



Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Behavioral Sciences

Discipline Name
Anthropology (ANTH)

Department Chair Name
Michael Lockett

Division Name
Social and Behavioral Sciences

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

Discipline Mission statement

The Mission of the Anthropology discipline is to prepare students for employment in various anthropology-related areas and/or for the pursuit of advanced degrees in anthropology professional schools. This goal is accomplished by educating them in the fundamental concepts, knowledge, and laboratory /field techniques and skills of anthropology and archaeology. The Palomar Anthropology Discipline is committed to providing an engaging and supportive learning environment for diverse learners. We offer anthropology courses that satisfy both Natural and Social/Behavioral science general education requirements. Our program supports an AA-T in Anthropology, an AA Degree in Archaeology, and a Certificate of Achievement in Field Archaeology.

[\(click here for information on how to create a mission statement\)](#)

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-T Anthropology

AA Archaeology
Certificates of Achievement; Archaeological Field Technician

Please list the names and positions of everyone who helped to complete this document.

Jim Eighmey- Assistant Professor of Anthropology

Full-time faculty (FTEF)

3.00

Part-time faculty (FTEF)

4.07

Classified & other staff positions that support this discipline

Archaeology Coordinator- 20%

Additional hourly staff that support this discipline and/or department

We have lost our ADA, so we no longer have dedicated staff support.

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?

One of the major difficulties faced by programs such as Anthropology is to establish cogent program learning outcomes which can be applied over the breadth of the discipline given its very diverse nature. We have an AA-T and AA program which can be tailored to fit three of the four sub-disciplines of major; Cultural Anthropology, Biological Anthropology, and Archaeological Anthropology. We do not currently have a track for Linguistic Anthropology. The learning outcomes for these three disciplines are very different, and would require an impractically extensive set of separate assessments if we were to assess each of the three areas. At present our program (Anthropology) has two program Student Learning Outcomes Outlined in Tracdat which are linked to several institutional outcomes. The two are to 1) Understand and apply the holistic nature of anthropology, 2) Explain the importance of cultural relativism and how it differs from ethnocentrism. It has to be acknowledged that these general PLOs do not directly communicate the scope and depth of the degrees or certificates, however to do so would likely require a minimum of twelve separate outcomes (three for each degree area and certificate) and a complex matrix of assessment cycles. This would be redundant with our Course SLO's and a waste of effort. For this reason these disparate goals are covered by our individual Student Learning Outcomes linked to the major classes within each of these sub-areas. This, and our matriculation rates in the degree and certificate programs, provides us with a finer grained view into the skill sets cultivated in our discipline.

Describe your program's plan for assessing program learning outcomes.

We will continue with our process of composite assessment of our discipline using the course SLO's and the completion of certificate of achievements. We engage in a continues process of assessing the alignment of our degree content to articulating departments based upon their changing requirements. The discipline schedules an annual meeting of local Archaeology Firms, University department chairs, agencies, and museums to consult on the content and direction of our archaeology program. The next

such meeting will be in early Spring 2020 after the implementation of our streamlined certificate program.

Summarize the major findings of your program outcomes assessments.

We have not implemented an assessment cycle for our program learning outcomes. Our individual course learning outcomes have been assessed for the 2018-2019 cycle and all indicated a 70% or better result. This would, by implication, give us a positive program assessment. We have had a slight increase in program enrollment in 2018-2019, but a marked increase in degrees granted rising from six to fourteen from 2017-2018.

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.](#)

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.

We had a total of six degrees and four certificates awarded in 2017-2018. In 2018-2019 we awarded fourteen degrees and two certificates.

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

What factors have influenced your completion trends?

We are not entirely sure of all the variables, but one has been the outreach efforts of our new program coordinator Elisabeth Pain and an emphasis on degree completion by all the instructors. Another significant factor was allowing our core field archaeology programs to go forwards despite issues raised with enrollment numbers. Cancellation of smaller classes required for the sub-discipline majors has a

negative effect on matriculation. In this case special study classes were offered as equivalencies to allow the matriculation of at least four of these AA-T recipients. Addressing class rotation issues will be a priority going forward.

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?

70.0%

Why did you choose this standard?

Why did the college choose this standard? It seems reasonable given that it is above the second quartile and indicates a clear majority of the students. Ultimately this threshold is an arbitrary one unless some statistical justification can be raised. It would seem disingenuous to lower the threshold without justification, so we will accept this standard for comparison.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

Well, it should probably be set lower given the difficulties the entire college is having achieving anything above 70%, but our discipline has traditionally had superior success and retention rates. Given this we think that we should strive towards the higher number as a matter of course. It does not seem unachievable.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have tried to automate the assessment process to diminish the very considerable time commitment/diminished returns involved in the SLO process. This has involved placing queries on the companion Canvas web pages to automate the data collection over our considerable number of class sections. This is being streamlined but does seem to be a promising approach. Frankly, the sheer effort involved previously in assessing so many diverse courses was a monumental time sink which none were eager to engage. Streamlining this process is crucial to making it useful as a teaching tool.

Summarize the major findings of your course outcomes assessments.

All of our course assessments came out at above 70%. More concerning are the overall success and retention rates (referred to above, but not requested). Our program success rates lie at 73% overall for face to face courses with a 94% retention rate. The best results overall were in our ANTH 101 courses, which are combined lecture lab. We have long known that these courses provide the best learning structure for students in Biological Anthropology and the numbers have confirmed this. However we have not been able to offer more of these courses due to scheduling cuts based upon class size and efficiency models. Placing more students in 101 classes, as opposed to separate 100 and 100L classes, is a clear path towards higher success rates in this subject area. The greatest drag on our success and retention rates is our online class offerings. As is reflected in the overall statistics for the College, online classes, although popular, have a much lower success and retention rate than face to face classes. In respect to our particular discipline this is not surprising. Our classes are information heavy and are often object/visually based (the exception being linguistics and a few other specialty classes). They are generally less suited to traditional online presentations. Interactive media, where available, help this but these are not consistent. Another issue is the preparation and self-discipline of online students. There seems to be an intrinsic gap between students who find it easy to enroll in an online class and those who make the effort to get to the campus. There are also probably higher life demands on online learners, a form of self-selection which seems obvious. Perhaps these factors contribute to the reasons we have been unable to close the success and retention gap in online courses (60% and 88% respectively) whereas our success rate in face to face courses is about 73% and retention rates sit at 94%.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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

Continue to broaden efforts at outreach at high schools and on campus.

Is this a new or existing goal?

New

How will you complete this goal?

Our outreach coordinator has maintained an ongoing schedule of career days at local high schools. We would like to ensure that other members of the faculty support this process by participating in these career days when possible. We have also expanded our Anthropology days offerings each fall in an effort for outreach.

Outcome(s) expected (qualitative/quantitative)

We hope to see a continued rise in Anthropology majors and completed degrees sustained above the

current level of 16 per year.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This aligns with our departments goal to provide relevant and quality instruction to our students as well as the Universities goal (#2) to improve outreach and persistence.

Expected Goal Completion Date

12/17/2022

Goal 2

Brief Description

Revise and Restructure the Anthropology AA-T and Archaeology Certificate Program

Is this a new or existing goal?

New

How will you complete this goal?

We have already implemented the formal restructuring of the program through the guided pathways initiative. What remains is the implementation and the successful articulation of students into targeted programs. We begin by targeting anthropology majors through counseling and face to face classes and advising them regarding their course selections. In this process we will attempt to insure that students tailor their specific course selections to the articulating program(s) they select. Secondly, we are rolling out a new class rotation for the Archaeology certificate. Implementation of a one-year program beginning in 2020 should be reflected in increased completion rates by the fall of 2021 and spring 2022.

Outcome(s) expected (qualitative/quantitative)

We anticipate a significantly higher completion rate of our AA-T and Certificate programs beginning in 2021/2022 academic year,

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This effort has been a direct result of the guided pathways initiative and the completion academy.

Expected Goal Completion Date

11/16/2022

Goal 3

Brief Description

Update and expand the archaeology program mapping and GIS capabilities

Is this a new or existing goal?

New

How will you complete this goal?

The industry demands for archaeology field technicians and the requirements for Archaeology research are changing rapidly. To prepare our students going forward we need to significantly increase our integration of current technology into the curriculum. Our alumni have consistently reported that GIS and advanced mapping skills acquired at Palomar have significantly increased their employment opportunities. Matriculating students at CSU and UC have reported increasing reliance on digital data analysis. To accomplish this we need to increase our departments investment in some hardware. The

last PRP cycle allowed us to purchase a current theodolite unit to replace our 15 year old survey equipment. Our next program goal is to integrate drone mapping and hand held sub-centimeter GPS technology into the curriculum.

Outcome(s) expected (qualitative/quantitative)

We expect to increase the number of students co-enrolled in the Palomar GIS program and enrolled in our advanced survey program over the next three years. We would also expect to attract additional students into the program by way of industry.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This aligns with our attempt to meet Cultural Resource Management Industry needs and to fill a training gap in local programs. Palomar has the potential to have the only integrated program of this nature in region.

Expected Goal Completion Date

12/15/2022

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?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

For thirty years the Anthropology, Philosophy, and Religious Studies have had a dedicated ADA. This group represents a very large number of classes with complex scheduling requirements. Upon retirement of Ms. Clements our ADA has not been replaced. It is grossly unfair to burden our remaining department ADA with this additional workload. It also places a burden on her and faculty to complete class scheduling in a timely fashion.

Review

Chair Review

Chair Comments

Thank you Anthropologists for your review and for all that you do to grow your discipline. Good work on revising and restructuring the Anthropology AA-T and Archaeology Certificate Program.

Chair Name

David Michael Lockett

Chair Sign Date

10/25/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Good increase in number of overall completer, especially in AA-T. The Archaeology faculty worked very hard to redesign their programs and curriculum. I am looking forward to seeing the impact to scheduling, completions, and student/industry feedback.

Areas of Concern, if any:

i would like to see more growth in our RB Anthropology offerings and look forward to working with you to do to do this.

Recommendations for improvement:

Some of the faculty in the discipline are working hard to make their online classes accessible. I recommend that this is something all the faculty do and align courses using the CVC-OEI Course Design Rubric that has been adopted by Faculty Senate

Dean Name

Pearl Ly

Dean Sign Date

12/19/2019

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Great program outcome discussion. Appreciate the stretch goal.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name

Jack S. Kahn, Ph.D.

Vice President Sign Date

1/30/2020