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Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional 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.)

Discipline: Anthropology

Instructional Department/Discipline   **2007-08**

1. **4-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	968	1,128	1,047	1,114	*Self Explanatory*
Census Enrollment Load* %	89.52%	92.12%	82.54%	87.67%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	2,984	3,547	3,231	3,487	Weekly Student Contact Hours
FTES	99.46	118.24	107.69	116.23	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	5.93	6.67	6.67	7.07	Total Full-Time Equivalent Faculty
WSCH/FTEF	503	532	485	493	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	2.80	2.80	1.80	3.80	FTEF from Contract Faculty
Hourly FTEF	2.00	2.80	3.40	2.40	FTEF from Hourly Faculty
Overload FTEF	1.13	1.07	1.47	0.87	FTEF from Contract Faculty Overload
Part-Time FTEF	3.13	3.87	4.87	3.27	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	52.81%	58.00%	73.00%	46.23%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	93.45%	93.50%	94.87%	92.97%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	74.30%	71.82%	69.66%	68.60%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	2	5	2	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	3	5	6	N/A	Total number of Certificates awarded for the Full Academic Year
** - Under 18 Units**	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
** - 18 or More Units**	3	5	6	N/A	Total number of Certificates awarded for the Full Academic Year

2. **Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

The WSCH and total FTEF counts for anthropology classes have grown steadily for the last 4 years. Given the fact that online and primetime anthropology courses regularly fill up and students are turned away, we anticipate that this trend will continue.
The retention rate has remained at the same high level (93-95%) for 4 years. The number of archaeology certificates has grown steadily every year as well.

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3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.) It is anticipated that 3 new courses will be introduced: Medical Anthropology, Language and Culture, and Applied Anthropology).	The Medical Anthropology: Culture, Illness and Healing (Anth 137) course was approved and is being offered in Spring 2009. The Language and Culture (Anth 107) course was approved and will be offered in the 2009-2010 academic year.
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) Our prime time and online classes fill up rapidly and usually have substantially more students than the maximum limit. We need to offer more of these classes to satisfy the demand, especially Anth 100, 100L, and 101. The addition of prime time sections cannot occur without additional classroom availability.	We have been unable to add additional course sections to respond to the student demand because of the current severe budget crisis. In fact, we had to cut 6 sections beginning in fall 2008. We are turning students away from most of our sections at the beginning of each semester due to the lack of room.

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc. We need to buy the following items for our biological anthropology lecture and lab courses: • 8 human skeletons (including both articulated and disarticulated ones) • 4 non-human primate skeletons • 12 DNA kits • 1 large DNA display model • 5 osteometric boards	We have purchased 2 large wall maps of the world, but we are still in need of the following items: Equipment for the biological anthropology lecture and lab: • 8 human skeletons (including both articulated and disarticulated ones)4 non-human primate skeletons • 4 non-human primate skeletons • 12 DNA kits • 1 large DNA display model • 5 osteometric boards

• 12 computers • 1 large wall map of the world We need to buy the following items for our archaeology lab courses: • 10 petrographic microscopes • 2 digital microscope eyepieces/cameras • 2 HD digital display monitors • 1 industrial grade tile saw for preparing petrograhic/ceramic sections • One grinding/polishing/lapping unit for preparing petrographic/ceramic slides • 1 High-volume soil flotation tank • 1 large wall map of the world • significant number of archive-quality curation boxes for housing the Encino LAN-43 collection and other collections currently being processed	• 12 computers Equipment for the archaeology lab: • 10 petrographic microscopes • 2 digital microscope eyepieces/cameras • 2 HD digital display monitors • 1 industrial grade tile saw for preparing petrograhic/ceramic sections • One grinding/polishing/lapping unit for preparing petrographic/ceramic slides • 1 High-volume soil flotation tank • significant number of archive-quality curation boxes for housing the Encino LAN-43 collection and other collections currently being processed
b. Budget – budget development process, one-time funds, grants, etc. Development grant (s) or other extra funding are needed for: • construction of a new living history interpretative center and outdoor class area in or near the campus arboretum • dedicated honorarium funds for developing regular guest speaker programs for the classroom and special events such as Darwin Days	No funds have been acquired for construction of a living history interpretative center and outdoor class area. Funds were acquired for Darwin Days to cover some of the costs for fall 2008. However, these were one time funds and no continuing source of money has been identified.
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. Over the next 3 years, we will need: • 1-2 additional classrooms to accommodate projected growth in the number of anthropology classes • an additional large storage room for archaeological	No new classrooms or storage rooms have been acquired or developed. No interpretive living history center and outdoor classroom was acquired or developed.

excavation equipment as well as artifacts and other excavated material from our field classes • an interpretive living history center and outdoor classroom in or near the campus arboretum an additional faculty office	
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years • We must hire a new fulltime faculty member as soon as possible. This individual is needed to teach Cultural Anthropology, Comparative Societies, Magic and Folk Religion, Biological Anthropology, and Peoples and Cultures of the Pacific Rim. The latter course requires special training and knowledge that we have not been able to find in our adjunct faculty pool. In addition, we need a tenure track instructor to expand our offerings in cultural anthropology (e.g., develop courses in Language and Culture and Applied Anthropology). Currently, there is no one among our full time faculty who can teach the full range of cultural anthropology classes. In addition, far too much of our program is being taught by hourly instructors (17 sections in fall 2008). • Because of the continuing extra workload for our discipline coordinator in scheduling classes, evaluating hourly instructors, and preparing budgets, we need to have either 20% assigned time or an equivalent stipend. • We need to have our current 20% assigned time for administering the archaeology program become independent of the assigned time for administrating the Behavioral Sciences Department as a whole. This change is needed to assure a consistent funding of the archaeology program without detracting from other needs	A new fulltime anthropology faculty member was requested to be hired during the 2008-2009 academic year, but it was not approved. We will make a similar request when possible. We were unable to get either 20% assigned time or a stipend for the anthropology coordinator. We were successful in having our 20% reassigned time for administering the archaeology program made independent of the department chair's reassigned time as of fall 2008. We were unable to get additional funding to double the amount of hours available for archaeological lab technicians and a ½ time biological lab technician.

in the Behavioral Sciences Department as a whole. This change is being negotiated by the PFF in the current round of contract negotiations.	
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. We will need additional funding to double the amount of hours available for archaeological lab technicians due to program growth. In addition we will need funding for a ½ time biological lab technician.	
f. Other	

5.   **Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

Palomar's Strategic Plan 2009 has as a goal the need to "Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations." The anthropology program is providing extracurricular help for students through a student archaeology club. This faculty guided organization provides students with field trips to professional archaeology facilities in the area where they can make job contacts with cultural resource management companies and government agencies.

6.   **Student Learning Outcome progress:**
        a.   **Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

A learning outcome for Introduction to Cultural Anthropology (Anth 105):
- **Learning Outcome** – students should be able to understand the purpose and value of cultural relativity and use it in learning about other cultures than their own.
- **Learning Objective** – students should gain more than just a superficial understanding of a cultural practice or institution of another culture or subculture through first hand observation. This usually involves a project in which students individually

attend and participate in a cultural activity they have not experienced before (e.g., a Buddhist religious ceremony or a Mexican quincienera celebration).

- **Measure for determining whether the learning outcome has been achieved** – written report by students describing and analyzing the cultural practice that they observed.

b. Discuss a learning outcome that is observable yet difficult to measure.

A learning outcome for Introduction to Biological Anthropology (Anth 100):

- **Learning Outcome** – accept the scientific method as the most valid way to understand natural phenomena (e.g., what it is to be human biologically and how we got to be that way).
- **Learning Objective** – students should comprehend the different approaches of science and religious faith in studying the natural world. This involves realizing that science uses careful observation and measurement of nature and sets itself up to be proven wrong while faith does neither.
- **Difficulty in measuring whether the learning outcome has been achieved** – while students may have the correct answers to questions on exams about the scientific method, there is no easy way of determining whether or not they actually accept it as the most valid way to understand the natural world.

7.   **Describe a discipline accomplishment that you want to share with the college community.**

- James Eighmey joined our faculty in fall 2007 as a tenure track instructor focusing primarily on teaching archaeology and biological anthropology courses. He brings the full time anthropology faculty ranks up to 4. In addition, there are 10 hourly anthropology instructors, including 4 new ones beginning spring 2008.
- Our field archaeology program continues to grow and is currently the only active program of its kind in San Diego county.
- Our Comparative Societies course (Anth 115) was offered online for the first time in fall 2207. It joins 4 other courses that are offered every semester (Anth 100, 105, 110, and 135). Beginning in fall 2008, we will have 11 online class sections each semester. The student demand for these online courses continues to be exceptionally strong and is growing.
- Dr. Philip de Barros successfully inaugurated an annual independent lecture series focusing on current developments in evolutionary theory (Darwin Days).

- Dr. de Barros is on leave in spring 2008 carrying out archaeological field research into early iron making cultures of Togo, West Africa.
- Our Medical Anthropology course (Anth 137) was approved by the Curriculum Committee for Fall 2008 and will be offered in Spring 2009.

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8. Are there other resources (including data) that you need to complete your discipline review and planning?

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9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

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not applicable
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10. Other comments, recommendations:

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Please identify faculty and staff who participated in the development of the reviewer's planning:

Dennis O'Neil   **Jim Eighmey**
Anne-Marie Mobilia

_____

Department Chair/Designee Discipline Review and Signature   **Date**

_____

Division Dean Review and Signature   **Date**

Please identify faculty and staff who participated in the development of the reviewer's <u>progress/status report</u> - Input Names Here:

_____

Dennis O'Neil   Anne-Marie Mobilia   Phil Debarros   Jim Eighmey
Department Chair/Designee Discipline Review and Signature   **Date**

_____

Division Dean Review and Signature   **Date**