Verification Team Report  
Fall 2009

**Program:** Anthropology and Geography

**PEP Team Members:** Jessica Amato with input from adjunct faculty members

**Verification Team Members:** Laura Ecklin, Emily Cosby, Marlene Holden

**Statement of Completion:**

The Anthropology Program Evaluation and Planning Report (PEPR) is complete and accurate. It contains and addresses all of the applicable elements of program review.

The Anthropology faculty has updated all courses during the spring and fall 2009 semesters. Course and program level SLOs have been developed, and SLO’s have been added to course outlines of record. In spring 2009, Anthropology was part of the pilot SLO Assessment Cycles program and one section of ANTH 200 was assessed. In Fall 2009, an additional course (ANTH 180) was assessed. The completed SLO matrix and Curriculum Action Plan are included in the PEP report.

**Strengths of the Program:**

- The one full time anthropology faculty member has created new courses, added an online component to the program, which accommodates nursing students’ schedules, and enhanced the department with international education courses. All updated and new courses meet transfer requirements and many are recommended for students in the ADN nursing program, licensed vocational programs, and Child and Family Studies program at NVC. ANTH 121 is required for acceptance into health occupational programs at universities like UCSF. Lastly, anthropology courses address the influences of diverse cultural contexts within the course material.

- The team commends anthropology faculty for the high level of commitment to students and to program improvement. Student reports indicate that they are pleased with the positive learning environment experienced in the classroom and the outstanding quality of instruction. High standards are maintained within all classes, and students feel supported.

- Enrollment in anthropology courses has increased by 50.4% in the last three years and outpaces college enrollment growth. Core courses are filled, and enrollment in new courses is strong. With the exception of one geography course, program-level load and productivity statistics are greater than the college average. From Fall 2006 to Spring 2009, the program-level load ranged from 462 to 581 versus 406 to 409 college wide. During the same time period, the program-level productivity ranged from 15 to 19 versus 13 to 14 across the college.

- With relation to successful course completion rates for equity groups, the data indicate that there is no disproportionate impact among equity groups. It was noted that within the age demographic groups of over age 30, enrollment is lower than other credit class.

- The Verification Team commends the Anthropology faculty for its service as mentors and internship supervisors to several high school students, and its desire to expand this
outreach. Also, its expansion of ANTH 121 across curriculums by instituting an Anthropology-English learning community is praiseworthy.

Areas for Program Improvement:

- The PEP report addressed concern about the retention and success rates in several Anthropology/Geography courses. Comparing data for 7 courses from school years 2007-2008 and 2008-2009, retention rate for three classes dropped. Comparing the same courses during the same time period, successful completion rate for four courses dropped. Faculty will concentrate on methods to improve retention and success. Ideas include adding pre-requisites since many students who enroll cannot write on a college level, and many enroll not understanding the rigor involved in these classes. Limiting class enrollment in the larger classes would assist full time and adjunct faculty in incorporating more varied teaching techniques. Providing training to part-time instructors and continuing efforts to increase students’ success by the addition of Supplemental Instruction, tutoring, and learning communities are additional strategies.

- Students’ comments suggested more varied classroom activity would improve learning. It was noted that the size of the core classes make this difficult; as a result, the department is requesting TLC trainings for incorporating teaching techniques for large lecture classes. Also, training for adjuncts could support improvement in teaching methods in all courses.

- The physical learning environment of the classroom and lab is a concern. There is not a dedicated classroom for this department. In classroom 2220, maintaining the cleanliness, software/hardware upgrades, other equipment, and anthropology materials is frustrating. Warnings that the projector bulb would soon need replacing were ignored, and it finally burned out during student presentations. It was then replaced with a used bulb that lasted one hour. There is now a new bulb installed, but no back up bulb is on hand. Carpeting is badly stained, the EXIT sign is broken and not hanging over the door, the un-mounted white board blocks an exit and hides the bulletin board which is used for teaching. It was also noted when NVC had the lock down last year, there is no way to lock these doors from the inside. In the lab room 1832, repeated requests have been submitted to remove shelving so that a teaching skeleton can be displayed and to remove surplus abandoned cabinets that block needed counter space.

- The large enrollments in core courses, ANTH 120, ANTH 121, the addition of the lab component to ANTH 120, and the addition of new courses which have filled, along with full time/part time ratio (2008 – 2009 62.5% and Fall 2009 at 50%) indicate that an additional full time instructor would allow the program to serve all students requesting Anthropology/Geography classes and would allow the program to create certificate programs in applied fields. However with current budget concerns, the Verification Team cannot support an additional full-time faculty member in the Anthropology/Geography department at this time. However the team recognizes that, without additional full-time faculty specifically dedicated to this department, the ability for expansion of the program, continuing to develop additional curriculum, and to offer more sections of the popular required core courses is limited. The hope is that once the budget stabilizes, the institution will seriously consider the addition of a second full time faculty in this department.
Summary of Verification Team Recommendations:

The Verification Team supports:

- Designation of a permanent classroom / lab to the Anthropology department. Classroom/lab 1832 is the preferred choice. All Anthropology lectures and labs would be held in this room, and all teaching materials could be safely displayed and stored. A projector and computer would be needed, but only minor maintenance jobs would be required. A second option is to designate room 2220 to two programs only, preferably Anthropology and Psychology, and to use 1832 as lab. This shared arrangement would simplify coordination of the many 2220 room issues mentioned above.

- Developing strategies to increase retention in courses, which could include additional training for part-time faculty and possible smaller class size in ANTH 121 and 131.

- Utilizing the TLC, to the extent possible, to train faculty in teaching to diverse learning styles in classes with large enrollment, and to train faculty in Blackboard/WebCT and GPS/GIS software.

- Continued development of SLO assessment.

- Having the institution consider separating Geography from Anthropology. Is there a more appropriate discipline for Geography to be teamed with?

- The purchase of anatomical models and specimens for $10,000. Program will have to prioritize its $17,000+ list.

- Support from the institution to ensure that technology in the classroom is operational and requested maintenance is completed.

- Coordination with the NVC Outreach Committee to assist in student recruitment and community education.

- Coordination with other departments to see if fees for requested electronic databases and indexes can be shared.

- Exploration of possibilities for offering field work experiences locally.

The current level of full time and part time faculty is not sufficient to offer all courses in the department over a two year period. Since all department courses meet articulating requirements and fulfill general education majors and degree and certificate requirements, faculty is left having to make the difficult decision about which courses to offer. Once more, the hope of the team and Anthropology faculty is that once the budget stabilizes, the institution will seriously consider the addition of a second full time faculty member in this department.

Respectfully submitted by Laura Ecklin, Emily Cosby, and Marlene Holden on 1/22/10
Instructional Program Evaluation  
Part 1

Program:   ANTHROPOLOGY

Date:  SPRING 2009

1. Mission

A. Program Mission Statement
This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission. Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

The mission of the Anthropology Department is to provide students with holistic, comparative knowledge about human biological and cultural diversity derived from scientific and humanistic anthropological research. The Anthropology curriculum provides a strong social sciences foundation applicable to many undergraduate programs, and prepares students for a broad range of public and private sector employment in anthropology-related fields.

B. The program falls within one or more of the following categories (check all that apply):

  X  Transfer/Degree
  ☐  Vocational
  ☐  Remediation
  ☐  Non-Credit/Community Services

2. Accreditation and External Reviews

A. Review NVC’s Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.

  Not Applicable.

B. Indicate the sources of information used in Question 2.A.

  ☐ Accreditation Self-Study Planning Agenda
  ☐ Accreditation Final Report
  ☐ Previous program evaluation recommendations

  Not Applicable.
C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not Applicable.

D. Reflect on your responses in Section 2. Accreditation and External Reviews and write objectives for improvement on Schedule A. Program/Discipline Plan.

3. Curriculum and Instruction

A. Prepare/revise the Student Learning Outcomes Matrix.

See attached.

B. Review the course outlines of record.

1) Assess the appropriateness of the degree and certificate requirements.

The Anthropology department does not currently have an AA/AS degree program, but is a part of the AA degree in Social and Behavioral Sciences.

High course enrollment and past student evaluations indicate that participation in a pre-transfer AA in Anthropology would be high if such a degree path were offered to students. In addition to developing a pre-transfer AA in Fall 2009, the Anthropology department will investigate certificate programs in applied fields such as Museum Studies (Mesa Community College model) and Archaeological Technology (Cabrillo College model).

2) Evaluate the appropriateness of courses to the program.

All of the courses currently offered are appropriate for the program.

3) Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have the pre- and co-requisites been validated through the NVC curriculum process?

Current prerequisites and recommended preparation are appropriate and have been validated through the NVC curriculum process.

4) Determine which course outlines have not been updated since the last program evaluation or within the past five years.

Curriculum Action Plan attached.
5) Write SLOs for the program and for each course.

See attached program-level SLOs; course-level SLOs are in progress.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

See attached CAP.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

All syllabi are submitted to the Division Chair at the beginning of every semester for review. Adjunct instructors’ syllabi are forwarded to the program’s course subject expert for review, to ensure that they are congruent with the Course Outline of Record. If they are not, the subject matter expert takes necessary steps to rectify the situation.

E. Assess Student Learning Outcomes

1) Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

In Spring 2009, Anthropology was part of the pilot SLO Assessment Cycles (SLOAC) program and assessed the Student Learning Outcomes of one section of ANTH 200 (Linguistic Anthropology). Methods of assessment included item analysis of embedded examination questions and student performance on two written field assignments. Data was submitted and analyzed in TracDat. Results indicate that all SLO assessment criteria were met.

In Fall 2009, an additional course (ANTH 180) is being assessed. Results from this segment of SLO assessment will be available December 20, 2009.

All course SLOs have been updated and revised as part of the PEP process as of Fall 2009. Each course SLO is linked to one or more program-level SLOs in TractDat.

2) Summarize your findings from the data.

Not applicable.
3) Describe how you used the data and the results to improve teaching and student learning?

Not applicable.

4) An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

- Syllabi
- Catalog
- Brochure
- Articulation/Transfer agreements
- Website
- Other

NVC television program

F. Instructional Methods

1) Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

Full-time faculty (currently one faculty member) create the course outlines of record, and copies of these outlines are given to adjunct faculty before they teach courses in the department. Adjunct faculty are then observed and evaluated to determine if they are appropriately following the outlines. The syllabi of both full-time and adjunct faculty are reviewed to ensure congruency with the course outline of record. Both adjunct and full-time faculty participate in a regular, cyclical evaluation process. This process includes syllabus review, class observation, evaluation, mentoring and professional development activities.

2) Discuss the instructional methods used by the program faculty to address the diverse student population and to encourage retention and persistence?

Anthropology instructors incorporate a variety of instructional methods in the classroom to address diversity and encourage retention and persistence. Among these include:

- Classroom Assessment Techniques (CATS): Where appropriate, CATs are used in the classroom to assess student participation to encourage persistence, as outlined by Angelo and Cross Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed. (2008).

- Multiple Modalities: Through a variety of learning modalities, instructors make information accessible to diverse student populations. Among the most frequently used are: lecture with visual and auditory components, group discussion exercises that emphasize movement and interaction,
experiential learning, service-learning/volunteer opportunities, multimedia, portfolio assessment and problem-based learning.

- **Inclusivity:** Bias in research and theory is thoroughly discussed in courses throughout the semester. The impacts of race, ethnicity, culture, socioeconomic background, gender, class, etc. are discussed by critically analyzing research and course content. Case studies, examples, guest speakers, test items, readings, and ancillary materials such as models, videos, and casts are designed and chosen with inclusivity in mind.

- **Resourcing:** Campus and community resources are used and advocated for as important services for a diverse student population. These resources can increase student retention and readiness. Instructors promote further inquiry in anthropology through volunteerism, extracurricular activities, fieldwork and international education. In addition to these activities, full-time instructors have scheduled office hours and participate in outreach activities outside the classroom.

3) Discuss the instructional methods used by the program faculty to address the differences in learning styles and to encourage retention and persistence?

Instructional methods include, but are not limited to: auditory lectures, visual/verbal PowerPoint slides, use of ArtSTOR digital image collections, online videos, visual/nonverbal movies and documentaries, kinesthetic in-class exercises, field experiments, models, simulations, and writing. Student performance is evaluated through multiple methods including discussions, essays, multiple choice questions, short answer questions, portfolio-based assessment, and project presentations. In all of these methods, problem-based learning and evidentiary analysis are primary approaches to increasing student grasp of subject matter.

Full-time faculty hold consistent office hours to offer assistance and mentoring to students. Students in need of additional support services are referred to appropriate campus and community resources.

G. On-line Services
1) List the on-line and hybrid courses that are offered in this program.

<table>
<thead>
<tr>
<th>ANTH 121 (online and in-person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 150 (online and in-person)</td>
</tr>
</tbody>
</table>

2) Is 50% or more of the program offered through a mode of distance or electronic delivery? Yes_____ No__X__

3) Discuss the program’s plans for future on-line offerings.
There is interest in developing online alternatives for several future courses in the Anthropology department. These include Ethnographic Film, Visual Anthropology, and applied anthropology courses such as Introduction to Museum Studies and Culture Resources Management.

4) Describe any challenges that have been identified and needs that must be addressed to support the development of on-line offerings.

Instructor training in online teaching; stipends to support the rigorous development of online alternative classes.

H. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

The department has no current articulation agreements with high schools. All existing articulation agreements with colleges are current and effective.

I. Reflect on your responses in Section 3. Curriculum and Instruction, and write objectives for improvement on Schedule A.

See attached Schedule A.

4. Community Outreach and Articulation

A. Off-Campus Offerings

1) List the off-campus courses offered in the program and the location (Upper Valley Campus, American Canyon/South County, other/identify).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 121</td>
<td>Introduction to Cultural Anthropology</td>
<td>offered as an international education course in both Yucatán and Quintana Roo, México.</td>
</tr>
<tr>
<td>ANTH 131</td>
<td>Archaeology of Ancient México</td>
<td>offered as an international education course in Yucatán, México.</td>
</tr>
<tr>
<td>ANTH 298</td>
<td>International Field Studies in Anthropology</td>
<td>offered as an international education course in both Yucatán and Quintana Roo, México.</td>
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</table>

2) Discuss the program’s plans for future off-campus offerings.

The Anthropology department has plans to offer an archaeological field school in the summer of 2010, as well as an international education program to Europe in the summer of 2010.

3) Describe any identified challenges and needs that must be addressed to support off-campus offerings.

Not applicable.
B. What recruitment and/or community outreach activities has the program engaged in or initiated?

Anthropology faculty currently serve as mentors and internship supervisors for two New Technology High School seniors in Napa, and one from Benicia High School. Additional outreach accomplishments include co-sponsoring several campus events, and linking archaeology students to existing excavations in Northern California. Anthropology faculty have participated in NVC Days, Faculty Majors Lunch, and other ASB-sponsored events to encourage and recruit students.

C. What has the program done to establish relationships with secondary schools and/or four-year institutions?

Anthropology faculty currently serve as mentors and internship supervisors for two New Technology High School seniors in Napa, and one from Benicia High School. All new courses developed by the department are sensitive to the needs of transfer students and the articulation agreements with four-year institutions.

D. What has the program done to establish relationships with the business community (if a vocational program)?

Not applicable.

E. How has the involvement of the advisory committee helped in improving and/or promoting the program (vocational programs only)?

Not applicable.

F. Reflect on your responses in Section 4. Community Outreach and Articulation and write objectives for improvement on Schedule A.

See attached Schedule A.
Reviews and Signatures

Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: __________________________________________________________ |
5. Enrollment Trends and Student Satisfaction

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Enrollment in anthropology courses at NVC has been steadily increasing and outpaces college enrollment growth over the past three academic years. In the most recent two academic years (2007-08 and 2008-09), enrollment has increased in anthropology courses by 50.4%, while the increase among all NVC credit programs increased by 12.8% over the same period. The only exception to this pattern is a small (3 student) decrease in enrollment in GEOG-101 over the past three years. The surge in enrollment for the ANTH/GEOG section offered may result from expanded course offerings in the anthropology program as a whole (such as ANTH 145 and ANTH 200) as well as increased online offerings of ANTH 121 and ANTH 150.

ANTH tends to have more students per section that the college credit courses as a whole. The average class size for anthropology courses is 29.9-51.5 students per section, while the college average is 23.8-26.5 per section. In particular, the large transfer-level courses offered by the program continue to have maximum enrollments with waitlists on the first day of classes. Anthropology faculty have addressed a portion of this demand by creating online sections of ANTH 121 and ANTH 150. However, the in-person demand is clearly higher for ANTH 121 (see Section 6) and ANTH 120 cannot be taught effectively online due to the laboratory portion. Faculty are currently investigating the possibility of giving ANTH 120 as a hybrid course, with online lecture sections and a required in-person laboratory component, as part of the curriculum review process.

The demand for ANTH 121 (Cultural Anthropology) and ANTH 120 (Biological Anthropology with Laboratory) needs to be addressed by offering additional sections on campus taught by qualified faculty. The unique learning opportunities available through anthropological fieldwork and excavation, as well as hands-on laboratory analysis, would thrive in a smaller class setting with more opportunities for peer interaction, case-study approaches, cohort-linked instruction, and would ease the logistics of field trips and "real-world" immersion. **This problem would best be solved by hiring an additional full-time faculty member in anthropology to teach multiple sections of core anthropology courses.**
Recent economic problems that plague the state of California and the nation have affected the anthropology program on a local level. As more students are unable to matriculate through the CSU or UC system due to budgetary restrictions, application “freezes,” and other unprecedented state-wide reduction strategies, anthropology courses provide a rigorous alternative for those who cannot transfer and/or have lost their jobs and enter college for re-training purposes. As the CSU plans to decrease enrollment by 40,000 students by 2011, the immediate needs of students are more likely to be met at NVC by offering additional sections of core anthropology courses with highly-qualified faculty. Given the positive data trends from 2006-2009, it is likely that anthropology courses at NVC will continue to reach maximum capacity each semester. As the number of sections offered across the anthropology program has been steadily increasing, the current number of sections available to students does not meet their needs, particularly for core and transfer-level courses.

The anthropology program also plays a role in training students for jobs with high projections for growth. Currently, ANTH 121, ANTH 150 (Sex and Gender: Cross-Cultural Perspectives) and ANTH 180 (Anthropology of Childhood) are listed as “highly recommended” courses for students pursuing ADN nursing degrees and licensed vocational programs at NVC. ANTH 121 in particular is required for acceptance into nursing and health occupations programs at other institutions (for example, UCSF). To assist in accommodating this need, students may also enroll in a new course, ANTH 145 (Medical Anthropology), a course specifically created with the nursing and HEOC student populations in mind. The anthropology program has initiated several online offerings of ANTH 121 and ANTH 150 to accommodate the unique scheduling needs of nursing students. ANTH 180 is also an elective for the Child and Family Studies A.S. degree. The Bureau of Labor Statistics Occupational Handbook 2008-2009 projects that employment of LPNs, RNs, and licensed child care providers is expected to grow faster than the average for all occupations (16%, 26%, and 18% respectively), in response to the long-term care needs of an increasing elderly population, the greater attention paid to licensed childcare personnel, and the general increase in demand for high-quality health care services. These career growth areas will continue to put a demand on the anthropology program to offer multiple sections of these “highly recommended” courses taught by experienced full-time faculty.

Both new and revised anthropology courses stretch beyond the healthcare and childcare/CFS programs listed above. Anthropology courses in Linguistic Anthropology (ANTH 200), Introduction to Archaeology (ANTH 130), and Cultural Geography (GEOG 102) are “core courses” for the A.A. degree in Social and Behavioral Sciences; Mesoamerican Archaeology (ANTH 131) is an elective course for two A.A. degrees in Spanish. From a transfer perspective, the anthropology program provides unique pathways for students
at NVC. Currently, ANTH 121 and ANTH 150 are the only courses available that allow students to meet both the social sciences and the multicultural/gender studies requirements in an online environment. ANTH 200 in particular meets both the lower division requirement at Sonoma State University as well as the upper division requirement for anthropology graduates. To continue to meet the needs of various segments of the community and the college, the anthropology program is in sore need of expansion in terms of both sections and full-time faculty.

Extremely high enrollments in ANTH 120 (Biological Anthropology) remain a challenge for the anthropology program. Although ANTH 120 meets the same transfer rigor as BIOL 105 and/or BIOL 110, disparity exists between the number of sections offered in Biology (nine in Spring 2009) versus ANTH 120 (two sections without a laboratory in Spring 2009, and one section of only 24 students in Spring of 2010). ANTH 120 was recently revised (2008) as a four-unit lecture and laboratory course to bring the course in line with student need and to satisfy both the biological sciences transfer requirement and the laboratory transfer requirement in one course. There is a strong disconnect between the high demand for ANTH 120, the space available for laboratory activities, and the lack of a full-time anthropologist to teach multiple sections.

All of the courses offered by the anthropology program are UC and/or CSU-transferable courses. In addition to core transfer courses (ANTH 120 and 121), high enrollments in new course offerings (ANTH 145, 131, and 200) indicate a proven demand for elective courses in anthropology. A model Archaeological Technology program remains one of the most coveted goals for the anthropology program. No similar program exists north of San Jose, and initial data from current archaeological course data, as well as comments from the Student Survey, indicate that enrollment would be high if such programs were offered. To further develop a challenging and competitive anthropology program that addresses student interests, additional full-time faculty are needed.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Average class size in anthropology is consistently larger than the class size of the college as a whole. The average class size range of 29.9 to 51.5 students per section over the past three years is higher than the college range of 23.8 to 26.5. Several courses in anthropology may benefit from smaller class sizes that can effectively implement student-focused learning strategies such as critical writing/journaling projects, small-group discussion, hands-on laboratory work, and project-based learning. ANTH 120 (Introduction to Biological Anthropology) has seen marked improvement in retention and course success rates (from 44.7% in 2007-2008 to 74.6% in 2008-2009)
since the course sections in that year reflect a higher percentage of time spent by faculty designing and implementing small group, hands-on activities. ANTH/CFS 180 (Anthropology of Childhood) in particular would benefit from a smaller course section size with multiple sections, given the nature of the material covered and the variety of problem-based and ethnographic learning projects this course requires of students.

Load and productivity in the anthropology program also exceeded the targets identified by the college. Only one course (GEOG 101) experienced a slight decrease in enrollment of three students since 2006-2007. From Fall 2006 to Spring 2009, the program-level load ranged from 462 to 581, (versus 406 to 409 for the college as a whole) and the program-level productivity ranged from 15-19 (versus 13-14 across the college). Both of these measures have increased consistently since 2007, and the most recent data show that expansion of course offerings (particularly ANTH 145 and ANTH 200) lead to positive outcomes. The anthropology program has maintained robust enrollment, with both core and elective courses in extremely high demand. 

*When viewed collectively, recent data suggest that the anthropology department incurs load and generates productivity that are well above college targets for both core and elective courses.*

C. Review the program’s schedule of classes and the student satisfaction survey results. Discuss whether the courses are scheduled appropriately to meet student needs.

Course offerings within the anthropology program are generally scheduled to meet student needs. However, the results of the survey conducted in spring 2009 also indicate that students have a clear interest in having a greater variety of anthropology courses available. In particular, students expressed interest in fieldwork-based courses, laboratory and methods courses, linguistic analysis courses, and archaeology courses. The anthropology program has recently developed an ethnographic fieldwork course offered as part of the International Education Program (ANTH 298-International Field Methods in Anthropology). However, this course will not address the clear requests by students for more archaeology courses, both field courses and methods courses. The anthropology department has plans to develop an academic/vocational Archæological Technology Program that will include these types of courses, but is currently too understaffed to fully address the unambiguous call from students for the “on-the-ground” preparation essential to the discipline. 

*To increase student satisfaction, more elective courses in archaeology, forensic anthropology, and advanced level linguistics should be offered in addition to core transfer coursework.*

Future student survey results should involve those students enrolled in online courses. Anecdotal evidence suggests that students have positive experiences with online course sections in anthropology. Of the open-ended student comments, none specifically addressed the need for more online
courses or dissatisfaction with current online course offerings; however, a similar survey distributed to online student cohorts might produce different results. *Future research will be needed to determine if online course offerings result in positive opinions of online education among anthropology students at NVC.*

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

The student satisfaction survey results indicated that students are very pleased with the quality of anthropology instruction at NVC. There were many comments about how clearly information was presented, the variety of instructional methods used in the classroom, and the role that highly-qualified instructors have in creating a positive learning environment. Anthropology instructors were described in very positive terms, and were praised for both the depth and breadth of their knowledge, and the effective methods used in the classroom. It is clear from student comments that they value their time with instructors and are highly satisfied with their learning experiences in anthropology courses. In the open-ended data section, several instructors were identified by name and, in some cases, were responses to the question “What is the best thing about the course/program?” *Overall student satisfaction with anthropology courses indicates a continued need for full-time faculty that can demonstrate expertise in his/her field.*

Both qualitative and quantitative data suggest a need for instructors to use a variety of teaching techniques to address the different ways students learn. This is especially true for the large lecture courses (ANTH 120 and 121). Providing a variety of course activities and testing teaching techniques becomes logistically difficult, and may actually detract from learning, as size increases. *Incorporation of effective teaching methods and a variety of learning activities can best be achieved through multiple, smaller sections of large lecture courses, through the purchase of appropriate models and laboratory equipment, and through professional development opportunities for both full-time and adjunct staff.*

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable.

F. Reflect on your responses to Section 6. Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A.

See attached Schedule A.
6. Student Success and Equity

A. Review the data on enrollment, retention, and successful course completion. Discuss program trends relative to college-wide and course level trends. Identify areas where disparity exists for any demographic group (race/ethnicity, gender, age, disability)

Retention within ANTH & GEOG tends to be lower than the college-wide retention rate and the median rate among instructional programs. Maintaining a higher retention rate closer to the college-wide rate is a goal of the program. Since ANTH 150 has consistently claimed retention rates lower than the corresponding program-level rates over the past few years, anthropology faculty will target ANTH 150 for retention-improvement strategies.

Successful course completion within ANTH & GEOG tends to be lower than the college-wide successful course completion rate and the median rate among instructional programs. Maintaining a higher successful course completion rate is a goal of the program. (Note that the college-wide rate has been approximately 71% over the past three years.) Since ANTH 131 has consistently claimed successful course completion rates lower than the corresponding program-level rates over the past few years, anthropology faculty will target ANTH 131 for successful course completion improvement strategies.

Analyses of enrollment, retention and course completion data indicate that no equity group claims a disproportionately small share of the population of students retained or successfully completing courses in anthropology at NVC. However, students within the age demographic groups of 30-39, 40-49, and 50+ do claim a lower enrollment proportion of anthropology courses when compared to the credit-student population across the college. This difference in age distribution is appropriate for the anthropology department’s high number of transfer-level courses. Students enrolling in ANTH and GEOG courses are more likely to be seeking degrees or intending to fulfill transfer requirements—both of which are more typical educational goals among younger students.

Just as ANTH & GEOG retention rates are lower than the college-wide rates, the retention rates among equity groups within ANTH & GEOG tend to be lower than the retention rates of the respective groups across NVC credit programs. However, the analysis does not indicate that any equity group is consistently performing at a lower rate in ANTH & GEOG than the group does among the college as a whole. Retention rates among equity groups in ANTH & GEOG tend to be lower than retention rates among those groups at the institutional level. In 2006-2007 and 2007-2008, the retention rates for all equity groups except one (Native Americans in 2006-2007) were lower than the corresponding rates for each group across the institution. In 2008-2009, five equity groups claimed higher retention rates in ANTH & GEOG than they did across the institution (Hispanics, Native Americans, students under 21 and 50+, and disabled students).
The successful course completion rates claimed by ANTH & GEOG have been lower than successful course completion rates among NVC’s instructional programs in recent years. This pattern is reflected in the performance of the equity groups within ANTH & GEOG (program successful course completion by equity group vs. college successful course completion by equity group). Just as ANTH & GEOG successful course completion rates are lower than the college-wide rates, the successful course completion rates among equity groups within ANTH & GEOG tend to be lower than the corresponding rates of the respective groups across NVC credit programs. The following groups consistently claim significantly lower successful course completion rates within ANTH & GEOG than they do among the college as a whole: females, males, Filipinos, Whites, students under 21, and non-disabled students. Within ANTH & GEOG, no equity group claims a significantly lower proportion of the population of students who successfully complete ANTH & GEOG courses than it does among the enrolled student population.

Overall retention and course completion rates for the anthropology program have been lower than the corresponding college-wide measures. In 2008-2009, both course completion rates and retention rates increased, but they did not increase enough to meet the college-wide rate. Two important goals for the anthropology program are to increase both the retention and course completion rates in ANTH and GEOG courses to levels closer to the college-wide rates. Faculty in anthropology have identified several strategies that may help increase these measures, including developing learning communities, supplemental instruction, and initiating prerequisites for anthropology courses. ANTH 131 and ANTH 150 may benefit from a strengthened link to the Puente and UMOJA programs. Training in successful strategies is a core objective of the discipline plan for Anthropology (See Schedule A).

Course-level data indicates that ANTH 150 (Sex and Gender: Cross-Cultural Perspectives) and ANTH 131 (Archaeology of Mesoamerica) claim consistently lower retention and course completion rates than program-level rates in anthropology, respectively. The Anthropology program plans to target these two courses for successful course completion and retention-improvement strategies (see above discussion and also Schedule A).

As the anthropology department currently teaches a high number of in-demand transfer-level courses (both in-person and online) with only one full-time faculty member, the program’s efforts to improve and test retention and course completion strategies will be limited by the expected surges in enrollment experienced in recent years.

B. Compare student enrollment, retention, and successful course completion rates for online courses to equivalent data for conventional and hybrid courses.
Analyses of enrollment, retention, and course completion data for online courses indicate that online offerings for ANTH 121 (Introduction to Cultural Anthropology) are attracting a high number of enrollments (an average of almost 40 students). However, the average class size of online courses (38.5 per section) is lower than the average for conventional courses offered during the same semester (48 per section). Within anthropology courses, data indicate that the format of the course (in-person or online) does not negatively impact enrollment. There appears to be student demand for both kinds of course delivery methods for multiple courses offered by the anthropology program.

Conventional sections of ANTH 121 tend to have higher retention and course completion rates than online sections of the same course. This is not an outcome unique to the anthropology program. Even though more students are choosing distance education, the literature shows that attrition rates are higher in online courses than in face-to-face courses (Carr, 2000; Moody, 2004; Hilt 1997). Data from the Journal of Educators Online indicate that attrition rates for classes taught through distance education are 10 – 20% higher than classes taught in a face-to-face setting (Angelino 2004).

As of Fall semester 2009, the anthropology program does not offer hybrid courses. Two courses (GEOG 101 and GEOG 102) were submitted to the Curriculum Committee in Fall semester 2009 with a hybrid/online component, in hopes that offering an additional format for students would address the consistently low enrollments in those courses when compared to the anthropology program as a whole. The program will continue to assess enrollments in GEOG as new delivery methods are introduced.

C. Compare student enrollment, retention, and successful course completion rates for off-campus courses to equivalent data for on-campus offerings.

Not applicable. (All current off-campus anthropology courses are online courses; see section B.)

D. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

The relationships that the Anthropology Department cultivates with campus-wide programs helps anthropology faculty identify and assist students at risk, and also provides a strong base for student referrals to campus and community resources. All of the courses in the anthropology program have established recommended preparations, and faculty collaborate with the Counseling Division to ensure that potentially underprepared students are guided toward important remedial classes in English, Math, and Sciences. Recommended preparation and prerequisites ensure that students have the basic skills necessary to be successful in anthropology courses.
Instructors also intervene with students who are doing poorly in the course to discuss strategies for academic improvement, and students are referred to support services as needed.

E. What has the program done to formalize links with support services for students?

Anthropology faculty have developed professional relationships with members of the Counseling Division, DSPS, the Writing Center, Instructional Media, the Testing and Tutoring Center, UMOJA, Puente, Supplemental Instruction. Further, faculty in anthropology serve on the Women’s Advisory Group, the Multi-Cultural/Gender Studies Subcommittee, the International Education Committee, and the Online Education Committee. Each of these threads, all of which directly support student success, allow faculty to assist students in connecting with specific support personnel.

F. Review the full-time/part-time instructor ratio. Discuss trends and needs.

In Fall 2009, there were 10 sections of anthropology courses offered. Five of those courses were taught by full-time faculty in anthropology (50%). Adjunct faculty in the anthropology program taught an additional five sections. This trend has remained consistent, with very little variation, since Fall 2006 when the singular full-time faculty member in anthropology was hired. Despite this 50/50 ratio, there is a clear need for additional sections in Biological Anthropology (ANTH 120) and the Biological Anthropology Laboratory (ANTH 120L). In the past, two to three sections of this course were offered. However, given the teaching load of the singular full-time faculty, coupled with the load restrictions placed on adjunct faculty, ANTH 120/120L has only one section offered in Fall 2009 and Spring 2010. The average 50% to 50% ratio of full-time to part-time faculty in anthropology is lower than the state overall mandated ratio of 75% to 25%. To approach the 75%, the anthropology program should have two full-time faculty members at this time. An additional hire is requested to ensure the academic integrity and future growth of the program.

G. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

Social Science degrees have accounted for more than 20% of the degrees awarded by NVC over the past three years (range: 20.6% to 25.7%). This share of degrees is the largest claimed by any one program/discipline area. As a result, Social Science is a major contributor to the institutional-level awards figures, and the institutional-level numbers are heavily dependent on students’ completion of Social Science programs.
H. Reflect on your responses in Section 6. Student Success and Equity and write objectives for improvement on Schedule A.

See Schedule A.

Approved_______________________________________________    Date_________
Direct, Institutional Research

7. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be your program plan and will be sent to your division chair to be included as part of the division plan. Complete Schedules B-F, as needed, to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.
G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

I. Research. If the program/department needs additional data or research conducted to inform decision making or planning, complete Schedule I, Research Project Request form.
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Increase the number of full-time faculty members teaching anthropology courses.</td>
<td>1. 1</td>
<td>1. Hire one new full-time faculty member in anthropology.</td>
<td>1. See Schedule B.</td>
</tr>
<tr>
<td>1 and 2</td>
<td>5A, 6D</td>
<td></td>
<td></td>
<td>2. Ensure Room 2220 as the dedicated anthropology classroom and use Room 1832 or similar as the dedicated biological anthropology and archaeology laboratory.</td>
<td>2. See Schedule F.</td>
</tr>
<tr>
<td>4 and 5</td>
<td>3F</td>
<td>2. Increase student access to laboratory space, anatomical models, and discipline-specific equipment (artifacts, primate models, etc.)</td>
<td>2. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 and 3</td>
<td>5C</td>
<td>3. Develop and revise curriculum in anthropology to meet student need and improve success and retention rates.</td>
<td>3. 3</td>
<td>3. Develop new courses/modify prerequisites as outlined in the Curriculum Action Plan.</td>
<td>3. Completion of this goal will require an increase in full-time faculty and a dedicated anthropology laboratory as indicated above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.a. Increase student retention in ANTH 150.</td>
<td></td>
<td>3.a Implement a learning community with Critical Thinking.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.b. Increase student success and course completion in ANTH 131.</td>
<td></td>
<td>3.b. Implement supplemental instruction for ANTH 150 and ANTH 131 courses;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strengthen relationships with the Puente, MESA, and UMOJA programs.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Professional Development Surveys</td>
<td>4. Encourage professional development of faculty members in anthropology and in successful strategies for improving course success and retention.</td>
<td>4. 4</td>
<td>4. Provide funding for conferences, professional memberships, and continuing education activities.</td>
<td>4. See Schedule G.</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**
- 2. Accreditation & External Reviews
- 3. Curriculum & Instruction
- 4. Community Outreach & Articulation
- 5. Enrollment Trends & Student Satisfaction
- 6. Student Success & Equity
REQUEST FOR NEW PERMANENT FACULTY AND STAFF PROGRAM/UNIT NAME ANTHROPOLOGY

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Instructor, Anthropology</td>
<td>N</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

The Anthropology Department currently has one full-time instructor and two part-time instructors. With only one full-time faculty, the Anthropology Department cannot sustain the demand for transfer-level courses in Biological Anthropology, Cultural Anthropology, and Archaeology. To maintain our current level of success, implement effective learning strategies to improve course completion rates, and meet the goals of the Curriculum Action Plan, an additional full-time hire is needed. The new hire should be someone with expertise in all four subfields of anthropology, and possible specializations in biological anthropology and/or archaeology. These two areas of study are crucial for transfer students in anthropology, and they are lacking in our current course offerings. The person hired should be comfortable teaching Biological Anthropology Lecture and Laboratory (ANTH 120 and 120L) and Introduction to Archaeology (ANTH 130). In addition, the new hire should have enough archaeological background to help develop and teach courses on Archaeological Theory and Field Methods, Forensic Anthropology, and additional courses related to the Archaeological Technology Program and Museum Studies Program as outlined in the Curriculum Action Plan.

*N=New, R=Replacement

Submitted By: ____________________________  Approved By: ____________________________

Budget Center Manager  President/Vice President
**Schedule C**

**REQUEST FOR OPERATING BUDGET AUGMENTATION**
**PROGRAM/UNIT NAME _____ ANTHROPOLOGY_____**

Budget Center: __6301 Social Sciences___  Activity __220200 Anthropology____

**Accreditation Reference:** Financial planning is integrated with and supports all institutional planning.

**Operating Budget**

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. **List in priority order.**

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-220200-9999-54310-6301</td>
<td>$17,221.65</td>
<td>Instructional equipment requests under $200, as well as additional general supplies (folders, pens, paper, etc.) are generally funded through the Social Sciences Division budget. However, additional funds need to be directed to the ANTH Department for specific needs related to the instructional laboratory archaeology courses (as outlined in Schedule D).</td>
</tr>
</tbody>
</table>

Submitted By: __________________________________________  Approved By: __________________________________________

__________________________  __________________________
Budget Center Manager       President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](www.napavalley.edu/apps/comm.asp?$1=262)
**PROGRAM SPECIFIC EQUIPMENT REQUEST**  
**PROGRAM/UNIT NAME** ANTHROPOLOGY

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Annual Maintenance Cost</th>
<th>Justification (link to plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. INSTRUCTIONAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 15 Disarticulated Skeletons</td>
<td>5 @ 1350.00 ea. = 6750.00</td>
<td>0.00</td>
<td>1 skeleton for every 3-4 students enrolled in ANTH 120 (~ 100+ per semester)</td>
</tr>
<tr>
<td>2. 15 Osteometric Boards (plastic)</td>
<td>15 @ 162.71 ea. = 2440.65</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>3. Human Male and Female Calvarium Cut Skulls</td>
<td>1 set @ 425.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>4. Didactic (Exploding) Medical Skull</td>
<td>1 @ 400.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 200, and 180</td>
</tr>
<tr>
<td>5. Mano and Metate</td>
<td>1 @ 245.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 130, and 131</td>
</tr>
<tr>
<td>6. Blood Typing Kits</td>
<td>100 @ 6.36 ea. = 636.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>7. Neanderthal Mousterian Tool Set</td>
<td>1 @ 298.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 130, and 131</td>
</tr>
<tr>
<td>8. Female Orangutan Skull</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 200, and 130</td>
</tr>
<tr>
<td>9. Female Gorilla Skull</td>
<td>1 @ 220.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 200, and 130</td>
</tr>
<tr>
<td>10. Female Chimpanzee Skull</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 200, and 130</td>
</tr>
<tr>
<td>11. Female Siamang Skull</td>
<td>1 @ 195.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>12. Articulate Chimpanzee Foot</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>13. Human African Skull</td>
<td>1 @ 210.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>Item Description</td>
<td>Quantity</td>
<td>Price</td>
<td>Fee Status</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>14. Human Asian Skull</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>15. Human Trephined Skull</td>
<td>1 @ 208.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 130, and 131</td>
</tr>
<tr>
<td>16. Human Skull with Gunshot Wounds</td>
<td>1 @ 290.00 (male)</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>17. Human Skull with Gunshot Wounds</td>
<td>1 @ 290.00 (female)</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>18. Human Skull with Machete Wounds</td>
<td>1 @ 375.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>19. Peruvian Skull with Cranial Binding</td>
<td>1 @ 295.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 130, and 131</td>
</tr>
<tr>
<td>20. Cuneiform Tablet and Narmer Palette</td>
<td>1 set @ 196.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 130, 131, and 200</td>
</tr>
<tr>
<td>21. Homo Rudolfensis</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>22. Homo Ergaster Pelvis and Femur</td>
<td>1 @ 330.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>23. Human Elderly Skull</td>
<td>1 @ 290.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>24. 15 mo. Human Skull</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>25. 12 yr. Human Skull</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>26. 5 yr. Human Skull</td>
<td>1 @ 200.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>27. Human Cephalic Skull</td>
<td>1 @ 175.00</td>
<td>0.00</td>
<td>Needed for ANTH 120</td>
</tr>
<tr>
<td>28. Cro-Magnon Skull</td>
<td>1 @ 270.00</td>
<td>0.00</td>
<td>Needed for ANTH 120 and 200</td>
</tr>
<tr>
<td>29. Set of Upper Paleolithic Tools</td>
<td>1 set @ 300.00</td>
<td>0.00</td>
<td>Needed for ANTH 120, 130, and 131</td>
</tr>
<tr>
<td>30. Ceramic Figurine Set: Huehuetotl, Colossal #4, Tula Atlante, Aztec Sunstone, Yaxchilan Priest Panel, Chac Mool, Lintel 26 and Yaxchilan Panel 13.</td>
<td>1 set @ 583.00</td>
<td>0.00</td>
<td>Needed for ANTH 130, 131, and 200</td>
</tr>
</tbody>
</table>

**B. NON-INSTRUCTIONAL**

Not applicable.
TECHNOLOGY REQUEST
PROGRAM/UNIT NAME ANTHROPOLOGY

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useable life of equipment – when will the equipment need to be replaced?

Currently, Room 2220 is a dedicated anthropology classroom, and is well-equipped with sufficient technology available for all anthropology and geography lecture courses. Anthropology faculty and students rely heavily on reliable and updated computer technology in the classroom, and the technology to project PowerPoint and video (VHS/DVD) demonstrations on a screen are required for all anthropology lecture courses. The instructional technology in room 2220 could benefit from regular maintenance and software/hardware upgrade schedule. As of 09/25/09, the projection bulb needs to be replaced and possibly a replacement bulb purchased as a backup.

Room 1832 is well-equipped with equipment and secure storage for the laboratory courses in anthropology. For laboratory courses, secure (lockable) storage for specimens, anatomical models, and artifacts is essential. To best secure access to these resources, Room 2220 should continue to be the dedicated anthropology and geography lecture classroom and Room 1832 should be converted into an anthropology laboratory for Biological Anthropology and Archaeology courses. This conversion will not require additional technology infrastructure.
Cost estimates will be provided for priority projects only.

Submitted By:  

Approved By:  

________________________  
Budget Center Manager  

________________________  
President/Vice President  

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST
PROGRAM/UNIT NAME ANTHROPOLOGY

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Small project include remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $20,000.

Larger scale projects include construction and renovation projects costing more than $20,000.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.

Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Describe Small Project(s) under $20,000

1. Installation of doors to Room 2220 that can lock from the inside. Currently, Room 2220 cannot be locked from the inside, and the lack of a dedicated classroom makes it difficult to enforce other faculty keeping the doors locked from the outside. During the campus lockdown in Spring 2009, Room 2220 was not able to be locked, leaving faculty extremely concerned and both faculty and students susceptible to victimization. This concern was reiterated at the Campus Public Safety Forum held on campus after the incident.

2. Air conditioning repair and removal of lock box. Currently, faculty cannot access the climate control for the classroom (Room 2220) and no instructions are provided for its use. Removing the lockbox (as was done in Room 2230/2240) and providing faculty instruction on how to use the climate control would benefit students and help protect the artifacts that are stored in that room.

3. Replacement of carpet in room 2220. The carpeting in Room 2220 is badly stained over several large areas, has unpleasant odors, and attracts flies and other insects into the classroom. Replacing the carpeting, or at least the most damaged pieces, would benefit students and help create a positive learning environment.
4. *Replacement of “EXIT” sign in room 2220.* The EXIT sign in Room 2220 is broken in several pieces and is not lit on the wall over the door. Floor exit sign is broken and is upside down. Replacing the EXIT sign and hanging it in an appropriate place is crucial in the case of an emergency.

Describe Large Project(s) over $20,000

None.

Cost estimates will be provided for priority projects only.

Submitted By: _____________________________

Approved By: _____________________________

Budget Center Manager          President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS
PROGRAM/UNIT NAME  ANTHROPOLOGY

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

Anthropology faculty require consistent opportunities to attend national and regional conferences in areas of subject expertise. These conferences are instrumental in keeping faculty up-to-date on recent research and advances in the field. At a minimum, the training and networking provided through the American Anthropological Association Annual Meeting and the Society for Applied Anthropology Annual Meeting for one faculty member each year would help the Anthropology program stay current in the discipline.

2. What pedagogical training needs have been identified in your program review?

Training on methods for increasing retention, success, and persistence is required for anthropology faculty to successfully address the course-level retention and success rates in anthropology courses. Training that focuses on meeting the needs of students with diverse levels of academic preparedness, as well as strategies for teaching large courses, would be beneficial. Training focused on online pedagogy is required to increase the persistence rate among students in our distance education courses.

3. What types of technology does your program use? What technology training needs have you identified?

The Anthropology Program currently uses computer-based instructional technology including PowerPoint, Google Earth, WebCMS, Google Groups, faculty web pages, document cameras, and Blackboard/WebCT. In addition, the program uses a wealth of non-Internet based technology, including political and relief maps, archaeological artifacts and stone tools, field and survey equipment, and anatomical casts and models. The program also uses audio/visual classroom resources such as video/DVD and online resources. Additional training in Blackboard/WebCT and GPS/GIS software is needed.
4. What are the leading publications specific to your discipline and/or program?

American Anthropologist
Human Organization
Anthropology News
Cultural Anthropology
American Ethnologist
Anthropology and Education Quarterly
Journal of Latin American and Caribbean Anthropology

Submitted By:                                    Approved By:

Budget Center Manager                        President/Vice President

Internet address:  [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
**Books including Reference:**

Number of titles to add: **2**

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/comments:

2010. American Anthropological Association. *The AAA Guide* ($50/yr.): The Guide is a powerful reference book published annually. It provides a complete listing of all ANTH programs, dissertations, departments, and students can search for experts in a given field. As anthropology is a very diverse and holistic discipline, having a searchable reference is invaluable as students navigate the discipline and explore transfer/fieldwork opportunities.

2005. Ingold, Tim. *Companion Encyclopedia of Anthropology: Humanity, Culture and Social Life.* ($150.00). This is a standard reference book in anthropology and is updated approximately once every three years. This encyclopedia is also valuable for students in other social science disciplines.

Estimated cost for new materials: **$200**

**Periodical Titles:** (Newspapers, Journals, Magazines)

Number of titles to add: **5**

Recommendations/comments:

*Human Organization* ($95.00/yr.)
*American Anthropologist* ($458.00/yr.)
*American Journal of Archaeology* ($280.00/yr.)
*Anthropology News* ($115.00/yr.)
*Cultural Anthropology* ($108.00/yr.)

Estimated cost for new materials: **$1,056/yr.**

**Electronic Databases and Indexes:**

Number of databases to add: **1**

Recommendations/comments:

JSTOR includes the Journals mentioned above (in “Periodicals” section). It is an invaluable tool for research and critical thinking for Anthropology students.

Estimated cost for new materials: **$1,000 one-time Community College fee and annual cost of $1,500 for “Arts and Sciences II” Collection.**

**Media Collection** (closed captioned or DVD):
Number of titles to add: **0**
Recommendations/comments: The Anthropology Department’s media needs are met adequately through the Instructional Funds provided to the Social Sciences Division.

Estimated cost for new materials: $0

Are library/learning resource service hours adequate for this course/program?  Yes _X_  No __

Is the quantity of materials sufficient for students within needed time frame?  Yes_ X_  No __

Will library/learning resources assignments be used in your course?  Yes_ X_  No __

Will this course/program require the assistance of library faculty for orientations or other information competency instruction?  Yes_ X_  No __

_______ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.
____X___ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
Accreditation references:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.
Provide the following information about each project/request:
- Project description
- Purpose of project
- Link between project and NVC’s strategic goals
- Question(s) project is intended to answer
- Potential changes to current practice that will result from research findings
- Relevant page(s)/section(s) of PEP report identifying need for research

None requested at this time.

Submitted By:                                   Approved By:

Budget Center Manager                       President/Vice President
Program Evaluation Summary

Program: ANTHROPOLOGY

Program Achievements (major achievements, changes, implementations, progress since last program review):

In the past three years (2006-2009), the Anthropology Department has worked to develop effective and enriching learning experiences for the diverse student body at Napa Valley College. A robust curriculum based on a “four-field” anthropological model, coupled with dedicated and hard-working faculty, enables a strong transfer-level program for our students. The breadth provided by a “four-field” approach is crucial for a successful upper-division collegiate experience in anthropology. Anthropology coursework helps students meet their general education/graduation requirements and prepares students for independent and lifelong learning. Such work has translated into several notable achievements for the Anthropology Department. Among these include:

1. increased enrollment in ANTH courses;

2. created new courses in Medical Anthropology (ANTH 145), Linguistic Anthropology (ANTH 200), and International Field Studies in Anthropology (ANTH 298) to increase the range of course offerings in anthropology;

3. created a Laboratory in Biological Anthropology (ANTH 120L);

4. updated the entire anthropology curriculum to reflect current and emerging scholarship;

5. reintroduced several ANTH and GEOG courses as online courses in addition to in-person (ANTH 150, ANTH 121, GEOG 101, and GEOG 102);

6. developed course and program-level student learning outcomes and linked those outcomes to institutional goals through TracDat Assessment software;

7. made efforts to increase student success by initiating Supplemental Instruction (SI), learning communities, and tutoring;

8. increased the use of technology in both online and in-person classrooms;

9. developed and redesigned online courses and made use of supplemental instruction and tutoring;

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1 In the United States, contemporary anthropology is typically divided into four subfields: social/cultural anthropology, archaeology, linguistic anthropology and biological anthropology. This division is reflected in many undergraduate textbooks and anthropology programs.
10. collaborated with Language Arts and the Writing Center to develop an Anthropology-English learning community;

11. strengthened our relationship with Counseling, EOPS/SSS, and International Education;

12. developed two international education programs for students to Mexico (Yucatan and Quintana Roo).

Strengths (unique characteristics, special capacities)

The Anthropology Department consists of one full-time faculty member and two adjunct faculty. Faculty in anthropology are well-trained in the "four-field" approach to anthropology, and have considerable talent in performing anthropological research within a wide range of contexts. In the classroom, anthropology faculty are respected for their expertise and students report valuable experiences during their time spent in anthropology classrooms. Faculty are dedicated to high-quality instruction, a challenging academic environment, and the support of underprepared students to succeed in such an environment. Many of our students transfer to selective four-year colleges, pursue both bachelors and advanced degrees in anthropology, and make considerable contributions to the community.

Within the Social Sciences Division, the Anthropology Department is unique, specifically with regard to the laboratory and lecture class offerings that meet Biological Sciences transfer requirements. ANTH 120/120L are the only courses in the Social Sciences Division that address these transfer requirements, and both represent the largest challenge for the Department in terms of hiring, funding and space.

Challenges (concerns, difficulties, areas for improvement)

The uniqueness of the Anthropology curricula represents both a strength and a challenge. The Anthropology Program provides laboratory and lecture class offerings that meet Biological Sciences transfer requirements, and as such represent a fundamental portion of student transfer needs at Napa Valley College. As demand for courses that meet these requirements grows, the need to have multiple lecture and laboratory sections of ANTH 120/120L will likely increase. However, given the current budget climate and the restrictions on course sections projected for at least the next year, the Anthropology Department will not be able to meet student demand for these courses without a large increase in the allotment of sections offered.

1. The Anthropology Department must hire one additional full-time faculty member to maintain program quality, expand course offerings, and thoroughly address student success and retention. The program has historically had two faculty members but has operated with only one for the past four years, despite significant growth in enrollments and in the array of courses offered by the department. The new hire in Anthropology should be comfortable teaching
multiple large sections of Biological Anthropology, Cultural Anthropology, and Archaeology.

2. Our facilities need immediate improvement. Dedicated classrooms and the development of a dedicated Anthropology Laboratory are necessary for the future advancement of the program. Laboratory resources for our courses that meet biological sciences transfer requirements must be embraced, funded, and supported in terms of both materials and staffing. Anthropology requires dedicated classroom and laboratory facilities to provide instruction with the same rigor and enrollment balance as other programs on campus (such as Biology, Geology, and HEOC).

3. Teaching materials for all courses in Anthropology are improving, but remain incomplete. Anatomical models, specimens, and other equipment need to be replaced and/or updated. Without a basic inventory of materials, faculty cannot adequately address the diverse learning needs of students.

4. Anthropology faculty need greater access to opportunities for professional growth and development. Funding is necessary for professional memberships, attending professional conferences, and learning about student learning. To effectively address and improve student success and retention across the curriculum, specific training is essential.

Process: Briefly describe the process used to complete the PEP Report.

The complete PEP report was written by the full-time faculty member in anthropology, with input from adjunct faculty members.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.

![Signature and Date Boxes]

**Verification Phase**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

![Verification Committee Signatures]

**Acknowledgement Phase**

The Vice President/President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.

![Recommend review in 2 years]

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 PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

ANTHROPOLOGY

1. Understand the major theories, methods, and implications of anthropological research.

2. Apply anthropological perspectives to everyday life.
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Anthropology

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>SLO 1</th>
<th>SLO 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>World Regional Geography</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Human Geography</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 120</td>
<td>Introduction to Biological Anthropology with Laboratory</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 121</td>
<td>Introduction to Cultural Anthropology</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 130</td>
<td>Introduction to Archaeology</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 131</td>
<td>The Archaeology of Ancient México</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 145</td>
<td>Medical Anthropology</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 150</td>
<td>Sex and Gender in Cross-Cultural Perspective</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 180</td>
<td>The Anthropology of Childhood</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 199</td>
<td>Independent Study in Anthropology</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 200</td>
<td>Introduction to Linguistic Anthropology</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>ANTH 298</td>
<td>International Field Studies in Anthropology</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

CURRICULUM ACTION PLAN

PROGRAM: Anthropology

PROGRAM FACULTY: Jessica Amato

DATE: 03/13/2009

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS: DUE BY THE END OF SPRING 2009

The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 120*</td>
</tr>
<tr>
<td>ANTH 121</td>
</tr>
<tr>
<td>ANTH 145</td>
</tr>
<tr>
<td>ANTH 150</td>
</tr>
<tr>
<td>ANTH 180 (CFS 180)</td>
</tr>
<tr>
<td>ANTH 200*</td>
</tr>
<tr>
<td>HUMA 125*</td>
</tr>
</tbody>
</table>

PLAN FOR COMPLETION OF NON-SUBSTANTIVE REVISIONS / COURSE REVIEW:

*ANTH 120 was approved as a 4-unit laboratory sciences course in Fall 2008, and will first be offered under the revised Course Outline of Record in Fall 2009.
*ANTH 200 was approved as a new course in Fall 2007 and first offered in Spring 2009. *List of courses not requiring substantive revisions will be submitted to the Curriculum Committee in Spring of 2009.
* J. Amato will work with J. Stickmon on cross-listing HUMA 125 with ANTH.

B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2009

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 130</td>
</tr>
<tr>
<td>ANTH 131</td>
</tr>
<tr>
<td>ANTH 199</td>
</tr>
<tr>
<td>GEOG 101</td>
</tr>
<tr>
<td>GEOG 102</td>
</tr>
</tbody>
</table>
PLAN FOR COMPLETION OF SUBSTANTIVE REVISIONS:

All courses with substantive revisions will have SLOs by the end of Spring 2009. Other substantive revisions to the Course Outline(s) of Record will be made by Fall semester 2009.

C. COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS: DUE BY FALL 2008

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status. All requests for course archiving must be entered into WebCMS and approved through the regular curriculum process.

<table>
<thead>
<tr>
<th>COURSE NUMBER:</th>
<th>OBSOLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE.</td>
<td></td>
</tr>
</tbody>
</table>

TIMELINE FOR COMPLETION OF COURSE ARCHIVING

Not applicable.
NEW COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 132</td>
<td>Prehistory: Discovering “Lost” Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 135</td>
<td>Native Peoples of North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 136</td>
<td>Peoples of Africa</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 137</td>
<td>Native Peoples of California</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 140</td>
<td>Magic, Witchcraft, and Religion</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 156</td>
<td>Ethnographic Film</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 160</td>
<td>Globalization, Media, and Culture Change</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 161</td>
<td>Visual Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 155</td>
<td>Environmental Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 113</td>
<td>Archaeology Laboratory – Field Excavation</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 116</td>
<td>Archaeology Laboratory – Field Survey</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 137</td>
<td>Planning for the Past: Federal</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 138</td>
<td>Planning for the Past: California</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 162</td>
<td>Introduction to Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 163</td>
<td>Cultural Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>WOMS 101</td>
<td>Introduction to Women’s Studies</td>
<td>3</td>
</tr>
<tr>
<td>WOMS 102</td>
<td>Global Feminisms</td>
<td>3</td>
</tr>
</tbody>
</table>

PLAN FOR SUBMISSION AND IMPLEMENTATION OF NEW COURSES

J. Amato will submit the majority of courses to Curriculum Committee as campus budget allows. Current cuts to instructional sections of anthropology courses inhibit immediate further curriculum development. Courses developed as part of a possible Archaeological Technology, Museum Studies, and Gender Studies program will be submitted upon further development.

2. COURSE-LEVEL STUDENT LEARNING OUTCOMES

All approved courses in ANTH (including CFS 180, GEOG 101 and GEOG 102) either have SLOs or will have SLOs by the end of Spring 2009.

3. DEGREE OR CERTIFICATE REVISION TIMELINE

The AA degree with a major in anthropology will be created in the Fall semester of 2009 and will be offered beginning in the Spring 2010 semester.

Revision of the current AA in Social and Behavioral Sciences to include ANTH 130 and ANTH 200, and to reflect the approved title and unit changes for ANTH 120, will be completed by Spring semester 2010.