WSCH/FTEF from the previous 2011 efficacy report to the current average of 607, productivity has increased.
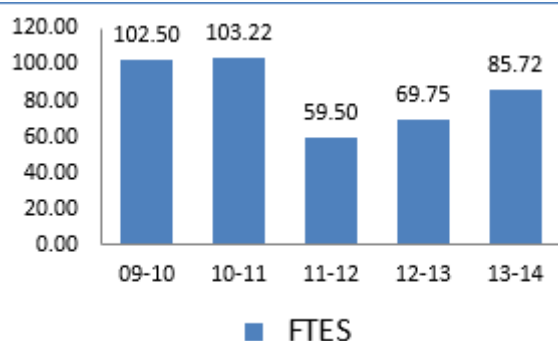
When compared to other programs in the SSHDPE division, the anthropology program had a disproportionate reduction of 42% in FTES from 2010-2011 to 2011-2012 (http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents). One of the reasons provided by the Vice President of Instruction/Interim President Dr. Buckley, was that since the anthropology program at the time did not have a full time instructor due to a SERP retirement, it was easier to cut FTES from anthropology so other programs could make full time faculty load. Click to enlarge correspondence from Dr. Buckley regarding FTES reduction.

Buckley, Dr. Larry
Fri 3/4/2011 3:05 PM
AnSocAdmin

To: Pires, Romana;

• You replied on 3/4/2011 4:34 PM.

Romana,

Thank you for your detailed and passionate memorandum. I appreciate your support of your programs and students. I also appreciate that you recognize the tremendous challenge we're all facing in addressing the ongoing budget "crisis." (By the way, when does "crisis" stop being the appropriate word? Shouldn't it simply be "budget normality" at this point?)

Across the state there are similar difficult conversations taking place about how to approach schedule planning for the new year. As you suggest, the state Chancellor has indeed asked colleges to protect transfer, Basic Skills, and CTE when considering FTES reductions. Unfortunately, or fortunately, we at SBVC really don't have much of anything else. While many colleges have robust non-credit and workforce development programs, we do not. Even the District's not-for-credit programs are not FTES earning and their instruction is sustained exclusively by fees and/or grants. At SBVC, we have no real programs outside of transfer, CTE, or Basic Skills that we can "ramp back." This makes our scheduling challenges more severe than many other colleges that have the likes of FTES-earning non-credit programs.

As specifically pertains to Anthropology, my concern was that students have adequate CSU transfer and IGETC transfer "area" requirement options. For example, if students had access to "area requirements" in Biology, Chemistry, Art, or Philosophy in abundant enough numbers to not dramatically impact students by reducing the number of sections in Anthropology, then we were meeting their need as regards "protecting" transfer as best as possible.

And ... to be entirely transparent on this issue ... if we suffer necessary cuts to the 9000 FTES or lower level, we begin to run into problems meeting minimum contract full-time load obligations in some disciplines. The fact that anthropology has no full-time faculty, provides us with options to address this issue.

There is no doubt that these reductions will have a negative impact on students and the program. Our challenge is to minimize that impact across the curriculum for the sake of as many as we can serve.

On the issue of your Spring recommendations, you make a variety of good points and I would like to examine them further. But, I think I've kind of exhausted things to write about. Perhaps we would do best to meet and discuss further. Please let me know when you are available and we'll schedule some time to discuss your memo more fully.

Best,
Larry

Since 2011-2012, the FTES have steadily grown and it is projected that during 2014-2015, FTES for the program will be back and possibly above the 2010-2011 levels. This increase in productivity is a welcome reprieve from the tumultuous last five years. The growth of FTES is attributed to the dedication of the past SSHDPE Interim Division Dean Dr. Ed Millican, Vice President of Instruction Dr. Kinde, division faculty and division faculty chairs in making a strong commitment to the viability of the anthropology program.

Anthropology Sections and FTES – Fall Semesters Only from 2000-2014

An examination of sections during fall semesters only from 2000-2014 indicates that they regularly fluctuate and averaged 14 sections while FTES during this same time period averaged 42 again during fall semesters. This means that during the current 2014-2015 and most likely upcoming 2015-2016 academic years, anthropology is on track to meet this average in sections and FTES.

A special report issued during the fall 2014 semester by the Office of Research, Planning, and Institutional Effectiveness regarding FTEF-FT Faculty Ratio for programs with only one or no full time faculty indicated that 58% of anthropology sections in fall 2014 were through non-contractual load (http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/research/reports/ftef-ft-faculty-ratio-f14-B.pdf). In terms of productivity and efficiency, this data indicates that the anthropology program is a cost efficient program for the college.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All anthropology courses underwent curriculum review during fall 2014 semester. New courses were also created: Anthro 102H: Cultural Anthropology Honors, Anthro 108:

North American Indians, Anthro 223: Independent Study in Anthropology-Guided Research. Anthro 107: North American Indians is no longer an offered course and has been replaced with Anthro 108: North American Indians. Courses that have C-ID transfer model curriculum were aligned in terms of course description, course objectives, and course content. Departmental advisories have been added to all regular anthropology courses: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. Honors courses have this advisory as a prerequisite.

Also updated during fall 2014 was the AA-T Anthropology degree and here is the link to the degree information and course requirements: http://www.curricunet.com/SBVC/reports/program_report.cfm?programs_id=528

Social Sciences, Human Development & Physical Education			
Anthropology			
Course	**Status**	**Last Content Review**	**Next Review Date**
ANTHRO100 Introduction to Archaeology	Active	12/08/2014	12/08/2020
ANTHRO102 Cultural Anthropology	Active	12/08/2014	12/08/2020
ANTHRO102H Cultural Anthropology - Honors	Active	12/08/2014	12/08/2020
ANTHRO106 Biological Anthropology	Active	12/08/2014	12/08/2020
ANTHRO106H Biological Anthropology - Honors	Active	12/08/2014	12/08/2020
ANTHRO107 North American Indians	Active	05/10/2010	05/10/2016
ANTHRO108 North American Indians	Active	12/08/2014	12/08/2020
ANTHRO109 Visual Culture and Art	Active	12/08/2014	12/08/2020
ANTHRO110 Magic, Witchcraft, and Religion	Active	12/08/2014	12/08/2020
ANTHRO125 Language and Culture	Active	12/08/2014	12/08/2020
ANTHRO222 Independent Study in Anthropology	Active	12/08/2014	12/08/2020
ANTHRO223 Independent Study in Anthropology-Guided Research	Active	12/08/2014	12/08/2020

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
	N/A	N/A

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All information for 2014-2015 academic year is current in the college catalog. Since there have been changes to the AA-T Anthropology and courses during the fall 2014 curriculum review process this will be reflected in the 2015-2016 college catalog. During the current spring 2014 semester, the program reviewed and modified the anthropology program descriptor and the modified version will be submitted to the instruction office by the college catalog update deadline.

Modified anthropology program descriptor to be submitted to the instructions office for the 2015-2016 college catalog:

Anthropology is the study of what it means to be human. It has been called the most scientific of the humanities and the most humanistic of the sciences as it takes a broad approach to the study of humanity, integrating biological, archaeological, cultural, and linguistic perspectives. Anthropologists often aim for their work to aid in understanding and solving real-world issues faced by humans today.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Anthropology is a transfer discipline and therefore the implementation of the AA-T Anthropology degree will impact enrollment. While it is too early to make a prediction about the number of students who will seek to complete this degree, planning has focused on best practices regarding the scheduling of courses to allow students to complete degree in the shortest amount of time possible. At this time it is possible for students to complete AA-T Anthropology degree in one year through the combination of on-campus and online courses. Through the Student Success Initiative, and the college and district strategic goals and initiatives there has been an emphasis on increasing both graduation and transfer rates. The anthropology program is cognizant of these action plans and mandates and there has been a focus on increasing visibility and awareness of the anthropology program among students and staff.

Partnerships with counselors, local universities, a new anthropology club, advocating for an increase in FTES, and information literature are examples of the planning and efforts that are taking place as the various statewide and campus wide efforts to increase transfer rates become institutionalized and this consequently will most likely result in higher numbers of students desiring to enroll in anthropology courses and consider it as a major course of study. Since various anthropology courses meet CSU/UC Social Science, Humanities, or Scientific Inquiry and Quantitative Reasoning categories anthropology provides further GE transfer course options for students

beyond the social sciences. This is evidenced by Anthro 106: Biological Anthropology being the most popular course in the program which meets the B2 Life Science category for CSU/UC.

There has been an ongoing trend in the proliferation of anthropologists working in industries and careers not normally associated with careers in anthropology by the general public. Part of the planning efforts in the anthropology program is to make students and staff aware that the anthropology degree or major, or even a few courses in anthropology provide students with knowledge and skills that can be applied in various industries from business, government, to healthcare. This is evidenced by the modifications in the anthropology program descriptor for the inclusion in the 2015-2016 college catalog, building partnerships with counselors and dissimilating information to students through the program's bulletin board and fliers.

Here is a statement on jobs regarding careers in anthropology from the CSUF anthropology website. The information accentuates "cross over skills" which can be applied to many different employment positions.

Statement on Jobs

Very early in your education you should plan a career. If you have not already decided what direction that planning will take, start today. There are various ways for doing this. One is to sort out what your skills are and to work to improve them.

Several of the more important "cross-over skills," i.e., skills you gain in anthropology which can be transferred to a wide variety of jobs, are: knowledge of the working of society and the role of culture, writing, communication, research methods, and analytic techniques. All these talents are in demand to analyze social problems, to communicate your analyses to others, and to work to solve them. This talent is applicable both to the private sector (think tanks, marketing research, international corporations) and to the public sector (local, state, and federal government agencies).

One should be aware that many of the technical skills learned in biological anthropology and archaeology can be translated into a broad range of competencies such as surveying, environmental impact, medical research, planning, etc. One problem is that once these skills are acquired, it is also necessary to conceptualize how the skills can be put to use in a variety of contexts. There are, for example, very few jobs in primate research outside of universities; there are, however, many jobs working with animals. The same is true of medical anthropology and nutrition. Most biological anthropologists teach and do research at universities and colleges while some teach in high schools. Still others work for various state and federal government agencies, or are privately employed. At colleges, physical anthropologists can be found in anthropology, sociology, social sciences, anatomy, biological sciences, human biology, zoology, and medical school departments. Biological anthropologists may do forensic consultation for law enforcement agencies to assist in solving crimes.

http://anthro.fullerton.edu/JobOpportunities.html

Similarly the American Anthropological Association wrote a letter to the editor of the New York Times in response to a 2013 New York Times article on the field of anthropology and Napoleon Chagnon; an influential anthropologist.

To the Editor,

While we recognize that the figure of Indiana Jones is attractive, it is about as useful for understanding anthropology as Fred Flintstone is for understanding life in the Neolithic. Your article perpetuates an outdated and narrow stereotype of our profession. The 11,000 members of the American Anthropological Association alone actually spend their time doing a vast array of things. Today's anthropologists can be found in such diverse endeavors as leading the World Bank, designing health care for areas devastated by disaster, or researching the causes of the 2008 recession or the deaths of 100 boys in a defunct reform school in Florida. The representation of a field paralyzed by debates about 'science,' vs. 'advocacy' is similarly inaccurate, given the non-polarized ways most anthropologists today understand 'science', 'advocacy' and the nature of the field. The article also misses one of Napoleon Chagnon's lasting legacies to our field: the reminder to engage in constant reflection about anthropological ethics. The American Anthropological Association recently did just that, releasing its new Statement on Ethics: Principles of Professional Responsibility in October 2012 (http://www.aaanet.org/coe/Code_of_Ethics.pdf). Finally, we consider lively debate neither dangerous nor self-serving: it is a key to knowledge.

Leith Mullings
President
American Anthropological Association
Distinguished Professor
Graduate Center, City University of New York

http://www.aaanet.org/issues/upload/NYT-letter-to-ed-Eakin-Article.pdf

These trends in the career options reflect the program's planning and efforts to disseminate information about the discipline.

Per the EMP, the following are current program goals that are incorporated into planning efforts related to enrollment and student success, and include progress made.

1. The top priority for the program is to increase its course offerings in order to improve access to GE courses and AA-T anthropology degree.
This is occurring as the FTES have increased this year and are also on track to increase next academic year. The program is carefully evaluating course section offerings, delivery modes and days/times to offer sections.

2. Update curriculum and continue to assess and evaluate SLOs with an emphasis on increasing student success rates.

All anthropology courses have been modified and aligned with state transfer model curriculum when applicable. All SLOs and PLOs are being continually assessed and evaluated per the program's calendar and data is used to modify SLO/PLO verbiage.

3. Continue to assess equipment and supply needs.
Anthropology program last year received approximately $10,000 to update instruction materials. This was made possible through a $3,000 allotment to the program and from the administrative justice, philosophy and religion, and sociology programs which donated some or all of their $3,000 allotments to anthropology. As funds become available the program continues to evaluate course and student needs within the context of student success. Program continues to submit needs assessment requests through the program review needs assessment processes.

4. Keep faculty in the program informed of professional development related to technology and student success.
Faculty chair and anthropology full time instructor Dr. King maintain communication with adjunct anthropology faculty regarding professional development opportunities and relevant departmental information including conferences, workshops, and events. Dr. King has met with some of the program's adjunct faculty on different occasions for example during adjunct orientations to discuss students learning outcomes, faculty needs, student success, and new anthropological instructional materials.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. <u>In what way does your planning address accomplishments and strengths in the program?</u>

After the 2008-2009 early retirement SERP, the anthropology program lost its only long time full time anthropology instructor and consequently much of the institutional history of the program. Dr. Olson also took with him numerous instructional materials which over the years he had collected using his own personal funds. Exasperating this situation was the retirement of Professor Pielke during this same timeframe who was the faculty chair of the anthropology and sociology programs. Therefore, EMPs and needs assessments requests focused on the replacement of Dr. Olson's position. In 2013-2014, Dr. King who served as one of the program's adjunct instructors was hired as a full time tenure track instructor to replace Dr. Olson. During the last two years, an emphasis was placed on evaluating all aspects of the program and under the discipline expertise of Dr. King, SLOs, curriculum, scheduling, instruction materials, marketing materials, etc. have been examined and modified when necessary. The recent addition

of full time instructor, Dr. King has been instrumental in reviving and promoting the program within and outside of the college.

Dr. King participates in the statewide C-ID anthropology DIG (discipline input group) regarding the AA-T Anthropology degree and also maintains social networks with the anthropology department at UC, Riverside. Related to this, all anthropology course outline of records have been modified to reflect the transfer model curriculum, current trends in the discipline including changes to course titles, descriptors, course objectives and curriculum content. It is unknown the last time the anthropology course outlines of record have had a full time discipline expert modify them. As part of the planning to increase student success rates, English advisories have been placed on all anthropology courses (exception Anthro 223).

The hiring of a full time instructor has also allowed the program to resume offering Anthro 106 H: Biological Anthropology Honors and participate in the honors program as well as resume offering Anthro 222: Independent Study in Anthropology. The program has also created a new honors course Anthro 102H: Cultural Anthropology Honors which most likely will be offered for the first time in spring 2016. These courses contribute to campus wide transfer rates since students enrolled in honors courses and those students who participate in special projects with faculty have higher chances of being successful and transferring to universities.

Part of this overhaul of the program was the discovery that the instruction materials, specifically casts, fossils, and bones were sorely inadequate and outdated with current research findings in anthropology and archaeology. When Dr. Olson retired, Faculty Chair Pires (non-discipline expert) completed an inventory with the assistance of an anthropology adjunct instructor and a list of current holdings was developed. On occasion, adjunct faculty used some of the materials for their classes.

Receiving the $10,000 in funds toward the end of the 2014 spring semester, allowed Dr. King to purchase the most important instruction equipment to begin the process of updating the program's materials. During this year's campus needs assessment process, the program ranked high (#3) in equipment requests. The anthropology program does not have an established budget and a needs request for an annual budget also ranked high (#2) during this year's needs assessment process. However, these rankings will not be considered until next academic year. Rather this year, the program will be able to purchase some additional materials through the division's instruction budget allocated

funds. Also purchased was a cabinet which was placed in the anthropology classroom. When the replacement North Hall building was designed, the anthropology storage room was incorporated into the full time faculty office and therefore can only be accessed by the one full time anthropology instructor who is located in this office space. Adjunct instructors can only access the storage room with assistance from the occupant of the space which is Dr. King or division administrative assistants. This infringes on the privacy of full time instructor. The purchase of the cabinet allows for the storage of various fossils and casts in the classroom and adjunct instructors have been assigned keys to access materials. There has also been an effort to encourage all adjunct faculty to use materials in their classes and this has been somewhat of a challenge for few faculty since it is a cultural change from having very limited access to materials. However progress is being made as evidenced by one of the online instructors holding an optional on-campus session to introduce online students to the fossils and casts. On the other hand, many students are being exposed to and experience working with the tangible instructions materials. An updated list of program's holdings has been forwarded to the division office.

Planning and efforts regarding student success have also focused on encouraging faculty to inform and support students enrolled in anthropology courses to transfer regardless of major. This is evidenced by faculty being provided with transfer cards to pass on to students which are collected and sent to the campus Transfer Center. This semester a partnership was established with Counselor Gina Curasi to create monthly information announcements which faculty are encouraged to announce in classes through fliers and/or post in Blackboard (online classes and on-campus classes). When the faculty chair holds adjunct training for new faculty, instructors are encouraged to place textbooks on reserve in the library.

During the 2013-2014 academic year, Dr. King started and is the faculty advisor of the SIHAC Anthropology Club (Students Interested in Humanity and Culture) which has been successful in attracting students. Through this club students are given opportunities to visit local universities, hear speakers, and learn about the transfer process. The club's website can be found at:
http://www.valleycollege.edu/current-students/clubs/Anthro_Club

Currently the program has four anthropology adjunct faculty:

Russell Cass

Jay Hadden

Dana Keithly

Yasmine Shereen

Within the last two years through the efforts and hard work of Dr. King, adjunct faculty in the program and support of the division, the anthropology program has been revitalized. In the next few years, planning efforts will continue to focus on growth as determined by student needs and enrollment trends.

It is worth noting that the anthropology program exemplifies how critical institutional support and lack of it is to the success of a program.

Dr. Yolanda Moses is a featured notable alumna on the CCC state chancellor's website. Dr. Yolanda Moses is a graduate of SBVC and the past president of the American Anthropological Association.

Quoting from the website: "San Bernardino Valley College graduate Dr. Yolanda T. Moses has had a successful career in academics. She's served as president of the American Anthropological Association, chair of the Board of the American Association of Colleges and Universities, president of City University of New York and president of the American Association for Higher Education. As a national leader in diversity, in 1993 Moses became City University of New York's first female president since it was founded in 1847. Moses was a member of the Ford Foundation Board of Trustees from 1996 to 2008. She is a proud product of public higher education in California and attributes her success in part, to the excellent education that she received at San Bernardino Valley College, where she received an associate of arts degree" (http://californiacommunitycolleges.cccco.edu/Newsroom/NotableAlumni/YolandaMoses.aspx).

It was at SBVC that Dr. Moses, who is also a professor of anthropology at UC, Riverside, heard Dr. Margaret Mead speak at the college auditorium and decided to major in anthropology. It is this type of program level institutional history that is lost (notable alumni and notable speakers) that could be used to inspire the current generation of students and the next generation of anthropologists when the institution's decision makers risk becoming short sighted during budgetary shortfalls and disproportionally make cuts to programs such as those experienced by anthropology, which most likely would have resulted in anthropology being placed on program discontinuance if California voters did not approve Proposition 30 (http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/committees/academic-

). The passage of Proposition 30 in November 2012 allowed the anthropology program to begin to restore FTES and full time tenure track instructor.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

As detailed in the previous section, although the anthropology program received significant funding in 2013-2014, the reality is that it still needs more funding to continue to modernize its instructional materials. None of the anthropology courses, including Anthro106: Biological Anthropology offer a laboratory course. This consequently attracts students desiring to fulfill CSU B2 Life Science category who might not desire to take a biology course with or without a lab component as biology courses overwhelm the B2 Life Science category. Among students pursuing only an AA degree, for Category I: Natural Science, a lab course is not required if a student completes six semester units and in this category Anthro 106 is a choice and may explain why Anthro 106 is a popular course in the anthropology program.

Students majoring in anthropology might face a disadvantage when they do not have access to a laboratory course during their preparation for the major. During the current academic year, faculty and staff at Crafton Hills College seeked to develop an anthropology lab course in conjunction with its existing Biological Anthropology course but they are facing challenges due to a lack of instructional materials and institutional commitment to purchase those material for the course. It is unclear if they are currently continuing to pursue this goal.

At SBVC, there have been discussions to examine the viability of a lab course among the faculty in the program and division but this also hinges on the anthropology program being successful in acquiring funding through the college needs assessment processes. Of the three local community colleges besides SBVC and CHC, both Chaffey College and Victor Valley College offer a lab course in anthropology while Riverside City College does not. Offering a laboratory course would also be an alternative to some of the impacted programs such as biology and chemistry lab classes and in the long run probably also more cost efficient for the college since anthropology

materials do not need to be replaced (unless damaged) or are typically associated with high maintenance costs.

As faculty have begun incorporating fossils and casts into their curriculum delivery, it has become apparent that the desks in the anthropology classroom (NH 336) are not suitable for the handling of the instructional materials. The classroom has standalone desks and students must negotiate their textbooks, lecture notes and the handling of materials within the confines of a very small desk space. This does not allow students to handle more than one cast/fossil at the same time for contrast and comparison and it also does not allow students to take measurements, notes, etc. The division dean has contacted the VP of Administrative Services and is currently attempting to have the desks switched with elongated tables. This is another flaw in the design and planning of the North Hall replacement building and consequently has the potential to impact student success but also risks the damage or destructions of some of the casts that are delicate in nature such as bone structures of very small primates or skulls being cracked or destroyed if dropped on the concrete surface of the classroom floor. Since these instruction materials are expensive to replace and impact many students and other faculty using these materials, it is crucial that the college find a way to replace desk chairs with tables and chairs.

Although anthropology has ranked high in this year's needs assessment process in the equipment and budget categories, there is no guarantee that these funds will be made available to the program. The anthropology program will continue to submit needs assessment requests every year and continue to access the limited funding available to the division each year.

Through the analysis of enrollment trends it is clear that there is a need for additional anthropology sections in all delivery modalities especially Anthro 106.

When examining the requirements for the B2 Life Science CSU category it becomes clear why Anthro 106 is the most popular course in the anthropology program (http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/instruction/Catalogs/SBVC%20FINAL%20CATALOG%20w%20COVERS%208.4.14.pd.pdf).

Area B: Scientific Inquiry and Quantitative Reasoning
Minimum of 9 semester units / 12 quarter units. One course from B1 (Physical Science), one course from B2 (Life Science), one course from B4 (Mathematics / Quantitative Reasoning). One of the three courses taken must be a laboratory course. Laboratory courses are underlined. Select from:

B1 Physical Science
ASTRON 120
CHEM 101, 104, 104H, 110, 150, 150H, 151, 151H, 212, 212H, 213, 213H
GEOG 110, 114
GEOL 101, 112, 122, 250, 251
OCEAN 101
PHYSIC 101, 150A, 150B, 200, 201
PS 101

B2 Life Science
ANTHRO 106, 106H
BIOL 100, 104, 109, 109H, 155, 123, 201, 202, 250, 251, 260, 261, 270
PSYCH 141

B3 Laboratory Activity
ASTRON 125
BIOL 100, 109, 109H, 155, 201, 202, 250, 251, 260, 261,

Students are required to take one course from the B2 Life Science category which includes courses from anthropology (Anthro 106 and Anthro 106H), biology, and psychology (PSYCH 141). Biology courses overwhelm the B2 Life Science Category. During the current spring 2014 schedule of classes (electronic version to take into account any late additions), the following information was gathered.

CSU B2 Life Science Category

Anthropology:	6 sections
Biology:	57 sections
Psychology:	2 sections

During the spring 2014 semester, anthropology sections made up only 9% of the sections in this category. This clearly shows that there is a great degree of inequity in sections offered between the three discipline programs. This data may also provide evidence why Anthro 106 is the most popular course in the anthropology program and Anthro 106 sections fill quickly whether offered on-campus or online. Students who are on the CSU transfer track should have a greater degree of choices in the amount of sections offered in this category and the anthropology program needs to continue to grow FTES. Students having greater access is part of the mission of the CCC system.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Partnerships

The following activities show evidence of the partnerships that exist between the anthropology program, the campus and external community.

1. Every year, the CSUSB anthropology department holds an open house event. The anthropology program participates in this event on a regular basis through faculty informing students or organizing field trips. Here is a photo of the 2013-2014 open house in which SBVC students were present.

2. Every year, the UCR Department of Anthropology sponsors an anthropology conference for students by students. For the past two years, members of SIHAC

Anthropology Club have attended with Dr. King, and were introduced to anthropology faculty and students and the UCR campus. In 2014, an SBVC anthropology student presented original ideas at the conference. Below is a photo of SBVC student Bruce Long (far right) at the conference. SBVC anthropology students are encouraged to utilize UCR's Rivera Library and at least two have done so in the course of conducting research for Anthro 222.

3. Dr. King served on the 2013-2014 CRY-ROP Advisory Board for the forensic science program, part of a Criminal Justice pathway, at Bloomington High School, and presented a guest lecture to Mr. Calvin Smith's forensic science class in Fall 2013.

4. SBVC Counselor Mr. Frank Dunn has coordinated the provision of Anthropology program and discipline information, including the program flier, through presentations to the local community. In coordination with Counselor Ms. Jeanne Marquis, Dr. King, in 2013-14, incorporated international student visits and narratives into Anthro 102 classroom discussions, facilitating dialogue between anthropology students and international students on campus.

5. Consultation with Dr. Glenn Drewes, Biology faculty, was instrumental in verifying the needs and some ambiguous holdings inherited by the Anthropology department.

6. Dr. King has participated in the C-ID DIGs for the Anthropology AA-T and the Global Studies/International Relations Area of Emphasis.

Technology

1. The anthropology program has a dedicated website which has basic information and links to local universities (http://www.valleycollege.edu/academic-career-programs/degrees-certificates/anthropology). The program has been advised to not make any majors updates as the college/district is in the process of moving to a move user friendly CMS platform. The anthropology website needs to be improved and plans are to tackle this project during the 2015-2016 academic year.

	09-10	10-11	11-12	12-13	13-14
Sections	31	29	17	18	27
% of online enrollment	48%	52%	36%	44%	37%
Degrees awarded*	N/A	N/A	N/A	N/A	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

2. The anthropology program is cognizant of the popularity of online courses and offers a significant percentage of its offerings online. Over the last five years, 43% of all anthropology sections have been in the online format.

3. The department (anthropology and sociology) maintains a Blackboard departmental shell. This shell is regularly updated with SLO reports and all departmental faculty have access to such resources as faculty handbook, SLO resources, information and reports, campus student service links, and teaching resources and other information.

4. Students who electronically contact the department through the college website for information about the anthropology program are also directed to Curricunet, college online catalog, and other student service websites. Inquiries are answered by Dr. King and/or faculty chair.

Campus Climate

The anthropology program contributes positively to the campus climate at the college. Dr. King represents and includes anthropological perspectives through participation in campus events including the 2015 International Film Festival and a 2014 High School Counselors visit to SBVC. The SIHAC Anthropology Club collaborates with various other clubs and programs on campus through the Office of Student Life. As priorities shift through different statewide policies and mandates including the Student Success Initiative and there is more of an emphasis

on improving student success, graduation and transfer rates, the anthropology program has shown that it can meet various challenges and contribute to the overall mission of the college.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located

The 2011 efficacy document did not receive any "Does Not Meet Categories."

Program Efficacy 2011 Team Evaluation Report:

https://doclib.sbccd.org/index.php?CurrentDir=%2FSBVC%2FAcademicSenate%2FProgram%20Review%2FProgram%20Review%202010_2011%2FProgram%20Efficacy%20Spring%202011%2FSociology%20%26%20Anthropology%2F

Program Efficacy 2011 Report:

https://doclib.sbccd.org/Files/SBVC/AcademicSenate/Program%20Review/Program%20Review%202010_2011/Program%20Efficacy%20Spring%202011/Sociology%20&%20Anthropology/AntSocPr11Revised.pdf