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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Behavioral Sciences

Discipline Name
Anthropology (ANTH)

Department Chair Name
Netta Schroer and Jeffrey Epstein

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 TOP coded as 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
Marlo Willows- Assistant Professor of Anthropology

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
4

Full-time Faculty (FTEF)	**Part-time faculty (FTEF)**
2.80	2.87

Classified and other permanent staff positions that support this discipline
Archaeology Coordinator- 20%
Sheri Frankfurth. 100%.
Currently Sheri is ADA for all of the Social and Behavioral Sciences. Our dedicated ADA retired and has not been replaced. Since that time Sheri has taken over those functions.

Additional hourly staff that support this discipline and/or department
None. We had a temporary ADA assigned to our program at the time of the last PRP to help support our program after the loss of our permanent ADA. That position was cancelled, placing all the responsibility for our program support on our single ADA.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
One of the major difficulties faced by programs such as Anthropology is to establish cogent program learning outcomes which can be applied over the breath 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.

How do they align with employer and transfer expectations?
Our archaeology course SLOs are closely modeled upon employer input gathered during our yearly program assessment meetings. These are adjusted each three year cycle. When constructing our program SLOs we have endeavored to match them to those of the U.C. and C.S.U. systems.

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 continuous 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 2021 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, however very small decrease in 2019. Our fill rate has increased and there has been a marked increase in degrees granted rising from six to fifteen from 2017-2019. We have also had an increase of certificates awarded.

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.
In 2018-2019 we awarded fourteen degrees and two certificates. In 2019-2020 we awarded fifteen degrees and four 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 Elizabeth Pain and an emphasis on degree completion by all the instructors. Another significant factor was allowing our core field archaeology programs to go forward despite issues raised with enrollment numbers. Cancellation of smaller classes required for the sub-discipline majors has a negative effect on matriculation. Moving the archaeology students into a coordinated enrollment sequence with closer class spacing should help. 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 in our scheduling. The current COVID epidemic has made this a particular challenge as it has effected our ability to offer field classes. We hope to return to our intended schedule Fall 2021.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
The outreach efforts of our new program coordinator Elizabeth Pain and an emphasis on degree completion by all the instructors has helped to increase the success of our program.

How have these factors presented challenges for your program(s)?
Cancellation of smaller classes required for the sub-discipline majors has a negative effect on matriculation.

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 LEARNING 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 shear 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 and100L 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%. However, with Spring 2020 and subsequent semesters forced completely online (due to Covid), we will see whether these trends continue.

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

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

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?
Archeologists, curators, natural sciences managers, Museum Technicians and Conservators, Geographers, anthropologist, cultural resource management, government agency employees, gas and electric companies employees. Numerous graduates of our program have obtained employment with local Archaeology firms and have used their training at Palomar to help support themselves while they are finishing their degrees.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Archaeology Skills
Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their
history and origins.
Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
Anthropology:Skills:
Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their
history and origins.
Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.

How does your program help students build these KSA's?
Content in anthropology courses cover past and current civilizations and cultures. In every anthropology course class activities, assignments, projects, and labs work on writing, critical thinking, reading comprehension, active learning, active listening, deductive and inductive reasoning. Many of our classes also work on oral expression through group or individual presentations. The Archaeology field courses provide specific skills in artifact identification, leadership skills, report writing, archaeological excavation techniques, survey sampling, use of advanced land survey equipment, database management, and remote sensing techniques.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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 yearly advisory board meetings that keep the archaeology community apprised of our program. This includes representatives of local Cultural Resource Management firms, University Programs, and Museums. We also stay in contact with former students and as much as possible and track their careers after leaving Palomar. As part of our outreach program Professor Pain maintains close contacts with representatives of local High Schools, and we regularly attend the local job fairs. Both Professor Pain and Eighmey serve on the board of the San Diego Archaeological Center and have solidified the ties between these two institutions.

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 throughout online and in person formats.

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. This year she is working on virtual outreach that can potentially reach even more students. We would like to ensure that other members of the faculty support this process by participating in these career days (or recorded messages) when possible. We have also expanded our Anthropology days offerings each fall in an effort for outreach. In Spring 2021 we will be also offering a virtual Anthropology Day program.

Outcome(s) expected (qualitative/quantitative)
We hope to see a continued rise in Anthropology majors and completed degrees sustained above the current level of 17 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 College's 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?
Existing

Goal Status
Ongoing

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 just rolled 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, however with the Covid pandemic this goal outcome may take a few more years for fruition. It is unclear at this time how Covid will affect Palomar College in general or our AA-T and Certificate programs in specific.

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
11/24/2022

Goal 3

Brief Description
Update and expand the archaeology program mapping and GIS capabilities

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

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. These skills also significantly increase employment opportunities for our students outside the archaeological community.

Expected Goal Completion Date
12/15/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
ADA Behavioral Sciences

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled
Our last ADA retired last year and we require a new ADA in order to complete the administrative tasks within our department. Our current ADA is responsible for Philosophy, Sociology, Alcohol and Addiction, Religious Studies, Women's Studies, Psychology, and Anthropology.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
This will increase efficiency since we do not currently have an ADA. The current workload for our ADA means that their attention is distributed over seven disciplines.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

Strategic Plan 2022 Objective

1:5	3:5	4:1	4:3
5:1	5:2		

If the position is not approved, what is your plan?
We really have no alternative. We cannot outsource the work of the ADA, which requires specific skill sets that most of the faculty do not possess.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

    For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

    Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
jeighmey@palomar.edu

Review

Chair Review

Chair Comments
Thank you, anthropologists, for your hard work on preparing this PRP. Your community outreach efforts have both attracted students and furthered the positive reputation of the program. Anthropology Days in always a popular event and your efforts to convert it to a virtual event is further evidence of your commitment to your students.

Chair Name
Netta Schroer

Chair Sign Date
10/26/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The biggest strengths that keep the discipline relevant and connected to student/industry feedback are:
1. The community outreach efforts to maintain close contacts with representatives of local High Schools, former students, and the local job fairs.
2. The yearly advisory board meetings that keep includes representatives of local Cultural Resource Management firms, University Programs, and Museums.

Areas of Concern, if any:
None.

Recommendations for improvement:
I would recommend faculty to
1. Continue streamlining their courses to make their online classes accessible by aligning them using the CVC-OEI Course Design Rubric that has been adopted by Palomar College Faculty Senate.
2. Encourage faculty to use Service-Learning as much as possible in their classes as a form of work experience and coordinate students' internships in the community agencies.

Dean Name
Najib Manea covering for Dean LY

Dean Sign Date
11/14/2020

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:
willingness to address course rotations and sequences to improve scheduling; increasing program completions; use of Canvas to help with outcome assessments; questioning of college's institutional course success rate -- the rationale should be explored.

Areas of Concern, if any:
need to address program outcomes and assessment, which should target a different level of information than SLOs; lack of connection to WBL

Recommendations for improvement:
1. create program outcomes for each program and assess
2. become more knowledgeable about WBL and Career Continuum in order to help students make connections between coursework and potential employment and/or service in the field; provides opportunities to build relationships. Could be useful as a program outcome as well. Will help to connect college's services (e.g. outreach) to K-12 as well.

Vice President Name
Shayla Sivert

Vice President Sign Date
12/31/2020