



**Anthropology
PROGRAM REVIEW REPORT
2014 - 2015**

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Greenwell Cunningham, Maia	Evans, Sarah	
	Piqueiras, Eduardo	
	Salvi, Lisa	
	Wills, Laura	



Anthropology

I. Executive Summary

Program Description:

Anthropology is the holistic study of human behavior from biological, historical, cultural, and social perspectives. Anthropology analyzes the place of humans in the natural world and explores cultural assumptions across the globe. Anthropology courses satisfy general education requirements for an associate degree, an associate degree in liberal arts with an emphasis in social and behavioral sciences, and lower division transfer. The Honors Program includes one active anthropology course, *ANTH 201H Introduction to Cultural Anthropology – Honors*, and two inactive honors courses, *ANTH 216H Sex and Gender in a Cross Cultural Perspective – Honors* and *ANTH 218H Honors Presentation Seminar*.

Laboratory and lecture courses are offered in the day and evening and online.

Strengths/Effective Practices:

- All courses are ADA compliant.
- All courses can be offered in all modalities.
- All courses offer either traditional textbooks or ecopy versions which are inexpensive and have both visual and audio files allowing the students to have multiple sensory input of the information.
- All on-ground courses have an online component for the class notes, syllabi, review sheets, and outside class communication with the instructor.
- All courses have SLO's.
- All courses have recently undergone or are currently undergoing a course review for currency.
- Assessments of course level SLO's have been conducted each semester since Fall 2012.
- Two new courses and new transfer degree have been launched and are moving through the approval process.
- ANTH 220 will be offered for the first time ever in Fall 2015.

Weaknesses/Lessons Learned:

- We would like to offer ANTH 216 to support alternatives for degree selections.
- With the retirement of full-time faculty member, Maia Greenwell-Cunningham in Spring 2014, the department needs to recruit new full-time faculty.

Recommendations/Next Steps:

- We will submit the AA-T proposal this fall and seek out C-ID approval as well.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
ANTH 210 Intro to Cultural Anthropology	S12	1	5	0	4	Spring 2014
ANTH 210H Intro to Cultural Anth-Honors	S06	0	0	0	1	Spring 2014
ANTH 212 Intro Physical Anthropology	F10	0	2	0	2	Spring 2014
ANTH 212L Intro Physical Anth. Lab	F06	0	3	0	3	Spring 2014
ANTH 216 Sex and Gender in a Cross Cultural Perspective	F07	0	0	0	0	Not recently offered
ANTH 216H Sex and Gender in a Cross Cultural Perspective-Honors	F07	0	0	0	0	Not recently offered
ANTH 218H Honors Presentation Seminar	F07	0	0	0	0	Not recently offered
ANTH 220 Introduction to Archaeology	F06	0	0	0	0	Not recently offered

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Liberal Arts: Math and Science	AA	2009	23	19	18	93
Liberal Arts: Social and Behavioral Sciences	AA	2009	44	46	34	127
Social and Behavioral Sciences	AA	1950	366	374	327	400

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Over the past year, course offerings have been expanded to 20 sections over the primary terms. We anticipate increasing offerings to support the new degree/major pattern in the next academic year. With the recent retirement of the full-time faculty, sections in DE, winter, and summer have been reduced. Hiring a new full-time faculty member will allow for expansion back into these alternative scheduling patterns. Female students and Hispanic/Latino students tend to dominate Anthropology enrollments (even more so than the college demographic). Retention remains solid, but over the last two academic years, success has declined; this decline coincides with the improvement of the state economy and the return of more traditional community college students.

V. Student Demographics

The program tends to align with college demographics with the exception of having a larger female proportion and larger returning student proportion. We are not concerned with the gender difference as this matches trends in the field in general. As far as the returning students are concerned however, we recommend offering more evening courses and distance education courses to accommodate this larger population of students who most likely work during the day.

VI. Student Accomplishments

Students are passing Anthropology courses at a level consistent with state averages. There is an honors course in place and students are performing at a high level. We anticipate that the transfer degree pathway and additional courses added to the program will recruit more students to the major.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

Anth 210 and 212/L have undergone SLO assessment. Both SLO's chosen were tested and the results verified that the SLO's are relevant and effective. Anth 220 will be assessed for the first time this fall (2014). The Anth 210/210H SLO assessments were reflective of students' application of key concepts in cultural anthropology. Students were engaged and participated enthusiastically in discussion. The Anth 212 lecture SLO assessment also dealt with discussion and application of key concepts. However, the lab assessment showed that students need more help in application and critical thinking. Short video clips to prepare students ahead and also to reinforce the material.



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VIII. Progress toward previous goals

During 2013 - 2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1 EMP	Develop an associate in arts and/or an associate in science degree in anthropology	Laura Wills and Lisa Thorne have submitted to Curriculum Committee for approval.	Pending	1.1.4
Goal 2 EMP	Develop an introduction to anthropological linguistics class	Course is developed and moving through approval process.	Pending	1.1.4

In addition to previous goals, during 2013-2014, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Complete the AA-T for Anthropology	Adjuncts and Dean will meet together during spring 2014 to complete	Degrees Awarded	1.1.4
Goal 2	Hire a Full-time, Tenure-track faculty member	Submitted FNIC proposal	Degrees Awarded and Sections offered	1.1.4
Goal 3				
Goal 4				

*For institutional goals visit link below.

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

**For Educational and Facilities Master Plan, use table below.

EFMP 1 – Develop an associate in arts and/or an associate in science degree in anthropology.
EFMP 2 – Develop an introduction to anthropological linguistics class.
EFMP 3 – Develop an online course in ANTH 212L Introduction to Physical Anthropology Laboratory to offer a transferable laboratory science course.
EFMP 4 – Record and store lectures for student access.



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IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
One full-time, tenure-track	Will allow for coordination of SLOs and promotion of the major	M, N, F, Q	2, 3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.