

Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: Monday, March 18, 2019 by NOON

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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**
Friday, February 22 from 9:30 to 11:00 a.m. in NH-222
Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019.**

SUBMISSION FORMAT:

- 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name**

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

Program Efficacy

2018 – 2019

Program Being Evaluated

Anthropology

Name of Division

Social Science, Human Development, and Physical Education

Name of Person Preparing this Report

Melissa King

Extension

1633

Names of Department Members Consulted

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Names of Reviewers

Anna Tolstova, Edward Jones, Christie Gabriel

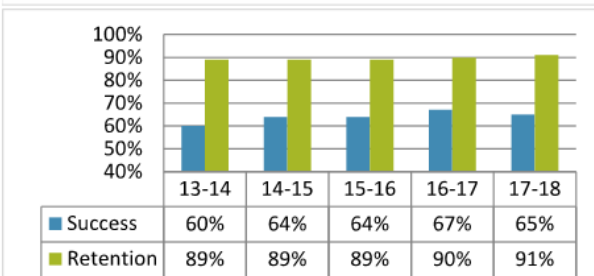
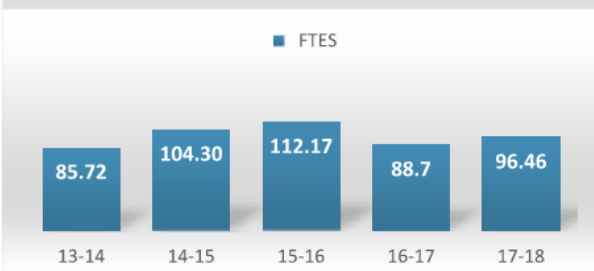
Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	February 22, 2019
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 18

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		
Faculty	1		5
Classified Staff	3		
Total	5		5

Description: Anthropology has been called the most scientific of the humanities and the most humanistic of the sciences, integrating biological, archaeological, cultural, and linguistic perspectives into the study of humanity. The SBVC anthropology Department offers courses in all four subfields and in selected areas including religion and visual culture. Taking classes in Anthropology develops skills of critical thinking and research and enriches understanding of human diversity. Anthropologists often aim for their work to be useful in solving real-world issues faced by humans today. Anthropology prepares students to work in education, cultural resource management, health care, advocacy, marketing, or conflict resolution, although anthropological insights can be useful in a vast range of occupations.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	27	1045	1,122	887	970
FTEF	4.20	5.20	6.20	6.00	5.80
WSCH per FTEF	570	602	543	444	499

	13-14	14-15	15-16	16-17	17-18
Sections	27	34	38	32	40
% of online enrollment	37%	35%	47%	59%	54%
Degrees awarded	1	3	4	3	8
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: Productivity slightly increased but is still below desirable. This is associated with the slight increase in FTES and slight decrease in FTEF. The retention rate continues to increase and remains 3% higher than State Anthropology retention rates for 2017-18 (Datamart). This could be associated with program planning that offered more short-term classes, a continued trend in the Dept. from the previous year. The success rate slightly decreased and is lower than state anthropology success rates for 2017-18, 72% (Datamart). However, when considering final enrollment numbers, the success rate jumps to 73% (EIS). Yet, a decrease in what had been a rising rate for three consecutive years could be attributed to the implementation of Canvas in fall 2017, a major adjustment for both faculty and students, as well as some turnover among the part-time faculty. Online sections make up a little more than half of the Dept. offerings and the SBVC Research Office has concluded that for ANTHRO 102 the online format leads to higher success rates. The Dept. maintains load for at least two full-time faculty but currently operates with one full-time faculty member and up to five part-time faculty per semester.

Progress from Last Year's Action Plan: All action steps from last year's plan have been implemented. The "Which Anthropology Courses To Take" sheet was created, showing which classes fit into different degree and transfer goals and has been made available on the Dept. website. It has been disseminated to counseling faculty and directly to students. Zero Textbook Course (ZTC) information has been regularly provided to and discussed with anthropology faculty. A budget increase was ranked 11th in program review but not funded. More Honors sections have been offered to now include online and hybrid modalities. All Anthropology courses have been transitioned to Canvas and dialogue about best practices with faculty continues.

SAOs/SLOs/PLOs: Assessment continues on a semester basis. Percentages of students who met the PLOs for the AA-T in 2017-18: 81 and 83%. This is an increase in PLO 1 from 2016-17. PLOs reflect the AA-T and not the anthropology program, however. The department faculty will continue to discuss SLOs and PLOs in relation to success rates and all faculty will be encouraged to enter SLO assessment data into SLOCloud. SLO data has been used to improve and modify class assignments and to reflect on instructional methods.

Departmental/Program Goals:

1. Improve student success.
2. Continue to improve productivity.
3. Increase student access to learning opportunities.
4. Continue to promote best practices and professional growth among faculty.

Challenges & Opportunities:

- A. Program planning would benefit from more data and data analysis.
- B. Faculty struggle to create engaging DE components that are ADA compliant.
- C. Some faculty struggle to incorporate ZTC or low-cost materials.
- D. Lack of a study abroad coordinator inhibits the development of learning opportunities in the field.
- E. Despite dissemination of the newly created sheet, "Which Anthropology Courses To Take" (one of the action steps from the 2016-17 EMP) and several links on the Anthropology Dept. webpage, there remains significant confusion among students about which Anthropology courses to take, how the AA-T works, and what is needed to transfer as an Anthro major.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Request data from OR and analyze data in EIS for course scheduling and program planning	1, 2, 3	Research requests and EIS analysis	Ongoing
Create a new brochure and disseminate more information about the anthropology program	3	Update brochure	Ongoing
Reconsider budget with changes in program planning	1, 3	Discussion with faculty, Research requests and EIS analysis	Spring 2019
Conduct faculty survey	4	Create and conduct	Fall 2018

*Please note in the above EMP that duplicated enrollment for 2013-14 is in error.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

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

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Anthropology	Campus -wide
Asian	5.5%	4.8%
African-American	14.7%	12.4%
Hispanic	62.4%	65.3%
Native American	0.9%	0.2%
Pacific Islander	0.3%	0.2%
White	15.5%	13.2%
Unknown	0.7%	3.9%
Female	62.6%	57.5%
Male	37.4%	42.5%

Disability	1.3%	5.4%
Age 19 or Less	4.3%	22.5%
Age 20 to 24	44.5%	34.7%
Age 25 to 29	27.2%	17.7%
Age 30 to 34	11.4%	9.3%
Age 35 to 39	5.3%	5.5%
Age 40 to 49	4.9%	6.2%
Age 50+	2.4%	4.1%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

During academic years 2015-16, 2016-17, and 2017-18, in demographic categories related to race and ethnicity and to age cohorts of 30yrs and older, the Anthropology program reflects campus-wide data, varying by no more than 3%. The Anthropology program has high enrollment of students in the age cohort 20-29 yrs of age.

While numbers of students identifying as Asian, African American, Native American, and White have decreased campus-wide 2015-18, the Anthropology program has maintained enrollment of students in these categories closely reflecting data from 2011-12, 2012-13, and 2013-14. The only category related to race and ethnicity in which the Anthropology program is below enrollment compared to the campus is students identifying as Hispanic, but as this is the largest student group by far tracked by race and ethnicity, and the difference is less than 3%, this is not a significant concern. Compared to data from the years 2011-12, 2012-13, and 2013-14, the Anthropology program did increase enrollment of students identifying as Hispanic from 60.7% to 62.4% (see Efficacy Report 2015). This is not as great an increase as the campus has experienced in the same time span, but it follows the trend and is not an area of concern.

In demographic categories related to sex and gender, there is a slightly larger difference between campus-wide and Anthropology program data, but this is not a significant concern as it follows the trend in national data. The Anthropology program serves more students identifying as female than male. The Anthropology program numbers in this area are similar to the numbers from 2011-12, 2012-13, and 2013-14, varying by less than 2% from that time period (see Efficacy Report 2015). Although there was a slight increase in females served by the Anthropology program, this follows the campus-wide trend of increasing female enrollment, from 54.8% in 2011-12, 2012-13, and 2013-14 to 57.5% (SBVC Office of Research).

<https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/demographics.php>

Additionally, it is common for social science programs like Anthropology to enroll higher numbers of female students. According to the American Anthropological Association, “Since 2003, 70% of anthropology graduates have been women” and “Since 2013, a period of declining anthropology graduates nationally, women earned 57% of anthropology degrees.”

<http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/IPEDS%20anthro%20bachelor's%20degrees.pdf>

Also, in 2009, a survey of working anthropologists conducted by the American Anthropological Association found 66% of 746 respondents identified as women. This number is not too far off from the 62.6% of students identifying as female enrolling in the SBVC Anthropology program.

<http://www.aaanet.org/resources/departments/upload/ChangingFaceofAnthropologyFinal.pdf>

In demographic data related to categories of disability and age cohort of 19 yrs and younger, there is a gap that indicates research is needed to understand how the Anthropology program can better serve these populations and the SBVC mission (“a diverse community of learners”).

1 From the years 2011-12, 2012-13, and 2013-14, 6% of students enrolling in the Anthropology program were registered as having disabilities (Efficacy Report 2015). This has declined to 1.4% even though the campus-wide enrollment of students with disabilities remains steady in the mid-5% range. **Anthropology faculty will meet with DSPS staff to inquire about what factors may be influencing this decline.** Speculation leads to consider that the Anthropology program’s increasing number of online courses may be affecting the enrollment of students with disabilities, as faculty teaching online need more training in building ADA-compliant online courses. This is listed as a challenge in the current **EMP**. Speculation also leads to consideration of the impact of ZTC courses on students with disabilities. Typically one-third of the Anthropology courses offered each semester are ZTC, and readings are available in a variety of formats (OER materials come in PDF, e-books through the library are read as webpages, etc.) and this could make it difficult for students with particular disabilities to successfully access or complete readings. Students who are served by EOPS or other campus programs may wish to use funds to purchase hard copies of texts, and Anthropology faculty have had some difficulty in coordinating this with the bookstore. **The Anthropology faculty will discuss these issues with one another and the faculty chair will take questions to Jennifer Bjerke, the faculty lead for ZTC and OER.**

2 With regard to the age cohorts, data from 2011-12, 2012-13, and 2013-14 also shows the Anthropology program serving the middle ranges of the age categories (see Efficacy Report 2015). In those years, Anthropology’s minimum age was higher than the campus and the maximum age was lower than the campus. The data from 2015-16, 2016-17, and 2017-18 follows this trend.

One of the age cohorts with the greatest difference is 19yrs or younger. Speculation leads to consider that students may not have heard of Anthropology and choose to enroll in alternative, more familiar, classes that fit their Ed Plans or transfer patterns. Efforts are being made to enroll students from this age cohort. For example, the faculty chair continues to present the discipline and information on the Anthropology program in SDEV classes on campus. The Anthropology program does have a consistent enrollment of Middle College High School students in ANTHRO 106 and has, as of this semester – Spring 2019, acquired a dedicated section of ANTHRO 106 for Middle College High School students. In Fall 2018, an Anthropology faculty member taught ANTHRO 102 as part of SBVC’s dual enrollment efforts, at Carter High School. Data from these semesters are not included in the numbers provided for analysis in this efficacy report. **The Anthropology program will continue to conduct outreach. Anthropology faculty will inquire from Counselors and discuss amongst themselves strategies about how to better serve this population.**

Pattern of Service:

Describe how 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.

The Anthropology program is oriented toward SBVC’s **Strategic Goal 1** Increase Access in its efforts to “improve access to transfer and other courses needed for graduation.”

The US Bureau of Labor and Statistics reports that careers in Anthropology are expected to grow by 4% from 2016 to 2026. The main areas of employment for Anthropology graduates are academia, government, business/corporate, and nonprofit/community organizations, almost always requiring a BA at the minimum. Taking Anthropology courses at SBVC helps fill the need for qualified workers in these areas locally and supports a variety of career pathways.

<https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm>

<https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783&navItemNumber=742&navItemNumber=580>

All Anthropology courses are transferrable to CSU and UC systems and all Anthropology courses meet graduation requirements as GE courses. Anthropology courses assist students in completing a wide variety of Ed Plans. To the faculty chair's knowledge, SBVC's Anthropology program is the only community college program in our local area offering ANTHRO 103 Anthropology of Food and ANTHRO 109 Visual Culture and Art.

ANTHRO 100, 102, 106, and 125 are C-ID aligned. These are Core Courses and List A courses in the AA-T degree. Most UC and CSU campuses require Anthropology transfer majors to have completed ANTHRO 100, 102, and 106.

ANTHRO courses in transfer and graduation patterns (Note that the SBVC Catalog does not yet include transfer and graduation patterns for ANTHRO 103.):

SBVC AA degree

Category 1 Natural Science: ANTHRO 106, 106H, 106L

Category 2 Social and Behavioral Sciences: ANTHRO 100, 102, 102H, 108, 109, 125

Category 3 Humanities: ANTHRO 108, 109, 110

IGETC

Area 3A Arts: ANTHRO 109

Area 3B Humanities: ANTHRO 108, 110

Area 4 Social and Behavioral Sciences: ANTHRO 100, 102, 102H, 106, 106H, 108, 109, 110, 125

Area 5B Biological Science: ANTHRO 106, 106H, 106L

CSU

Area B2 Life Science: ANTHRO 106, 106H, 106L

Area C1 Arts: ANTHRO 109

Area C2 Humanities: ANTHRO 108, 110

Area D Social Sciences: ANTHRO 100, 102, 102H, 106, 106H, 108, 109, 110, 125

Since 2013, the Anthropology program has maintained a rotation of courses so that the AA-T can be completed within two years. Completion of the AA-T guarantees students acceptance as Anthropology majors into the CSU system.

Anthropology courses are also scheduled to coordinate with the course offerings in other departments on campus. For example, the History Department offers HIST 107 on the history of American Indians in the US. ANTHRO 108 North American Indians, which looks at contemporary Native concerns and culture, is intentionally offered in summer so that students who have taken HIST 107 in Fall and/or Spring may then enroll in ANTHRO 108. This decision resulted from collaboration between Anthropology and History faculty. Additional collaboration has been required between the Anthropology program and the Philosophy/Religious Studies programs. ANTHRO 110 Magic, Witchcraft, and Religion is cross-listed in both departments and the decision to offer ANTHRO 110 from within the Anthropology program in Spring and Summer semesters resulted from collaboration between the departments.

The general outline for course offerings and rotations:

Fall semesters –

ANTHRO 102 online and face-to-face, including one late-start, occasionally an evening section

ANTHRO 103 will start in Fall 2019 online

ANTHRO 106 online and face-to-face, including one late-start, one MCHS section, and one Honors section, occasionally one hybrid section, frequently one evening section

ANTHRO 109 rotating online, face-to-face, and hybrid

ANTHRO 125 rotating online and hybrid

ANTHRO 222 Independent Study as requested, 1-3 students

Spring semesters –

ANTHRO 100 rotating online, face-to-face, and hybrid

ANTHRO 102 online and face-to-face, including one late-start and one Honors section, occasionally an evening section

ANTHRO 106 online and face-to-face, including one late-start, one MCHS section, occasionally a hybrid section

ANTHRO 109 rotating online, face-to-face, and hybrid

ANTHRO 110 rotating online, face-to-face, and hybrid

ANTHRO 222 Independent Study as requested

Summer semesters –

ANTHRO 102 rotating online and face-to-face

ANTHRO 106 rotating online and face-to-face

ANTHRO 108 online

ANTHRO 110 rotating online, face-to-face, and hybrid

ANTHRO 106L has been offered twice but cancelled due to low enrollment. It may be offered in Spring 2020 and **the Anthropology faculty will meet with Counselors and the Dean to discuss what may be causes of low enrollment for this new class.** ANTHRO 103 will be offered for the first time in Fall 2019.

Part-time faculty taught an evening class of ANTHRO 106 in 2017 that was telecast to Big Bear students. However, the technological difficulties in providing quality education were too great and this service has not provided from the Anthropology program since that time. **The Anthropology faculty will follow up on this option with the SSHDPE Dean.**

In 2016-17 and 2017-18, more than half of Anthropology classes were offered in the online or hybrid modalities. Retention and success rates for these two academic years are slightly higher than in previous years. If not an indication of the impact of more online and hybrid offerings, this at least demonstrates that providing many online and hybrid classes does not negatively impact retention or success. The Anthropology program offers an evening class every semester, and the program rotates courses between different time slots and modalities as best as faculty can accommodate. For example, in Spring 2018, ANTHRO 102 was offered as an evening class and in Fall 2019, ANTHRO 106 was offered as the evening class. In Fall 2018, ANTHRO 125 was offered as a hybrid class, but in Fall 2019 it is scheduled as a fully online class.

Typically, one-third of Anthropology's class offerings per semester are ZTC, so that students do not need to purchase books to complete readings or assignments. This is advertised in the printed and online schedule of classes and aims to make these transfer-level courses more affordable and thereby more accessible. (see image below)

Title: Zero Textbook Cost Sections Printed on: Dec 14, 2018 at 7:30 AM

SBVC 2018FA Zero Textbook Cost Sections

These course sections exclusively use digital or other instructional materials that are free of charge to students and may have a low cost option for print versions for students who prefer this format. Please note there may still be other non-textbook mandatory costs associated with some of these sections (e.g. scanners, scientific calculators, laboratory materials and/or supplies, etc.). Under some circumstances, faculty may have to adjust selection of instructional materials and this can affect student costs. It may also be necessary to replace instructors scheduled to teach sections. Replacement faculty have academic freedom to choose instructional materials regardless of costs and are not obligated to use free course materials selected by previous instructor. These lists might be updated throughout the registration period. For additional information please contact faculty assigned to teach ZTC sections or division deans.

Term	Section Name	Course Title	Name
2018FA	ACAD-001-01	Strategies for College Success	D Burns-Peters
2018FA	ANTHRO-102-01	Cultural Anthropology	M King
2018FA	ANTHRO-102-70	Cultural Anthropology	M King
2018FA	ANTHRO-102-71	Cultural Anthropology	M King
2018FA	ANTHRO-125-70	Language and Culture	M King
2018FA	ART-120-01	Art History: The Stone Age to the Middle Ages	J Butterfield
2018FA	ART-120-02	Two-Dimensional Design	L Fisher
2018FA	ART-124A-02	Beginning Drawing	D Rosales
2018FA	ART-124A-03	Beginning Drawing	L Fisher
2018FA	ART-124B-02	Intermediate Drawing	D Rosales
2018FA	ART-124B-03	Intermediate Drawing	L Fisher
2018FA	ART-124C-02	Advanced Drawing	D Rosales
2018FA	ART-124C-03	Advanced Drawing	L Fisher
2018FA	ART-126A-02	Beginning Painting	D Rosales
2018FA	ART-126B-02	Intermediate Painting	D Rosales
2018FA	ART-126C-02	Advanced Painting	D Rosales
2018FA	ART-145-02	Fundamentals of Graphic Design	J Butterfield
2018FA	ASL-109-01	American Sign Language I	D Burns-Peters
2018FA	ASL-109-05	American Sign Language I	D Burns-Peters
2018FA	ASL-109-70	American Sign Language I	D Burns-Peters
2018FA	ASL-110-01	American Sign Language II	D Burns-Peters
2018FA	ASL-111-70	American Sign Language III	D Burns-Peters
2018FA	BIOL-100-03	General Biology	G Drewes
2018FA	BIOL-100-04	General Biology	G Drewes
2018FA	BIOL-100-07	General Biology	G Drewes
2018FA	BIOL-100-08	General Biology	G Drewes
2018FA	BIOL-155-01	Introductory Anatomy and Physiology	S Soltanian
2018FA	BIOL-155-03	Introductory Anatomy and Physiology	C Cook
2018FA	BIOL-155-04	Introductory Anatomy and Physiology	C Cook
2018FA	BIOL-155-05	Introductory Anatomy and Physiology	E Castro
2018FA	BIOL-155-06	Introductory Anatomy and Physiology	E Castro
2018FA	BIOL-155-07	Introductory Anatomy and Physiology	E Gren

New Anthropology courses have been created, approved by the Curriculum committee, and successfully articulated for transfer. This semester, Spring 2019, the highest number of students enrolled in ANTHRO 102H than ever before, and this is the first semester it is offered as a stand-alone rather than blended section. ANTHRO 103

Anthropology of Food will be offered for the first time in Fall 2019 and this class was created in response to a national trend in Food Studies at colleges and universities.

(<https://www.latimes.com/local/education/la-me-food-studies-20151126-story.html>)

Anthropology courses, transfer info, and job market info are listed in a brochure which has been provided to Counseling faculty and is available to students in the NH 3rd floor hallway and campus-wide bulletin boards. Per the **EMP** Action Plan, the brochure was updated and disseminated in Fall 2018. More detailed information about Anthropology classes, information about the AA-T, faculty, and information about which classes to take are all found on the Department website, which is updated regularly. (see images below)



Deborah Nijera conducts an anthropological interview.¹

Anthropology

What does it mean to be human?

Contact
Dr. Melissa King
Phone: (909) 387-1633
Email: mlking@valleycollege.edu
Web: www.valleycollege.edu/academic-career-programs/degrees-certificates/anthropology

For more information –
American Anthropological Association
www.americananthro.org
CSU San Bernardino Dept. of Anthropology
www.anthro.ssbvc.edu
Cal Poly Pomona Dept. of Geography and Anthropology
www.sps.ssbvc.edu/central/geography-anthropology/
UC Riverside Dept. of Anthropology
www.anthropology.ucr.edu





Job Market Info

Employment for US anthropologists is expected to grow 4% by 2024.²

The average salary for an anthropologist is \$57,420.³

Main employment areas for anthropologists are:

- Educational institutions** – mostly professors and researchers at colleges
- Corporations/Business** – including tech, advertising, consumer research, conflict management
- Government** – including military, Forest Service, forensics, social services, cultural resource management
- Non-profit and Community-based** – including museums, social health organizations, social justice advocacy

¹ www.cnn.com/2014/05/17/us/immigrant-essen-debate-one/

² Bureau of Labor Statistics, Occupational Outlook Handbook, 2014-15 and 16-17, Available via www.bls.gov and americananthro.org.





Humans, like this common squirrel monkey, are scientifically classified as Primates. Some anthropologists work as primatologists.

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 responding to issues that concern humans today.

Coursework in Anthropology develops skills of critical thinking, enriches knowledge of human diversity, and leads to improved abilities to dialogue across difference.

Anthropology Degree and Transfer Options

The Associate in Arts for Transfer degree (AA-T) in Anthropology is intended for students who wish to transfer as Anthropology majors into the CSU system. Eligible students who earn an AA-T in Anthropology at SBVC will be given priority admission into the CSU system as upper-division transfer students in Anthropology.

The AA-T is not the best option for students intending to transfer outside of the CSU system. Please see the SBVC Catalog for more detailed information or discuss options with a Counselor or Anthropology faculty. See IGETC requirements for transfer into the UC system.

Anthropology programs at four-year universities often specialize in a few areas. The Cal Poly Pomona Anthropology program offers a concentration in Cultural Resource Management. CSU San Bernardino faculty provide expertise in Applied Anthropology and museum studies.

SBVC Anthropology faculty

- **Yolanda** conducted research in Morocco, Vietnam, Armenia, and locally in Southern California.
- **Yolanda** teaches first-generation college students.
- **Yolanda** went to school at UCR, CSU Fullerton, UCLA, and more.

Come talk to us!


“It was my exposure to professors at San Bernardino Valley College that planted the seed for me to choose an academic career for myself.”

– Yolanda Moses,
Former President of the American Anthropological Association

Courses offered

- ANTR 100 Introduction to Archaeology
- ANTR 102 Cultural Anthropology (+ Honors)
- ANTR 103 Anthropology of Food
- ANTR 106 Biological Anthropology (+ Honors)
- ANTR 108 North American Indians
- ANTR 109 Visual Culture and Art
- ANTR 110 Magic, Witchcraft, and Religion
- ANTR 125 Language and Culture
- ANTR 222 Independent Study
- ANTR 223 Independent Study – Guided Research

What does it mean to be human?



Faculty

Course Requirements for Transfer Majors

AA-T in Anthropology

Course Offerings

Suggested Preparation for Anthropology Coursework

Request Information

American Anthropological Association

Which Anthropology Courses To Take

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.


SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Student Success:

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 that address Success & Retention and Degrees and Certificates Awarded”)


Retention has continued to increase slowly year by year. SBVC Anthropology program’s retention rates (91% in 2017-18) are higher than in other Anthropology programs across the state, which average around 87-88% (CCC Datamart, see images and URL below). The SBVC Anthropology program has made significant improvement in its retention rates over the last ten years (see image below from 2015 Efficacy Report).

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%

As stated in the current **EMP**, the Anthropology Dept. has the goal of improving student success and has also made progress on this goal.

Success rates fell by 2% from 2016-17 to 2017-18, but they are still an improvement from 2015-16 (EMP). Discussion amongst Anthropology faculty leads to the belief that offering more short-term classes, 14-, 15-, and 16-week, have helped boost retention and not affected success rates. The slight drop in success from 2017-18 may be related to the implementation of the Canvas LMS in Fall 2017, which was a major adjustment for both students and faculty, and the Anthropology program offers multiple online courses per semester. More than half of all sections were online or hybrid modality in 2016-17 and 2017-18 and relied on the new LMS (EMP).

SBVC Anthropology success rates also follow a trend and comparable to other SBVC Social Sciences. Anthropology’s success rate closely aligns with the SBVC total pass rate (67%). (see image below)

Program	2011-12	2012-13	2013-14	2014-15	2015-16
Academic Advancement	89%	82%	87%	89%	82%
Accounting	58%	61%	61%	58%	61%
Administration Of Justice	79%	72%	73%	75%	68%
Aeronautics	72%	79%	80%	82%	73%
Anthropology 	68%	63%	60%	64%	64%
Arabic	69%	68%	58%	70%	64%

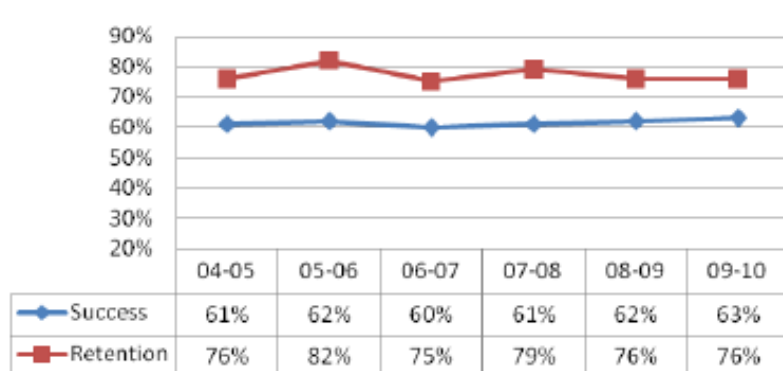
Physical Education/Kinesiology	85%	84%	82%	81%	83%
Physics & Astronomy	81%	80%	75%	76%	76%
Physical Science	n/a	64%	84%	68%	66%
Political Science	62%	67%	64%	61%	63%
Psychiatric Technology	93%	90%	93%	94%	96%
Psychology	68%	68%	66%	65%	64%
Radio, Television, Film	68%	74%	74%	75%	73%
Reading & Study Skills	69%	67%	63%	69%	71%
Real Estate & Escrow	51%	53%	49%	63%	60%
Sociology	62%	59%	51%	47%	52%
Spanish	71%	73%	77%	73%	72%
Student Development	85%	87%	75%	70%	78%
Theater Arts	83%	85%	83%	79%	86%
Water Supply Technology	73%	78%	75%	81%	85%
Welding Technology	72%	85%	74%	78%	91%
Total for all Departments	68%	69%	67%	65%	67%

(https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/passratesbydept_12-16.pdf)

The SBVC Anthropology program's success rates are lower than those across the state (by about 5-7%, see images below), but this is not a major cause for concern as

1) The SBVC Anthropology program's success rate increases to 73%, compared to the state's 72% average for 2017-18 (Datamart), when adjusted for SBVC students who withdraw and receive a "W" (EIS). Considering that SBVC retention rates are higher than state-wide, it makes sense that if more SBVC Anthropology are remaining enrolled past census but that withdraw before completing the class, that SBVC Anthropology's success rates will be slightly lower than state-wide even if students who remain in the class perform comparatively.

2) The 5-yr (2012-13 to 2017-18) average success rate for the SBVC Anthropology program is 64% which is a slight improvement from the average success rate of 62% for the 5-yr period from 2009-10 to 2013-14 and from the 15-yr average success rate of 61% from 2000-2014 (as shown in the last Efficacy Report 2015, see image below). This shows positive improvement for the SBVC Anthropology program in meeting SBVC's **Strategic Goal 2**. (also reference EMP's)



Fall 2017 State-wide Anthropology retention and success rates

(https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx):

Export To -> Excel CSV Text Records Per Page: 10 Simple Layout Advanced Layout

Credit Course Retention/Success Rate Summary Report - Data & Format Area

Report Area

	Fall 2017					
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enrollment C
State of California Total	62,424	54,718	44,303	87.66 %	70.97 %	62
Delayed Interaction (Internet Based)	13,602	11,416	8,994	83.93 %	66.12 %	13
Non Distance Education Methods	47,461	42,110	34,413	88.73 %	72.51 %	47
Other passive medium						
Simultaneous Interaction (Internet Based)	936	817	630	87.29 %	67.31 %	
Text one-way (e.g. newspaper, correspondence, etc.)	184	167	102	90.76 %	55.43 %	
Two-way interactive video and audio	38	29	25	76.32 %	65.79 %	
Video one-way (e.g. ITV, video cassette, etc.)	203	179	139	88.18 %	68.47 %	

Spring 2018 State-wide Anthropology retention and success rates
https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Export To -> Excel CSV Text Records Per Page: 10 Simple Layout Advanced Layout

Credit Course Retention/Success Rate Summary Report - Data & Format Area

Report Area

	Spring 2018					
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Enr
State of California Total	61,162	53,802	44,657	87.97 %	73.01 %	
Delayed Interaction (Internet Based)	14,970	12,709	10,350	84.90 %	69.14 %	
Non Distance Education Methods	44,599	39,673	33,183	88.95 %	74.40 %	
Other passive medium	186	180	134	96.77 %	72.04 %	
Simultaneous Interaction (Internet Based)	937	826	663	88.15 %	70.76 %	
Text one-way (e.g. newspaper, correspondence, etc.)	165	145	114	87.88 %	69.09 %	
Two-way interactive video and audio	52	42	33	80.77 %	63.46 %	
Video one-way (e.g. ITV, video cassette, etc.)	253	227	180	89.72 %	71.15 %	

EIS: SBVC Anthropology students enrolled past census who received W's. Zoom in to see clearly.

X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM
EnrLevelSec	CodeTopSec	CodeCpSec	CodeUniqueSec	DisabilityStatusSec	BasicSkillsSec	CoopEdSec	InstrSec	MinEnrSec	MaxCapSec	EnrDropB4StartSec	EnrBegSec	EnrActiveSec	EnrMaxSec	EnrWithdrawnSec	RptPeriod
*220200				NBSP	NBSP	NCOOP	ZERO	20	31	7	25	22	28	6P3	
*220200				NBSP	NBSP	NCOOP	ZERO	15	36	4	22	21	23	2P3	
*220200				NBSP	NBSP	NCOOP		20	36	5	23	19	23	5P2	
*220200				NBSP	NBSP	NCOOP		20	36	23	35	31	35	5P3	
*220200				NBSP	NBSP	NCOOP	ZERO	20	35	5	35	30	38	5P3	
*220200				NBSP	NBSP	NCOOP	ZEROHONORS	1	5	3	3	4	4	0P3	
*220200				NBSP	NBSP	NCOOP		20	40	2	41	37	41	4P1	
*220200				NBSP	NBSP	NCOOP		1	1	0	0	0	0	0P2	
*220200				NBSP	NBSP	NCOOP		1	1	0	0	0	0	0P2	
*220200				NBSP	NBSP	NCOOP		1	1	0	0	0	0	0P2	
*220200				NBSP	NBSP	NCOOP	HYBRID	15	36	10	21	19	21	2P3	
*100200				NBSP	NBSP	NCOOP		20	40	15	45	36	47	12P3	
*220200				NBSP	NBSP	NCOOP		20	40	13	41	36	43	8P3	
*220200				NBSP	NBSP	NCOOP		20	40	9	44	37	47	10P3	
*220200				NBSP	NBSP	NCOOP		20	40	3	39	36	42	7P3	
*220200				NBSP	NBSP	NCOOP		20	36	18	36	39	39	0P3	
*220200				NBSP	NBSP	NCOOP		20	36	17	35	34	37	3P3	
*220200				NBSP	NBSP	NCOOP	ZEROHONORS	1	10	2	7	3	7	4P3	
*220200				NBSP	NBSP	NCOOP	ZERO	20	35	10	35	29	38	10P3	
*220200				NBSP	NBSP	NCOOP	HYBRID	20	36	8	20	16	21	6P3	
*220200				NBSP	NBSP	NCOOP	HYBRID	20	36	10	36	30	36	6P3	
*220200				NBSP	NBSP	NCOOP		20	30	9	18	15	18	4P1	
*220200				NBSP	NBSP	NCOOP		20	36	8	37	30	37	7P1	
*220200				NBSP	NBSP	NCOOP		2	2	0	0	0	0	0P1	
*220200				NBSP	NBSP	NCOOP		2	2	0	0	0	0	0P1	
*220200				NBSP	NBSP	NCOOP		2	2	0	0	0	0	0P1	
*220200				NBSP	NBSP	NCOOP		15	40	14	40	22	41	19P1	
*220200				NBSP	NBSP	NCOOP		20	30	3	30	22	33	11P1	
*100200				NBSP	NBSP	NCOOP		20	30	12	31	27	32	5P1	
*100200				NBSP	NBSP	NCOOP		20	36	2	26	23	26	3P1	
*220200				NBSP	NBSP	NCOOP		10	10	3	10	7	10	10P1	
*220200				NBSP	NBSP	NCOOP		20	36	5	34	28	36	9P1	
*220200				NBSP	NBSP	NCOOP		20	36	8	37	33	37	5P1	
*220200				NBSP	NBSP	NCOOP		20	40	15	40	33	41	5P1	
*220200				NBSP	NBSP	NCOOP		20	26	16	27	26	28	4P1	
*220200				NBSP	NBSP	NCOOP		20	40	13	31	35	39	3P1	
*220200				NBSP	NBSP	NCOOP		20	40	25	41	30	41	12P1	
*220200				NBSP	NBSP	NCOOP		20	40	13	41	34	47	14P1	
*220200				NBSP	NBSP	NCOOP		20	36	13	40	38	42	4P1	
*220200				NBSP	NBSP	NCOOP		20	36	13	34	26	34	10P3	
*220200				NBSP	NBSP	NCOOP		10	10	3	4	4	4	1P3	
*100200				NBSP	NBSP	NCOOP		20	40	11	18	20	22	3P1	
*220200				NBSP	NBSP	NCOOP		20	36	3	25	27	28	4P1	
*100200				NBSP	NBSP	NCOOP		20	40	5	41	34	42	3P2	
*100200				NBSP	NBSP	NCOOP		20	36	5	18	17	18	2P3	

In serving SBVC **Strategic Goal 2** Promote Student Success and its own Dept. goal as stated in the **EMP**, the SBVC Anthropology faculty seek to utilize data in program planning. A challenge faced by the program is obtaining up-to-date data. Additionally, Anthropology faculty have sought training in EIS of their own initiative in order to understand which course modalities are most successful, but this has been a slow process. Thanks to Christie Gabriel in SBVC's Office of Research, the Anthropology faculty were able to obtain a report on ANTHRO 102 retention and success rates for 2016-17. This research has been instrumental in current program planning as it states: "Students from all groups performed better in distance education vs the traditional classroom method. Increase the number of distance education offerings. Currently, Anthropology has a high percentage of distance education sections, 59%. This is higher than most other departments already, but data shows it has been positive for the department, so expansion in this area would be justifiable." (see image below)

Anthropology 102 Performance Measures by Subgroup - 2016-17					
Group/Subgroup	Ratio (Population/Anthro 102)	Count	Pass Rate	Successful DE %	
All Anthro 102 Students	100%	356	75.6%	76.5%	
Non-Transfer Level English	60%	213	67.6%	71.0%	
High School Students	5%	16	100.0%	N/A	
Athletes	0.2%	1	100.0%	N/A	
First/Second Term at SBVC	9%	32	68.8%	72.7%	

Recommendations based on the data:

Consider advising English 101 eligibility/completion rather than only English 015.

Increase the number of distance education offerings. Currently, Anthropology has a high percentage of distance education sections, 59%. This is higher than most other departments already, but data shows it has been positive for the department, so expansion in this area would be justifiable.

In the academic year 2016-17, the success rate (approx. 76%) for ANTHRO 102 was higher than the 67% program average for that year (see image above and EMP). During that academic year, the Department also conducted an internal test of its course offerings by modality and term length. The Dept. concluded that ANTHRO 102 not only improves student success when offered online, but also when offered as 14-, 15-, and 16-wk classes. ANTHRO 106 may best support student success when offered as face-to-face, 16- or 18-wk classes. Hybrids are the lowest performing classes whether short- or long-term. It also seems there is a pattern of success that involves best matching individual faculty with courses, modalities, and term lengths. That is, some faculty are better at teaching online while others do better in face-to-face classrooms. Much more analysis of EIS data and help from the Office of Research is needed to understand all the dynamics involved in Anthropology success rates and to best achieve a program plan that matches faculty, modality, term length, and subject matter with student populations. **The faculty chair continues to analyze EIS data and discuss with part-time faculty in the department and she continues to request research from the Office of Research.**

In further serving SBVC's **Strategic Goal 2** Promote Student Success, one-third of Anthropology course offerings per semester are ZTC and faculty are encouraged to "increase the use of low-cost and free online resources," as stated in the Strategic Goal. The American Anthropological Association will be publishing an OER text in the next year or two for use in ANTHRO 106 classes, and this will significantly help the program to increase its ZTC course offerings. The faculty chair and another faculty member participated in OER trainings on campus, receiving Basic Skills stipends, to search for, implement, and build courses around ZTC materials. One of the results of this training is that the faculty chair was able to share with part-time faculty how to utilize SBVC library holdings, such as e-books, for their classes and thus eliminate the need for texts to be purchased by students.

In serving the **Strategic Goal 2** by "maintaining up-to-date curriculum," please see Section V below, which indicates that all Anthropology courses are currently up-to-date per the Curriculum Committee. ANTHRO 100, 102/H, and 106/H articulate into the UC system as Anthropology major prep, and they also are core courses in the AA-T degree for transfer to the CSU system. All SBVC Anthropology classes are transferrable to both UC and CSU systems.

Additionally, Anthropology faculty regularly attend and present research at regional and national Anthropology conferences, publish original work, and conduct anthropological research. This academic year, 2018-19, two SBVC Anthropology faculty have been employed as Lecturers in the UC Riverside Department of Anthropology. The faculty strive to maintain currency in the discipline and are committed anthropologists (see Section IV below on professional development and currency).

In attempting to serve the **Strategic Goal 2** by “maintaining an appropriate ratio of full- to part-time faculty,” the Anthropology program averages a 50/50 split, where the full-time faculty teaches approximately 50% of the course offerings per semester. The Department has consistent load for two full-time faculty (EMP). At this time, the Department is not requesting another full-time faculty as many more programs on campus have greater need in this area.

	Fall 2018 faculty load	Spring 2019 faculty load
Full-time faculty, King	1.2	1.2
Part-time faculty, Cass	0	0.2
Part-time faculty, Duong	0.4	0.2
Part-time faculty, Keithly	0.4	0.4
Part-time faculty, Plascencia	0.2	0.2
Part-time faculty, Shereen	0.2	0.2

In serving the **Strategic Goal 2**, an SI tutor has been utilized for approximately three years. The tutor who has been working in this position for several consecutive semesters has completed all Anthropology courses, with the exception of ANTHRO 109, and has taken an Anthropology Honors class. She is an Anthropology major at UC Riverside and qualified to work as an SI tutor. While it is a challenge to figure out how SI tutors can provide tutoring for online sections, the current SI tutor has helped students in the Writing Center and in Anthropology classrooms to prepare written assignments and in-class activities and study for exams.

Lastly, during the years covered in this report, the SBVC Anthropology program was able to secure a permanent budget of \$600. This has mainly been used to purchase instructional supplies which allow for practice-based, kinesthetic learning in the classroom, largely for use in ANTHRO 106 classes. Program faculty continue to discuss how to maintain and best use supplies for student success. It is important to note that other local community colleges have larger collections of biological and archaeological instructional materials and supplies, and the SBVC Anthropology program desires to utilize supplies competitively and equitably for its student population. Because more of the Dept.’s classes are being offered online, the Anthropology faculty are currently exploring purchasing access to an online collection of anthropological videos and materials, which are already ADA compliant per companies like Alexander Street, for use in ANTHRO 102, 100, 108, and 109 classes.

With 8 AA-T degrees in Anthropology for 2017-18, this is an increase compared to 2015-16.

Additionally, when compared to other local Anthropology programs, the SBVC Anthropology program is awarding AA-T degrees comparably and slightly more often for its enrollment level. This shows that the AA-T in Anthropology is doing well and supporting SBVC **Strategic Goal 2**. For 2017-18, CCC Datamart reports Anthropology program enrollment count and AA-T Anthropology degrees awarded by college (https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx):

College	Enrollment Count	AA-T's	(2017-18, CCC Datamart)
Crafton Hills	369	3	
College of the Desert	730	10	
SBVC	882	8	
Santa Ana	1252	7	
Norco	1280	4	
Riverside CC	1378	10	
Rio Hondo	1865	8	
Moreno Valley CC	2000	6	
Mt. San Jacinto	2008	9	
Pasadena CC	2964	9	

Anecdotal research within the Anthropology Dept. shows that just as many students, if not more, transfer as Anthropology majors to the UC system. The UC system does not accept the Anthropology AA-T and SBVC Anthropology majors transferring to UC schools are advised NOT to complete the AA-T. Unfortunately, to Anthropology faculty knowledge, SBVC does not track the number of students per major who transfer to UC schools.

Currently, at least four students who took SBVC Anthropology courses are enrolled as undergraduates at UC Riverside and a former SBVC Anthropology SI tutor is currently at UCLA. Two of them are Anthropology majors. The SBVC Anthropology Dept. keeps a record of students who report enrollment as Anthropology majors at various schools including UC and private universities. Additionally, **the SBVC Anthropology Dept. will elaborate on its “Which Anthro Courses to Take” sheet and develop sample class scheduling pathways to different transfer colleges.**

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The majority of students who take Anthropology classes at SBVC do so to meet GE requirements as all Anthropology courses are transferrable and all fit into transfer and graduation patterns. Whether it's one class or majoring in Anthropology, this is a discipline with highly varied career impact.

As stated earlier, the US Bureau of Labor and Statistics reports that careers in Anthropology are expected to grow by 4% from 2016 to 2026. The main areas of employment for Anthropology graduates are academia, government, business/corporate, and nonprofit/community organizations, almost always requiring a BA at the minimum. Taking Anthropology courses at SBVC helps fill the need for qualified workers in these areas locally and supports a variety of career pathways.

<https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm>

<https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783&navItemNumber=742&navItemNumber=580>

Applied Anthropology “applies anthropology” to non-academic and non-traditional areas of employment for anthropologists (non-traditional meaning outside of archaeology labs, museums, etc.). According to the UC Davis Anthropology program website, “*Business Insider*, for example, explains why Google hired an ethnographer, Intel Corp. has an in-house cultural anthropologist, Microsoft is reportedly the world's second-largest employer of anthropologists, and why the Adidas shoe company turned to researchers with an anthropological perspective to evaluate consumer buying habits.”

(<http://anthropology.ucdavis.edu/undergraduate/career-paths>)

Anthropology classes aim to contribute to student success in a variety of other disciplines. At SBVC, students of nursing, business, psychology, human services, and more benefit from insights of the anthropological perspective. According to the American Anthropological Association, an anthropology student “learns about other cultures and the ways they may differ from his or her own background and expectations. These differences are not viewed as a problem to be overcome but as a resource that can yield new ways of thinking and new opportunities— a definite advantage in the professional world. Becoming familiar with a wide range of behaviors, beliefs, and values, the student is likely to be more culturally sensitive and flexible in dealings not only with co-workers and clients but also with neighbors and the community. These skills enable him or her to live and work in a world that is increasingly multicultural and global. Likewise, whether the student’s experience in school is in documenting artifacts at an archaeological site, taking measurements of human bones, or recording the daily course of social interaction, all anthropologists learn research skills about how to collect quality information, analyze information to identify important details, and relate those particulars to a larger issue. Anthropological training therefore strengthens the ability to think in terms of whole systems, rather than just the individual parts of those systems. It also emphasizes using multiple techniques to learn about a topic, and considering various interpretations of the results. In addition, anthropologists often examine “behind the scenes” aspects of issues to be sure the right questions are being asked in the first place. These habits make graduates good critical thinkers and able contributors to many kinds of projects, from start to finish.”

(<https://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=13046>)

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Learning Outcomes:

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

According to the ACCJC, Accreditation Standard B2 can be evidenced with documentation of methods of SLO assessment. This currently occurs every semester through SLOCloud. (See example image below.) All

Anthropology courses have SLO's which were last evaluated in Spring 2015. Two courses have not yet been added to SLOcloud and they have not been taught yet: ANTHRO 103 and ANTHRO 106L.

(<https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf> Fall 2018)

Term: 2018FA Division: Social Sciences, Human Development & Physical i

Dept: ANTHRO Course: ANTHRO-10 Section: ANTHRO-106-01 (Submitted: 12/09/2018)

Assessment Methods & Criteria: SLO 1: midterm
SLO 2: worksheet on primate classifications and evolution

Optional. What your methods of assessment are and what is "Good Enough"?

Please see below SLOcloud screenshots of 2017-18 3-yr reports for every active ANTHRO course (per reviewers' request) with percentages reported.

ANTHRO 106 (contains incorrect SLO's)

Faculty used both written and objective assessments. Sixty-six percent of sections reported.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate their understanding of key evolutionary and genetic principles evaluated by a written or objective assessment.	972	815	83.85%
2	Students will demonstrate their knowledge of primate evolution including appropriate classification and adaptation evaluated by a written or objective assessment	884	690	78.05%

26 Assessment Methods & Criteria

12 Reflection(s)

35 Section(s) Reporting

18 Section(s) Not Reporting

ANTHRO 106H (contains incorrect SLO's)

Assessment included the Honors project. Only one section, thirty-three percent, reported, and this is not enough data for analysis.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate their understanding of key evolutionary and genetic principles evaluated by a written or objective assessment.	17	15	88.24%
2	Students will demonstrate their knowledge of primate evolution including appropriate classification and adaptation evaluated by a written or objective assessment	15	12	80.00%
3	Students will identify, discuss, and evaluate contemporary philosophical, theoretical, and methodological challenges to the modern evolutionary synthesis, including an assessment of the scientific and social ramifications of such challenges evaluated by a written assignment.	14	14	100.00%

- 3 Assessment Methods & Criteria
- 1 Reflection(s)
- 3 Section(s) Reporting
- All sections reporting

ANTHRO 100

The report provides data for only one class. Thirty-three percent of sections reported. This is not enough data to conduct adequate analysis.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate their knowledge of the conceptual framework of archaeology that guides the discipline evaluated by a written or objective assessment.	28	19	67.86%
2	Students will demonstrate their knowledge of basic archeological concepts and techniques evaluated by a written or objective assessment.	29	21	72.41%

- 1 Assessment Methods & Criteria
- 1 Reflection(s)
- 1 Section(s) Reporting
- 2 Section(s) Not Reporting

ANTHRO 102 (contains incorrect SLO)

Faculty tend to use both written and objective assessments for the SLO's and have worked on improving assessment methods. Fifty-seven percent of sections reported.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate their knowledge of the conceptual framework of cultural anthropology that guides the discipline evaluated by a written or objective assessment.	488	407	83.40%
2	Students will demonstrate their understanding of the variability of culture as represented by differing subsistence strategies and social organizations evaluated by a written or objective assessment	477	403	84.49%

- 16 Assessment Methods & Criteria
- 6 Reflection(s)
- 21 Section(s) Reporting
- 16 Section(s) Not Reporting

ANTHRO 102H – No SLO's have been input into SLOCloud. SLO assessment thereby cannot be entered.

Dept: ANTHRO Course: ANTHRO-102H Section: ANTHRO-102H-70 (Submitted: Never)

Assessment Methods & Criteria

Optional: What your methods of assessment are and what is "Good Enough?"

Course SLOs

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO
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Reflections

Optional: Reflect and comment on the successes and challenges in this class. Did you:

ANTHRO 108 – No SLO's have been input into SLOCloud. SLO assessment thereby cannot be entered.

Dept: ANTHRO Course: ANTHRO-108 Section: ANTHRO-108-70 (Submitted: Never)

Assessment Methods & Criteria

Optional: What your methods of assessment are and what is "Good Enough?"

Course SLOs

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO
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Reflections

Optional: Reflect and comment on the successes and challenges in this class. Did you:

ANTHRO 109 (contains incorrect SLO's)

This is the course in which faculty are least likely to use objective assessments. This makes sense as the course is the most concerned with production and analysis of art and images and faculty have desired to help students engage applied anthropology through this course. Fifty-seven percent of sections reported.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will compare and contrast past and present artistic principles from ethnically diverse, as well as, "Non Western contexts" around the world evaluated by a written or objective assessment.	99	84	84.85%
2	Students will recognize complex social practices such as ethnocentrism in the evaluation of art and critically address the notions of "primitive art" evaluated by a written assessment.	99	85	85.86%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with the anthropological approach to religious studies by writing a response to that prompt.	75	65	86.67%

4 Assessment Methods & Criteria

3 Reflection(s)

4 Section(s) Reporting

3 Section(s) Not Reporting

ANTHRO 110 (contains incorrect SLO)

Assessment activities have been predominantly written but also objective. Sixty-four percent of sections reported, and this does not reflect Anthropology faculty. This is a cross-listed course more often taught by the Religious Studies/Philosophy Dept.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to apply the ideas and concepts in the sub-discipline of the anthropological study of religion to contemporary experience in its social, institutional, psychological, and/or political manifestations by writing a response to that prompt.	148	127	85.81%
2	Students will demonstrate their understanding of the conceptual framework that guides the anthropological study of religion, with a central focus on "Non-Western" traditions evaluated by a written assessment.	162	153	94.44%
3	Students will demonstrate the ability to apply ideas and concepts in the anthropological study of religion to contemporary social experiences in culturally diverse contexts evaluated by a written assessment	155	146	94.19%

Course SLOs

4 Assessment Methods & Criteria

2 Reflection(s)

7 Section(s) Reporting

4 Section(s) Not Reporting

ANTHRO 125

Faculty used both written and objective assessments. All sections reported, but this is only 3, and all were taught by the same faculty.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate their understanding of the conceptual framework that guides the anthropological study of linguistics evaluated by a written or objective assessment	47	35	74.47%
2	Students will demonstrate their understanding of sociolinguistics and the relationship between language and cultural identity evaluated by a written assessment.	40	36	90.00%

Course SLOs

3 Assessment Methods & Criteria

1 Reflection(s)

3 Section(s) Reporting

All sections reporting

ANTHRO 222 and 223 are independent study courses. The SLO's for these courses below show that students are responsible for their own learning and participate in their own assessment in coordination with the faculty. No sections were reported for ANTHRO 222 due to human error. Although the screenshot below states that 11 sections are not reported, in actuality, only 2 sections were ever enrolled with 1 student each (see image below). ANTHRO 223 is not entered into the SLOcloud, and no students have enrolled in it during the last 3 years.

No Sections Reported

11 Section(s) Not Reporting

- ANTHRO-222-01 for 2018SP
- ANTHRO-222-02 for 2018SP
- ANTHRO-222-03 for 2018SP
- ANTHRO-222-01 for 2017FA
- ANTHRO-222-02 for 2017FA
- ANTHRO-222-03 for 2017FA
- ANTHRO-222-02 for 2016SP
- ANTHRO-222-03 for 2016SP
- ANTHRO-222-01 for 2015FA
- ANTHRO-222-02 for 2015FA
- ANTHRO-222-03 for 2015FA

ANTHRO 222 – Independent Study in Anthropology

1. Students will demonstrate the ability to do self-directed library research on self-selected topics, assessed by both a written summary and an in-office discussion with the supervising professor.
2. Students will demonstrate the ability to develop a contract and fulfill this contract to work three hours per week out of class on a self-selected topic, assessed by an in-office discussion with the supervising professor.

ANTHRO 223 – Independent Study in Anthropology

1. Students will demonstrate the ability to do self-directed research and analysis on self-selected topics, assessed by a presentation of conclusions (written, visual, or verbal format) and an in-office discussion with the supervising professor.
2. Students will demonstrate the ability to develop a contract and fulfill this contract to work three hours per week out of class on a self-selected topic, assessed by an in-office discussion with the supervising professor.

The Anthropology program is not at 100% SLO reporting for two reasons:

- 1) Some part-time faculty members have continually elected not to report and are not required to do so. All faculty in this program are strongly encouraged to report SLO assessment for every class every semester. **The Anthropology faculty chair will continue to remind the faculty to submit SLO assessment data.**
- 2) SLOCloud contains inaccurate SLO's and is missing SLO's. Faculty who have tried to enter SLO assessment data have encountered difficulties due to incorrect SLOCloud information. Anthropology faculty have requested corrections by email more than once, of multiple individuals, and have noted this problem in SLOCloud itself (see screenshot below). **Anthropology faculty will continue to seek the correction of Anthropology SLO's in SLOCloud.**

• I believe SLO 3 is an error (I had to input a #). Students seem very engaged with this course, and respond critically and thoughtfully to concepts introduced in Anthro 109. I was very impressed with the kinds of critical insights many of the students delivered in each discussion. As in every online course, I would like to enhance/increase the number of students who participate fully in this course. (ANTHRO-109-70 for 2016SP)

In assessing SLO's, there has been confusion on the part of some faculty. This has been resolved in 2018. In 2016-17 and 2017-18, some part-time faculty included the incorrect SLO's on their syllabi and assessed the incorrect SLO's (the outdated SLO's that are in SLOCloud). When correct SLO's were assessed, faculty have been confused about how to enter the data into the incorrect SLOCloud (as shown above). For one instructor who taught ANTHRO 108 with the correct SLO's, it was impossible to enter the assessment data into SLOCloud (missing as shown above), and the instructor did not provide assessment data to the Department. Because this class is usually only offered in summer (that is, not often), there has been a lack of assessment data to analyze. Despite the problems of accuracy in SLOCloud, part-time Anthropology faculty have been alerted to the correct SLO's. **The Anthropology faculty chair will continue to send out requests for syllabus checks of correct SLO's at the beginning of each semester.**

Because of the issues above, the 3-yr SLO cycle was delayed by one year. However, because the SLO cycle has been extended to 4 years by the Program Review Committee, this is not major cause for concern. **In Spring 2019, the Anthropology program is evaluating its SLO's, four years since the last evaluation in Spring 2015.**

A 3-yr review in 2018 focused on analysis of SLO assessment and addressing problems in the process of going through the SLO cycle. The last SLO cycle led to the majority of SLO's being modified. Because the Dept. was new (2015) and the program was revamped between 2013 and 2015, SLO's were not modified solely on the basis of program data, of which there was not a lot (some courses had only been taught once or twice for example when the SLO's were evaluated). Rather, SLO's were updated in sync with curriculum updates that also took place in those years. This is to say that SLO's were in part modified in order to link with updated course objectives and Course Outlines of Record, as per the Academic Senate of the California Community Colleges. **If the current evaluation in Spring 2019 leads to modifications, they will be made during the Content Review process in Fall 2019.**

https://www.asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf

Anthropology faculty participate each Fall and Spring semester in discussions about SLO assessment and analysis in face-to-face meetings and via email. This has included dialogue about "What is good enough" to meet the SLO. Anthropology faculty agree that meeting any Anthropology SLO assessment with a good enough grade of 70% or higher is fair considering this is the same measure used for success (70% is passing). Anthropology faculty are satisfied with the SLO meets rates. Only one SLO (SLO 1 for ANTHRO 100) is met at less than 70% and this course was taught by two instructors, one of which no longer works at SBVC. This is to say that analysis of the unsatisfactory meets rate is not a deep analysis and largely reflects the current instructor's assessment methods. Note that the instructor has reflected in SLOCloud on this low meets rate and plans to modify her instruction.

Year: 2017 - 2018 | Period: Last 3 Years
 Division: Social Sciences, Human Develop | Dept: ANTHRO | Course: ANTHRO-100

Tools

Course SLOs

Note: Course SLO Summary Evaluation Form is available.


#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate their knowledge of the conceptual framework of archaeology that guides the discipline evaluated by a written or objective assessment.	28	19	67.86%
2	Students will demonstrate their knowledge of basic archeological concepts and techniques evaluated by a written or objective assessment.	29	21	72.41%

1 Assessment Methods & Criteria

1 Reflection(s)

- This was the first time that I taught this course as a hybrid class. I learned a lot about how students work in a hybrid setting and what assignments are beneficial, and how to prepare the students for the SLO Assessments. If I teach this course in the future, I will adapt new strategies to help improve student success.

Course SLOs (ANTHRO-100-70 for 2018SP)



In analyzing SLO's, Anthropology faculty have been most interested in reflection on instruction and assignments. The SLOCloud "reflections" detail the thoughts of Anthropology faculty about how to modify lectures, assignments, and tests in order to help students better meet the SLO's (see image below). For one instructor, for example, a graded worksheet activity for ANTHRO 106 was modified to more directly reflect SLO 2 for that course.

Example:

- I am not sure that the 5-exam format works best in this course unless mixed in with other confidence-building activities. Students struggled with the wording of test questions and put info in their short-term memory rather than build long, integrated memories with the material.
(ANTHRO-106-03 for 2015FA)
- I saw notable improvement in class performance relative to the understanding of the fundamental concepts of paleoanthropology. I added a new fossil identification exercise that was completed in class. This exercise made use of a number of fossil models. In the future I plan to increase the use of charts, diagrams, and photographs to present and illustrate the concepts foundational to genetics, evolution, and hominid evolution.
(ANTHRO-106-04 for 2015FA)
- In the future I intend to increase the use of diagrams, charts, and photographs ,that are projected from the computer and the document camera, to present/illustrate the concepts that are foundational to genetics, evolution, and hominid evolution. I also plan to increase the use of three dimensional models to develop these concepts.
(ANTHRO-106-04 for 2016SP)
- I provided the study guides earlier on in the semester, and this seemed to help the students prepare for the exams and meet the SLOs.
(ANTHRO-106-71 for 2016SP)
- Since this is an accelerated 8-week course, there is a lot of content for the students to learn in a shorter period of time. If I teach this type of course again, I will try to provide more guidance in terms of preparing the students for the exams and what to expect.
(ANTHRO-106-72 for 2016SP)
- More students need to meet SLO 1 (enhance study materials, or provide more encouragement to utilize tutoring center), and too few assessed for SLO 2. I would like to develop methods for increasing participation in this discussion. Will research the subject.
(ANTHRO-106-70 for 2016SP)
- I will continue to develop a wide variety of charts, diagrams, and photographs to present and illustrate the concepts covered in Ant.106. I plan to continue to develop interactive study guides to enable the students to test their knowledge and understanding of the concepts

Analysis of SLO assessment also shows that the majority of SLO assessments are met at higher rates than the success rates for the same courses. The way that SLO's are being assessed is not indicative of what faculty think it takes to pass an Anthropology course. That is, a student may meet SLO's but fail to complete other assignments that would allow him/her to pass the class with a high grade. Passing a class is not equivalent to meeting SLO's and vice versa. This is not abnormal and should not be considered a problem or deficiency in Anthropology assessment and program evaluation. (see Social Science comparables below)

SBVC Course	SLO 1 meets rate (3-yr)	SBVC program success rate (2017-18)
ECON 101	80%	75%
ANTHRO 102	83%	65%
POLIT 101	83%	61%
PSYCH 110	83%	72%
SOC 110	90%	57%
CD 101	91%	64%

One reason that SLO meets rates may be higher than success rates is that percentages of students who meet the SLO are calculated from students who attempted the SLO assessment. Withdrawn enrolled students are not counted in SLO measures, but they are in student success measures. For example, if 40 students submitted the assignment used to assess SLO 2 for ANTHRO 125 (see above) and 36 of those 40 earned a 70% or higher on that assignment, this results in a 90% meets rate for SLO 2. As Anthropology faculty understand it, however, if there are 47 students who were enrolled in the class at census, even if 7 have withdrawn and taken W's on their records by the time this assignment is given, the success rate for this class will be calculated from that number, the number of students at census. Thirty-six students out of 47 for completing necessary assignments leads to a lower success rate, 77% compared to 90% for this example. This is doubtful the primary cause of the discrepancy in Anthropology data, but it may play a role.

The Academic Senate for California Community Colleges and the ACCJC have both stated that SLO assessment is distinct and different from grading, which is the basis of student achievement measures. For SBVC Anthropology courses, grades are based on a variety of class assignments that directly assess the objectives listed in the Course Outlines of Record. Objectives are goals pertaining to specific, "discrete course content." "Objectives are usually more numerous and create a framework for the overarching student learning

outcomes” which address “synthesizing, evaluating and analyzing many of the objectives.” Course objectives for ANTHRO 100, 102, 106, 106L, and 125 are C-ID aligned. SLO’s refer to “overarching outcomes” that ask students to synthesize discrete course objectives and “apply what they’ve learned.” This is the understanding upon which the SBVC Anthropology Dept. has operated and helps to understand why SLO meets rates and course and program success rates are divergent.

https://www.asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf

<https://www.valleycollege.edu/~Media/Files/SBCCD/SBVC/accreditation/standard-1a-evidence/1.2-outcomes-processes-2013-15.pdf>

Because SLO’s are overarching and/or composite measures, faculty could tend toward greater variation in their instruction and assessment of them, as compared to course objectives. And yet, despite the reflections about how to modify instruction and assessment per SLO’s (mentioned above), analysis revealed that there is a tendency for SBVC Anthropology faculty to regularly use midterm and final examinations for SLO assessments, modifying the structure and content of those examinations to get at both course objectives *and* SLO’s. **This is currently a topic of discussion among faculty in the Dept. relevant to the present evaluation stage of SLO’s.**

A question that has arisen in faculty analysis of SLO assessment: When a course is repeatedly taught by only one instructor, how should faculty participate in the evaluation of the SLO? Does a 3-yr cycle work when some courses are only taught once a year?

Questions that were provided this semester to SBVC Anthropology faculty for discussion about SLO evaluation are:

1. What modifications do you suggest and why?
2. Do the SLOs for given course reflect the main *overarching* expectations?
3. Can the SLOs be embedded in your existing assessment(s)?
4. Anything else?

In January 2019, the faculty chair submitted a grid to Dr. Celia Huston, chair of the Accreditation and SLO Committee, in which the Anthropology courses (and their SLO’s) are linked to the new SBVC ILO’s. Critical Thinking is the most common ILO now being linked to Anthropology SLO’s. Previously, the majority of Anthropology courses were linked to Core Competencies emphasizing reading and retaining information, writing clearly, and finding and interpreting information.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Program

Anthropology AA-T

Tools

Program SLOs

Note: [Program SLO Summary Evaluation Form](#) is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#	SLO Statement <small>Program SLOs</small>	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate an understanding of the conceptual frameworks that guide all four fields of anthropology (archaeology, cultural, linguistic, and biological) evaluated by written or objective assessments.	9282	7369	79.39%
2	Students will develop an awareness of people in different parts of the world and the interdependence of a multicultural global community evaluated by a written or objective assessments.	4719	3959	83.89%
3	N/A			

SBVC Anthropology faculty note that the meets rates for the AA-T PLO's are also higher than Anthropology success rates, which makes sense since SLO assessment data directly feeds into PLO assessment. Using the data on previous pages, and excluding ANTHRO 106H with very high meets rates (not atypical for small Honors classes), PLO meets rates are within 2% variation from the averages of Anthropology SLO 1's (79%) and SLO 2's (84%), above. This makes sense when considering, for example, that PLO 1 is directly drawn as a composite from SLO's for ANTHRO 100, 102 and 102H, 106 and 106H, and 125. Like for SLO's, the Anthropology faculty agreed that PLO meets rates higher than 70% are good enough.

A distinction should be noted: the PLO data in SLOCloud reflects the AA-T in Anthropology and not the Anthropology program itself (see image below for an excerpt of the SLO list feeding into the PLO's).

- ANTHRO-100-70 for 2018SP on 05/22/2018 12:19 PM
- ANTHRO-102-01 for 2018SP on 05/16/2018 6:57 PM
- ANTHRO-102-70 for 2018SP on 05/16/2018 7:03 PM
- ANTHRO-102-71 for 2018SP on 05/16/2018 7:05 PM
- ANTHRO-106-01 for 2018SP on 05/16/2018 7:09 PM
- ANTHRO-106-02 for 2018SP on 05/16/2018 7:14 PM
- ANTHRO-106-70 for 2018SP on 05/22/2018 12:25 PM
- ANTHRO-106-72 for 2018SP on 05/22/2018 12:29 PM
- ANTHRO-110-70 for 2018SP on 05/23/2018 1:30 PM
- COMMST-174-70 for 2018SP on 05/02/2018 11:57 AM
- COMMST-174-71 for 2018SP on 05/29/2018 9:37 PM
- GEOG-102-70 for 2018SP on 06/01/2018 10:14 AM
- GEOG-102-71 for 2018SP on 06/19/2018 8:32 PM
- GEOL-101-01 for 2018SP on 05/27/2018 8:07 AM
- GEOL-101-02 for 2018SP on 05/21/2018 8:02 AM
- GEOL-101-03 for 2018SP on 05/19/2018 7:31 PM
- GEOL-101-70 for 2018SP on 05/27/2018 7:59 AM
- GEOL-101-71 for 2018SP on 05/27/2018 8:02 AM
- SOC-100-01 for 2018SP on 05/27/2018 3:35 PM
- SOC-100-02 for 2018SP on 05/27/2018 3:38 PM
- SOC-100-04 for 2018SP on 05/23/2018 3:52 PM
- SOC-100-07 for 2018SP on 05/31/2018 9:37 PM

AA-T Core Courses are ANTHRO 100, ANTHRO 102 and 102H, and ANTHRO 106 and 106H. They are mapped to PLO's as shown below, but part of the current PLO and SLO evaluation includes consideration of the mapping.

	PLO 1	PLO 2
ANTHRO 100	X	
ANTHRO 102/H	X	X
ANTHRO 106/H	X	X

In the AA-T List A courses, ANTHRO 125 is the only Anthropology course option. It maps to PLO's as shown here:

	PLO 1	PLO 2
ANTHRO 125	X	X

In the AA-T List C courses, ANTHRO 103, 106L, 108, 109, AND 110 are course options. They map to PLO's as shown here:

	PLO 1	PLO 2
ANTHRO 103	X	X
ANTHRO 106L	X	X
ANTHRO 108		X
ANTHRO 109		X
ANTHRO 110	X	X

Anthropology program faculty agree that the PLO's reflect a well-rounded Anthropology program and are appropriate for the AA-T. That is, they are appropriate comparatively (see below) and, as overarching outcomes of the program, they expect students to grasp the "attitudes and knowledge" across an anthropological perspective. They reflect SLO's and course objectives. It is unclear how other courses that contribute to the AA-T Anthropology pathway provide instruction toward Anthropology PLO's.

(https://www.asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf).

LA Southwestern College PLO: "Develop an awareness of and respect for human diversity" is similar to SBVC Anthropology's PLO 2.

(<http://www.lasc.edu/students/departments/bssd/Program-Learning-Outcomes-BSS.html>)

Napa Valley College PLO: "Understand the major theories, methods and implications of anthropological research" is similar to SBVC Anthropology's PLO 1.

(<http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/ProgramLearningOutcomes.aspx>)

LA Harbor College PLO: "Students will describe how different cultures have contributed to the workforce, community, and the world" is similar to SBVC Anthropology PLO 2.

(<https://www.google.com/search?q=anthropology+PLO%27s&client=firefox-b-1-d&ei=mlxxXM7hCqil0wLHtoqYDA&start=50&sa=N&ved=0ahUKEwjOjbT8udLgAhUoxFQKHUebAsM4KBDw0wMlgAE&biw=1093&bih=427>)

PLO's have been discussed individually between the faculty chair and part-time faculty along with discussion of SLO's. They were evaluated along with SLO's in 2015 and are currently in the evaluation stage in the Anthropology Dept's cycle. **If they are modified this semester, they will be rewritten as part of the Content Review process in Fall 2019 and a new course mapping will be created. This will meet the expectation of a 4-yr cycle for PLO evaluation.**

Questions that the Anthropology faculty have discussed in analyzing PLO's include:

1) As other disciplines have mapped their courses to this PLO, can the PLO really reflect success in the Anthropology program? Last year's 3-yr review for the Anthropology Dept. PLO's revealed that the PLO's continue to guide and anchor instruction and SLO evaluation. But is this the purpose of PLO's? Anthropology faculty are not certain that they clearly understand PLO assessment and evaluation. Are PLO's really best assessed by aggregating SLO data for the AA-T? How does this practice actually help to assess student learning of Program Outcomes of the Anthropology Dept.?

Note that out of 60 units required by the AA-T in Anthropology, only 9 of those units must be earned through Anthropology coursework (the core courses). Because there is choice in which courses to take to complete the AA-T, how is it possible that Anthropology Dept. PLO's are used to assess AA-T student learning? Do PLO's need to be rewritten with input from all disciplines contributing to the AA-T? Should there be distinct PLO's for the program and the AA-T?

2) What are all the factors that contribute to PLO meets rates? When SLO's are modified in disciplines that offer courses in the AA-T, what is the effect on student learning in the AA-T pathway? What is the impact of instructional differences on AA-T student learning? For example, a student could take a more science-based or a more humanities-based approach to the AA-T completion. Does data exist on how students make their way through the AA-T and what works best? How do different learning styles and different teaching styles affect AA-T student outcomes compared to AA-T completion rates? While Anthropology faculty have raised these questions for discussion in analyzing and evaluating SLO's and evaluating PLO's, it is unclear how to move forward in further analyzing and assessing PLO's for the benefit of Anthropology program planning and student achievement.

The Anthropology faculty will seek more education and assistance in understanding how to use PLO data.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture &

Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

In serving **Strategic Goal 3** Improve Communication, Climate, and Culture, the Anthropology program aims to “promote a sense of community and solidarity within the campus and embrace diversity,” “build community recognition and networks,” and “ensure exceptional customer service.”

Through the SBVC Anthropology Dept. website, persons interested in Anthropology can send an inquiry to the faculty chair. All known inquiries have been answered in a timely manner. The Dept. website is regularly updated by the faculty chair with input from part-time faculty. The Anthropology Dept. brochure which advertises the program has been disseminated twice in the last three years to Counseling faculty and made available in the NH 3rd floor hallway to students. Per the **EMP** Action Plan, the brochure has been updated and disseminated in Fall 2018. The faculty chair contact and important websites are provided. A bulletin board near the faculty chair’s office and main Anthropology classroom also provides information about current research, which Anthropology classes to take, and more.

In addition to the Dept. website and brochures, the Anthropology Dept. maintains a Facebook page for the Anthropology Club and other interested students. The page is used to communicate about events and current happenings pertinent to anthropology and allows students and faculty to discuss anthropology outside of class. (see image below)



This semester, Spring 2019, the Anthropology Dept. has worked through the Arts, Lectures, and Diversity Committee to bring Dr. Yolanda Moses – SBVC Hall of Fame Alumna, UC Riverside Associate Vice Chancellor for Diversity, and former President of the American Anthropological Association – to speak at SBVC. The Anthropology Dept. brought Dr. Juli Grigsby to speak at SBVC in Spring 2018. Dr. Grigsby is also an alumna of SBVC and currently an Anthropology professor at Haverford College. The faculty chair continues to speak about Anthropology to SDEV classes and has hosted annual meetings for students interested in transferring as Anthropology majors. Information about these events has been disseminated

by SBVC Marketing, Counseling faculty, and campus flyers. The Anthropology Club and students of the Department regularly set up tables on campus that advertise Anthropology, they promote Anthropology-sponsored events like fundraisers for “save the orangutan” campaigns and related interests. Through such activities, the Anthropology Dept. seeks to share with the campus and community what Anthropology is about. (see images below)

Anthropologist Juli Grigsby Speaks at SBVC

[Home](#) / [SBVC News](#) / Anthropologist Juli Grigsby Speaks at SBVC



On Tuesday, March 27, San Bernardino Valley College hosted respected anthropologist and university professor Dr. Juli Grigsby for a lecture addressing pressing matters of today's society.

Originally from the Inland Empire, Dr. Grigsby is a socio-cultural anthropologist who has lectured at universities across the country on issues regarding critical race theory, feminist and queer theory, women's health and violence, and U.S. social movements. She is also a noted photographer, and author of her current book project, "Grim Sleeper: Gender, Violence, and Reproductive Justice in Los Angeles."

She currently serves as the assistant professor of Anthropology at Haverford College in

December 2018

October 2018

September 2018

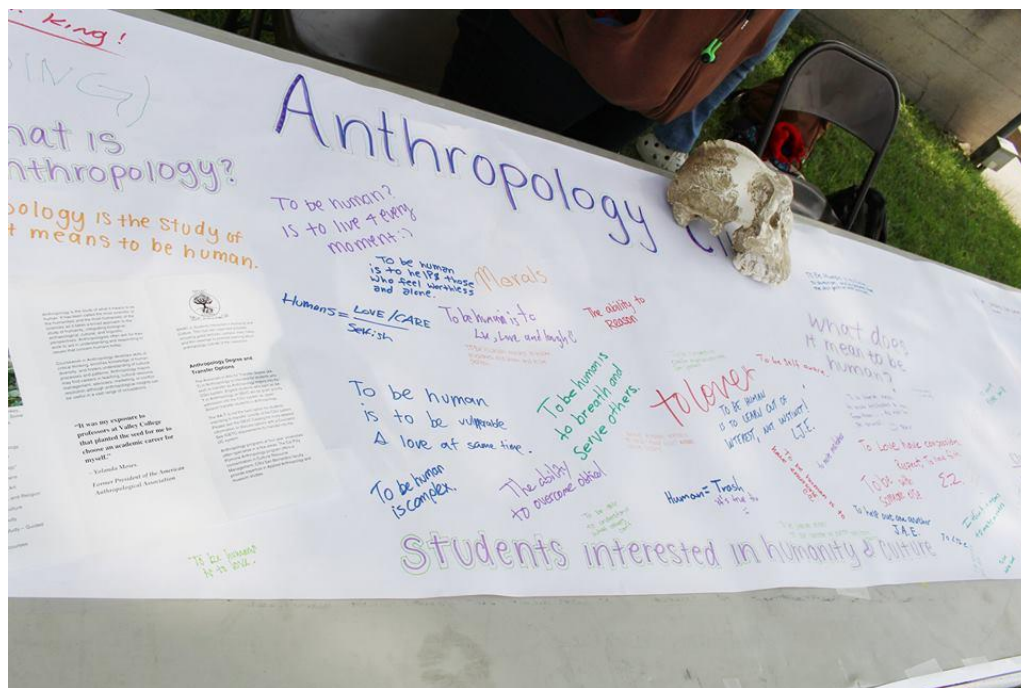
August 2018

July 2018

June 2018

▶ May 2018

April 2018



Describe how your program seeks to enhance the culture and climate of the college.

In serving **Strategic Goal 3** Improve Communication, Climate, and Culture, the Anthropology program aims to “promote a sense of community and solidarity within the campus and embrace diversity,” “build community recognition and networks,” and “ensure exceptional customer service.”

Anthropology faculty use Starfish to communicate positive messages to students about their performances.

The Anthropology faculty are a diverse group in terms of languages spoken, racial/ethnic affiliation, level of education completed, and discipline specializations, but most are first-generation college students. Anthropology faculty have co-taught courses with each other (without compensation), share in working with the Anthropology Club, and have participated in various activities including teaching a dual enrollment class at a local high school and accepting a Basic Skills stipend to research and implement OER materials. The Anthropology faculty regularly communicate via email, in-person meetings, and casual get-togethers. This should be taken to show that the Anthropology faculty value each other in their diversity and are committed to positive educational experiences for SBVC students.

The full-time faculty member has served as an advisor and mentor in a number of student groups, including the Anthropology Club, Puente, and Alpha Gamma Sigma Honor Society, through which she is able to “promote community and solidarity,” while representing her discipline and program. Working with the Anthropology Club and student majors, the Anthropology Dept. has collaborated with MEChA, Student CTA, and the Sociology Dept., in bringing guest speakers to students, raising funds and goods for local donation, and informal student mentoring and advising. This collaboration creates and promotes opportunity for student-faculty interaction outside of the classroom and promotes learning for students through extracurricular activities. These activities support a stated goal of the current **EMP**: provide students with more opportunities for learning. See image below of an impromptu student meeting at BAPS Shri Swaminarayan Mandir in Chino Hills in Fall 2017.



In assisting Anthropology Honors students in applying to and presenting their research at the Honors Transfer Council of California annual conference at UC Irvine, the Anthropology program promotes network-building by and for students and helps students gain recognition for themselves and SBVC. Anthropology students have presented their ideas at the conference in 2015, 2016, 2017, and 4 Anthropology students are slated to present their work at the HTCC Conference this April 2019.

The activities above indicate that the Anthropology program supports a positive climate for students to learn and grow in and out of the classroom.

Describe one or more external/internal partnerships.

Internal partnerships:

The faculty chair has begun the process of “badging” ANTHRO 102 through a quality certification in the California Virtual College (CVC) and is working on this with Prof. Davena Peters, SBVC liaison to the CVC-OEI.

In building a study abroad opportunity with AIFS, the Anthropology Dept. is currently working with Rania Hamdy, Patty Jones, and Maria Del Carmen Rodriguez to coordinate enrollment, payment, and counseling.

The Anthropology Dept. participates in the Supplemental Instructional program and coordinates with Dr. Dirkson Lee each semester.

The Anthropology program participates in the Honors program and has partnered with the History Department in participating in the Honors Anthro/History Mini-Conference each semester, in which Honors students from these Departments present their Honors projects in the Library Viewing Room and answer questions from the audience.

The full-time Anthropology faculty is a regular panelist at the annual SBVC International Film Festival, sponsored by the Arts, Lectures, and Diversity Committee, bringing anthropological perspectives to the event.

The Anthropology Dept. offers a section of ANTHRO 106 each semester dedicated to Middle College High School students and the faculty chair was the MCHS Senior Night faculty speaker in 2017. She has also participated in the MCHS student interviews for incoming students.

The Anthropology Dept. works with the Religious Studies/Philosophy Dept. in coordinating the scheduling of a cross-listed course, ANTHRO 110, each semester

External partnerships:

The faculty chair has established a relationship with the full-time Anthropology instructor at Crafton Hills College and they are currently discussing how to coordinate scheduling and program planning toward complementary Departments.

SBVC Anthropology is registered with the American Anthropological Association and coordinates activities like National Anthropology Day via the organization, which also recently provided bling for the Anthropology Dept. tutor and club members. The AAA is a source for faculty and student professional development (see section below).

The Anthropology program has partnered with AIFS for an upcoming study abroad class.

SBVC’s Anthropology program maintains a partnership with CSUSB’s and UCR’s Anthropology Depts. Each Fall, the CSUSB Anthropology Dept. holds an Open House and the SBVC Anthropology students and faculty have attended, providing opportunities to see CSU’s campus and faculty and to network with current students. The full-time faculty and one part-time faculty are graduates of UCR and have met transferring SBVC Anthropology majors there for campus tours and mentoring. As they also have both taught there recently (Fall 2018), there have been opportunities for faculty networking that benefit SBVC Anthropology program planning.

What plans does your program have to further implement any of these initiatives?

Ms. Hamdy is coordinating a process to approve and implement the study abroad class for 2020.

The full-time faculty will schedule another meeting with the Crafton Hills College Anthropology Dept. as was discussed at the last meeting.

The SBVC Anthropology Dept. will continue to work with the CVC-OEI, film festival, Honors, and other Depts.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

SBVC Anthropology faculty regularly attend conferences oriented toward anthropological research and news and the teaching of anthropology. Faculty regularly attend and have presented at the American Anthropology Association (AAA) annual conference as well as local teaching conferences such as the Active Learning Leaders Conference held regularly at Palomar College. The faculty have attended workshops for professional development as anthropologists, including a writing workshop, through the AAA. Through the AAA affiliates, faculty learn of news and the latest discussions relevant to anthropology: *Anthropology News*, *Anthropology Now*, listservs, etc.

Anthropology faculty have published in the discipline and are involved in their own anthropological research projects including a documentary film about local animal shelters and urban gardening as social justice in local communities.

The full-time faculty member has served as an evaluator for the American Council of Learned Societies 2018-19 Community College Grants and a reader for the 2017 Honors Transfer Council of California Conference. These

activities allow the SBVC Anthropology faculty to see what other Anthropology programs emphasize and what other community college faculty are creating and working on. This is a source of inspiration and accountability.

In Spring 2018, the full-time faculty member completed a course, "Compassionate Leadership," through Coursera and University of Colorado, Boulder, in affiliation with anthropologist Jane Goodall's Roots and Shoots program that provided current anthropological thought about education and ecology.

In Spring 2017, the full-time faculty completed through @ONE a course titled "Intro to Teaching With Canvas."

In May 2016, the full-time faculty member also attended a "Get That Grant" workshop at UC Riverside, held for women faculty in the sciences. This was a networking opportunity that encouraged and inspired thoughtful reflection about leading an academic department.

Networking with other local professors and practitioners of Anthropology has been a productive and helpful means of maintaining currency: learning about how other local anthropologists are thinking, the trends they are paying attention to, issues they are facing in the classroom, etc., Part-time faculty who teach at other colleges have benefited from trainings required there and have reported to the Dept. faculty at SBVC helpful information about skills for online and lab instruction. The full-time faculty served as a Lecturer at UC Riverside in Fall 2018 where she also was able to network with UCR Anthropology faculty and students to learn about the latest research and teaching trends there.

Through the development of SBVC Anthropology curriculum and SLO and PLO analysis and evaluation, the SBVC Anthropology faculty have been able to debate and discuss amongst themselves current trends in the discipline and in the teaching of the discipline and this kind of motivated dialogue between faculty (what kinds of readings to assign, why PLO's exist, etc.) is part of the process through which they jointly maintain currency in the field.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Some of SBVC's Anthropology faculty, including the full-time faculty, are members of the American Anthropological Association (AAA) and its associated organizations including, Society for Anthropology in Community Colleges, Society for Cultural Anthropology, and Southwestern Anthropological Association. The AAA is the national organization for professional anthropologists.

This is an expensive organization in which to maintain yearly membership and part-time faculty cannot always afford it. The Department itself, however, is listed with the AAA as a registered Department. At least two faculty members attended the 2018 annual meeting, one of whom was a presenter. At the annual AAA conference, workshops are held on anthropological expression and pedagogy, anthropologists hold panels that specifically address issues in education and social justice, and publishers are present to discuss texts with. The AAA has published an OER textbook available online at <http://www.perspectives.americananthro.org> for use in ANTHRO 102 (currently used by the full-time faculty) and the organization is currently writing an OER text for ANTHRO 106. These texts are vetted by the AAA and co-written by leading anthropologists. The AAA manages a number of resources for faculty to use in professional development, regarding anthropology and the teaching of anthropology. For example, listservs regularly inform faculty of the latest books and articles, debates in the discipline, and political actions.



Actions

Contact Details

Dr Melissa King

Assistant Professor, San Bernardino Valley College

[My Profile](#)

[My Connections ▾](#)

[My Contributions ▾](#)

[My Account ▾](#)

Networks **3**

City

[San Bernardino CA](#)

2 Members

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Professional development activities that help to maintain currency and professional growth of faculty have impacted the SBVC Anthropology program in the area of content and instruction. Examples:

Attending a panel at the American Anthropological Association annual meeting in Fall 2018 provided the latest thoughts and research but also fresh perspectives to be utilized in teaching ANTHRO 108 North American Indians and ANTHRO 102 Cultural Anthropology (specifically on the topics of landscape and spirituality). A AAA poetry and writing workshop inspired faculty to try free-writing as a reflection activity in some classes. Along with other conferences attended (Active Learners Leadership Conference, ex.), these experiences directly impact SBVC Anthropology instruction.

Motivated by the “Get That Grant” workshop, the faculty chair has been reevaluating the direction and shape of the SBVC Anthropology program, and the reflections and discussions with part-time faculty have led to a reconsideration of how to spend the Dept. budget, which classes – if any – to “badge” in the OEI, and where faculty should look for student field experiences.

Two faculty participated in OER training in 2017 with a Basic Skills stipend, and were able to become knowledgeable about textbook costs, different copyrights, and how to create a ZTC or OER class. As one-third of Anthropology classes are now offered as ZTC, the professional development of these two faculty was oriented toward student access and success.

As mentioned in Question 1, the full-time faculty member completed a course, “Compassionate Leadership,” through Coursera and University of Colorado, Boulder, in affiliation with anthropologist Jane Goodall’s Roots and Shoots program that provided current anthropological thought about education and ecology. One of the SBVC Anthropology majors, through discussion with the full-time faculty member, was inspired to join Roots and Shoots herself and start a project. The Anthropology Club also learned about the program and began in 2018 to hold drives on campus to raise funds for re-usable drinking straws that are planned donations to a local elementary

school. In this case, the professional development of the faculty contributed to the **EMP** goal of providing more learning opportunities for students.

As mentioned in Question 1, networking with other local professors and practitioners of Anthropology has been a productive and helpful means of maintaining currency: learning about how other local anthropologists are thinking, the trends they are paying attention to, issues they are facing in the classroom, etc., Part-time faculty who teach at other colleges have benefited from trainings required there (online course design, e.g.) and have reported to the Dept. faculty at SBVC helpful information about skills for online and lab instruction. The full-time faculty served as a Lecturer at UC Riverside in Fall 2018 where she also was able to network with UCR Anthropology faculty and students to learn about the latest research and teaching trends there. These activities directly impact how faculty teach anthropology at SBVC in the design of syllabi, hot topics students are interested in, the latest helpful research to share in class, etc.

A goal in the current **EMP** is that faculty will continue to seek professional growth. In 2018, the Anthropology faculty chair emailed a survey to the faculty asking questions about the “state of the Department” and included this question: “What can SBVC Anthropology do to help you in your professional growth?” One of out of 5 faculty responded and her answer to this question was “Hire me full-time!” This indicates that **the faculty chair needs to continue to be proactive in providing and/or encouraging professional development opportunities.**

V: Questions Related to Strategic Initiative: **Effective Evaluation & Accountability**

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program <u>does not have</u> a mission/ statement of purpose, or it <u>does not clearly link</u> with the institutional mission.	The program <u>has</u> a mission/statement of purpose, and it <u>links</u> clearly with the institutional mission.	
Productivity	The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <u>shows</u> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program <u>does not provide</u> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <u>provides</u> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses <u>have been articulated</u> or transfer with	In addition to the meets criteria, the program <u>discusses plans</u> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

		UC/CSU, or plans are in place to articulate appropriate courses.	
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The Anthropology Department at San Bernardino Valley College provides high-quality education to a diverse community of learners. Its mission is to foster an awareness of anthropological perspectives and of the diversity of a multicultural global community and, in doing so, to support the transfer and degree completion of students on many career pathways and to support students in positively impacting their communities.

How does this mission or purpose relate to the college mission?

The SBVC Anthropology Dept. mission statement is modeled upon the SBVC mission statement and repeats its intentions to provide high-quality education for the purpose of helping students to 1) transfer and degree completion along many career pathways and 2) positively impact their local communities, wherever those may be. The Anthropology program mission directly supports the SBVC mission in that all Anthropology courses are GE transferrable courses articulated with CSU and UC systems. The program offers an AA-T degree and aims to support the transfer of students to four-year universities and colleges.

This mission statement explicitly references the PLOs of the Anthropology program. The Anthropology program PLO's directly speaks to anthropological perspectives and global understandings.

Productivity:

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

Productivity is measured as WSCH/FTEF, and 525 is the norm. As a stated goal in the current Anthropology **EMP** is to improve productivity, the Anthropology Dept. is pleased that the WSCH/FTEF number has increased since 2016-17.

Compared to other Social Science Departments, Anthropology productivity should not be interpreted as particularly low or bad (see chart below, data from current EMP sheets).

	2015-16	2016-17	2017-18	
Sociology	543	497	537	+
Anthropology	543	444	499	+
Psychology	548	482	483	+
Economics	548	490	439	-
Child Dev.	483	436	410	-
Political Science	490	435	435	=

Of the 4 disciplines above with a WSCH/FTEF in the 540's in 2015-16, only Sociology has rebounded to above the 525 mark, but Anthropology has made progress comparatively considering it was "hit harder" in 2016-17.

During years of growth, the Anthropology program added classes, but the Dept. was not prepared for a sharp decline in enrollment in 2016-17. As class schedules are planned months in advance and require coordination with part-time faculty, this led to more sections being offered that year than should have been. Since sections were eventually cancelled to low enrollment, productivity dropped accordingly. In 2017-18, less sections were offered in worry of a repeat occurrence and enrollment slightly increased, leading to a productivity number (499) higher and closer to the 525. This semester, Spring 2019 preliminary reports from the SSHDPE Dean's Office show that Anthropology classes were 93% filled well before the last day to add and before late start sections began. (see image below)

Course ID	Instructor	Section Type	Max Seats	Filled	Available
ANTHRO-106-01	Biological Anth Duong, Phuoc M.	LEC	36	26	10
ANTHRO-106-02	Biological Anth King, Melissa R.	LEC	16	15	1
ANTHRO-106-03	Biological Anth Cass, Russell W.	LEC	36	34	2
ANTHRO-106-04	Biological Anth King, Melissa R.	LEC	20	20	0
ANTHRO-106-70	Biological Anth Keithly, Dana M.	DE72	40	40	0
ANTHRO-106-71	Biological Anth Shereen, Yasmine A	DE72	40	40	0
ANTHRO-106L-01	Biol Anthropol Keithly, Dana M.	LAB	20	0	20
ANTHRO-109-70	Visual Culture King, Melissa R.	LEC	36	31	5
ANTHRO-110-70	Magic, Witchcra King, Melissa R.	LEC	36	0	36
ANTHRO-110-71	Magic, Witchcra King, Melissa R.	LEC	36	27	9
ANTHRO-222-01	Indep Study in King, Melissa R.	DIR	1	1	0
			<u>529</u>	<u>404</u>	<u>122</u>
					<u>47</u>
					<u>0</u>

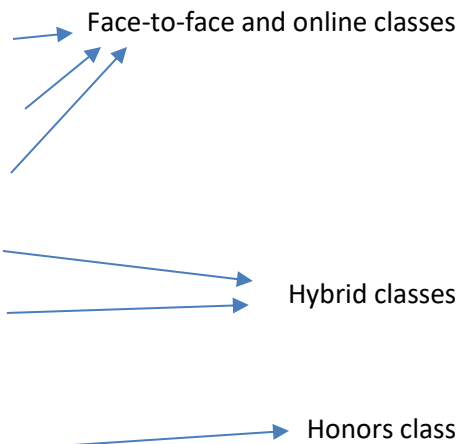
Max seats Filled Available
 -92 -92 (canceled classes in red)
 = 437 30

Subtracting seats due to class cancellations ahead of time, the report shows that Anthropology has filled 407 out of 437 seats for Spring 2019, a 93% fill rate as of 1/24/19.

Per a report provided on 2/8/2019 at the SBVC Faculty Chair meeting, the Anthropology Dept. had a WSCH/FTEF of 499, equivalent to the previous academic year (2017-18). When looking at the individual sections' WSCH/FTEF, it becomes clear that hybrid classes have the lowest FTES, with the exception of the low-capped ANTHRO 102H class (20 students max, 17 enrolled). Face-to-face and online classes have good productivity numbers, up to 585 for ANTHRO 100. Online classes are capped at 40 and instructors regularly add students beyond that if possible. Face-to-face and hybrid classes are capped at 36. What this indicates is that the lower enrolled hybrids, and the low-capped Honors section are hurting productivity.

Calculating WSCH/FTEF without the one, low-capped Honors class provides a productivity number of 520, and this is reasonably acceptable. Note that a 93% fill rate equates to a WSCH/FTEF of 499 largely due to a single low-capped section. If Honors sections remain blended with face-to-face sections, this issue could be resolved, but in order to provide Honors access to online students (online Honors sections are not blended sections), lowered productivity is here a consequence. (See image below, data provided at SBVC Faculty Chair mtg 2/8/19.)

Sl	WSCH	FacLoad	Wsch/FacLd
00	117.000	0.200	585.000
00	330.000	0.600	550.000
47	523.400	1.000	523.400
00	93.000	0.200	465.000
00	81.000	0.200	405.000
33	1.000	0.000	0.000
00	51.000	0.200	255.000
30	1196.400	2.400	498.500



The Anthropology faculty will continue to consider productivity data in balance with diverse course offerings for students and diverse success rates per class modality and term-length.

Relevance and Currency, Articulation of Curriculum:

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Social Sciences, Human Development & Physical Education				
Anthropology				
	Course	Status	Last Content Review	Next Review Date
	ANTHRO 100 Introduction to Archaeology	Active	12/08/2014	12/08/2020
	ANTHRO 102 Cultural Anthropology	Active	12/08/2014	12/08/2020
	ANTHRO 102H Cultural Anthropology - Honors	Active	12/08/2014	12/08/2020
	ANTHRO 103 Anthropology of Food	Active	09/25/2017	09/25/2023

	ANTHRO 106 Biological Anthropology	Active	12/08/2014	12/08/2020
	ANTHRO 106H Biological Anthropology - Honors	Active	12/08/2014	12/08/2020
	ANTHRO 106L Biological Anthropology Laboratory	Active	11/08/2016	11/08/2022
	ANTHRO 108 North American Indians	Active	12/08/2014	12/08/2020
	ANTHRO 109 Visual Culture and Art	Active	12/08/2014	12/08/2020
	ANTHRO 110 Magic, Witchcraft, and Religion	Active	12/08/2014	12/08/2020
	ANTHRO 125 Language and Culture	Active	12/08/2014	12/08/2020
	ANTHRO 222 Independent Study in Anthropology	Active	12/08/2014	12/08/2020
	ANTHRO 223 Independent Study in Anthropology-Guided Research	Active	12/08/2014	12/08/2020
	ANTHRO 100 Introduction to Archaeology	Historical		
	ANTHRO 100 Introduction to Archaeology	Historical		
	ANTHRO 102 Cultural Anthropology	Historical		
	ANTHRO 102 Cultural Anthropology	Historical		
	ANTHRO 106 Biological Anthropology	Historical		
	ANTHRO 106 Physical Anthropology	Historical		
	ANTHRO 106H Biological Anthropology - Honors	Historical		
	ANTHRO 107 North American Indians	Historical		
	ANTHRO 107 North American Indians	Historical		
	ANTHRO 107 The North American Indians	Historical		
	ANTHRO 109 Tribal and Ethnic Art	Historical		
	ANTHRO 109 Tribal & Ethnic Art	Historical		
	ANTHRO 110 Tribal and Ethnic Religions	Historical		
	ANTHRO 110 Tribal and Ethnic Religions	Historical		
	ANTHRO 125 Language and Culture	Historical		
	ANTHRO 222 Independent Study in Anthropology	Historical		

	ANTHRO 222 Indep Study in Anthropology	Historical		
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Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
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

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

The information is accurate for the current year. The Catalog for 2019-2020 should include information about ANTHRO 103 and all courses will have replaced the current ENGL advisory with a READ advisory (due to changes brought about by AB 705 implementation). The only questions that the Anthropology faculty chair should follow up on concern the newest courses, ANTHRO 106L and ANTHRO 103, and their transfer patterns.

The Anthropology faculty chair has met with Kay Dee Yarbrough in 2018 and has scheduled a meeting for March 27, 2019 to review relevant areas in the Catalog.

The AA-T was last updated through the Curriculum Committee in Fall 2017.

If any courses are no longer offered, list them here. (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?

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

Challenges:

Referencing the narratives in the EMP summary, 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?

The Anthropology faculty chair has tried to learn how to use EIS data and been somewhat successful although more training is desired. **She has requested further training. She will continue to request research from the Office of Research.** Goals stated in the **EMP** include improving student success and improving productivity. More and more specific data will help with class scheduling.

As online courses may be moved into the CVC-OEI, it is imperative that the process is data-driven and well-informed. Additionally, as a goal in the **EMP**, faculty need professional development in the area of ADA compliance, especially for online classes. One challenge with program planning pertains to the new CTA contract which requires full-time faculty to teach no more than 50% of their load online. This may be prohibitive to program planning that is data-driven and student-oriented. Another challenge relates to tutoring. Currently the Anthropology SI tutor is unable to tutor students in online Anthropology classes, and this is a significant number of Anthropology students who are missing out on this service. **The full-time Anthropology faculty will continue to discuss this issue with Dr. Lee who oversees SI tutoring.**

Stated as a challenge in the 2015 Efficacy Report, “students majoring in anthropology might face a disadvantage when they do not have access to a laboratory course during their preparation for the major.” Since that time, a lab course was created, approved by Curriculum Committee, and articulated. However: ANTHRO 106L has been offered in the Schedule of Classes twice, Fall 2018 and Spring 2019. Both times, it was cancelled before the start of the semester due to low enrollment, and the cap is only 20 students, about half that of other Anthropology classes. Information about the class was shared via email and print to the Counseling faculty and shared verbally through several student groups on campus. More thought and discussion may help determine the cause of the low enrollment and when and how to offer the lab course again. As discussed in the last Efficacy Report (2015), there should be more choice for SBVC students in completing the CSU B2 Life Science lab requirement. A lab class is not necessary for all students, but those who need to take a lab class should be able to decide what class serves their interests best in meeting the requirement for a Physical Science lab. Problem-solving any issues relevant to offering ANTHRO 106L is pertinent to the **EMP** stated goal of providing students with learning opportunities. **The full-time Anthropology faculty will discuss this issue with Counselors and the SSHDPE Dean.**

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Most of the SBVC Anthropology classes have been taught in NH 336. NH 336 is a room dedicated to teaching ANTHRO 100, 106, 106H, and 106L since the adjoining room, NH 337/338 is a closet and workroom for Anthropology materials, mainly casts and measuring instruments. Part-time faculty have access to this workroom and have recently used it for their paid office hours. NH 336 has an LDC projector for a desktop computer and a document camera. This room is functional for teaching Anthropology classes and this closet and workroom are functional for storing and prepping Anthropology materials. The Dept. budget helps to maintain proper storage bins and cleaning and repair supplies for materials in order to serve the **Strategic Goal 6** Provide Exceptional Facilities by “conserving resources.” Last year, the screen was replaced with an upgraded version.

The full-time faculty has been trained by TESS in website management and regularly updates the Anthropology website.

Some Anthropology classes are now scheduled for other classrooms in NH or B buildings. No issues have arisen in relation to teaching in these rooms. The issue that did arise in Fall 2018 pertained to the ANTHRO 102 class taught at Carter High School as part of SBVC’s dual enrollment program. Appropriate managers at SBVC and Carter High School were notified and asked for help, but the situation was highly stressful for the faculty member (there were other issues unrelated to technology) and prevented students from access to learning materials they would have gotten in facilities at SBVC. The facilities and technology gap created a situation of nonconcordant learning. While facilities at SBVC are functional, the Anthropology faculty believe that the same basic standards are not likely to be met at high schools where SBVC offers its classes. This is a contributing factor in the decision NOT to participate in dual enrollment programs at this time.

The full-time faculty has an office near NH 336 and 337/338, which promotes student interaction in office hours and is amenable to utilizing materials from the workroom as needed in office hours (to help a student make up an activity he/she missed, to review the features of a particular fossil, etc.).

If SBVC successfully implements ANTHRO 106L as a lab class in future semesters, then there will likely be associated upgrades requested for NH 336. Chaffey College’s Anthropology lab classroom has a sink with running water for students to maintain cleanliness and hygiene when working with one another in groups and handling materials, and a sink would be requested for installation. Mats would be needed on the floor and/or on tables to avoid tripping over cables and to protect casts that may be dropped onto what is currently an exposed concrete floor. At this time, however, no upgrades are requested. These would also serve the **Strategic Goal 6** Provide Exceptional Facilities by helping the Anthropology program “conserve its resources” through proper care.

The Anthropology program and Club have held events in NH classrooms, on outside spaces, and in the Library Viewing Room. All were functional.

Shout out to the “media staff” who have helped Anthropology faculty figure out how to play DVD’s and use microphones to accommodate in class – thank you!

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All areas received a “meets” rating in the spring 2015 efficacy review.

https://doclib.sbccd.org/Files/SBVC/AcademicSenate/Program%20Review/Program%20Review%202014_2015/Efficacy/anthropology.pdf