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| **Discipline: Anthropology** | **Date 02/11/15** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**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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| **List everyone who participated in completing this Program Review and Planning Document.**  **Philip de Barros, Jim Eighmey, and Anne-Marie Mobilia** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + 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>).   Declining enrollments are still a problem for the college (4% last year) and for anthropology (3%). This decline is reflected in a decline in WSCH from 4,170 to 4,076 and in a sharp decline in WSCH/FTEF in 2012-13 (567 to 500) with a slight recovery in 2013-2014 (up to 505). This is the result of being asked to add many new sections, many of which were later cancelled. The addition of extra sections also affected our census load which dropped from 96.2% to 87.6% in 2013-14 due to the retention of classes with lower fill rates. We have begun to make adjustments by reducing the number of class sections. Nonetheless, our census load % is still quite good and is above the college average of 85.2%. Student retention rates in anthropology have increased slightly from 2012-13 to 2013-14 (92.6% to 93.0%). Retention rates went up especially for evening classes (from 91.1% to 97.3%), a rate that is also above the college average.  For specialized programs, like the Archaeology Program, we strongly recommend that some flexibility be allowed regarding cancelling classes, because historically (over the last 40 years), speciality classes in archaeology, such as ANTH 215, 225 and 121, have had enrollments of 16-18, sometimes 20 students. Students often enroll in these classes relatively late as well; witness ANTH 225 in Fall 2014 which had only 11 a week before classes but 15 by the time classes began; the same is true for ANTH 121 which had only 11 a week before and 16 by the second week; and ANTH 215 which was at 16 rose to 19. The college is going through difficult times and the burden should not be placed entirely upon the programs to solve the problems. We will do our part and we have developed a detailed Archaeology Plan that is presented later as an attachment, but we need support from the college. The specialty classes in archaeology are what make our Archaeology Program unique (along with ANTH 210) and they are only offered once every two years. If we begin cancelling one or more of these, it will have a rapid cascading effect that will lead to increased declining enrollment due to delays for students trying to finish Certificates and the A. A. Degree.  With regard to Archaeology Program Certificates and A.A. Degree numbers, since the economic crash of 2008-09, Certificates have held steady varying between 6-8 between 09-10 and 13-14. A particular effort was made to get students to obtain the A.A. Degree in Archaeology even if they had another transfer degree and this resulted in numbers rising from 1-2 for 2010-2013 to 4 for 2013-14. We intend to pursue additional agreements with other CSUs for some of our courses to count for upper divivision credit, as we have with CSUSM, and eventually push for a A.A. TMC Transfer Degree for Archaeology once additional agreements are in place. Gloria Kerkoff in Articulation suggested that we should consider the feasibility of developing a B.A. in Archaeology as it would not compete directly with CUs which only offer a B.A. in Anthropology (of which Archaeology is a subdiscipline). |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   Efforts were made to assess additional SLOs for our bread-and-butter classes (ANTH 100, 100L, 101 and 105) last Fall and the Archaeology Program as a whole was also assessed for the second time. However, overall we have not kept pace with assessment of SLOs for several other courses, especially those that are only taught by one instructor. ANTH 107, 135, and 137 have been assessed recently and input will be made available for ANTH 125, 126 and 225 this semester, along with ANTH 121. Currently we are moving toward trying to meet and surpass our goals stated in the last PRP. We have also made some progress in adjusting our GE/ILO outcomes to be sure they adequately reflect what we do in our courses, but not nearly enough. Focus on remedying these deficiencies are ongoing last and this semester. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (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). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   We stand by our assessment of last year about how the development of an A.A. TMC Transfer Degree in Anthropology is likely to depress numbers of students filling out the paperwork for an A.A. Degree in Archaeology, but we have been successful so far in increasing out A.A. Degree numbers by emphasizing the importance of showing one's skills and education in archaeology by also having this second degree. Ultimately, this situation will be improved when we are successful at developing an TMC transfer degree for Archaeology. We have developed a long-term Archaeology Plan to help expand interest and enrollments, including talking with colleagues at SDSU, USD and UCSD that don't offer several of the courses we offer, and potentially returning to Vocational Education as we were in the 1970s and 1980s, as having a community advisory committee is definitely in our best interests. See a much more detailed discussion of the Archaeology Plan provided as an attachment for Section IIC.   1. **Given this updated 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.**   We stand by our assessment (see #1 above). See detailed Archaeology Plan in Section IIC below. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is 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.)**   The forecasts in last year's 2013-14 PRP have held steady. For example, for the nation, a 19% increase in jobs (faster than average) is predicted for the present through 2022 with the average salary at $57,420 ($27.61/hr) (see http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Anthropologists-and-archeologists.htm). For California, a 44.4% increase in jobs is expected up through 2022. This much larger increase for California as a whole is due to the very large Cultural Resource Management (CRM) industry associated with housing development in the state, which is now picking up considerably. (see http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=anthropology&careerID=&menuChoice=&geogArea=0601000000&soccode=193091&search=Explore+Occupation |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   a) The Archaeology Program received much of what it requested in equipment and software based on last year's PRP, including money for bags, pin flags, tripod screen repair, map secion and UTM readers, Terrain Navigator Pro map and survey software for use in the classroom and lab, additional Munsell soil profile books, field picks, and money for additional reference books for both prehistoric and historic archaeology. Most of these items for use in the ANTH 120/205/206 excavation class have been purchased and were used last semester to the benefit of the program, especially the repaired tripod screens, the picks, and Munsell guides. A list of reference books need for the program has been compiled and we expect to order those this semester to the benefit especially of our specialty lab classes (ANTH 215 and 225) but also are advanced excavation and survey classes (ANTH 205/206 and ANTH 210/220). The Terrian Navigator Pro software renewal for Dr. de Barros, MD-121 and MD-124 (anthro/arch labs) are essential. The monies alloted for the preparation of field and class/lab manual materials is underway or completed for ANTH 120/205/206 and ANTH 225, and there will be a focus on ANTH 121 and 215 this semester. However, such printing costs need to be renewed annually as there are virtually no adequate textbooks on the market that are adapted for our classes. They tend to be too general and/or lack material specific to California and/or the methods that we use.  We find it unfortunate that we cannot get the 30% cut in funding for our TAs fully or partially restored on a permanent basis rather than asking for emergency funds each year. We also feel that the installation of a projector in MD-121, which was originally planned for when building design was discussed in committee with the architects, was not installed and it still has not been funded.  We desperately need new faculty for Biological Anthropology and soon Archaeology due to the departure of Dennis O'Neil several years ago and the soon-to-be retired coordinator of the Archaeology program, Dr. Philip de Barros. It is very difficult to find part-time instructors for our specialty classes in Archaeology. It is still inexplicable to us that Anthropology could be ranked No. 8 for hiring in one year and plummet to 22 the next!  b) The same problems persist: inadequate funding for Archaeology Program TAs, especially for GIS work; declining enrollments at the college level; state changes that are trying to quickly push students through the college with entirely inadequate (in numbers) counseling staff and standardization and efficiency emphases that ignore the unique character of our college and ignore the qualitative aspects of education. NEW PROBLEM: the early cancellation of classes and a rigid one-size-fits-all for class size minimums that most faculty feel is very short-sighted. A more flexible approach is needed. Part of the problem was created by the college's recent insistence that more and more sections be added during declining enrollments over the last few years.  c) See attached ARCHAEOLOGY PLAN, including the request for a separate Archaeology PRP in 2015-2016. The plan is provided as an attachment because its outline format will not work well within the PRP box format.  d) no additions |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. 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. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** | **Digital Data Projector for MD-121** | **600010** | **5** | **1.8** | **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 has 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 for Powerpoint presentations and 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. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **3 GPS connector cables** | **400010** | **5** | **1.8** | **The GPS equipment used for ANTH 210/220 archaeological survey classes includes ProMark 3 data collectors that have cables that connect to the antennae. Two have become dysfunctional and do not allow the signal to pass from the antennae to the data collector. These are urgently needed for our Spring 2016 survey class at Rancho Cuyamaca State Park for both ANTH 210 and 220 classes. Department monies are not sufficient to cover these costs.** | **$350** |
| **c2.** | **3 shade tarps** | **400010** | **5** | **1.8** | **The first 4-6 weeks of our ANTH 120/205/206 excavation classes are usually quite hot (especially September) and students are required to exavated in the sun for 5-6 hours as there are no shade trees where we excavate under contract with County Parks. We have some shade tarps but several no longer close and/or open up property and need to be replaced. Department budgets are insufficient to bear these costs.** | **$300** |
| **c3.** | **plastic bags and survey pin flags** | **400010** | **5** | **1.8** | **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** |
| **c4.** | **5 anthropology DVDs** | **400010** | **5** | **1.8** | **Many of our VHS tapes are either too worn or do not work on the AV equipment in the new MD bldg, and we need updated DVDs in ANTH 100, 105 and 110 to improve quality of instruction. Just as we are asked not to use only textbooks that are more than 5 years old, the same criterion ought to apply to DVDs, many of which are 10 or more yrs old. The potential DVDs selected could relate to a number of SLOs for the 3 classes noted above based on a carefull screening of their content, utility and quality of presentation.** | **$1850** |
| **c5.** | **4 field tarps** | **400010** | **5** | **1.8** | **These are basic resources required every year for the proper collection of screened excavation dirt that is later used to refill the excavation units after they are completed, which is required for both safety reasons and to protect unexcavated areas from future erosion. The tarps also prevent unexcavated areas from contaminating unexcavated areas. These tarps get damaged and wear out over time and need periodic replacement. Classes affected include ANTH 120/205/206. Current department budget for supplies are not sufficient.** | **$120** |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **Printing of Field and Lab Manuals** | **500010** | **5** | **1.8** | **As part of revamping course instructional materials for ANTH 120/205/206, 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, 205 and 206; 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.** | **$2700** |
| **d2.** | **3 Terrain Navigator Pro license renewals** | **500010** | **5** | **1.8** | **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 very 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.** | **$425** |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **2 Field Assistants & 1 Lab Assistant for ANTH 120/205/206 (annual) & 2 Field Assistants & 1 GIS assistant for ANTH 210/220 (biannual)** | **230010** | **2** | **3.1** | **The detailed rationale for the need to restore funding to our TA program was presented under Goal #2 in Part III (2a) of the 2013-2014 PRP. It is not repeated here in this updated PRP. This request is for fully or partially 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 because of insufficient funds to pay for a GIS assistant for ANTH 210/220 mapping. New work for County Parks will also require GIS assistance for our excavation classes, ANTH 120/205/206.**  **The 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). We were granted additional TA funding based on the 2013-14 PRP requests; this is greatly appreciated. However, these are ongoing annual and/or biannual costs and we respectfully request these funds be provided once again if TA funding is not going to be restored.**  **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 $1,085 to about $3,680 if our request is granted.** | **$1085** |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests 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 six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **2 Field Assistants & 1 Lab Assistant for ANTH 120/205/206 (annual) & 2 Field Assistants & 1 GIS assistant for ANTH 210/220 (biannual)** | **230010** | **2** | **3.1** | **The detailed rationale for the need to restore funding to our TA program was presented under Goal #2 in Part III (2a) of the 2013-2014 PRP. It is not repeated here in this updated PRP. This request is for fully or partially 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 because of insufficient funds to pay for a GIS assistant for ANTH 210/220 mapping. New work for County Parks will also require GIS assistance for our excavation classes, ANTH 120/205/206.**  **The 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). We were granted additional TA funding based on the 2013-14 PRP requests; this is greatly appreciated. However, these are ongoing annual and/or biannual costs and we respectfully request these funds be provided once again if TA funding is not going to be restored.**  **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 $1,085 to about $3,680 if our request is granted.** | **$1085** |
| **2.** | **3 GPS connector cables** | **400010** | **5** | **8** | **The GPS equipment used for ANTH 210/220 archaeological survey classes includes ProMark 3 data collectors that have cables that connect to the antennae. Two have become dysfunctional and do not allow the signal to pass from the antennae to the data collector. These are urgently needed for our Spring 2016 survey class at Rancho Cuyamaca State Park for both ANTH 210 and 220 classes. Department monies are not sufficient to cover these costs.** | **$450** |
| **3.** | **3 shade tarps** | **400010** | **5** | **8** | **The first 4-6 weeks of our ANTH 120/205/206 excavation classes are usually quite hot (especially September) and students are required to exavated in the sun for 5-6 hours as there are no shade trees where we excavate under contract with County Parks. We have some shade tarps but several no longer close and/or open up property and need to be replaced. Department budgets are insufficient to bear these costs.** | **$300** |
| **4.** | **Digital Data Projector for MD-121** | **600010** | **5** | **1.8** | **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 has 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 for Powerpoint presentations and 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** |
| **5.** | **Printing of Field and Lab Manuals** | **500010** | **5** | **1.8** | **1.8As part of revamping course instructional materials for ANTH 120/205/206, 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, 205 and 206; 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.** | **$2700** |
| **6.** | **3 Terrain Navigator Pro license renewals** | **500010** | **5** | **1.8** | **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 very 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.** | **$426** |
| **7.** | **4 field tarps** | **400010** | **5** | **1.8** | **These are basic resources required every year for the proper collction of screened excavation dirt that is later used to refill the excavation units after they are completed, which is required for both safety reasons and to protect unexcavated areas from future erosion. The tarps also prevent unexcavated areas from contaminating unexcavated areas. These tarps get damaged and wear out over time and need periodic replacement. Classes affected include ANTH 120/205/206. Current department budget for supplies are not sufficient.** | **$120** |
| **8.** | **plastic bags and survey pin flags** | **400010** | **5** | **1.8** | **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** |
| **9.** | **5 Anthropology DVDs** | **400010** | **5** | **1.8** | **Many of our VHS tapes are either too worn or do not work on the AV equipment in the new MD bldg, and we need updated DVDs in ANTH 100, 105 and 110 to improve quality of instruction. Just as we are asked not to use only textbooks that are more than 5 years old, the same criterion ought to apply to DVDs, many of which are 10 or more yrs old. The potential DVDs selected could relate to a number of SLOs for the 3 classes noted above based on a carefull screening of their content, utility and quality of presentation.** | **$1850** |
| **10.** |  |  |  |  |  |  |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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| **9.** |  |  |  |  |  |  |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**