



FULLERTON COLLEGE

ELEVATING.
EXCELLENCE.

Instructional Programs

2014-2015 Self-Study

Three-Year Program Review Template

Anthropology

Social Sciences

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

Karen Markley

Maria Leonor Cadena

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

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1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: We prepare students to be successful learners.

The Fullerton College Anthropology Department teaches students how to integrate learning into their everyday lives. The Anthropology Department has implemented a number of pedagogical changes in an effort to aid students in being successful learners. Preparing students to be successful learners requires that students come to the class with the knowledge as to what they need to be successful, knowledge of and access to student services, and a clear curriculum. We promote the following in our syllabi and classes: clearly stating college level reading and writing are essential for student success, stating the time needed to be successful, linking students with student services, and lastly listing student learning outcomes in all course syllabi.

Vision: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth, and a life-long appreciation for the power of learning.

The Anthropology Department, through its curriculum, promotes an understanding of the power of knowledge in students' everyday lives. Anthropology, the holistic study of humans, by its very nature connects knowledge to the human experience. Anthropology asks and works to answer the big questions of life: where do we come from, what are we, and where are we going? In addition to implementing curriculum that is relevant to students' lives, we offer extra curricular opportunities to engage students in and out of the classroom. Anthropology Department activities include: field trips to zoos, museums, and other countries, along with monthly lectures and/or discussions. Anthropology Department faculty models a lifelong passion for learning by attending lectures, conferences, and organizing anthropology discussion groups (e.g. Gregarious Anthropology Group, Anthropology Hour, etc.). We share with our students the learning activities we engage in and outside of the classroom modeling intellectual curiosity, along with a personal life-long appreciation for the power of learning.

Core Values:

We respect and value the diversity of our entire community

As a discipline, anthropology involves the study of cultures from all over the world and from all times (including pre-history). We promote a student-centered pedagogy, focusing on the inter-connection and diversity of humankind. It is through learning about other peoples and cultures that value and respect can be truly fostered. We value the importance of recognizing and utilizing the diversity within our classes to foster interactive learning environments. We work diligently to provide a diverse group of adjuncts in our department, to reflect the diverse nature of our students.

We value tradition and innovation

The Fullerton College Anthropology Department values tradition and innovation in our content and pedagogy. We promote the four-field approach to the study of humans, started by the father of American anthropology, Franz Boas. This perspective lays a strong foundation for a holistic study of our species. We offer introductory courses in all four fields of anthropology; cultural, physical or biological, linguistics (Language and Culture), and archeology. The Fullerton College Anthropology Department offers a wide variety of courses in anthropology to provide our students with a well-rounded degree. We value innovation and continue to implement new and different methods of teaching. We see value in a balance between tradition and innovation.

We support the involvement of all in the decision making process

We are a small, two-person department that values a non-hierarchical approach. We have found that we each have strengths and weakness and we work to complement each other. We decided early on to operate as co-chairs of the Anthropology Department. We have found this is the best way to serve our students and maintain a strong program. We work to communicate regularly with our adjuncts, keeping them informed as to department and campus activities, and we are open to their input and participation. Both full time faculty members in the Anthropology Department solicit student input at the end of each semester, through an anonymous student survey. The surveys collect input from the students on a range of areas, including content, delivery (textbooks, assignments, etc.), asking what aspects of the class aided their success and what was less effective. The student data is then used in course development for the following semester, in a cycle of continuous improvement.

We expect everyone to continue growing and learning

As individuals both Professor Cadena and Professor Markley have a passion and dedication to life-long learning. Both engage in ongoing learning, formally and informally. Professor Cadena is working on her PhD at Claremont Graduate College (she is ABD at this point, having passed her qualifying exams). Professor Markley continues to take classes in a variety of areas including anthropology, the humanities, and online education. Both faculty members regularly attend campus lectures and workshops. Both regularly attend and present at conferences such as: the American Anthropology Association, Southwest Anthropology Association, Pacific Coast Archeological Society, Celtic Studies Conference. This passion for learning is shared with our students as a means to model and share the importance of life-long learning, professional and personal development.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards

As a department we are committed to high ethical standards and professionalism. We work to interact respectfully and with courtesy to all members and groups on our campus. As anthropologists we are held by our professional organizations to high ethical standards, which we work to maintain in all areas of our life. We are discussing having Social Justice as a founding principle for our department. To us, social justice is something we work to model in our classrooms, in our interactions with students, adjuncts, and all members of the Fullerton College community.

We accept our responsibility for the betterment of the world around us

The Anthropology Department faculty is actively engaged in our department, our division and on campus. We know that it takes engagement from all to create a better world. We emphasize and model the use of anthropological knowledge to real world problems. Anthropology department faculty serve on a wide variety of committees, including; Faculty Senate, SLOA Division Rep, Diversity Committee, Study Abroad, Student Equity, Mentors for the Puente Program, as well as hiring committees.

College Goals:

Goal 1: Fullerton College will promote student success

The Anthropology Department is committed to student success. We have used the requirement of SLOA's as an opportunity to engage in meaningful discussions as to what we can do to increase student success. This has included holding department meetings in which we discuss strategies, and share activities that have worked to engage students and promote successful learning. Both full-time faculty members attend and engage in campus staff development conferences and activities, both are engaged in ongoing formal learning, and both regularly attend professional conferences. Both full time faculty participated in the

Basic Skills Internship Program. We regularly communicate with students about opportunities on campus to help them succeed. We advise students to develop the skills they need to be successful learners and recommend the use of the Skills Center, Writing Center, Cadena Center and Tutoring Center. Professor Cadena holds regular study sessions, outside the classroom and before exams.

Professor Cadena and Professor Markley are founding members of a group of local anthropology teachers (GAG- Gregarious Anthropology Group) who meet informally several times a year to discuss current anthropological topics, pedagogy, share activities, simulations, and readings to aid us in helping our students. Both full-time faculty members offer independent studies for students who have previously, successfully completed one or more anthropology courses. Independent study course gives students a chance to pursue a personalized area of study and promote student engagement and success. We have had students present the results of their independent study at the UCI Annual Honors Symposium.

Goal 2: Fullerton College will reduce the achievement gap

The Anthropology Department engages in ongoing efforts and strategizing to reduce the achievement gap in our classes and in our program. We engage in the following in this effort:

- Ongoing knowledge acquisition of the student population we serve, and the inclusion of these populations in our curriculum. Our full-time faculty have attended numerous staff development activities aimed at giving information on how to engage students of diverse backgrounds. These have included the Black Student Union's student presentations Spring 2013, the Latino Success Summit Fall 2014, among many others.
- Ongoing exploration of pedagogies that increase retention and success. Anthropology faculty regularly attend conferences such as
 - Critical Scholars Symposium at Chapman University, Oct. 2014
 - California Community College Anthropology Teachers Conference, Paso Robles Jan 2014
 - Southwest Anthropology Association Conference, Anaheim, April 2014
 - American Anthropology Society for Anthropology of Community Colleges Teachers Conference Spring 2012, San Diego
 - Professor Cadena did a sabbatical within the last three years with an academic emphasis, preparing and passing qualifying exams and conducting research for the PhD.
 - Professor Markley took a sabbatical within the last six years, to develop the Celtic Cultures class.
- On our last program review it was stated that we had not addressed the achievement gap of Asian-American students. At this time the data shows that Asian-American students success rate is on par with the student average overall. We note that the numbers for our African-American, Pacific Islanders, and Native Americans students are quite low. However, the student numbers for these populations is so low that sampling error is a significant likelihood. That said, we will continue to monitor these student populations and work to reduce achievement gap.
- Supporting and attending student clubs and events on campus. Faculty serves as advisors to the Anthropology Club, the Dreamers club, and others over the years.
- Organizing field trips for students. Connections with faculty outside of the classroom are the one of the consistent methods shown to engage students and increase retention and success, especially for minority or underrepresented students.
- Promoting student scholarships, including directing students to resources and writing letters of recommendation.
- The development of an AA-T degree for Anthropology. This degree will give students a clear path to transfer to CSUF. This degree is currently awaiting state approval.

Goal 3: Fullerton College will strengthen connections to the community

The Anthropology Department values a strong connection to the community. We organize events and participate in a wide variety of events to strengthen connections to the community. The Anthropology Department has participated in the following over the past three years:

- Kindercaminita
- Annual Family and High School Senior Night
- Dia De Los Muertos- attending and sponsoring student tables from clubs and class projects
- Huicholies Film Event- Co-sponsored with the Ethnic Studies Dept. Nov. 2014
- Cooper Center- attend lectures, promote student volunteering and participation in the archeology certificate program
- Pacific Coast Archeological Society- attending lectures, and promoting student attendance and applications for the annual scholarship
- Presentations and mentoring in local K-12 schools by faculty- presentations on the hominin fossil record, the importance of college, etc.
- Professor Markley has worked with the Bolsa Chica Land Trust to try and preserve a sacred archeological site in Orange County
- Professor Cadena participated in the Mcgraw Anthropology Symposium in Tampa, Florida, Spring 2014, dedicated to developing better strategies for distance education delivery and success.
- Organizing events in which anthropology faculty present and we host guest speakers, such as: Dr. Leo Chavez on immigration, the evolution-creation controversy, flint knapping demonstration by an experimental archaeologist, lectures on primate communication, and more.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings		
Enrollment	<p>The numbers above demonstrate the fluctuation in enrollment rates due to the reduction in course offerings of the department due to financial difficulties faced by the State of California, particularly from 2011-2013 where the enrollment decreased by over 20%. Changes in State funding resulted in more enrollments in 2013-2014 which demonstrate the continuous student interest in anthropology classes.</p>	2009-10	3,460
		2010-11	3,266
		2011-12	2,604
		2012-13	2,747
		2013-14	3,408
Total FTES		<p>The pattern of changes in FTES mirrors those found in enrollment. The average reduction in the years 2011 to 2013 is over 20%, yet in Fall 2013, when funding</p>	2009-10
	2010-11		335
	2011-12		268
	2012-13		275
	2013-14		340

	enabled more course offerings, FTES resumes the average of the previous two years.		
Sections	2009-10	63	<p>There was a significant decrease in the number of sections offered in 2011-2012, a trend which started the year before, yet the number increases in 2011-12 and really grows in 2013-14 over 25% from the average of previous years. This is once again, connected to budget increases and funding for classes due to an improving economy.</p>
	2010-11	58	
	2011-12	52	
	2012-13	61	
	2013-14	79	
FTEF	2009-10	15	<p>The FTEF stayed steady for two years, the decreases by 30% for the next two years, only to increase and exceed the first two years in 2013-14. This is a result of the decrease of the number of sections and class sizes due to budget cuts.</p>
	2010-11	14	
	2011-12	10.2	
	2012-13	11.6	
	2013-14	16.4	
Fill Rate	2009-10	105%	<p>The fill rate was high in the first three years due to a past tendency to add more students who were petitioners in the hopes that some would drop. Then we were instructed to stop this practice due to regulations and fire codes. Additionally, in an effort to increase success rate in our online classes, we dropped significantly high number of online students who were inactive before census (which can only be identified a week after the course started). This practice unfortunately affected our fill rate for the online classes. We estimate that approximately 20% of online students are dropped due to lack of participation. Spring 2014 two of professor Markley's classes that were full ended with a high rate of no shows, 45/135 in one online class and 22/45 in a face-to-face class. An additional challenge is the size of the classroom being set at 45 seats, which does not allow petitioners any room to stay in the classroom until other students drop, this makes the goal of 100% fill rate very challenging, we would like to see five more seats available for petitioners in the classrooms.</p>
	2010-11	106%	
	2011-12	101%	
	2012-13	98%	
	2013-14	95%	
WSCH/FTEF	2009-10	714	<p>The WSCH/FTEF increased significantly after 2011, by almost 30% for the</p>
	2010-11	718	
	2011-12	915	
	2012-13	893	
	2013-14	970	

	<p>following three years. The Weekly Student Contact Hours have been increasing in relation to the total workload divided by contract workload for the past three year, with a major increase in the last year. It is problematic when over 60% of the sections are taught by adjuncts that do not have weekly office hours, thus interaction with students is limited. This is an important reason why we need an additional faculty member. All of these numbers are well above the target rate of 525 and there has been a major increase from the last program review where the average was 686 and this time the average has moved up to 842 in this five-year period.</p>			
Retention		2009-10	86%	
		2010-11	85%	
		2011-12	86%	
		2012-13	84%	
		2013-14	83%	
	<p>Retention rate has stayed steady for the past five years with a slight decrease in the past two years. We attribute this decrease to a conscious effort to drop inactive online students in an effort to increase the success rate for these students which was significantly low in our last program review.</p>			
Success		2009-10	65%	
		2010-11	66%	
		2011-12	66%	
		2012-13	66%	
		2013-14	64%	
	<p>Just like retention rates, success rates have been pretty steady in the past five years, with a very slight decrease (1%) in the past year, probably due to the increase in sections and the factors mentioned earlier about online classes. The success rate correlates with the overall national rate. Our department continues to strategize to improve this rate without compromising the integrity of the content of our courses. Random enrollment equal random success, and the numbers are only part of the story. Data reveals that there can be a 20% differential success rate. We have seen the same course taught by the same instructor during the same semester.</p>			

2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Fullerton College	Chaffey College	Los Angeles City College	Rio Hondo College	Santa Ana College
Retention:	F11 84%	F11 94%	F11 73%	F11 82%	F11 86%
	F12 85%	F12 92%	F12 78%	F12 82%	F12 85%
	F13 82%	F13 93%	F13 82%	F13 86%	F13 86%
Average:	84%	93%	78.0%	83.0%	85.0%
Success:	F11 65%	F11 75%	F11 58%	F11 61%	F11 68%
	F12 67%	F12 76%	F12 51%	F12 62%	F12 68%
	F13 63%	F13 76%	F13 64%	F13 62%	F13 64%
Average:	65%	76%	57%	62%	67%

Degrees Awarded:	2011-12:16 2012-13: 11 2013-14: 10	2011-12:7 2012-13: 3 2013-14: 12	N/A	N/A	2011-12:1 2012-13: 1 2013-14: 0
Certificates Awarded:	N/A	N/A	N/A	N/A	N/A
Transfers:	N/A	N/A	N/A	N/A	N/A

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Term	# Peers with higher retention rate	# Peers with lower retention rate	# Peers with higher success rate	# Peers with lower success rate
Fall 2011	2	2	2	2
Fall 2012	1	3	2	2
Fall 2013	3	1	2	2

The table above demonstrates that there is not real significant difference between the peer institutions, yet we must also put other factors into context to generate a better idea of what these numbers mean. In order to have more relevance, these numbers must be compared with the number of students enrolled. The following table has the total number of students enrolled per each of these colleges.

Enrollment #	Fullerton College	Chaffey College	L.A. City College	Santa Ana College
Fall 2011	1,082	1,267	358	558
Fall 2012	1,097	1,273	285	550
Fall 2013	1,508	1,331	225	687

Based on this information, the program most comparable to ours is Chaffey College. The enrollment rate is slightly higher than ours, yet they have three full time faculty members, which may be a factor influencing the success and retention rate. Another factor is that they have several campuses (Chino, Fontana, Rancho Cucamonga) and they only offer the three main courses (Cultural, Physical/Biological, and Archaeology) classes. In this sense, they are very different than Fullerton College where we offer eleven different kinds of classes, taught only by two full time faculty members. We strongly believe that this diversity of course offerings inevitably is affected by the lack of more full time staff, evident in our success and retention rates. The other two institutions are significantly smaller than Fullerton College; therefore, their programs do not make for suitable comparison with ours. It is the diversity of classes that enables a four-field training for students at Fullerton College, (as in the case of Prof. Cadena who is a former Fullerton College student. Our curriculum provides a holistic and well-rounded educational experience for anthropology students.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Categories	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013
Group	% Retention	% Success	% Retention	% Success	% Retention	% Success
Females	86%	69%	87%	65%	82%	64%

Males	82%	65%	83%	63%	82%	63%
African-American	65%	52%	74%	47%	74%	41%
Asian American	89%	72%	91%	80%	86%	74%
Filipino	82%	62%	91%	75%	78%	69%
Hispanic	81%	62%	84%	58%	81%	60%
Native American	93%	73%	92%	83%	72%	50%
Other Non-White	75%	50%			100%	100%
Pacific Islander	100%	57%	80%	40%	60%	40%
White	87%	73%	85%	69%	85%	69%
Unknown	86%	71%	75%	46%	76%	66%
Average	84%	64%	84%	63%	79.64%	63.27%

The numbers on this table may be helpful in some ways, but overall, without having an exact number of students representing each category, interpretation of the data is very challenging. Some trends we can observe include the slight higher rates in women versus men in the past two years. We've observed that the majority of our students as an ethnic category are Latinos. There have been very few African Americans, Native Americans, and Pacific Islanders in our classes. This raises many questions in regards to the meaning of these numbers, as there is no reference to the total numbers of these students. Based on the college percentages, we likely have one to three of these students in our classes that make the measuring of these percentages very problematic (sampling error). We must also recognize that these are self-selected criteria. Overall, we noticed a lower retention and success rates of Hispanics when compared to the White population, this seems to be a common trend in the college, particularly for Latino males. Yet it's important to highlight that some (perhaps many) Hispanics may select the White category for ethnicity, a factor that, once again questions the accuracy of these numbers.

In our last Program Review, the success rate of Asian Americans was identified as low, yet this has changed now. In this report, we noted the low success rate of African Americans, yet the number of African Americans in our classes and in the college in general is under 10% (it's speculate we have less than 5% of African American students in our classes), such small percentage of students will inevitably generate small ends, the same trend can be observed for Pacific Islanders, Native Americans, and Unknown categories. A specific number of students would be required to make these numbers relevant.

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

During our last Program Review, we realized that many online students would enroll and never log into the class. Unfortunately, this affected the possibility for other wait-listed students to add the class. As a department, we developed a strategy to add a number of students on the waitlist as we can predict that approximately 20% of the students would be dropped due to lack of participation. However, even

after adding those on the waitlist, we often drop another 20% of inactive students prior to census. It would make sense that this strategy has led to an increase in our success rate in our online sections, however, it has affected our enrollment rate. There was no breakdown between the online and face-to-face classes during our last Program Review, so we cannot validate this. We are recording these numbers in this report to have a sense of reference for future analysis.

We have not observed any major changes in our regular face-to-face classes, with the exception of the negative effects of budget cuts to our department.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

One of the regulation changes that have affected our program is the change in the requirements for field trip request forms. The request of Liability Release forms in advance before approving a field trip has increased the amount of workload and advance planning for participating in field trips. Field trips are an important learning component of our program. Specific challenges to field trips include last minute denial of drivers' validation, last minute denial of vans, and no system in place to obtain confirmation of the van request. This is a major challenge to the effectiveness of our program. We have been taking students to do primate observations to local zoos for the past 8 years and to other culturally relevant sites, such as museums. Said activities are shown to increase student-retention and success rates.

2.6 Provide any other data that is relevant to your self-study.

We have noticed that many of our students are first generation, underprivileged, and many of them Latino/as. We feel that our students would benefit from the college's support in tutoring, mentoring, and out of class experiences that promote more learning experiences (as evident in the Puente Program with the tutoring and field trip component). We feel that it is critical to have a third full-time faculty member in order to run the Physical and Archaeology labs, which requires particular legal expertise. Additionally, we strongly believe that tutors, mentors, and additional field trips would help increase both, retention and success rates, particularly for underrepresented student populations.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

We have two full time passionate, engaged anthropology instructors, who are dedicated to a high quality program. We have a robust curriculum that we continue to develop and improve. We work hard to solicit and hire diverse, professional adjuncts, who share our passion for ongoing learning and teaching. We conduct evaluations of our large adjunct pool in a timely manner to ensure the quality of our program. We have historically participated in campus internship opportunities (Intern-Mentor Program, Basic Skills Intern Program, and agreements with CSUF) and we actively solicit anthropology tutors each semester. Another strength of our department is the ongoing practice of field trips to promote learning outside of the classroom (San Diego Zoo, San Diego Museum of Man, Bowers Museum, LA Natural History Museum, Museum of Tolerance, Fullerton Museum, LA Zoo, Santa Clarita Gibbon Center, and Santa Ana Zoo, Cooper Center, etc.). We advertise and promote internship opportunities for our students, by networking with the local anthropological community.

3.2. What are the weaknesses of your program?

The following areas are problematic for our program

1. The lack of a full-time anthropology professor with expertise in physical lab classes and in archeology lab/field class is a weakness for our program. We need someone with the knowledge and passion to develop, oversee, and maintain our lab. We have been gradually increasing the physical lab specimens and course offerings (they have been at virtually 100% fill rates). We are re-working the curriculum for the archeology lab/field class and will then be hoping for a full-time hire. We have a cadre of dedicated, professional adjuncts, but as freeway fliers without office space (and paid office hours) it is difficult to maintain an organized lab. An additional issue is that lab pay is lower than the pay for lecture. Labs require significant set up and tear down time for lab stations. This unfortunately results in materials not always being handled properly (breakage of specimens is a significant problem), or being properly stored.

2. The lack of a lab room exclusively for the use of anthropology is a significant weakness. There are two big issues with this: one, the protection of our specimens, and two, the ability to offer more lab classes. The proper storage of real human and primate remains has become an important problem. We have three articulated real human skeletons (and one real chimpanzee skeleton) that were inherited from previous faculty. These are irreplaceable. We also know there are regulations regarding the proper storage and handling of human remains (we are looking into these regulations). We are seeing a pattern of ongoing damage to our human remains and our other specimens. This is a result of sharing a very small space with several other departments (also with a large number of adjuncts with access to the lab room). We need more space to adequately protect these specimens, and lab equipment. We also need more lab time for the anthropology department to increase the sections of our physical lab course and the future offerings of our archeology lab/field course.

3.3 What opportunities exist for your program?

Our weaknesses are our opportunities. In our SAPs we have identified three key areas in which we see opportunities for our program.

1. The hiring of a third faculty member, specializing in physical lab and archeology lab. We did not make this round of hires for our requested growth position, but we are confident that we will be able to proceed with the hiring of a third, full-time anthropology faculty member. With the hiring of a third department member, who is dedicated to the development and running of the labs, we have significant opportunities. These include a potential archeology certificate.

2. The development of a program called: Anthropology in the Community. We have developed a SAP for this and our intention is to establish an ongoing program, modeled after the Puente Program. We envision this program as establishing a fund to do the following: educational field trips, anthropology conferences, visiting local university anthropology programs, internships, and connections with community mentors (e.g. former anthropology students).

3. Developing an Anthropology Intern-Mentor Program. Both full time faculty have participated in numerous intern-mentor programs at FC (Intern-Mentor Program, Basic Skills Intern Mentor Program, etc.). We will model our program after previous programs on campus. The benefit will be two-fold, to prepare graduate students to teach and to provide our students with tutoring. Historically we have acquired many of our adjuncts through intern-mentor programs. This gives us a means to aid in the development of quality adjuncts. It is also a wonderful opportunity for our students to connect with

mentors at local universities. Professor Cadena is an example of a student who was in the Intern-Mentor Program and is now a full time anthropology faculty.

3.4 What challenges exist for your program?

The challenges to our program are varied and reside in these key areas; 1) growth position for new faculty to oversee the physical lab and develop the archeology lab, 2) the extreme requirements for fieldwork paperwork (and extended front timeline), the unreliable system to reserve vans, unreliable system to verify student drivers, and the lack of funding for fieldtrips, 3) increasing work load (see below), 4) sharing the physical lab with several other departments (see 3.2).

One of the biggest challenges is to keep up with the increasing workload reflected in the following areas:

1. Curricunet- We value the process of six-year Curriculum Review and see it as essential for a robust, thriving program. However, by our assessment the introduction of Curricunet has almost doubled the number of hours we have spent on this review. Curricunet is not user friendly. There have also been issues with data lost (after hours of work put in).

2. Program Review- We value the process of Program Review and see it as essential for a robust, thriving program. However the depth and breadth of this review has expanded beyond reasonableness. Other colleges (e.g. Saddleback College) limit their PR to 15 pages and do not require faculty to collect, analyze, and input such a large amount of statistical data. This is often done without a context to make the data useful, such as the absolute numbers of individuals used in the calculations, or the expertise to understand and utilize the numbers.

3. SLOAs- We value the changing focus to student centered learning, and see its role in increasing student retention and success. However this entirely new job of developing, distributing, assessing, analyzing CSLOs and As, and PSLOs has added many, many, many hours to our working day.

It would be helpful if faculty had access to clerical assistance to input data into Curricunet and the upcoming Elumen for SLOA data. Lastly a challenge that affects our program is the lack of real time technology support. When a tech station goes down it can be one to three days before the problems is resolved. This becomes a significant issue when we have multiple classes, back to back in the same room, with no technology.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Identify and apply the key terminology, theories, theoretical orientations, methods and perspectives used in anthropology	Spring 2014	November 2014	Spring 2015	SLOAs conducted 2010-2014. Data has been used annually for improvement

2.	Compare and contrast scientific knowledge with other ways of knowing and be able to apply scientific knowledge to the study of humans.	Spring 2014	November 2014	Spring 2015	SLOAs conducted 2010-2014. Data has been used annually for improvement
3.	Apply cultural relativism to an analysis of globalization and its affects on the general characteristics of culture in the modern world.	Spring 2014	November 2014	Spring 2015	SLOAs conducted 2010-2014. Data has been used annually for improvement

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Identify and apply the key terminology, theories, theoretical orientations, methods and perspectives used in anthropology	The PSLOs are assessed via common multiple choice questions embedded in final exams or as quiz in all sections of physical and cultural anthropology courses. Criteria is pass/fail. Percentages should not be below 70%. Listed to the right are the specific questions assessed for each PSLO	Physical Anth 101 and Cultural Anth 102 are the core, required classes for our AA degree. Physical Anth 101 CSLOA's- Q1=94%, Q2=94%, Q 6= 65% Cultural Anth 102 CSLOA's-Q1=84%, Q2=92%, Q5= 92%, Q6=83%	Results used in ongoing discussions between faculty about role of CSLOs and PSLOs in a cycle of continuous improvement for student retention and success. Analysis of our CSLOs, PSLOs, and assessments has led to ongoing re-appraisals and refinements of our CSLOS, CSLOAS, and PSLOs. A Best Practices document with guidelines and expectations for syllabi and pedagogy is under development as a means to distribute insights we've gained from the SLOAs to adjuncts.
2. Compare and contrast scientific knowledge with other ways of knowing and be able to apply scientific knowledge to the study of humans	The PSLOs are assessed via common multiple choice questions embedded in final exams or as quiz in all sections of physical and cultural anthropology courses. Criteria is pass/fail. Percentages should not be below 70%. Listed to the right are	Physical Anth 101 and Cultural Anth 102 are the core, required classes for our AA degree. Physical Anth 101 CSLOA's= Q3=67%, Q4=99% Cultural Anth 102 CSLOA's-Q2=92%	Results used in ongoing discussions between faculty about role of CSLOs and PSLOs in a cycle of continuous improvement for student retention and success. Analysis of our CSLOs, PSLOs, and assessments has led to ongoing re-appraisals and refinements of our

	the specific questions assessed for each PSLO		CSLOS, CSLOAS, and PSLOs. A Best Practices document with guidelines and expectations for syllabi and pedagogy is under development as a means to distribute insights we've gained from the SLOAs to adjuncts.
3. Apply cultural relativism to an analysis of globalization and its affects on the general characteristics of culture in the modern world.	The PSLOs are assessed via common multiple choice questions embedded in final exams or as quiz in all sections of physical and cultural anthropology courses. Criteria is pass/fail. Percentages should not be below 70%. Listed to the right are the specific questions assessed for each PSLO	Physical Anth 101 and Cultural Anth 102 are the core, required classes for our AA degree. Cultural Anth 102 CSLOA's- Q5=92%, Q6=83%	Results used in ongoing discussions between faculty about role of CSLOs and PSLOs in a cycle of continuous improvement for student retention and success. Analysis of our CSLOs, PSLOs, and assessments has led to ongoing re-appraisals and refinements of our CSLOS, CSLOAS, and PSLOs. A Best Practices document with guidelines and expectations for syllabi and pedagogy is under development as a means to distribute insights we've gained from the SLOAs to adjuncts.

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All courses have been through at least three cycles except for two that have not been taught in several years. Primate Behaviors 109 is being taught for the first time in over five years this Fall 2014 semester. We will conduct an assessment for this course this semester. The Archeological Field Methods 231 has not been taught in over five years. We are starting the process of revising the curriculum on this class and hope to offer it in the near future. We will do an SLO assessment the first semester we offer this course.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

We have seen great value in the discussions prompted by our required development of PSLOs and CSLOs. As we have engaged in discussion we have found ourselves refining and changing our CSLOs and our assessments. We expect that we will continue to edit, refine and change our CSLOs and assessments in relationship to course outline and ongoing developments in the field of anthropology. The ongoing revision of our CSLOs and assessments has made it difficult to draw any conclusions from the numbers. Indeed, we see the numbers as problematic in giving us great insight. The methodology

set for the collection of data is statistically suspect in many ways. For instance we have a random group of students who enroll each semester and we have seen numbers vary by 20% or more for the same instructor, teaching the same class, in the same semester. The assessment testing is of a random collection of students who attend class on one particular day, and it assesses their performance on that one event. The grades that students receive in class gives a better overall picture of student success. That said, we do see the development CSLOs and PSLOs as an important part of the process of working to engage in more student centered learning. The ongoing discussions we have had have lead to specific changes in our courses. The challenge has been to communicate the changes the full time faculty have implemented to our large group of adjuncts. The development of a Best Practices document for the Anthropology Department has been started. The Best Practices document sets out expectations for faculty syllabi, faculty interactions with students and classroom pedagogy.

Following are some of the practices we advocate in anthropology classes;

- increased contact with students outside of the classroom (emails through Mygateway), increased communication with students regarding services on campus (Skills Center, Writing Center, Cadena Transfer Center, Health Center, etc.)
- syllabi should be clear and detailed as to expectations for students entering the class (college level reading and writing needed for success), and have reference to student resources on campus
- student centered learning- more interactive activities and simulations as methods of learning (versus podium lectures), assignments with relevance and application to the students everyday lives (when possible), linking learning to current events, developing study guides for assigned readings (with questions that foster critical thinking)

Overall we have found the discussions revolving around CSLOs and PSLOs as valuable tools in developing more student centered learning. We have noted that two of our physical anthropology CSLOs, used in the assessment of our program, are below 70% (PSLO One- question six at 65% and PSLO Two- question three at 67%). The department analyzed the PSLOs, the CSLOs and the specific problematic assessments. Discussion among department members lead to the conclusion that the language used to ask these questions was seen as ambiguous and problematic by students. We will be adjusting our CSLOs for the physical anthropology classes as a result of these discussions.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

We haven't seen a change here.

4.6 What challenges remain to make your program level SLOs more effective?

We believe our PSLOs are effective, but we are always committed to continuous improvement. Our two core courses are physical and cultural anthropology. These two courses span the natural and social sciences (as well as crossing into the humanities). It is a challenge to integrate these various approaches to the study of humans, and to determine what the key outcomes should be for our program. This is the first round of CSLOs that we have linked to PSLOs and been assessed. We are seeing a need to broaden at least one of our PSLOs. We have collected data from several other local community colleges in regards to their PSLOs and we will attend the California Community College Anthropology Teacher's Conference in 2015 to collect additional data and perspectives on PSLOs. We will then have the challenge of communicating the significance of the PSLOs to our large pool of adjuncts.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

- **Goal 1- Expand curriculum by developing an applied anthropology class.**

We have proposed a course titled *Global Issues in Anthropological Perspectives*. We hope to have this course approved by Spring 2016. An additional course offering would provide more choices for students working towards an A.A. and A.A.T. degree in anthropology. We believe this course also provides students with a multi-disciplinary focus in current issues that are relevant to our students.

- **Goal 2- Expand courses offered through the Honors Program**

We proposed two new Honors classes, A103- Archaeology, and A107- The Anthropology of Magic, Witchcraft and Religion. These additional classes will offer more variety of courses for our Honors student population.

- **Goal 3- Finish development program level SLOs.**

We developed our PSLO's. Professor Markley not only took on the task of finishing our entire program SLOs but she also volunteered to serve as the Social Science division SLO Representative. She has been working diligently in the task of analyzing, developing, and coordinating SLOs and SLOAs for our department and helping other departments in our division.

- **Goal 4- Increase success rate for online classes.**

Following our previous program review, we developed several strategies for increasing success rate for online classes. These included increased contact with students via email. Requiring that they log in and complete a quiz or activity within the first week to identify inactive students and drop them before the census date. This has affected the size of our classes (see challenges for more information) but it also allows us to add students on the wait list. We have also instituted weekly reminder emails to all of our students to keep them from missing important deadlines. We have also incorporated more engaging activities online in an effort to increase retention and success.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

- **Goal 1- Expand curriculum by developing an applied anthropology class.**

The course is still in progress so at this point we cannot measure the level of success.

- **Goal 2- Expand courses offered through the Honors Program**

These courses are still in the approval process so we cannot assess their success yet.

- **Goal 3- Finish development program level SLOs.**

The progress and success can definitely be identified in this area, not numerically but in the questions and discussions generated by this topic. We continuously evaluate our program and discuss which are the outcomes we feel are most important for our program.

- **Goal 4- Increase success rate for online classes.**

Due to the multiple variables associated with online retention and success rates, it is difficult to generate a one-fits-all solution to increase retention and success. Overall, we see an increase in the success rate in our online/Distance Ed classes. We have implemented a number of strategies to increase student retention and success in our online classes. We have implemented the following:

- Sending out multiple emails two-three weeks before the semester starts with information on expectations for the class (expected weekly hours to be successful, textbook information, self-discipline, college level reading and writing, etc.)

- Having syllabi quizzes to make sure students read the syllabus, requiring the completion of assignments, quizzes, etc. in the first week to engage the students early on
- Increased communication with students, sending bi-weekly to weekly announcements
- Being more assertive in dropping non-participating students
- Adding more students from the wait list to account for the average 10-15% of students who never log into the class.

We looked at the data to evaluate this change. An overview using the Chancellor’s Data Mart website generated the following results:

Average of the following:	Previous Program Review, Distant Ed	Current Program Review, Distant Ed	Difference:
Success Rates	55.06%	57.21%	2.15%
Retention Rates	79.94%	80.15%	.21%
Enrollment	392	372	-20

This data demonstrates that there was a slight increase in success rate for online classes and in retention rate (though very small). The enrollment rate dropped a bit. Ultimately the Anthropology Department will continue to work to increase student retention and success.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

We looked at the reports from both the Chancellor’s Data Mart website and the information provided by the office of Institutional Research and planning to determine the amount of change. Unfortunately, last Program Review we did not have a report containing only the Distant Education Success and Retention rates, so we had to print one now to compare (note that we cannot attest to the accuracy of the numbers extracted from this website).

There was an issue in the Spring 2014 semester that was troubling and puzzling. In one online course 44 registered students (who had been sent multiple emails prior to the start date of the class) never logged into the class. This led to these students being dropped by the census date. Even the adding of wait list students did not make up for this huge drop.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

By identifying the issues mentioned above, we were able to generate strategies to allow wait-listed students to enroll in a class which was otherwise full. We also realized that online students benefit from being guided by weekly reminders and this has positively impacted their success rate. We are still waiting for the long process of curriculum development in order to evaluate how the other two goals will benefit our program.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

We requested funds for tutoring but we did not receive these funds. We plan to request them again in this Program Review. The other goals did not require funding.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

The lack of funds for a requested tutor likely impacted student success, but it is hard to calculate specific numbers regarding this.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Anthropology in the Community Program - this is designed as outreach program for anthropology students to take learning outside the classroom and into relevant learning sites and network with other anthropology centers.
List College goal/objective the plan meets:	College Goal #: 3 FC will strengthen connections with the community Objective #: 2, 3, and 5
Describe the SAP: (Include persons responsible and timeframe.)	<p>The Anthropology in the Community Program's focus is to connect Fullerton College students with the community at various levels. Students will receive ongoing funding to participate in educational fieldtrips (which cost an average of \$20), attend anthropology conferences (expand their knowledge of anthropology and higher education), visit anthropology departments at local universities (network with these transfer institutions), and have access to internships which can help them find future jobs in anthropology (i.e. the Cooper Center, Santa Clarita Gibbon Center, Santa Ana Zoo, etc.). Professor Cadena and Professor Markley will develop and oversee this program.</p> <p>We would like this program to begin as soon as possible. The anthropology department has been organizing some of these activities already (such as field trips). However, we have faced several challenges: such as lack of funding for the students to participate, and the issues of transportation to these sites (see 3.4). We would ideally like to implement this by Fall 2015.</p> <p>We have an average annual enrollment rate of 1,229. We estimate that approximately 20% (246) of our students would participate in this program and the cost per student to go on these field trips and other sites would be approximately \$20 per student, per trip (\$4,920.00 would be requested).</p> <p>*Additionally, we need a reliable system to request and secure vans at least a 4-6 weeks ahead of the field trip, otherwise we would need to factor in transportation costs (many of our students rely on foot and public transportation).</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Higher participation of our students in the community and field trip events. Currently Professor Cadena is the only faculty who regularly organizes field trips. With a reliable van reservation system, and money for field trips we expect a significant increase in planned field trips. We hope to have approximately 20% of students in the majority of our classes participate in field trips. We anticipate the success rate will increase by at least 1-2% for students in our program. We also anticipate an increase in students engaged in community internships,

	and transferring to university. However, we acknowledge that this outcome may be difficult to measure due to many other variables.	
What specific aspects of this SAP can be accomplished without additional financial resources?	We can continue to offer field trips to our students, without using the vans provided by the college due to the issues getting them, and have the students drive there. This has shown to limit the participation of students who have limited funds. We can also network with other institutions that provide internships (no cost is associated there).	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	*See note	
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	\$4,920.00	Student Equity Fund
Total Requested Amount	\$4,920.00	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Anthropology Intern-Mentor Program- the presence of interns in classes will help Fullerton College students by providing them with tutors from their specific class (providing study sessions outside the classroom focusing on at-risk students) and with mentors (graduate students closer in age and experience to the students). Lastly, former interns often translate into department adjuncts. Former interns provide a pool of trained, observed adjuncts for the Anthropology Department (currently several of our adjuncts were past interns for our department).
List College goal/objective the plan meets:	College Goals #:1, 2, and 3 Objective #: 1, 2, 3, and 5
Describe the SAP: (Include persons responsible and timeframe.)	Anthropology Intern-Mentor Program- Fullerton College had a similar program approximately 11 years ago, and it was very effective. This program is two-fold in its approach. On the one hand, it promotes student success by providing regular out of class tutoring and study sessions. Interns (observing the class) can often spot at-risk students earlier in the semester and offer assistance and referral to resources. Secondly, this program provides a pipe line of graduate students as future adjuncts. Interns will be required to attend each class, participate in developing syllabi, participate in development of assignments and have brief opportunities to teach in the class. Having interns from universities in the community helps fulfill goal three by

	strengthening the connections with the community as well. The interns would be required to work approximate 130 hours per semester and would receive an a stipend of \$1,500.00 per semester (approximately \$11.54 per hour). We would take no more than two interns per semester. Professor Markley and Professor Cadena will develop and oversee this program.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Predicted increase in student retention and success rate by 1-2%. However, we have found that historically benefits to our students are not easily calculated in numerically. How do we quantify the connection between a mentor and a student? A study session that aided in the understanding of material? We do see comments in our anonymous surveys at the end of the semester, in which student state it helped them to have access to a mentor, or study session outside of the class. We can measure the number of interns that become adjuncts or full time faculty (Professor Cadena is a former intern).
What specific aspects of this SAP can be accomplished without additional financial resources?	Set up an agreement with local universities for interns (who earn graduate credit), however, this has been very unreliable resource in past years.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$3,000.00	Student Equity Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$3,000.00	

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Hiring an additional full time faculty who specializes in Archaeology and Physical anthropology and their labs.
List College goal/objective the plan meets:	College Goal #: 1 & 2 Objective #:1.2,3,4,5. 2.2-4
Describe the SAP: (Include persons responsible and timeframe.)	As stated in several areas of this report, we need an additional faculty member specialized in teaching the physical anthropology lab and archaeology lab. This will also help offset the high WSCH/FTEF ratios.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase student enrollment. Affect the FTEF and WSCH rates significantly. Increase in course offerings, initially the Archeology Field/Lab 231 class, but ultimately we see the addition of multiple courses and potentially an archeology course resource management certificate.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	~\$56,764.00-\$68,010	District Human Resources
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	~\$56,764.00-\$68,010	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

We see the future of our program very positively. An anthropology degree is increasing in value in a wide variety of areas, including; medicine, marketing, international relations, international business, cultural resource management, forensics, criminal justice, conflict resolution, genetics, and linguistics. However, an anthropology degree provides much more than a path to a career. A degree in anthropology embodies the vision of Fullerton College. The varied courses in this program promote intellectual curiosity, with a platform for students to engage in personal growth and an understanding of their place in the global village in which we live. The following are the areas that we see as significant in our long term planning:

1. The hiring of a third faculty member. We are hoping this will come to pass sooner than four-six years, but that is a variable we have minimal control over. The hiring of a third person, with a physical and archeology lab specialization will give us the ability to expand our program profoundly. With the hiring of a faculty member with this specialization we will certainly be expanding our curriculum and potentially offering an archeology certificate. The field of cultural resource management (CSM) continues to grow as an area of employment. We see potential links with the Cooper Center (linked with CSUF, it houses the archeological and paleontological remains in Orange County). We have begun to establish a relationship with the Cooper Center, referring students to their internship program (several of our students volunteer and are achieving certificates there), their events and lectures.
2. We are in the process of evaluating what the future curriculum needs of our students will be. We see a value for the qualitative data collection methods in anthropology. *Business Insider* recently lauded the value of an anthropology degree for businesses in need of marketing. Anthropology is unique as a field with its holistic approach, grounded in the social and natural sciences as well as the humanities. We are looking into the possibility of offering ethnographic field methods classes, and possibly a certificate. We have several past students (and current adjunct) working in marketing, using the qualitative methods learned in anthropology.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Anthropology Department at Fullerton College is a strong, vibrant, and effective program. We are a cohesive department with two full-time faculty members who are passionate and dedicated to teaching anthropology, connecting with our students, and ongoing professional development. The following is a summary of the key points in this program review:

1. Mission & Goals

- 1.1. **Mission**-we model and emphasize the importance of integrating learning in all areas of our lives.
- 1.2. **Vision**- we promote the power of knowledge, and connect the value of knowledge acquisition to students daily lives. We engage students in learning both in and out of the classroom.
- 1.3. **Core Values**- We engage in student-centered learning. Our classes promote the value of diversity in our curriculum, in the adjuncts we hire, and in valuing what our students bring to the classroom. We utilize a non-hierarchical approach and use information from end of the semester student surveys to aid in the design of future classes. We communicate regularly with our adjuncts and solicit their opinions on departmental issues. Both full time faculty regularly engage in professional and academic

learning. Professor Cadena and Professor Markley engage in the following; attend conferences, present at conferences, enroll in academic programs and continuous anthropological research. Both are involved in the campus community and serve on Faculty Senate, SLOA Committee, Student Equity Committee, Technology Committee, Men and Women of Distinction, Diversity Committees, hiring committees, and as club advisors.

1.4. Goals:

1.4.1. Student success- The Anthropology Department has engaged in a cycle of continuous improvement with the SLOAs. Faculty engages in discussion, development, and ongoing revision of the SLOs and As. Anthropology faculty work to develop strategies to increase student success in departmental meetings, and meetings with other community college anthropology faculty (bi-annual meetings of GAG- Gregarious Anthropology Group, and annual meetings of California Community College Anthropology Teachers Conference). Faculty also participates in programs like the Basic Skills Intern Program and Puente, serving as mentors.

1.4.2. Reduce Achievement Gap- Faculty attend presentations on working towards closing the opportunity gap for under-represented students (Latino's Success Summit, Dream Team, Black Student Union student presentations, etc.).

1.4.3. Connections to the Community- Anthropology faculty have helped organize and participated in numerous community oriented events, including: Anthropology Poster Contest, Kinder Caminata, High School Parents Night, Dia de los Muertos, Huichol Film Screening Event, etc.)

2. Program Data & Trends Analysis

2.1. Key Performance Indicators (KPI):

2.1.1. **Enrollment-** There is evidence of fluctuations in the data for both Enrollment and FTES due to the decrease in funding for the years 2011, 2012, and 2013.

2.1.2. **Fill Rate-** We found issues with online classes having high rates of inactive students, as well as challenges staying at the ideal 100% due to classroom seat size being set at 45 and to online classes being shorter and having shorter deadlines.

2.1.3. **WSCH/FTEF-** This is significantly higher than the target rate of 525, with a five-year average of 842.

2.1.4. **Retention & Success-** Both of these areas have been steady for the past five years, with a slight decrease in retention for the past two years probably due to an increase in the practice of dropping inactive online students before census date. This practice seems to have increased our success rate by about 2%. There are questions about other factors affecting both of these categories.

2.2. **Peer Institution Comparison-** In retention and success rate, our program is right in the middle when compared with the other peer institutions. However, when we looked more carefully at our peer institutions we saw some key areas where we are different. For instance, many of these Anthropology Departments have three full time faculty, and only Chaffey College has a higher enrollment rate than ours. However, Chaffey also has several campuses, three full time faculty, and only offers three types of classes (A101, A102, and A103). This makes it difficult to truly compare these programs with ours; we have only two full time faculty and offer eleven different types of courses.

2.3. **Achievement Gap-** This section reveals our retention and success rates are on par with the state's average (retention ~80%, success ~60%). We noticed lower retention and success rates for various minority groups, such as Hispanic (61% average vs. 63% total average) as well as African Americans and Pacific Islanders. We continue to engage in strategies to reduce the achievement gap. However some of the populations are so low in our classes the numbers are likely distorted due to sampling error. We plan to pay close attention and monitor this in future program reviews.

- 2.4. **Program Effectiveness**- Issues identified in the last program review have been addressed and implemented. Changes to increase retention and success include: increasing student contact outside of the classroom for face to face classes (via email and announcements), increasing student contact in online courses (mail, announcements, posts), and actively engaging in dropping non-participating students (all classes). These activities have affected retention rates for online classes (lowering our numbers).
- 2.5. Changes in the procedures for doing field trips have affected our ability to provide fields trips for students. These include: an increased front timeline on putting in paperwork, lack of a reliable system to reserve vans (no confirmation or reservation given). The number of hours required to plan and implement field trips is problematic. The issue of a reliable system to reserve vans is being addressed by management staff who state that steps are being made to correct this issue.
3. **Strengths, Weaknesses, Opportunities, Challenges (SWOC)**
- 3.1. **Strengths** includes two passionate, engaged, and dedicated anthropology instructors, a robust curriculum, continuous evaluations of adjuncts, and constant learning opportunities for students (via guest speakers, field trips, campus and off campus events, etc.).
- 3.2. **Weaknesses** center on the lack of a third full time faculty specializing in archaeology and biological anthropology labs. The lack of proper storage for lab specimens has been an on-going challenge and has resulted in damage to our lab equipment, and limited ability to offer labs.
- 3.3. **Opportunities** include the hiring of an additional staff member, developing two programs: Anthropology in the Community and Anthropology Intern-Mentor Program.
- 3.4. **Challenges** are the same as the weaknesses and include the extreme requirement for field trip paperwork coupled with several administrative errors making these events unreliable and challenging. Additionally, the lack of real time technology support presents a challenge to effective teaching when technology fails in the classroom. Other challenges include a steadily increasing workload in the areas of: Curricunet, Program Review, and SLOA's which takes time away from the focus on ways to increase student retention and success.
4. **Student Learning Outcomes (SLO) Assessment**
- 4.1. **See tables.** Assessments have been conducted for three cycles. The numbers collected had led to department discussion and ongoing revision of the SLOs and As. The most valuable aspect of these assessments has been the faculty discussions of strategies for student centered learning. We believe our PSLOs are effective, but we are always committed to continuous improvement.
5. **Evaluation of Progress Toward Previous Goals/SAP's**
- 5.1. These were our goals from the last program Review and they are all completed or in progress.
 Goal 1- Expand curriculum by developing an applied anthropology class- in progress.
 Goal 2- Expand courses offered through the Honors Program- in progress.
 Goal 3- Finish development program level SLOs- completed.
 Goal 4- Increase success rate for online classes- completed.
6. **Strategic Action Plans (SAP)**
- 6.1. Anthropology in the Community Program
 6.2. Anthropology Intern-Mentor Program
 6.3. Hiring an additional full time faculty who specializes in Archaeology and Physical/Biological Anthropology

Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative exception):
