

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW ANTHROPOLOGY

**BASIC PROGRAM INFORMATION**

Department Name: Anthropology

Division Name: Business & Social Sciences

Please list all team members who participated in this Program Review:

Name	Department	Position
Kathryn Maurer	Anthropology	FT Instructor
Samuel Connell	Anthropology	FT Instructor

Number of Full Time Faculty: 2      Number of Part Time Faculty: 11

Please list all existing Classified positions: *Example: Administrative Assistant I*

n/a

List all programs covered by this review and indicate the program type:

Anthropology     Certificate     AA / AS     AD-T     Pathway

Not sure? Check: <https://foothill.edu/programs/> and click to sort using the "Areas of study/Divisions" button  
Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

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**SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION**

Data for certificates and degrees will be posted on Institutional Research’s [website](#) for all measures except non-transcriptable completion.

**1A. Analysis of Transcriptable Program Completion Data:** Please use your data to complete the following table.

<b>Transcriptable Program</b>	<b>Five-year trend in degrees/certificates awarded</b>	<b>Comments</b>
AA in Anthropology	2016-2017 AA’s awarded = <b>7</b> 2015-2016 AA’s awarded = <b>2</b> Prior 3 years average = <b>10</b> <b>Trend – decreasing</b>	It is apparent that the drop in AA’s is due to a rise in ADT’s.
AA-T in Anthropology	2016-2017 AA-T’s awarded = <b>21</b> 2015-2017 AA-T’s awarded = <b>13</b> 2014-2015 AA-T’s awarded = <b>4 (first year)</b> <b>Trend – increasing</b>	We are pleased to see this trend, and hope with more marketing to see the number continue to rise
<b>It is exciting that the combined degrees awarded for 2016-2017 (28) is the highest ever on record for the department.</b>		

**1B. Non-Transcriptable Program Data:** If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

<b>Non-Transcriptable Program</b>	<b>Comments</b>	<b>Five-year trend</b>	<b>Rationale for program</b>
C.P. in Cultural Resource Management (CRM)	We had stopped promoting our non-transcriptable certificates and were considering discontinuation so did not encourage students to apply for them, and we did not issue any in 2016-2017. For 2017-2018 we have reworked the number, number of units and descriptors of these certificates, and we are beginning to market them again to students.		Local CRM firms hire students with 2-year degrees with a focus area in CRM, so boosts employability
C.P. in Medical Anthropology			These 3 certificates make students applying for transfer to 4-year university, and again for graduate school more competitive, as they demonstrate focus areas in applied sectors with more jobs outside of academia within the broad discipline of Anthropology
C.P. in Applied Anthropology			
C.P. in Forensic Anthropology			

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The 2017-18 College Strategic Objectives (E<sup>2</sup>SG) operationalize the college's 3 EMP goals and include:

**Equity**– Develop an integrated plan; identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

**Enrollment Growth** – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center.

**1C. Course Enrollment:** Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

The link to the program review data tool can be found on the Employee tab of the portal: [myportal.fhda.edu](http://myportal.fhda.edu) (Program Review Application).

5-year Enrollment Trend:  Increase  Steady/No Change  Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

### **Current Snapshot of Anthropology Enrollments & Workload (from 2016-2017 Data):**

Enrollment = 2,963 (9% of total BSS Enrollment; 3<sup>rd</sup> largest dept in total enrollment in BSS)

F2F & Hybrid Enrollment = 1,487 (14% of BSS; 2<sup>nd</sup> largest in F2F & Hybrid enrollments in BSS)

Online Enrollment = 1,476 (7% of BSS; 5<sup>th</sup> largest in online enrollments in BSS)

FTES = 263 (8% of BSS FTES)

# of Courses Taught = 25

# of Sections Offered = 100

% Taught by FT = 22.9%\*

% Overload = 12.2%\*

% Taught by PT = 64.9%\*

\*Using 2015-2016 data since 2016-2017 workload data assigned FT load to adjuncts teaching late spring. There were no significant changes in 2016-2017 to % of classes taught by full-timers vs. part-timers.

There has been a **5.6% decrease in enrollment over the past five years**, however, **over the last 3 years enrollment has grown slightly (2% increase)**, which is even more significant given that some of the other "sister" social science disciplines (e.g. History, Sociology, Geography and Economics) have all experienced significant enrollment declines (from 9%-20%) over the last 3 years. This is also significant given that in Fall 2016 Connell taught the study abroad program in Barcelona, which had a noticeable impact on both face-to-face enrollments and productivity, and also that both Prof. Connell and Prof. Maurer offered classes at Sunnyvale which experienced much lower enrollment than we would have expected at the main campus.

Digging deeper, we find that our **online enrollment has increased 10%** over the last three years, while our **face-to-face & hybrid enrollment has declined 4%**. Again, compared to most other BSS programs, Anthropology f2f enrollments remain strong). Also, interestingly, our unduplicated headcount has

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decreased even though our enrollment has slightly increased, which means we have more students that are taking more than one Anth course than we used to have (we take that as a sign of quality improvement for our department).

From an even more granular analysis we can attribute “enrollment success” over the last three years to:

- increasing the **online** offerings of Anth 5 Magic, Science & Religion (now offered in all quarters including late spring) which has grown that class by 27% over 3 years
- adding a new **online** Anth 1L Physical Anthropology Lab resulting in a 25% increase
- adding another section of our new Anth 14 Linguistic Anthropology class resulting in a 183% increase
- offering new honors Anth 1H Intro to Physical Anth and honors Anth 2AH Cultural Anth classes
- continuing our ongoing practice to offer a multitude of different courses in all 4 fields of anthropology: Physical, Cultural, Archaeology and Linguistics and continuing our summer field schools.

On the other hand, we have experienced enrollment decline in some of our face-to-face “core classes” including Anth 1 Physical Anthropology, Anth 2A Cultural Anthropology, and Anth 3 Prehistory. We are working with our colleagues in BSS in attempts to identify the broader reasons for this face-to-face enrollment decline in many BSS classes, and identify global strategies to address them such as offering some more attractive scheduling options, such as spreading classes throughout the day and offering more hybrid options with fewer face-to-face meetings. We are also implementing a more aggressive “marketing campaign” to increase awareness of the discipline of Anthropology and the value of a degree in Anthropology, as well as marketing pathways of courses to students enrolled in our classes.

**1E. Productivity:** Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend:  Increase  Steady/No Change  Decrease

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/facilities/accreditation restrictions, curriculum, etc.). Please discuss factors that may be affecting your program’s productivity trends and any plans you have for addressing the trends, especially if they are declining.

While our productivity has decreased by 10.5% over the last 5 years, it has remained flat over the last 3 years, holding steady at **462**. Even though we are below the college’s productivity goal, and the average in BSS (495), we believe there are some important contributing factors that explain a slightly lower productivity for the Anthropology program, and also many positive factors associated with equity and student success that we are able to focus on with a lower faculty:student ratio in many of our classes. While the department faculty has been working closely with the Dean of BSS to find ways to increase our productivity—outlined below—we also think it’s important to identify some of the risks involved to our program associated with higher productivity.

**Factors affecting productivity/potential risks associated with higher productivity targets:**

- Specifically for 2016-2017, the Anthropology courses offered through the **Barcelona Study Abroad** program in Fall 2016 had a fairly significant impact on lowering Anthropology productivity (in some classes there were fewer than 10 students enrolled). The value, however, of Anthropology being part of this study abroad program for the students and faculty participating in the program was immeasurable, and the value to the department and College for offering the program also remains high.

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- In 2016-2017 Anthropology was one of the few BSS programs to volunteer to offer courses at the new **Sunnyvale campus**. We embraced this opportunity despite some challenges in getting the enrollment we could have anticipated offering these classes at the Foothill campus.
- In 2016-2017 we expanded our Honors courses, and began offering an **Anth 2AH Honors Cultural Anthropology**.
- Anthropology has a very **large face-to-face presence** on campus (2<sup>nd</sup> in the division) compared to most of the other programs in BSS with higher productivity. Productivity could potentially be increased with more online offerings, yet given the greater achievement gap in online classes, and the desire of the BSS division to increase face-to-face enrollment, we are proceeding carefully with the implementation of this strategy.
- The Anthropology program includes a **great variety of courses** (25 distinct courses taught in 2016-2017) in all 4-fields of anthropology, and is one of the richest Anthropology programs in this regard among all California Community Colleges. Reducing the number of courses offered could potentially increase productivity, but it also could have the effect of lowering enrollment, and limiting the value of a Foothill Anthropology degree.
- The Anthropology program has **unique field and lab classes on campus and abroad**, including the **Ireland and Ecuador field schools**, that require lower faculty:student ratios to be feasible to run.
- Many Anthropology courses have core student learning outcomes that are associated with improving critical thinking and shifting student perspectives to value diversity, global awareness and respect for differences. To achieve these outcomes, anthropology faculty utilize **“high touch” pedagogical practices** that are very challenging to implement in classes of 50 students to one instructor. While we haven’t lowered the seat counts in these classes, we would be very reluctant to push for strategies to increase the enrollment above 30 in many of these classes.
- The program offers some **“specialty classes”** taught by professionals in the area, including a well-known State Parks archaeologist. Some of these classes are low-enrolled yet the department faculty consider these collaborations to be critical to the long-term success of the program, and advocate for running them even when low-enrolled.
- Overall student success has been steadily increasing over the past 5 years, including a 13% increase in targeted groups success, and withdrawal rates have been decreasing (to be discussed below). It is likely that a lower faculty:student ratio has helped contribute to these **student success and equity achievements, successes that could be at risk with increasing productivity**.

### Ongoing strategies for increasing Productivity:

- We utilize a **2-year scheduling tool** built from a careful analysis of enrollment on a course-level to determine the right number of sections of each course and the quarters to offer them, and we are working on disseminating this information to students so they can plan ahead for the courses they want to take.
- We continue to analyze enrollment trends quarter-by-quarter to determine best scheduling times by course type, and experiment with offering “non-traditional” scheduling options such as one-day-week f2f and hybrid offerings and late afternoon/evening options. Department faculty frequently conduct informal surveys among the Anthropology students to determine the most desirable class schedule from a student perspective.
- The Dean of BSS is in frequent communication with Department faculty to monitor low-enrolled classes and there is a collaborative effort to determine which classes to cancel (taking into consideration all of the above considerations) and outreach to students before cancelling lower enrolled classes.
- The Anthropology faculty and the Dean of BSS continue promoting an aggressive **marketing campaign** mentioned above under enrollments, which includes a new fold-out brochure, a quarterly newsletter,

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course flyers and faculty announcements and emails to past students are also intended to help fill lower-enrolled courses.

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**SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT**

**2A. Institutional Standard:** This percentage represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.

Please check the appropriate box:

Program Level Course Completion:       Above Standard    At Standard    Below Standard

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

n/a

**2B. Institutional Effectiveness (IEPI) Goal:** This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.

Please check the appropriate box:

Program Level Course Completion:       Above Goal    At Goal    Below Goal

If your program’s course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

Our overall success rate for 2016-2017 was **78% for all of our classes (up from 75% from 5 years ago), 83% for our face-to-face classes (up from 80%) and 73% for our online classes (up from 68%)**. We are very proud of this increase in overall success rates (we will discuss achievement gaps below). We are also proud of our **10% overall Withdrawal rate, the second lowest in the BSS division**. We believe that our success in course success measures can be attributed to the following factors:

- A stated goal among department faculty to focus on equity and student success.
- A demonstrated commitment by the full and part-time faculty to attend professional development opportunities focused on equity and student success.
- A greater awareness among department faculty about some of the barriers affecting student success and strategies faculty can use to address them (e.g. stronger collaborations with DRC, revising syllabi to be learner-centered, humanizing online classes, reaching out to students who appear to be struggling or missing classes, utilizing varied and authentic assessment strategies, etc.)
- A more concentrated effort to reduce withdrawal rates in online classes by more frequent communication with students via Canvas announcements, private messages, phone calls, etc.
- Facilitating peer-to-peer support and opportunities for student engagement, such providing support to the Anthropology Club to offer weekly tutoring sessions, encouraging student volunteers to participate in active research organized through the Center for Applied Anthropology, offering extra credit to participate in campus lectures and events, etc.

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**2C. Course Success Demographics:** Please examine the “Disproportionate Impact data by year” shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

<https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf>

We are also proud of our efforts to increase the targeted population student success, which reached 70% overall in 2016-2017, having risen steadily each year from 62% in 2012-2013. That said, we are very aware of the achievement gap in success rates between targeted groups (70%) and non-targeted groups (83%) and we started last year with the introduction of the Program Review Data Tool to analyze these disparities on a course-by-course as well as delivery method basis.

Based on this analysis, we see that in the achievement gap is much lower in our face-to-face/hybrid classes (9%) vs. in our online classes (18%). Not surprisingly, on a course-by-course level we therefore see much lower success rates, and particularly success rates for targeted students in our courses that have greater online enrollment such as Anth 3, 5 and 6. We find some discouragingly low success rates particularly for targeted students in some of the online sections of our specialty classes (e.g. Anth 4, 6, 15 and 22), which to date have been taught exclusively by remote adjunct faculty. We are fortunate, however, that our adjunct faculty are fully committed to the department’s efforts to reduce the achievement gaps. Several are active members of the COOL Committee, and they also regularly attend remotely department meetings where we discuss strategies to improve student success. **We are hopeful that more opportunities for remote attendance at professional development days will soon be offered as well as greater compensation for part-time faculty to attend these events.**

In addition, we recognize that we could have the greatest impact on reducing the overall achievement gap in our program if we focus on our most popular and highly enrolled course, Anth 1 Introduction to Physical Anthropology, which suffers from a 11% achievement gap overall, and 16% online. This class is unique in that it is one of the only classes in the BSS Division that fulfills a natural/biological sciences GE requirement (both for Foothill GE and IGETC). While we do refer students to the TLC for assistance whenever possible, we have found that more specialized tutoring is much more effective for this class. We have seen some success with volunteer peer tutoring offered through the Anthropology Club (mentioned above), however we would like to establish a more structured partnership with the STEM Center for this class, and will be seeking resources to do so.

Finally, overall we are confident that all of the strategies mentioned above for increasing overall student success will also continue to have a positive impact on reducing achievement gaps. In addition to the above efforts, we are proud to have hired two new Latino adjunct faculty in 2017-2018, Gustavo Flores and Ana Lucía González, which helps increase the diversity among Anthropology faculty. Maurer is also an active member of the Student Equity Workgroup and COOL, and was very involved in the development of the division online course quality standards. One of Maurer’s stated goals for her PDL in 2017-2018 is to become an online student in order to increase her understanding of online challenges and successful strategies for success in online classes, information she will then disseminate to other Anthropology faculty upon return from her PDL. The Anthropology faculty also continues to offer courses with a “service learning” focus, such as the 1-unit applied anthropology courses and the 4-unit Anth 12 Applied Anthropology course offered in Spring 2017 which focused on exploring student equity from a student perspective.



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Be sure to include the resources you need to implement or sustain your action plans in Section 3.

**2E. Faculty Discussion: Course-Level Outcomes:** Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

We continue to refine our SLO's course-by-course, as initially when they were first developed there was very little differentiation between them by course. Our process for revising the SLO's is to engage all full and part-time faculty who teach that particular course in a discussion of the overall course objectives and drafting of the new SLO's. This process has led to very productive discussions among faculty that is resulting in more consistency in curriculum for students enrolled across sections, as well as a sharing of best practices in pedagogy. In addition, having more detailed SLO's (for example in ANTH 1 Intro to Physical Anthropology we recently adopted five new SLO's from an original three), has allowed for more detailed analysis of the success of particular pedagogy and/or assessment methods in meeting objectives. We are also careful to ensure that every course has an objective with an "applied" focus, which ensures all faculty teaching the course are integrating high-impact pedagogical strategies such as project-based learning. We continue to struggle with consistent SLO reflection in Tracdat by all full and part-time faculty, yet at Department meetings and via email discussions it is apparent that all faculty are continuously assessing their effectiveness at helping students achieve the course outcomes.

**2E. Faculty Discussion: Program-Level Outcomes:** Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, "career days"/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

We have also revised our PLO's to be more specific and detailed (we have seven now from an original three). The PLO's reflect the sum of the objectives we would expect a student completing the AA/ADT to have achieved, and thus map directly to the SLO's of the three required core courses (Anth 1, 2A and 8), as well as the College's ILO's. This integration of course-specific with more global learning outcomes has prompted us as a department to reinforce our commitment to applied and public anthropology in our overall program focus. The principles of applied and public anthropology and the pedagogical strategies to deliver these principles to students (e.g. through service learning, applied and active research, field programs abroad, etc.) interface deeply with the principles of service leadership. We are excited by the College's stated commitment to these principles as well and see our program as a potential leader in these efforts.

While we have found the PLO discussion very meaningful in terms of program development and articulation of program values and goals, we nevertheless continue to struggle with meaningful ways to measure PLO's (has been an ongoing objective of our program through several program review cycles – see below), given that we do not have any course pre-requisites, nor capstone courses, nor any feasible way to survey Anthropology "completers." We do see the value in assessing the effectiveness of achieving our program outcomes, yet still require assistance of the administration and College researcher to develop, implement and measure PLO's going forward.

In terms of specifically assisting students in completing our program, which we would define as completing an AA/ADT in Anthropology *and/or* transferring as an Anthropology major to a four-year institution, we have created several documents which explain career possibilities and pathways to

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success (see documents 'Anthropology at Foothill College' and 'Pathways to Anthropology' attached). Coupled with the brochure (attached) we are giving students career minded perspectives. Connell is preparing to revive the 'Job Shadowing' program which he last organized in 2011. Students are enrolling in Applied Field Methods courses which are 1-unit courses that give students active hands-on learning, taking part in ongoing research of our anthropologists working here on campus.

Lastly, the international field programs with our students continue to provide valuable learning experiences. Last summer more than 40 students lived, worked and studied in County Roscommon, Ireland working on Castle Ballintober as part of our research project in the region. This summer 2018 we will return to Ireland and re-open our investigations in Ecuador, allowing students to continue their learning in new countries.

**Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).  
Contact the Office of Instruction if you need help.**

**If your department has a Workforce/CTE program, please complete Section 2F.  
If your department does not have a Workforce/CTE program, please skip to Section 3.**

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional five-year projected occupational growth for your program?

What is being done at the program-level to meet/adjust to the projected labor market changes?

What is being done at the program-level to assist students with job placement and workforce preparedness?

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

**SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS**

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Improve completion rates	Year: All	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Reduce achievement gaps in online courses	Year: All	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Reduce achievement gaps in Anth 1, Anth 2A and Anth 5	Year: All	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Reduce course cancellations due to low enrollment and increase enrollment in "specialty" courses	Year: 16-17	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

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Establish productivity targets and establish a baseline in order to measure success going forward	Year: 16-17	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> No Longer a Goal
Establish meaningful PLO methods of assessment	Year: All	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Create a sustainable model for full-time faculty to continue to offer breadth of course offerings, active learning and community-building strategies, field schools, etc.	Year: All	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Offer a new online Anth 1L Physical Anthropology course	Year: 16-17	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

As mentioned above, we continue to struggle with meaningful ways to measure Program Learning Outcomes, given that we do not have any course pre-requisites, nor capstone courses, nor any feasible way to survey Anthropology “completers.” If this continues to be a program mandate, we very much need the assistance of the administration to develop, implement and measure PLO’s.

The Anthropology faculty continue to struggle with creating a sustainable model to continue to offer all of our high-impact practices including our field programs abroad, and participate to the extent we are committed to doing with campus involvement (e.g. Senate, COOL, PRC, etc.) without any release time.

Please provide rationale behind any objectives that are no longer a priority for the program.

See discussion under Productivity above.

**3B. Current Program Objectives and Resource Requests:** Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) [website](#) for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type Requested*	Estimated cost
	<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>		
STEM/TLC Tutors	Establish ties with STEM Center and/or TLC for specialized tutors for Anth 1	Winter 2018	Course success and reduction in achievement gap		
Complete	Improve	Spring 2018	Student	Facilities/	\$13,900

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Neanderthal fossil skeleton (Neanderthal Articulated)	facilities and equipment		success in lab classes	Equipment	
1 new full-time faculty member position	Improve access to full-time faculty for students to assist with retention, success, equity and completion	Start hiring process in Fall 2018, to bring on board in Fall 2019	All	New Faculty	
Reassigned time (.2/year ongoing; additional .2 for 2018-2019)	Create more sustainable model for program faculty to continue to offer breadth of experiences & classes	Academic year 2018-2019 and ongoing	Faculty retention; reduction in achievement gaps, course success, completion	Reassigned time	
A sink for the lab (3103)	Improve facilities and equipment	Spring 2018	Student success in lab classes	Facilities/ Equipment	(budget already approved?)
Anthropology Program Brochures	Continue marketing campaign	Fall 2018	Enrollment and completion	Ongoing B-budget augmentation (\$ for printing new brochures each academic year)	\$400

\*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

**3C. Faculty/Staff Position Requests:** Please describe the rationale for any new faculty or staff positions your program is requesting:

This is an ongoing faculty position request that we understand is very challenging given the current budget climate and context, yet we remain hopeful. Anthropology is the third largest department in BSS in terms of overall enrollment, and the second largest (following very closely behind Psychology) in terms of face-to-face and hybrid enrollment. The other departments in the top four BSS programs along with Anthropology are Psychology, Accounting and History, all with significantly more full-time faculty positions. Using 2015-2016 data (there was an anomaly in 2016-2017 data due to late spring courses taught by adjunct faculty appearing under full-time workload in the data and there was no significant change in the number of courses taught by full-timers vs. part-timers in 2016-2017), only **22.9% of all Anthropology courses are taught by full-time faculty**. This is well below the desired standard for community colleges and we believe this negatively impacts our students and our program. Additionally, Anthropology faculty teach very few overloads (only 10.4% in 16-17) compared to

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other BSS departments (16.8% overall) due to the number of initiatives discussed above that we are involved in. We are spread very, very thin.

Moreover, Anthropology is a unique discipline due to the breadth of our subject matter (we straddle the social sciences, humanities and natural sciences), which is also reflected in the expanse of our course offerings (100 sections in 2016-2017 in 25 distinct courses). The Anthropology faculty are proud of this course diversity, standing out among community colleges for offering a full “4-field” approach to Anthropology (Biological, Cultural, Archaeology and Linguistics) although this does increase the demand on the two full-time faculty in terms of attention to curriculum, a demand to teach courses far outside of our area of specialization and training, and an increased complexity when it comes to scheduling. If resources can support a third full-time position in the Anthropology Department, we would search for an Anthropologist with a specialization in Physical/Biological Anthropology, ideally with a specialization in Forensics, to complement the current specializations in Archaeology and Cultural Anthropology among the other two full-time faculty in the Department.

This lack of a sufficient number of full-time faculty for a program this size is felt particularly hard the years the full-timers take their PDL's. Maurer is on PDL in 2017-2018, and Connell is expected to go on leave in 2019-2020. We are very, very hopeful to have another full-timer before that time.

Finally, relevant to this discussion, Maurer has been co-leading the development of the new ADT in Global Studies, which includes two new core courses: SOSC 1 Introduction to Global Studies and SOSC 2 Global Issues. Having the background, experience and interest in this new degree and the courses, and having authored the curriculum, Maurer is very interested in teaching one or both of these new courses and becoming an active member of that program. Without a third full-timer in Anthropology this may not be possible.

### **3D. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

The Anthropology Department is asking for **a minimum of .1 Reassign Time** for the two full-time faculty (so **.2 for the academic year**) on an ongoing basis for several different reasons:

- 1) The Anthropology faculty are 100% responsible for the summer field schools abroad (Ireland and Ecuador). This includes program and curriculum development, finding appropriate lodging, collaborating with partners, marketing, recruiting, leading, teaching, evaluating and writing detailed and lengthy reports (required by government permits). This is a very time-consuming, year-round task.
- 2) The Anthropology Department manages an active lab with multiple collections with no staffing.
- 3) The full-time faculty also manage the Center for Applied Anthropology and are involved in regional research collaborations.
- 4) The Anthropology Department's website is much more complex than most other programs in the division, due to the inclusion of our field school info and application process, and the Center for Applied Anthropology activities. Time is needed to manage this website and do a major overhaul now that the new website tool is ready.

Additionally, the Anthropology faculty would like to request **an additional .2 reassign time** only for the academic year 2018-2019 (so **.4 total for the 2018-2019 academic year**) to focus on program improvement initiatives associated with reducing the achievement gap in online classes. Activities that Maurer and Connell will perform with this reassigned time will include the utilization of applied

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anthropological research methods to engage students in equity discussions and quality improvement efforts, meetings with the new Faculty Professional Development Coordinator to receive input and guidance, and time to implement the strategies students request to improve course success (e.g. the creation of structures for peer-to-peer supports, more instructional videos, improvement of instructional materials and adoption of readings, etc.).

**3E.** Please review any resource requests granted over the last five years and whether it facilitated student success.

We have not received any resources requests.

**SECTION 4: PROGRAM SUMMARY**

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Low enrolled classes (Dean’s comment last year)	Discussed in detail in narrative above
Annual schedule for student review would help students (Dean’s comment last year)	We agreed and created our biannual program plan which we need to stick with in order to assess its success.
Clear marketing needed about importance of skills sets gained in this major such as data analysis and human behavior (Dean’s comment two years ago)	Marketing brochure was created and is being distributed
Add a 3 <sup>rd</sup> full-timer (Dean’s recommendation last year)	Discussed in detail above

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

\*Our Department continues to be one of the only California Community Colleges with a complete 4-field program (Physical, Cultural, Archaeology and Linguistics), many important “specialty” courses in various fields of applied anthropology, including medical anthropology and forensics, an active Physical and Archaeological Anthropology Laboratory, an on campus Center for Applied Anthropology (serving also as a community building location for students and faculty to gather and meet outside of classes) and providing important course selections to students interested in ethnic and global studies and qualitative research in the social sciences. Both Maurer and Connell present papers based on Foothill programs and field research at national and international conferences every year.

\*The Department carried out another successful field season of the 4-1/2 week Castles In Communities Summer Field School in Ballintober, Ireland with 40 Foothill students. Ten students received scholarships from the ASFC. This program is entirely organized, promoted and directed by the Foothill Anthropology faculty. The planning and promotion season has already begun for the 2018 Castles in Communities Program in Ireland and returning to Ecuador to continue the Pambamarca Archaeology Project in that country. These programs offer high-impact hands-on opportunities for students to be a part of an international research project, which is one of the element of service leadership as defined by the

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college administration.

\*We now offer honors courses each quarter, expanding the selection of courses for Honors students from 1 to 2 sections/year of Anth 1H & 1LH (Honors Intro to Physical Anthropology and Honors Physical Anthropology Lab; and now teaching Anth 2AH Honors Cultural Anthropology.

\*Collaborated with the Foothill Marketing Department in the creation of a program brochure to boost enrollment & completion rates. (see attached)

\*Anthropology faculty and students continued participation in field and lab activities as part of research through the Bay Area Cultural Research Group (BACL RG), a partnership with Stanford University faculty and students. Several reports have now been submitted to Mid Peninsula Open Space District and we are hoping to formalize our college's relationship with MidPen via an MOU focusing on service leadership opportunities for the students.

\*Both Maurer, Connell and long-time adjuncts, Katherine Schaefer, Jennifer Price and John Wolf are active in service to the campus and College, with Connell serving on the PDL Committee (now moved to the Senate temporarily), Maurer serving on Academic Senate as the BSS Representative (on leave for this year's PDL), on the Program Review Committee, and on COOL/DEAC (serving as past Chair of COOL), and Schaefer serving as PT Rep to the Academic Senate and now the Secretary, as well as serving as BSS SLO Coordinator and on the Faculty Association in the past. Additionally Maurer, Wolf, and Connell as well as several part-time faculty serve as Club Advisors for a range of Clubs on campus including the Anthropology Club, the Osteology Club, and the UN Club, among others. Schaefer even finds time to train the women's soccer goalies.

**SECTION 6: FEEDBACK AND FOLLOW-UP**

This section is for the Dean/Supervising Administrator to provide feedback.

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

This program review provides a comprehensive evaluation of the Anthropology Program both in terms of data analysis, program planning, goals and objectives and enrollment and productivity management. As this review identifies, Anthropology has both a strong face to face and hybrid course enrollment and strong online course enrollments. As the data demonstrate, the program enrollment has been very stable in the last four academic years, during a time of enrollment decline in other areas. Productivity has been a challenge during some quarters, and the program is working with the Dean to increase productivity overall and to schedule effectively. Productivity has remained consistent at approximately 462 the last three academic years, but in Winter 2018 is at 569.

The program is the third largest department in the Business and Social Sciences Division, behind Accounting and Psychology, and offers highly engaged, relevant and diverse learning opportunities for students. Sam Connell and Kathryn Maurer, the two full-time faculty within the program, and the many adjunct faculty who contribute significantly to the department vitality, are to be commended.

Anthropology students have an Associate Degree, an Associate Degree for Transfer, and four non-transcriptable certificates to choose from in meeting their educational needs. As many of the program's students are transfer focused, the program expects to see higher numbers of degree completions in the Associate Degree for Transfer.

Due to the large number of course offerings within Anthropology, the program worked to create a two-year scheduling plan to identify when to offer specialty courses and to identify the total number of sections that would be offered for each class in each quarter. The plan has been very useful but has been difficult to fully implement. The faculty will be working with the Dean to update the plan so it can be a better tool in planning out the schedule in advance.

The program offers students many opportunities to study abroad in locations such as Ireland and Ecuador and offers opportunities to do field work in locations throughout the Bay Area. The program is connected to many scholars and practitioners throughout the US and the globe and some of our adjunct faculty, such as Mark Hylkema, are employed in high-level positions within State Parks Departments or other local agencies performing work in the field.

Last, it is important to note the significant amount of effort the faculty in this department dedicate to their work on campus, and how accessible they are to students, other faculty members and the Dean. Their presence on campus is a significant benefit to the campus community. Through a recent renovation and improvement project, the lab space and Center for Applied Anthropology has been transformed to offer students a place to connect, work on projects and collaborate with faculty. This space is a model for how to create engagement on campus between faculty and students and a model for how to draw students to campus and keep them present. In the summer of 2019, we will be installing a sink in the lab, a project long in the planning stages, that will add value to the work going on in the lab and the department fossil collection.

**6B. Areas of concern, if any:**

No major areas of concern. Updating the schedule plan and having agreement on when to offer specialty classes will help productivity and streamline scheduling. The non-transcriptable certificates should be reviewed for State approval.

**6C. Recommendations for improvement:**



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Non-transcriptable certificates should be reviewed for submitting to the State for approval. Some are high enough unit values to be State approved and transcriptable as is.

**6D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

**6F. Areas of concern, if any:**

**6G. Recommendations for improvement:**

**6H. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*