Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Behavioral Sciences

Discipline Name
Anthropology (ANTH)

Department Chair Name
Dillon Emerick

Division Name
Social and Behavioral Sciences

Website address for your discipline
https://www2.palomar.edu/pages/anthropology/

Discipline Mission statement
The mission of the Palomar Anthropology A.A., AA-T degrees, and archaeological certificates is to expose students to theholistic study of anthropology, to prepare them for employment in related fields, and to provide a firm educational foundation inanthropology. This is accomplished by providing classroom instruction, laboratory experience, and fieldwork opportunitieswithin the four fields of anthropology: biological, cultural, archaeology, and linguistics

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
AA Archaeology
AA-T Anthropology (three emphasis areas: Archaeology, Biological, Cultural)
Archaeological Excavator Certificate

Archaeological Survey and Laboratory Certificate

Please list the names and positions of everyone who helped to complete this document.
James Eighmey Assistant Professor
Marlow Willows Assistant Professor

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
3.8	2.67

Classified & other staff positions that support this discipline
ADA 100%

Additional hourly staff that support this discipline and/or department
Variable depending on funding.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
It is not exactly clear how or if Program SLOs dovetail with Program Goals (if at all), which seem to be what this question is directed towards, so we will address the program goals. So on to that point, It is difficult to directly assess transfer preparation quantitatively without specific feedback from the universities. However it has been one of our program's consistent goals to prepare our students for the upper division courses they will be expected to take immediately upon transfer as a third year student at University. To accomplish this we have worked hard to offer a depth and breadth of classes in our discipline to compensate for the subtle disadvantage most serious Anthropology students have in attending Community Colleges for their first two years. This disadvantage is most acutely felt when transferring into the UC system. This is because the quarter system tracks faster than the semester system. From a practical standpoint this means that a student under the quarter system can complete the requisites for their upper division classes on a shorter timeline than those at semester schools. Moreover, the reality is that while attending a four year university beginning as a Freshman most Anthropology majors have available a wide range of elective courses or GE choices in Anthropology at the undergraduate level in addition to their core course offerings. These courses allow students to explore the many avenues offered by Anthropology in terms of the four fields which make up the discipline. Students who exclusively attend Community colleges where courses are limited to the core courses for three of the four major fields do not have the opportunity to refine which of these broad areas most closely matches their interests. Packing the requisite training for a career in applied field archaeology, for example, into your last two years of University is often very difficult. Completing beginning field and laboratory introductory courses in their first two years means that they have an opportunity to work in the industry while in their undergraduate program. The situation is similar for Academic bound archaeologists but for different reasons. The student years for academic archaeologists often stretch out into a decade or more due to the heavy demands of the field. It is therefore not unusual to find Anthropology/Archaeology graduates holding Bachelors Degrees with little or

no field or research experience prior to beginning their graduate programs. We have had personal feedback from CSUSM and UC departments that our students are among the best prepared of any of their undergraduates, and we have been promoting study abroad for our students who can use their Palomar experience to join research expeditions and field schools. So from that perspective our program, despite it's relatively low volume, is meeting or exceeding those expectations from the feedback we have gotten from local academic programs. Our Archaeology advisory board also contains industry representatives. The Cultural Resource Management advisors were very positive about our program's ability to equip beginning archaeology students for positions in their companies, stating that ours is practically the only program in the region that can do so. From that standpoint our program is meeting our goals in that regard. Support was voiced for the addition of short-term specialty workshops which might fit their employees needs for skills updates.

Describe your program's plan for assessing program learning outcomes.
We are currently hampered by the fact that although two of program outcomes are listed in Tracdat, no assessments appear in the data. This needs to be corrected.

In terms of program learning outcomes this is problematic as we have four very different fields of study. Each of the four fields have different knowledge bases. One means of dealing with this will be to examine the aggregate SLO scores for each of the core classes in the discipline. Given these courses have been accepted for articulation to both the CSU and UC systems one might assume that their content represents the lowest common denominator in terms of shared content goals. However such aggregate scores are not superior to simply examining the general core course SLOs, and so our "program SLO's" are essentially "how well are our students doing in the core courses"? As noted, current data are not available, but In the last available data aggregate report our students were scoring above 70% on all the major core course SLO's across our discipline. Ideally we will in the future be able to draw from similar documents at the UC and CSU system in order to align our program SLO's with theirs, but in lieu of those data we can develop our own temporary set of criteria. We will need to do the same for our field archaeology programs, but we cannot appeal to the UC or CSU systems as few of them have similar programs.   This will be a subject of discussion for our next advisory group meeting.

Summarize the major findings of your program outcomes assessments.
In terms of core classes in our program our students seem to be doing well with over 70% in each category correctly identifying the concepts in our core courses. However we need to streamline and improve (automate?) our course SLO assessment process. Currently it is highly inefficient and time consuming.

Our program goal assessment is also positive overall. Our students are well prepared for their majors, and those who are employed in the CRM industry have very positive reports.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
We are not sure precisely how our assessment align with the precise needs of the CSU and UC systems. Part of this uncertainty stems from the ambiguity regarding articulation between the programs. What is needed is probably a revamping and distillation of the SLO's for the courses into a set of core concepts for the program. This is also needed for the Field Certificate.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
Our AA Archaeology degree is set up to meet not only the Associate Degree requirements but both the CSU and IGETC GE requirements. We have recently submitted three Guided Pathway Maps for our AA-T degree in Anthropology, one each for a focus in Biological Anthropology, Cultural Anthropology, and Archaeology. The required courses and recommended electives for each of these AA-T alternatives were carefully selected to fulfill both the CSU and IGETC requirements, and include elective options for each. Our intention going forward is to condense our field and laboratory Archaeology certificates into one stacked certificate which will be completed along with the Anthropology AA-T with Archaeology emphasis

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
This query is unclear. We have made considerable effort this year to align our degree and program to help students meet all of their GE requirements at Palomar within a two year program.   One aspect of our program which we would like to have more data on is the number of students who take our courses and either complete a degree in other fields or do not complete a degree at Palomar at all. How many of them transfer without completing an AA, and how many simply do not complete their education here at all? We are not sure how to assess this. We strongly suspect that students come to our program to take the specific courses in our department which are either not offered else where (CSUSM did not even offer Bioanthropology lab until recently for example) or not offered frequently and then finish at other institutions. We have observed, for example, that many of our Archaeology students are enrolled at other institutions, often CSUSM, SDSU, or even UCSD but take our courses because they are not offered anywhere else.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
Six degrees and four certifications.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?
What is referred to here is ambiguous. Our degree completion trends have increased slightly over the last five years, while the completion of the certificates has fluctuated between 4 and eight.

In terms of overall class success the discipline was at 74% for the 2017 -2018 year. Our rate has hovered at 70-71% for the last five years. Our overall retention rate in our courses is over 90% and was at 92% for 2017-2018.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
We are intending to increase our outreach in terms of applying for AA degrees and Certificates as many students do not bother to apply for either upon transfer. It is clear from our success and retention rates that we are both recruiting and retaining students, but they are simply not applying for or waiting to complete their AA degrees. This is partially due to the diversity of the courses we offer. Our students are spread over various academic paths and many are taking our courses as electives for other degrees. Bioanthropology is particularly popular for this purpose. We are attempting to recruit Anthropology majors for entry into other professional streams such as Law and Medicine. We are also implementing specific pathways that will facilitate the timely completion of Anthropology AA-T degrees. Finally, we are collapsing our archaeology certificates into one certificate which will be stacked with the AA-T Archaeology focus.

What is your program standard for program completion?
7.0%

Why did you choose this standard?
I am not sure why this is set as a percentage. The percentage completion cannot be known unless the declared majors are known. The question then becomes what proportion of the student enrollment is, or should be, declared majors. What is the desired ratio of enrollment to degree completion? This is the minimum standard we have been holding for some time.

What is your Stretch goal for program completion?
9.0%

How did you decide upon your stretch goal?
Again, it is not clear how this should be assessed given the available data. I am assuming this should be an integer and not a ratio. It is somewhat arbitrary, but we believe with the changes we are implementing and our outstanding faculty we can improve our completion and retention rates further. Our previous degree completion high was 8, and we think we can do better. We would particularly like to improve our CA completion rate and we think we can do so with an improved pathway and streamlined certificate. Most of our students are very dedicated to the discipline and are outstanding academically. We simply need to increase the number of actual Anthropology majors which will in turn help the enrollment in our smaller classes.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall

fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?
We declined for 2014-2016 mostly due to sabbaticals and leave on the part of full time faculty. In 2016-2017 our ratio was 531 and in 2017-2018 we are up to 577.

What factors have influenced your efficiency trends?
For the most part increased enrollment overall in our Bioanthropology classes and cancellation of some sections. Our overall enrollment has taken a long time to recover from the 2008 recession.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
ANTH 107 has shown a steady decrease. We have a problem with the class caps for the Archaeology laboratory programs. For reasons unknown these classes (120, 215, 210) are capped as lectures when the are hands-on field practicums. The efficiency drop on these classes is partially due to this change in class size limitations. It is simply not possible to manage 30 students in the lab course or 43 students in the excavation or survey courses with one instructor. Having said that, we need to focus on promotion of the Archaeology program, as does the College. Overall the Anthropology discipline is doing very well in terms of efficiency.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
71.0%

Why did you choose this standard?
This is where our courses have been for a number of years. Falling below this level would indicate

problems.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected?
Actually we were surprised given the fluctuation in enrollment and the absence of full time faculty for a two year period. Our rate rose to 74% last year.

What is your Stretch goal for COURSE success rates?
75.0%

How did you decide upon the goal?
We would like to see if our program changes and new faculty have any significant influence on this trend. Since we were at 74% last year we will see if we can reach 75%

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
More or less stayed the same, but 91-92% seems to us to be pretty good. Online classes are less than face to face, but this is not an abnormal pattern. Our retention rates online fall above the institutional standard, but success rates are poor (58%).

Are there differences in success or retention rates in the following groups? (choose all that apply)
Ethnicity
Age
Gender

Gender: Why do you think gender differences exist? What do you need to help close the gap?
There is about a eight point gap in success rates between male and female students, with females at 68%. When examining the data the place this seems to show up most prominently is in our ANTH 100 and 105 courses. These are our most populous courses so it is unlikely this is due to instructional differences. The likely explanation is speculative, but a strong suspicion is the role of women in general and single women in particular as primary care givers and a concomitant lack of child care which interferes with their academic pursuits.

Age: Why do you think age differences exist? What do you need to help close the gap?
The primary difference is for those learners over 50. This probably has to do with re-entry and may also be linked to method of instruction with a selection against online learning, but that is speculative. Interestingly the Bioanthropology Laboratory seems to be one place where older students have some trouble. We will discuss this and see if we can identify any factors that might influence this such as time of day, method of instruction etc. These classes are particularly demanding.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Hispanic, Native American, and especially Pacific Islanders show significant success rate differences. For the former there may be ESL issues, and poor academic preparation. Native American students may have cultural issues in interacting with elements of our classes, especially osteology and human remains. Tutoring and personal outreach can probably help narrow these gaps. The Pacific Islander demographic is a puzzle. As anthropologists we are not sure what exactly this group encompasses and why they would be singularly disadvantaged in this setting. Perhaps we can gather some more demographic data from the

research group to address this.

Are there differences in success/retention between on-campus and online courses?
Yes

Do you have any best practice methods you use for online courses to share with the community?
Online courses have been and may always be a particular challenge. In addition to focusing on best instructional practices (and Palomar has been doing a good job on that front) the college might consider focusing on student preparation. It has been the experience of our faculty that many online students are woefully unprepared both in terms of media literacy but also in terms of self-discipline and educational background. It is in this sense unfortunate that the colleges have been very forcefully promoting online courses as a response to demand. This may be well intentioned, but it is also a fact that for an online course to be an equivalent learning experience to a face to face course students must have much more discipline and self-direction. This is a fact. Given that many of our traditional students struggle with this we should not be surprised that online students fail at a much higher rate. This can be only partially addressed through pedagogy. The college should consider implementing an online screening program which will determine if a student is prepared to succeed in that environment (and this should NOT fall to the regular faculty to implement).

Please explain.
See above.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
We have been struggling to find a way to automate the SLO assessment using canvas. We began implementing this system in 2018

How have you improved course-level assessment methods since the last PRP?
Well, honestly it is hard to tell. Our data did not seem to travel over to Tracdat at all. It may or may not remain in curricunet. We need to go back and repopulate some of these data.

Summarize the major findings of your course outcomes assessments.
We have assessed the outcomes of six of our core courses. We cannot seem to get Tracdat to generate a report summary of our assessment data.. All of the assessed courses met or exceeded the 70% minimum rate.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
For the most part our SLOs mirror our grade assessment goals within the courses and are thus essentially a parallel assessment. That being as it may, it is worth asking why we have consistently high scores on SLO when placed in our assessment cycle, but have more or less normal curves when it comes to grades within the courses. Granted that class grades encompass elements other than conceptual learning, one is still left with the question as to why grades in pure lecture courses, which are meant to assess retention, would diverge markedly from SLO's. We will continue to refine our SLO's in an effort to make them useful.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
At this time, given the state of the SLO data available we do not have any direct recommendations. Hopefully the next assessment cycle will be more productive. For now we are focusing on our retention, enrollment, and completion rates.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
Well, in theory the course outline of record for each and every course at the college outlines the basic set of concept that the college, the department, and in most cases the state has designated as the body of knowledge that the course should cover. If that course has been mapped onto the GE requirements of the college and its contents articulate with other similar courses in the university system, then retention of that information will contribute directly to the body of knowledge which is considered essential for all graduates of the program, providing that students actually graduate from the program and do not transfer out or are taking the classes for other reasons. In this way every course which is listed within the degree program as required or as an elective must contribute to the program outcomes by logical extension.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
Our degree maps have just been completed. We have set our scheduling up for a two year completion which, if adhered to, will complete all of the undergraduate GE requirements for the CSU and UC systems as well as the AA-T degree and in the case of the Archaeology emphasis, the Field Archaeology CA. We are going to increase the rotation for the field archaeology class by hiring another archaeology instructor. This will insure that there will be no gaps in the schedule rotation. We will need some support from the college to insure that these courses go forward while we build up the program enrollment.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
We are increasing our proportion of fast track courses (although it needs to be pointed out that fast track online courses in particular may have a significantly higher failure and lower retention rate than other classes especially in some demographics, and therefore do NOT serve under-prepared students but may disadvantage them). We are scheduling more classes in the South and North center, and are maintaining our offerings at Camp Pendelton. We are also increasing our outreach to local High Schools in an effort to recruit AP students into our courses.

How do you work with other departments that require your course(s) for program completion?
The programs we are most closely connected to are the Geography program and the American Indian Studies program. We regularly coordinate students and classes with these departments. In the case of AIS we have several cross-listed courses and we frequently share students who are dual majors or have overlapping interests. We now moving to require our students to take courses in the GIS program to

complete the Field Certificate and AA-T archaeology emphasis.

Does your discipline offer cross-listed courses?
Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?
We typically let the AIS department schedule and staff the AIS cross listed courses which insures they manage the SLO assessments. We sit down at least once a year to discuss those courses and their status. We keep them abreast of any issues in curriculum, and we coordinate any changes in our degree or certificate programs that might affect changes in their program or with these classes.

Are there curriculum concerns that need to be resolved in your department? What are they?
We are anxious to get our new certificate through the process and our new degree maps into the catalogue. We are also considering revamping our archaeology lab course but will consult our new hire.

Are there courses that should be added or removed from your program - please explain?
We are considering adding some not for credit adult ed sections to our excavation, lab, and survey courses to work in parallel withe the for credit sections. This is because these courses used to be popular with extended studies students. We have been considering putting together stand alone non-credit workshops for the local archaeology industry and the Native American community. The only programs we are considering removing at present are cultures of Africa and Evolution, Science, and Religion. Both courses were usually taught by Phil Debarros prior to his retirement.

How is the potential need for program/course deactivation addressed by the department?
We have concerns that educational and community goals are being overlooked for dubious gains in efficiency. Programs which have no community links and show no connections to industry, or cannot be taught due to lack of faculty, or which are simply relics should be retired. However the College is not a factory, the students are not customers, and education is not a product. Our mission is to provide a quality education,not an efficient education. The efficiency lies in getting students through the program an on to their goals. Programs once shuttered are very difficult to resurrect, and Palomar must be conscious that in many cases it is our unique programs that are our only competitive advantage over other community colleges offering exactly the same core and popular classes as every other community college. We have actively deactivated courses which have not been taught in five years, and we have been working hard to maximize our schedules. We would appreciate a bit more freedom to manage both classes and schedules since we have a pretty good idea what works.

Is your department pursuing non credit or not-for credit options at this time?
Yes

Are there areas you would like to expand?
We are actively planning to add not for credit sections to our field courses and non credit (community education) workshops for the Native American Community and the local CRM industry. We need to discuss funding for the latter.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
Not all of our courses are amenable to online offering. Our lab courses in Biological Anthropology and

Archaeology, as well as our various field archaeology courses, for example, are not suitable for online instruction. We have and do offer most of our other classes online. We will very likely expand these offerings if needed. Our determination usually is based upon demand.

Describe other data and/or information that you have considered as part of the evaluation of your program
We have been looking very hard and long at our class offerings and our future as a program. We have a firm understanding of our role in the local community and a strong reputation for quality instruction. We look forward to enforcing both in the future.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how ___all___ of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Our program is diverse and there are a wide range of careers open to individuals with Anthropology degrees. In addition to academic placement in Anthropology, undergraduate degrees in this field are very popular springboards for advanced degrees in Law, Medicine, Environmental Sciences, as well as applied areas in Cultural Resource Management, International Business, Business Liaison, Translators, Travel, and Tourism. One of the emerging areas which we have been pointing our archaeology students in particular towards is Natural Science Managers, . Many trained archaeologists use their specialized knowledge of Federal, State, and local regulations as well as their technical writing abilities to find positions managing research teams producing Environmental Impact Reports for Agencies and private companies. This is actually a traditional avenue for many archaeologists which requires relatively little additional training in compliance and planning to launch a good career. Growth in this sector is projected to be over 14%, whereas the growth in Anthropology and Archaeology is a more modest 7%.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
All Anthropologists need Good writing and analytical skills, field and laboratory skills, database and software fluency, Geographic Information System working knowledge, cultural sensitivity and foreign language ability, basic knowledge of environmental regulations, sensitivity to cultural differences, and broad natural science knowledge.

How does your program help students build these KSA's?
Our archaeology program provides specific training in field techniques, survey an mapping skills, an appreciation of human ecology, and a detailed knowledge of CEQA and Federal Environmental regulations. Our other Anthropology courses expose students to a holistic view of human culture and a detailed look at the multicultural nature of human existence and its biological basis. Our courses emphasize writing and communication skills, and all of the archaeology labs help teach computer literacy.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your

program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
We have an annual advisory board which meets to help steer our program towards community needs. We regularly attend local and regional professional meetings, and have a set aside position for department outreach. We regularly attend High School open houses. Our field courses are conducted in concert with and for the benefit of various public entities such as the State Parks, County Parks, The City of Poway, The City of San Marcos, and Vallicitos Water District

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Hire New Archaeology Faculty

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
We are in the process of setting up interviews for this position.

Outcome(s) expected (qualitative/quantitative)
We will have a new faculty member in Fall 2019

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This moves us to our goal of 75% of our course load taught by full time faculty, and will help us improve efficiency in our certificate program.

Expected Goal Completion Date
5/25/2019

Goal 2

Brief Description
Estabilsh Advisory Council

Is this a new or existing goal?   **Goal Status**
Existing   Completed

How will you complete this goal?
We have set up a yearly council with members from local universities and industry.

Outcome(s) expected (qualitative/quantitative)
Yearly update of our program goals.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Connects our program with the community and industry.

Expected Goal Completion Date
1/1/2019

Goal 3

Brief Description
Expand and Replace Teaching Collection at San Marcos And Satellite Campuses

Is this a new or existing goal?   **Goal Status**
Existing   Completed

How will you complete this goal?
We have established new specimen collections at the south campus and have significantly improved our collection in San Marcos

Outcome(s) expected (qualitative/quantitative)
Improvement in instruction through use of replica fossil materials.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Helps increase the quality instruction of our core Biological Anthropology labs.

Expected Goal Completion Date

Goal 4

Brief Description
Replace Aging Survey Equipment.

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
We have acquired a new total station but would still like to have new portable GIS receivers. We have established a relationship with the Society of California Land Surveyors who are willing to donate used but functional GPS survey equipment.

Outcome(s) expected (qualitative/quantitative)
We have already significantly improved our survey equipment. We could still use a new portable survey level GPS for the survey class.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our goal is to provide our students with instruction in current technologies they will encounter when working for Commercial Companies as beginning field archaeologists, or when working as a field assistant for an academic research progject.

Expected Goal Completion Date
12/25/2019

Goal 5

Brief Description
Secure stable funding for Teaching Assistents

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Enjoin the college to make our Teaching Assistant funds a regular budget line and not a PRP allocation.

Outcome(s) expected (qualitative/quantitative)
Teaching Assistants provide students with the personal experience in their field. T.A.s are also critical for processing artifact collections and helping in the field with ongoing research.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Allows us to provide excellent instruction and opportunities for our students.

Expected Goal Completion Date
5/25/2019

Goal 6

Brief Description
Improve our SLO processing

Is this a new or existing goal?
New

How will you complete this goal?
Implement a canvas based central assessment program for our courses which can be easily used in collecting SLO data

Outcome(s) expected (qualitative/quantitative)
more efficient SLO assessment.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Very important so we can actually track and address all of these.

Expected Goal Completion Date

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No