**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Anthropology** | **Date 02/11/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

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

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Philip de Barros, James Eighmey, and Anne-Marie Mobilia** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Palomar Anthropology A.A. and AA-T programs are to expose the widest possible range of students at Palomar College to the holistic study of culture in Anthropology, to prepare them for immediate employment in Anthropologically related fields, and to provide a firm educational foundation for those who which to transfer to pursue further degrees in Anthropology. This is accomplished by providing a combination of classroom instruction, laboratory experience, and fieldwork opportunities within the four fields of Anthropology: biological anthropology, cultural anthropology, archaeology, and linguistics.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **All of the goals outlined above are specifically aimed at providing a set of diverse course offerings that will greatly benefit Anthropology students in their efforts to acquire basic skills, transfer-ready courses, and technical knowledge for career placement in Anthropology related fields and sub-disciplines. For non-majors we are seeking to expand an already diverse set of class offerings to complement both those offered by the American Indian Studies department and the California State University of San Marcos Anthropology B.A. program. Our current Anthropology program is particularly strong in its ability to provide a broad methodological foundation for transfer students as well as technical programs in archaeology which are not offered at any other community college, or four-year college, in the region.**  **NOTE: There is no Page 3** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **Archaeology: Last year we expanded the CRM class (ANTH 121) to a 3 unit class due to student demand in Spring 2013. This Fall, due to State repeatability rules, ANTH 205 (Advanced Excavation) was converted to Prehistoric Excavation; then ANTH 206, Historic Excavation, was created to provide more opportunities to get excavation experience. We work at a site that has both prehistoric and historic remains. We also created ANTH 197 (Special Topics) and ANTH 298 (Internship) to provide more opportunities for practicum now that ANTH 297 cannot be repeated. As an interim measure for 2013-14, we used ANTH 296 for additional practicum by linking archaeology and cultural anthropology, since archaeology is in fact the study of ancient cultures. We then added ANTH 206, 197 and 298 to the Group Two Electives under the A.A. Degree Program in Archaeology.**   1. **How did you implement and evaluate those curriculum changes?**   **Some of these changes have recently been implemented and some of these changes are in progress. It is too early to evaluate these changes.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **• For Fall 2013 two classes were offered at the Escondido campus: (Anth 100) Introduction to Biological Anthropology and (Anth 105) Introduction to Cultural Anthropology. For Spring 2014 two classes are offered at the Escondido campus (Anth 100 and Anth 105). We have not offered classes at the satellite campuses for a number of years due to budget cuts; this is our first year resuming offerings at satellite campuses.**  **• The biological anthropology courses (Anth 100, Anth 101, and Anth 100L) are our courses highest in demand in anthropology as they satisfy the Physical and Biological Sciences – Area 5 (IGETC), and Scientific Inquiry and Quantitative Reasoning – Area B (CSU) transfer areas. Introduction to Biological Anthropology (Anth 100) has the most offered sections, highest enrollment, and highest demand of all anthropology courses in the program. We have been trying to offer more of these classes; however this takes away from other class offerings. We offered one more lab section for Fall 2013 (Anth 100L) and for Spring 2014 we are offering one Lec/Lab combination (Anth 101). We would like to maintain a set number of lab classes each semester.**  **• Each semester we rotate through the required courses for the two Archaeology Certificate Programs and AA degree in Archaeology: Anth 110, Anth 120, Anth 121, Anth 205, Anth 210, Anth 215, Anth 220, Anth 225, and Anth 297.**  **• Each semester we offer several of the anthropology courses that meet the AA-Transfer degree: Anth 105, Anth 107, Anth 115, Anth 125, Anth 126, Anth 135, and Anth 137. Cross-listed classes are: Anth 126, Anth 130, Anth 140, and Anth 155.**  **• We were encouraged by the administration to grow our discipline for Fall 2013. We added classes; however due to additions at a late date and after print of the Schedule of Classes, some classes were cancelled because of low enrollment. The classes cancelled were either in the evening (6:00pm and after) or at 8:00am. Future days and times will be reconsidered.**   1. **How did you implement and evaluate those class scheduling changes?**   **• The two classes offered at the Escondido site had adequate enrollment. The enrollment numbers may low due to adding the classes late, and the renovation activity at the Escondido site and the insufficient advertising of the reopening of the Escondido site.**  **• The Biological Anthropology classes (Anth 100, Anth 100L, and Anth 101) are still our highest demand classes. We will try to maintain a set number of lab classes. However, to do this we may have to sacrifice class offerings of other courses.**  **• We will monitor evening class enrollments and 8:00am class enrollments to see if Fall 2013 was just an anomaly as the low enrolled cancelled classes were either in the evening or at 8:00 am.**  **• We will consider reinstating fast-track classes. In the past we regularly offered fast-track classes but with the budget cuts we stopped offering them. In addition, it is difficult to find qualified part-time instructors to teach Introduction to Biological Anthropology.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **• We continue to have an urgent need for a full-time faculty member. One of our full time faculty members retired two years ago. He taught seven sections of the biological anthropology. One of our current full-time faculty is at retirement age and plans to retire soon.**    **• We do not have enough qualified part-timers to teach our biological anthropology courses: Introduction to Biological Anthropology (Anth 100), Biological Anthropology and Laboratory (Anth 101), and Biological Anthropology Laboratory (Anth 100L). Anthropology is a unique discipline in that it is a four-field discipline. To earn an AA or BA/BS degree in Anthropology one is required to take classes in all four sub-disciplines: biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. To teach courses in biological anthropology, faculty need a minimum of an MA/MS in Anthropology and a background in biological anthropology.**  **• Not all faculty in anthropology can teach biological anthropology. Below is the course description to clarify the specialty needed:**  **Course description of Anth 101 (it is a combination of the lecture and lab) from Palomar College’s 2013-2014 Catalog:**  **ANTH 101 introduction to Biological Anthropology (4)**  **3 hours lecture - 3 hours laboratory**  **Transfer acceptability: CSU; UC**  **The lecture and laboratory course provides an introduction to the methods and techniques used in research in biological anthropology. The topics under study include: the scientific method, principles of evolution, human genetics, human osteology, anthropometrics, forensic anthropology, anatomy and behavior of living nonhuman primates, and paleoanthropology [human evolution and fossil material].**  **• The number of potential applicants is very scarce as this sub-discipline is not as common as cultural anthropology. We have a critical need to hire a biological anthropologist.**  **• Currently we do not have a full-time faculty member that specializes in biological anthropology.**  **• In Fall 2012 mid-semester one of our faculty had to take a medical leave due to emergency surgery. Because he taught six classes, including biological anthropology and specialized courses in archaeology, it was extremely difficult to find part-timers to teach his classes. It caused a major disruption for the program with a couple of classes close to being cancelled.**  **• For Spring 2013, one of our faculty was awarded a Fulbright Scholarship which left us short staffed for our biological anthropology and specialized archaeology courses.**  **• For Fall 2013 we had 14 sections of Anth 100, three sections of Anth 100L, and two sections of Anth 101 being offered. In addition, to the 19 biological anthropology classes being offered in the fall (almost half of all the classes being offered in the fall are biological anthropology), we have approximately 22 classes outside of biological anthropology (cultural, linguistic, archaeology, medical, etc.).**  **• The Introduction to Biological Anthropology course is a required course for the two Certificate Programs in Archaeology, the AA degree in Archaeology, and the future AA-T degree in Anthropology.**  **Archaeology Faculty Position**  **• Since 1975 the Palomar College Archaeology program has been one of the most highly regarded field programs in California and has been ranked as one of the top three community college Archaeology programs in the Country. Over the past decade ours has been the only consistent field program with annual instruction in the survey, excavation, and analysis of both prehistoric and historic archaeological resources offered in San Diego County.**  **• Currently there are Four Area of Instruction in the three Certificate Programs and the AA degree in archaeology:**  **1. Basic Field Methods (excavation and survey)**  **2. Advanced survey, mapping, and GIS database management**  **3. Laboratory and Analysis**  **4. Method and Theory**  **• The Anthropology Program offers certification for Archaeological Excavator as well as Archaeological Survey and Laboratory Assistant. This constitutes the only archaeological certificate program in San Diego County as well as the only Archaeology A.A. degree. Both an Associates of Art and a transfer A.A. degree in Anthropology are also offered through our program.**  **• We would also like to offer a training and technical certificate program for Archaeological Monitors in coordination with the Palomar American Indian Studies Department and local Tribal Agencies. There is a great demand for monitors in association with Tribal, Federal, and State undertakings. Moreover there has been an expressed desire by some tribal community members to have some formal instruction in archaeological techniques to help them in coordinating their work with agencies. We feel we would be in an excellent position to provide this service. Unfortunately our current staffing level and workload makes this impossible.**  **Benefits of the Archaeology Program**  **The Palomar Archaeology program has consistently provided superior employment and educational benefit to our graduates:**  **• Both the certificate program and the Associate degrees offered at Palomar provide excellent preparation and transfer credits for students transitioning into four-year colleges.**  **• We have a formal transfer agreement with California State University San Marcos wherein our Archeology courses and many Anthropology courses are accepted directly for degree requirements in that institution (CSUSM does offer a degree in Anthropology, but has no full-time archaeologist on staff). CSUSM Anthropology students are directed to Palomar for most of their Archaeology coursework.**  **• In most cases our students have been afforded learning opportunities at Palomar that are rarely if ever offered to undergraduates and even graduate students at many universities.**  **• Cultural Resource Management firms as well as governmental agencies actively recruit graduates of the Palomar program. Faculty are often contacted directly for referral of students to local firms and former Palomar archaeology students can be found on the staff of the Department of the Interior, State Parks, Universities, Colleges, and many local agencies.**  **• Despite the recession there has been a consistently high demand for the skill sets learned in the Palomar archaeological program with moderate growth statewide projected by the California Labor Department over the next two decade.**  **• Our discipline does not have formal professional organizations which can provide solid tracking data, but personal correspondence with our graduates would put their immediate employment rate in the field at approximately 80%. The matriculation rate from undergraduate transfer programs is probably considerably higher. Completion of graduate programs, which are the eventual destination for many of our graduates, is not as clear due to the wide dispersal of individuals to programs worldwide. We do have many testimonials from students who have gone on to tenured academic positions.**  **One important area of employment for our graduates involves the integration of GPS surveying skills and GIS data management. These technologies are critically important not only for modern Archaeological studies but for a broad range of environmental work and management services. This is a skillset with very high employment demand that will certainly increase in the coming years. Our certificate program is the only place in San Diego county at present where a community college student can obtain these integrated skills.**  **Current Staffing Shortfalls: Archaeology Core Instruction**  **Our program now lies at a critical juncture. The retirement of one full-time Anthropology faculty last year and the possible retirement of another in the relatively near future places not only the Archaeology degree but the entire Anthropology Program in jeopardy. The remaining three Anthropology permanent faculty are currently highly overextended and this is having a detrimental effect on our class offerings.**  **Our staffing shortage is compounded by difficulties we have in recruiting qualified part-time faculty. Within the Archaeology sub-discipline this is especially acute due to the following:**  **• Degree and Experience Requirements: A Master’s degree, demonstrated academic field experience, and a strong background in Cultural Resource Management are minimum requirements for individuals who will be able to effectively teach the range of our basic certification and A.A. courses. Individuals with these skillsets are typically either already employed at a senior level at environmental firms or are already on the faculty of higher education institutions. It is extremely difficult to find part-time individuals to teach these courses.**  **• Furthermore our mission at the Community College requires that our instructors be able to teach the introductory Cultural and Biological courses as well as their Archaeology specialty. Although most American Anthropology graduate programs are four-field, overseas programs are not and many individuals graduate without experience in teaching this broad range of subjects.**  **• Lack of Qualified Specialists: This scarcity is most felt in the lack of part-time instructors who are qualified to teach our required archaeology technical classes which include Anthropology 120 (Archaeological Excavation), 121 (Cultural Resource Management), 205 (Advanced Excavation Techniques), 210 (Archaeological Surveying), 215 (Laboratory Analysis), 220 (Advanced Archaeological Surveying) and 225 (Historic Archaeology). The ability to teach these courses is dependent on the acquisition of extensive field experience and/or specialized graduate training. They are not generalist skill-sets. Since these are classes required for our certificates and for our A.A. degrees, most courses are taught by the two full-time Archaeology faculty. Absence of either of these individuals due to academic or medical leave disrupts the class rotation.**    **• Full-time Faculty Accountability is required for Field Courses: Archaeology field courses require a marked degree of responsibility on the part of the instructor. Classes of 20-30 students are often taken into remote locations for multiple days under difficult and sometimes potentially hazardous conditions. The excavation classes are conducted in eight-hour shifts, every weekend, every fall semester. Surveys are conducted similarly in alternate spring semesters and usually include back country camping. These classes can only be taught by highly experienced and dedicated individuals who have the demonstrated ability to manage crews under these conditions. Professor de Barros has been teaching these classes for 16 years and Professor Eighmey for 6 years. We would not consider giving full responsibility for these classes to a part-time instructor due to liability issues.**   1. **What is the current status of the plan you articulated?**   **We were not granted either position even though Biological Anthropology was prioritized as #8. We are going to request two faculty positions again for 2014-2015. We will continue to search for qualified part-time instructors in Biological Anthropology and Archaeology.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **The total dollar amount received is: $13,190**  **ANTH 400010 $350 4 osteometric boards**  **ANTH 400010 $190 female siamang skull**  **ANTH 400010 $200 male siamang skull**  **ANTH 600010 $1,800 Multifunction large bed scanner/printer**  **ANTH 400010 $450 Munsell Color Charts**  **ANTH 400010 $6,200 H. erectus articulated skeleton**  **ANTH 400010 $1,000 Repair of Dry Screens for Archeological Fieldwork cost range is $750-1000**  **ANTH 400010 $3,000 Chimpanzee articulated skeleton**   1. **How were those funds spent?**   **\*\* Prices below do not include tax or shipping costs.**  **ANTH 400010 $350 ($280) 4 osteometric boards**  **ANTH 400010 $190 ($190) female siamang skull (female mandrill skull)**  **ANTH 400010 $200 ($180) male siamang skull**  **ANTH 600010 $1,800 ($300) Multifunction large bed scanner/printer**  **ANTH 400010 $450 ($360) Munsell Color Charts**  **ANTH 400010 $6,200 ($5500) H. erectus articulated skeleton**  **(disarticulated H. erectus/ergaster skeleton $2800,**  **two H. sapiens male disarticulated skeleton $2700**  **ANTH 400010 $1,000 ($1300) Repair of Dry Screens for Archeological Fieldwork cost range is $750-1000**  **ANTH 400010 $3,000 ($3000) Chimpanzee articulated skeleton**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **N/A**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **The biological anthropology purchases have a significant impact on the anthropology curriculum. For the Introduction to Biological Anthropology classes, about one quarter of the course is dedicated (required curriculum) to non-human primates (e.g. monkeys and apes). We have been slowly growing our non-human primate collection to reflect the importance of curriculum. Comparing and contrasting non-human primate skeletal material with human skeletal material is important in understanding evolutionary processes. Aside from lecture, two to three labs are devoted to non-human primate curriculum. The skeletons of H. erectus and H. sapiens are very important as one quarter of the course is dedicated to the hominin (humans and their ancestors) fossil record. Another quarter is dedicated to human diversity which the osteometric boards are used for, and the other quarter to genetics. Evolution is a principle factor embedded throughout the course.**  **We currently have one of the largest biological anthropology collections within San Diego County community colleges.**  **The biological anthropology items purchased affect the following SLOs for Anth 100, Anth 100L and Anth 101:**  **1. Explain the basic patterns of hominid evolution over the last seven million years, including the origin of Homo sapiens in Africa.**  **2. The student will be able to explain how Darwin's theory of natural selection results in evolution, adaptation and design, and how evolution affects our everyday lives.**  **3. The student will be able to explain the basic assumptions of science and how the scientific method works, including its focus on the study of natural causes and effects and the importance of peer review.**  **4. Understand the nature of human biological diversity, including how it relates to popular misconceptions about race**  **The archaeology items purchases affect the following SLOs for Anth 120, Anth 205, Anth 210, Anth 215, and Anth 225**  **Anth 120 and Anth 205**  **1. Demonstrate the ability to perform basic field identification and processing of archaeological materials recovered during excavation, including bag labeling and the recording artifact data in unit records.**  **2. Demonstrate the ability to properly lay out and excavate archaeological units, including the proper excavation of features.**  **3. Demonstrate the ability to share exacavation tasks and cooperate on completion of unit documentation.**  **4. Demostrate the ability to record and synthesize archaeolgical data such as setting, methods, stratigraphy, and context.**  **Anth 210**  **1. Conduct and/or participate in an archaeological survey using standard techniques to locate and record archaeological sites in the field.**  **2. Demonstrate the ability to prepare archaeological site records for submission to the South Coastal Information Center based upon data collected in the field.**  **3. Recognize that Native American communities place a high value on archaeological sites and traditional cultural**  **landscapes and that they can make important contributions to archaeological surveys.**  **ANTH 215**  **1. Demonstrate the ability to conduct basic analyses of typical prehistoric artifacts and ecofacts from Southern California.**  **2. Students will have the skills to perform entry-level processing of archaeological collections. They will be able to identify, clean, and catalog the majority of prehistoric artifacts and ecofacts they are likely to encounter in Southern California Assemblages.**  **3. Students will understand the relationship between field and laboratory data and the various imperatives of archaeological field recording methods.**  **Anth 225**  **1. Demonstrate a knowledge of, and how to use, a variety of written and oral resources in historical archival research.**  **2. The ability to determine the manufacturer, mode of manufacture, function and/or contents, and temporal range of various historic ceramic, glass, and metal artifacts.**  **3. Understand the basic trends and themes of the history of San Diego City and County.**   1. **Number of students affected**   **The biological anthropology items will be used in all of the Introduction to Biological Anthropology classes which include: Anth 100, Anth 100L, and Anth 101.**  **For Fall 2013 16 classes offered (three classes were online).**  **Spring 2014 includes 17 classes (three classes are online).**  **Based on 27 face-to-face Biological Anthropology classes (lectures averaging 42 students and labs averaging 30) approximately 1080 students have/will be impacted with these purchases 2013-2014. At least 1000 biological anthropology students will be affected each year.**  **Archaeology and cultural anthropology students students may also be affected with these purchases:**  **Fall 2013 Introduction to Cultural Anthropology (Anth 105) and Introduction to Archaeology (Anth 110) classes included: 11 (three are online). For Spring 2014 there are a total of 15 classes (three are online).**  **Class averages are 35.**  **Based on 20 face-to-face Anth 105 and Anth 110 classes approximately 700 students may be affected each year.**  **For archaeology, the screen repair and Munsell charts will benefit all excavation field classes (ANTH 120, 205, 206) and the scanner will assist work in all field and lab classes (ANTh 120, 205, 206, 210, 215, 220 and 225). Using an average of 35 for ANTH 120/205/206 and 210/220 and ad average of 20 for ANTH 215 and 225, these purchases will affect at least 145 students. This is for a two year period which students can take all classes required for the Certificates and A.A. Degree.**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **At this time biological anthropology requests have been funded. Cultural Anthropology (Anth 105), Language and Culture (Anth 107), Magic and Folk Religions (Anth 135), and Medical Anthropology (Anth 137) require new media resources and archaeology has software needs. \*\*We desperately need a full-time Biological Anthropology faculty position. In the near future we will need an archaeology full-time faculty position.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **PLEASE REFER TO THE FOLLOWING INSERTION FOR STEP II - EVALUATION OF PROGRAM AND SLOAC DATA that follows this page. This insertion follows the same format as the PRP; it was not included in this form because tabular data cannot be inserted into the table boxes.**  **Does this data reflect your planning, goals, and activities? If not, why?** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**      1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**      1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**      1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**      1. **Weaknesses**      1. **Opportunities**      1. **Challenges** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **1. Hire additional full time Faculty: As documented in previous sections our current full/part-time instruction ratio falls far below the college target level of 75% full time instruction. With the retirement of one full-time instructor in 2011 and the possible retirement of another instructor in 2015 our permanent instructional staffing shortfalls have now become severe. Currently the remaining three full-time instructors have found it difficult to manage the many administrative aspects of this successful program while providing our accustomed level of full-time instruction. Without immediate correction of this issue we will not only be impacting the quality of our program but will, after the retirement of Professor De Barros, be in danger of losing both the Archaeology AA degree and the Archaeology certificate and training programs altogether due to lack of staffing levels. Given our enrollment levels in Anthropology core courses as well as the requirements of the Archaeology program we hope to hire two permanent Anthropology faculty within the next 1-3 years. We feel this is vital to the health of the program.** |
| **Plans/Strategies for implementation** | **Implimentation by re-submittal of the faculty request forms for the next three academic years** |
| **Outcome(s) expected (qualitative/quantitative)** | **Failure to hire two additional instructors over the next three years will result in a part-time/full-time ratio approaching 70% part-time instruction and likely the collapse of the Archaeology program. Positive impacts of faculty hires during this period will be seen in a decrease in the proportion of part-time/full time instruction from the current estimated level of approximately 50-60% part time towards the goal of 75% full time instruction, as well as an expansion in possible class offerings, reduction of administrative workloads, and the preservation of the Archaeology program.** |
| **GOAL #2** | |
| **Program or discipline goal** | **2. Reinstate funding for Teaching Assistants in Archaeology, fund student internships in Archaeology, and provide new funding for Biological Anthropology Teaching Assistants: anthropology in general, and Archaeology in particular, are labor-intensive disciplines. Teaching anthropology laboratories often require considerable preparation time for the instructors, and due to the nature of the discipline much of the instruction which takes place in the lab should be on an individual basis. Archaeology field courses are extremely labor-intensive team efforts and require the work of many individuals. The roles of student Teaching Assistants are probably most valuable for the introduction they give students to the teaching profession and the skillsets they will need if they decide to pursue that career option.**  **a. Archaeology Teaching Assistants: Archaeology Teaching Assistants are essential for the survival of the current program and the safety of the students enrolled in this program. Archaeology in practice requires a great deal of manual labor and individual supervision which simply cannot be achieved by one or two instructors. Since its inception in the mid-1970s, the archaeology program has long depended on the ability to hire student Teaching Assistants and Workers to maintain the quality of instruction and to complete the myriad tasks required by the discipline. Once students have been trained through our academic program we rely upon them to assist with our programs of field research, analysis, and curation. The Archaeology program has been hampered in recent years by a 30% cut in the funding needed to allow us to maintain the required level of student work-study needed to run our field and laboratory classes. Duties of Archaeology Teaching Assistants include, but are not limited to:**  **1. Assistant Archaeology Lab Director: an essential and demanding position that coordinates and supervises the processing and cataloging of excavated artifacts during ANTH 120/205, including the supervision of students taking ANTH 297 and Federal Work Study students, and who reports to the Instructional Staff.**  **2. Archaeological Field Teaching Assistants: Assist in supervision of students in the field excavation class (ANTH 120/205), assist the instructors in maintaining order in field paperwork, help maintain safe conditions in the field, help supervise the storage and retrieval of equipment, assist in completion of site record forms and in completing documentation.**  **3. Archaeological Survey Teaching Assistants: Assist the instructor in leading teams of students in archaeological surveys (ANTH 210/220), help the instructor maintain safe conditions in the field, complete the required paperwork for archaeological site recordation, and help instruct students in artifact identification (the nature of Archaeological survey requires that experienced individuals be paired with less experienced students on a small group basis for safety and logistical reasons).**  **One of the most critical teaching assistant needs for ANTH 210/220 is someone who can convert total station and GPS field data into GIS shapefiles for State Parks. The funding for TAs for the Archaeology Program had not changed for nearly 20 years when Dr. de Barros took over the program in 1996. Thanks in part to substantial program growth between 1996 and 2000, funding was increased to about $3,680 per year. Then, after 2008, funding cuts totaling close to 30% were implemented so that the current funding is currently $2,596. Over the last five years this has made it difficult to provide adequate TA aupport for our large field and survey classes (ANTH 120/205 and 210/220). During Spring semester, there are no longer sufficient funds to fully support the lab assistant position who helps supervise ANTH 297 and 298 interns in the archaeology lab, a critical component of our Certificate Program. The ability to continue inventory of existing collections required under the CalNAGPRA Law is also in serious jeopardy. Since 2010, the ANTH 220 advanced surveying class was nearly cancelled twice (2010 and 2014), saved only by the volunteer efforts of a local GIS consultant who donated much of his time. In 2012 it only survived thanks to some infusion from the Dean's office. This can no longer continue.**  **We cannot emphasize enough that the continuation of our survey program arrangement with California State Parks requires the reinstatement of the Archaeology TA funding. The agreement that we have with State Parks since 1996 for training students in archaeological survey (ANTH 210/220) requires that we submit all site map and survey data from the two classes in the form of GIS shapefiles. This requires someone who has sufficient GIS expertise to do this. Furthermore, our surveying classes have grown substantially since Dr. de Barros took over the program (from 11 students in 1996 to 38 students in 2014). The lack of funds is now threatening the beginning survey class program (ANTH 210) as well because State Parks (which now requires permits to be obtained through Sacramento instead of the regional office) will not give us a permit to do the surveys if we cannot provide the required GIS data. If we don't get funds restored, this will be mean that we will have to close down our 38-yr old surveying program in 2016 and lose a valuable partnership with State Parks. This would be tragic and significantly reduce the viability of our Certificate and A.A. Degree programs. In fact, we would have to eliminate one of the two Certificate Programs (Lab Analysis and Surveyor Certificate). This would seriously threaten the viability of the entire Archaeology program.**  **4. Important responsibilities assigned to Archaeological Field Teaching Assistants:**  **a. Continue the ongoing State mandated CalNAGPRA inventory of our existing collections which consists of hundreds of boxes of artifacts from various on-campus and off campus excavations.**  **b. Preparing and organizing field equipment prior to excavation**  **c. Insuring that weekly expendables are replenished and ready for use in the lab and/or field.**  **d. Cleaning, drying, sorting and labeling artifacts brought in from the field excavations.**  **e. Preliminary classification and cataloguing of artifacts prior to analysis.**  **f. Data entry of artifact numbers and provenience into our database.**  **g. Preparation of artifacts for curation by individual labeling, bagging, and boxing.**  **h. Maintaining the order of the research library in the Archaeological Laboratory**  **i. Retrieving and placing artifacts, equipment, and surplus supplies to/from the Archaeology program storage facilities.**  **5. Important responsbilities assigned to Survey Teaching Assistants:**  **a. Assisting the Instructional Staff in the preparation of in-class exercises for ANTH 120/205 and ANTH 210.**  **b. Archaeology Internships : The Archaeology Program has often placed students or helped to place students in internships with the Museum of Man, the San Diego Archaeological Center, local archaeological consulting firms (CRM firms), and the like. These are rarely paid positions. Our department has active connections in local Anthropological and American Indian communities and has a very successful ongoing for-credit internship program. As part of our 2012-2013 goals a separate class, Anthropology 298, was created to encompass all of our credit internship programs. This class will be available in Fall 2014. A paid internship program would complement the for-credit internships and would be beneficial for two primary reasons. First, the current economic climate makes it financially very difficult for many students to undertake unpaid internships with institutions in the area. Secondly, organizations such as CRM companies or museums often have a broader range of tasks and positions than can be easily accommodated by the academic contract required for the for-credit internships. Internships with private Archaeology and/or Environmental firms is an important part of our professional placement efforts. Paid internships would greatly increase our ability to place students in challenging work and research positions in San Diego County.**  **c. Biological Anthropology Teaching Assistants: Approximately ten years ago Palomar College became one of the first community colleges in California to follow the University model and accompany their Biological Anthropology lectures with laboratory sections. Even today, relatively few community colleges have instituted this vital instructional element. Our lab sections are currently capped at 30 students, but even this number makes it very difficult for instructors to offer individual attention during the lab exercises. Moreover such large classes make it difficult to devote sufficient time for grading the lab reports, many of which are routinely 5-10 pages in length per student, per lab, with a minimum of 13 labs per class per semester when completed. Teaching Assistants would greatly increase the efficiency of these classes and would allow instructors to devote much more time to teaching rather than setting up and disassembling lab exercises. This would greatly increase the instructor’s ability to undertake more complex and comprehensive lab assignments. Responsibilities of anthropology Teaching Assistants would include assisting instructors in arranging and administering biological anthropology labs:**  **1. Retrieve and arrange skeletal elements for labs**  **2. Properly label, or re-label, skeletal materials for laboratories**  **3. Prepare labs and prepare solutions and/or specimens.**  **4. Cleanup laboratory areas and reshelve specimens after use.**  **6. Inventory, monitor and maintain lab specimens and equipment under the guidance of the instructor.**  **Responsibilities would also include helping to process completed Biological Anthropology lab reports:**  **1. Teaching Assistants can help monitor laboratory procedures for the safety of the students and the specimens.**  **2. Lab Report grading could be greatly facilitated by having Teaching Assistants check completed labs during lab sessions ands return them to students.** |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** | **Results would be reflected in an immediate and sustained increase in the quality of classroom and laboratory education, an expansion of the scope and types of labs offered in Biological Anthropology, increased levels of internships, more diverse work/study experiences for our students, and the continuing health of the Archaeology program.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Increase Exposure for the program in the community**  **a. Expand communications with Palomar Counselors to insure that information about the Archaeology and Anthropology programs are disseminated.**  **b. Promote the program through local High School counselors, Palomar counselors, and during on-campus student activity/event programs.**  **c. Increase communications with American Indian Communities.**  **d. Pursue further integration of our AA degree program with the Anthropology degree programs at CSUSM, SDSU, and other CSU campuses.**  **e. Maintain relations with CRM firms to insure that the quality and extent of Palomar’s program is appreciated and promote the employment of our graduates.** |
| **Plans/Strategies for implementation** | **Implementation has begun through increased contact with the Palomar College Counseling center. A joint meeting was held on January 24th, 2014, with the VP of Instruction, our Dean, our Department Chair, and Professors de Barros and Eighmey about our plan to improve and bolster are Archaeology Program and how best to deal with recent State changes. Outreach to the local High Schools and CSU campuses will be pursued. This should also produce increased enrollments in the Anthropology program.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Promotion of our program through private firms should provide significantly more employment opportunities for our students.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **GOAL 4. Pursue a separate AA-T degree in Archaeology in addition to the AA-T in Anthropology**  **a. Contact local and regional CSU campuses where it is most likely that we can promote equivalency and transferability of Palomar Archaeology courses where applicable.**  **b. Work with the Palomar Articulation office to insure proper implementation of this program.**  **c. Finalize the TMC/AA-T degree program** |
| **Plans/Strategies for implementation** | **Implementation will begin in the Spring of 2014 with consultations with local CSUs. We will also consult with the American Indian Studies Department who will facilitate contacts with the local American Indian Community with whom we hope to develop new cooperative courses in archaeological monitoring. Submit the final form of the agreement in the Fall of 2014, and implement the AA-T by Fall 2015, if possible.** |
| **Outcome(s) expected (qualitative/quantitative)** | **This will result in an expansion of our overall course offerings, the creation of one or more new courses, the establishment of closer ties between Palomar College and CSUs that emphasize archaeology, provide incentives for students to complete Archaeology Program Certificates and obtain the A.A. Degree in Archaeology, improve ties with the local American Indian Communities, and create a closer working relationship with the AIS department. Anticipated results include an important increase in course enrollment, particularly in our more advanced/specialized courses.**  **GOAL 5. Improve and upgrade archaeological resources through the purchase of appropriate equipment, technology, and supplies that will assist staff to improve the quality, breadth and depth of the teaching of its archaeology field and lab classes.**  **GOAL 6. Continue to pursue the SLO Accessment Cycle more diligently than we have in the past two years, especially for ANTH 100 and 105. Due to increased demands for the creation of new courses to alleviate obstacles created by the State regarding class repeatability and due to in part to the absence of Anthropology Discipline Coordinator during the 2012-13 academic year, SLO assessment has not progressed at the rate it should. Anthropology began taking steps this past Fall and will continue this Spring to see that SLOs in our most common courses (ANTH 100, 101, 100L, 105) are being assessed, as well as SLOs for other courses.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our goals align with the College Mission's emphasis on transfer-readiness, general education, career and technical training, and aesthetic and cultural enrichment (especially in Cultural Anthropology). With our renewed emphasis on the SLOAC effort, our goals also relate to the community college focus on student learning outcomes. Our program especially emphasizes the college values focused on excellence, access, creativity and innovation, and physical presence and participation in the community. By the very holistic nature of anthropology, we also emphasize the values of equity, diversity, inclusiveness, and mutual respect and trust.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our Goal 1 to hire new faculty fits with Stategic Plan Goal 3, Objective 3.1 relating to rebuilding staffing levels. Increased full-time faculty will also help students get good advice about tansferring to 4-year institutions which relates to SPG 1, specifically Objective 1.4 regarding orientation, transfer, and education planning.**  **Our Goal 2 to increase funding for TAs also relates to SPG 3, Objective 3.1 realting to rebuilding staffing levels and allowing us to achieve Program and Course goals adequately. Lack of TA funding is threatening the future existence of our Archaeology Certificate and A.A. Degree Program.**  **Our Goal 2 to request new funding for paid internships relates to SPG 2, Objective 2.3 relating to increasing external funding through grants and partnerships within the community.**  **Our Goal 3 for increased exposure and interaction and partnerships within and with external groups in the community relates to SPG 2, especially Objective 2.3; SPG 1 is also applicable in terms of the link between SLOACS, Program Review and Planning, and strategic long-term planning.**  **Our Goal 4 regarding the Archaeology TMC/AA-T Degree fits well with SPG 2 relating to partnerships with the community and will assist the ability of students to transfer to CSUs.**  **Our Goal 5 relates to SPG 1, specifically 1.8 which links SLOs to Program Review and Planning, strategic planning, and resource allocation so that we can obtain adequate instructional resources requested in STEP IV.**  **Goal 6 relating to improving our SLOAC process is linked directly to SPG 1, specifically Objective 1.8 of placing SLOACS at the center of Program Review and Palnning, strategic planning, and resource allocation.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **We have identified two areas of immediate and great concern that require College-wide dialogue:**  **• Current faculty and TA staffing needs in our discipline now and going forward are seriously impacting our program and yet do not seem to be addressed with sufficient urgency. A dialogue must be engaged which will determine the support of the university for this program in the long-term.**  **• The current level of effort required to complete PRPs and to align them with what is perceived as a comprehensive instructional framework that includes SLO’s and Strategic Goals is significantly impacting instructional time in smaller disciplines. It is therefore becoming counter-productive. It is imperative that the complexity of the assessment and proposal processes be decreased and the efficiency of the system be increased.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **2 digital cameras for microscopes** | **5** | **1.8** | **12** | **These are used for teaching several kinds of artifact and ecofact analysis (ceramics, sediment analysis, floral analysis) in ANTH 215 (SLO #3). We currently have only one makeshift arrangement that is not up to the task. Some important aspects of ceramic, sediment and floral analysis cannot be done without these cameras.** | **$600** |
| **a2.** | **5 anthropology DVDs** | **5** | **1.8** | **11** | **Many of our VHS tapes are either too worn or do not work on the AV equipment in the new MD building and we need updated DVDs in ANTH 100, 105 and 110 to improve quality of instruction. The potential DVDs selected could relate to a number of SLOs for these 3 classes based on a careful screening of their content for their utility.** | **$1850** |
| **a3.** |  |  |  |  | **NOTE: a1 & a2 belong under "c" (supplies) but there is** |  |
| **a4.** |  |  |  |  | **no way to include them due to the inflexible table format.** |  |
| **a5.** | **NOTE: THERE IS NO PAGE 30.** |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **Digital Data Projector for MD-121** | **5** | **1.8** | **3** | **ANTH 215 and portions of ANTH 120, 210 and 225 are taught in the MD-121 archaeology lab where artifacts and ecofacts are stored. Despite our requests during the design of the lab, no overhead digital data projector was installed. New structural support have to be created to make the installation of a projector possible and other structural changes are needed to install a projection screen. This will allow Powerpoint presentationsand videos in conjunction with artifact and map activities in the lab that are valuable components of the instruction of these classes. A number of different SLOs apply for these classes depending upon PowerPoint and/or DVDs shown. They would particularly apply to SLOs 1-3 for ANTH 215; SLOs 1, 2 and 4 for ANTH 225; SLOs 1, 3 and 4 for ANTH 210.** | **$5000-7000** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **Plastic Bags & Survey Pin Flags** | **5** | **1.8** | **7** | **These are basic resources required every year for the proper implementation of field and lab classes and artifact processing. The work cannot be done without them. Classes affected include ANTH 120/205/206; ANTH 297, 197 and 298; ANTH 210/220; ANTH 215 and 225. Current department budgets for supplies are not sufficient. Plastic bags and pin flags are essential consumables for archaeological excavation,survey, and lab work.** | **$500** |
| **c2.** | **15 USGS topo map readers** | **5** | **1.8** | **14** | **These are tools used for teaching and lab activities associated with the use and interpretation of topographic maps during the ANTH 210/220 classes. We currently have only 50% of what we need resulting in alternating student sharing and reduced time available for training. These tools are relevant for SLOs 1 & 3 for ANTH 210 and SLO 1 for ANTH 220.** | **$110** |
| **c3.** | **4 geology picks** | **5** | **1.8** | **13** | **Part of ANTH 120/205 excavation classes require the identificaion of fire-altered rock (as opposed to rocks not so affected) in order to assess the presence of stone boiling cooking loci and/or hearths. Many rocks need to be broken open to verify whether they have been altered by fire and this requires the use of geological picks. Currently only have one that belongs to an instructor. The use of the picks applies to instruction relating to SLO 2 in ANTH 120 and SLO 2 in ANTH 205.** | **$150** |
| **c4.** | **2 Munsell Soil Guides** | **5** | **1.8** | **10** | **Part of teaching archaeological excavation (ANTH 120/205) involves prepartion of excavation unit soil profile drawings. We currently have 2 such guides but this is insufficient for classes that reach 35 students as all excavation units need to have soil profiles drawin with the use of these guides. We need 2 more guides to effectively teach how soil profile drawings are done for all students. The Munsell guide relate to SLO 3 for both ANTH 120 and 205.** | **$260** |
| **c5.** | **Archaeology reference books** | **5** | **1.8** | **8** | **Reference books for the teaching of ANTH 120/205/206, ANTH 210/220, 215 and 225 are important assets during field and lab exercises. This is especially true in ANTH 215 and 225, where references are often costly. Many of our reference books were purchased in the 1970s and 1980s and are badly out of date. Such books would assist in the instruction of SLOs 1 and 3 for ANTH 215 and SLOs 2 and 3 for ANTH 225. Artifact and ecofact analyses in ANTH 215 and 225 require the assistance of such reference books to effectively teach these skills.** | **$750** |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **3 Terrain Navigator Pro annual licenses** | **5** | **1.8** | **9** | **This is critical software for the instruction of ANTH 210 and 220 (archaeological surveying and mapping). It has to be renewed each year to have access to updated maps and aerial photos and is somewhat limited in its capacities if renewal fees are not paid. One copy is in the instructor's office (MD-253) and the other 2 are in MD-121 and MD-124. This software is especially usefulfor instruction oriented toward SLO 1 and 3 in ANTH 210 and SLOs 1 and 2 for ANTH 220.** | **$400** |
| **d2.** | **Conference Travel & Registration Fee** | **5** | **3.3** | **6** | **Part of professional development in the social sciences is keeping up in one's discipline and annual conferences and/or seminars are some of the best ways to do so. The paltry sums available per person for travel are totally insufficient. Full-time staff needs assistance to help pay for conference registration fees and/or travel costs. The college used to provide important assistance in this area. Professional Development can contribute toward the better instruction of a wide range of SLOs in a variety of disciplines, depending upon the conference.** | **$1200** |
| **d3.** | **Printing of Field & Lab Manuals** | **5** | **1.8** | **2** | **As part of revamping course instructional materials for ANTH 120/205, 210/220, 215 and 225, staff has a plan to provide instructional manuals for students as there is (are) rarely a textbook(s) that are adequate to the job. Most of books on the market lack specificity to local conditions or course needs and/or contain much irrelevant material. These have been or are being prepared by staff but monies are lacking for printing copies for students. It is not reasonable to simply put them online as students are already overburened with printing costs (for ink especially) because instructors have put most instructional materials online without regard to student financial assets. In addition, it is Dr. de Barros' experience over 20 years that students relish keeping these manuals for future reference in their archaeological careers and want hard copies. They are of course indispensable for the instruction of these courses. The cost estimate is based on the page length of each manual and average number of students per class times the graphicsdepartment per page charge for printing/photocopying. These manuals will assist in the instsruction of SLOs 1-3 for ANTH 120 and 205; SLOs 1-3 for ANTH 210; SLOs 1&2 for ANTH 220; SLOs 1-3 for ANTH 215; and SLOs 2 and 3 for ANTH 225.** | **$2,700** |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** | **2 Field Assistants & 1 Lab Assistant for ANTH 120/205 (annual) & 2 Field Assistants & 1 GIS assistant for ANTH 210/220 (biannual)** | **2** | **3.1** | **1** | **The detailed rationale for the need to restore funding to our TA program is presented under Goal #2 in Part III above (2a). This request is for restoring the 30% cuts to our TA program funding, without which the surveying porition of our Archaeological Certificate and A.A. Degree Program would have to be closed down as noted earlier. These TAs assist in all practical excavation and survey work in ANTH 120/205 (SLOs 1-3 and 5 for each; and ANTH 210/220 (SLOs 1 &2 for each). NOTE: THE FUNDING FIGURE REQUESTED IS FOR RESTORING MONIES CUT FROM THE PROGRAM. It is assumed that the current budget of $2,596 would thereby be increased by $1,100 to about $3,680 if our request is granted..** | **$1085** |
| **e2.** | **Paid student internships** | **2** | **2.3** | **5** | **The detailed rationale for funds to create paid internships is presented under Goal #2 in Part III above (2b). It should be emphasized that many students cannot afford to do unpaid internships due to tuition, part-time or full-time job workload, and their course workload. Internships may apply to a wide range of SLOs associated with practical excavation, survey and lab practical training in ANTH 120/205, 210/220, 215 and 225. They would be the same SLOs listed for the d3 above (printing of instruction manuals)..** | **$9600** |
| **e3.** | **1 Lab Assistant for Biological Anthropology** | **2** | **3.1** | **4** | **The detailed rationale for funds to provide new funding for a Bio Anthro TA position is presented under Goal #2 in Part III (2c). The TA assistance will be particular important for instruction associated with ANTH 100L lab and the lab component of ANTH 101.** | **$1000** |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**