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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Social and Behavioral Sciences

Department Name
Behavioral Sciences

Department Chair Name
Netta Schroer and Jeffrey Epstein

Discipline Name
Anthropology (ANTH)

Department Chair email
nschroer@palomar.edu

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

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
Our commitment to providing an engage and supportive learning environment and diverse course offerings that will encourage students to be the best version of themselves.

(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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
4

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
3.80

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
2.07

List the 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.

List additional hourly staff that support this discipline and/or department
None

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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?
We have an AA-T and AA program which can be tailored to fit each of the four sub-disciplines that comprise American Anthropology: Cultural Anthropology, Biological Anthropology, Linguistic Anthropology, and Archaeological Anthropology. We have assembled recommended lists for class electives along with a two year course map for each of the four sub-fields. These will be provided to each of the students as recommended preparatory for transfer to four year Anthropology programs at the CSU and UC campuses.

Last year we revised our program learning outcomes to match each of the four sub-fields with their different approaches. At present our program (Anthropology) has four Program Learning Outcomes. Each of these are Outlined in Tracdat which are linked to several institutional outcomes. They now communicate the scope of our degree and certificates offered.

How do they align with employer and transfer expectations?
Like many research fields, permanent employment in anthropology requires a minimum of a bachelors degree. We also encourage our students to shape their programs with the goal of graduate studies. 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 a CSU or UC program. Given the wide breath of knowledge needed in our discipline, it is not sufficient for Anthropology majors to be offered only the basic level of courses needed to transfer to a bachelors program. This would place our students at a distinct disadvantage in comparison to students who have been able to choose from a wide variety of focused elective lower division courses, classes which will directly prepare them for their upper division undergraduate courses. This is especially the case as Palomar does not offer the Honors course option within any of the disciplines that the UC campuses prioritize for admission, unlike most other Community Colleges. To offset this disadvantage we have worked hard to offer an expanded depth and breadth of classes in our discipline that will provide a program that will not only provide equivalent but superior opportunities to those offered by the lower division undergraduate programs in four year universities.

We have had personal feedback from CSUSM and UC departments that due to our efforts our students are among the best prepared of any of their undergraduates. We have also been promoting study abroad for our students, an opportunity frequently afforded undergraduate at four year universities. Our students can use their Palomar experience to join research expeditions and field schools as advanced students or staff, a status which will greatly facilitate their career prospects. Gathering from the feedback from local academic programs and industry Palomar Anthropology, despite it's relatively low student volume, is meeting or exceeding our goal of successfully training top notch graduates. We are not being held back by our reputation. We are convinced that with greater support by the College for our efforts at advertising and recruiting our program could significantly expand its enrollment.

In regards to community outreach and liaison our Archaeology advisory board meets once a year to insure that our program offerings continue to meet the expectations of the Academy and Business sectors. Our Cultural Resource Management advisors have been 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. Thus from the the standpoint of both transfer institutions and employers the Palomar program continues to meet or exceed expectations.

Describe your program's plan for assessing program learning outcomes.
Describing specific program outcomes for our discipline is not straightforward due to the fact that we have four very different fields of study, each of which is defined by different course requirements, including one which has its own certificate and AA degree (Archaeology). Consequently each of the four fields have different knowledge bases and associated program outcomes.
One means of dealing with this perennial conundrum is to examine aggregate SLO scores for each of the core classes in the discipline.

We do know that students are doing well in their core classes (grade aggregates) and transferring and are successfully articulating courses at the CSU and UC systems (transfer success). 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. Our most recent one was June 4th 2021.

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 considering the wide range of classes we teach, the broad reach of our programs, and the number of adjunct instructors we employ. 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.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements

- CSU GE Requirements

- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
Taken together our discipline supports all of the GE/Institutional learning outcomes and each of our sub disciplines supports all but one of the requirements. Our Biological Anthropology Program SLO maps to every GE/ILO. Our Cultural Anthropology Program SLO maps to every GE/ILO except quantitative literacy. Our Archaeology Program SLO maps to every GE/ILO except the GE Integrative Learning. Our Linguistic Anthropology Program SLO maps to every GE/ILO except Community C Civic knowledge and engagement and GE Integrative Learning. Consequently if a student were to focus on a AA in Archaeology or were to cover two of the four fields in our coursework they would cover nearly all of their GE/ILO requirements. This is one of the unique advantages of choosing Anthropology as a major area.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
As noted above, all of our courses support the GE/Institutional learning outcomes. Most of our courses map to multiple GE/Institutional learning outcomes. The SLO GE/ILO spreadsheet reporting these correspondences consists of 264 separate results for 29 course offerings. Outcomes on the SLO GE/ILO will therefore be directly correlated with the general SLO outcomes.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
2015-2016 2016-17 2017-18 2018-19 2019-20

AA/AS Total 1 3 6 14 15
Certificate 5 7 4 2 4

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

What factors have influenced your completion trends?
Our AA-T was implemented in 2016 and ever since our completion rates have improved. Our certificate program was just streamlined last year (20-21), however it was during covid when many of our archaeology courses were cancelled or minimized. Due to that our certificate completion rates should not be viewed as representative. For our courses, our fill rates for the past 3 years have hovered around 90%, in 2019 it was 92%. Our retention rates have also hovered around 90%. In Fall 2019 we had a retention rate of 91%

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 just recently implemented specific pathways that will facilitate the timely completion of Anthropology AA-T degrees. Over the past couple of years we worked on collapsing our archaeology certificates into one certificate which is stacked with the AA-T Archaeology focus. Moving the archaeology students into a coordinated enrollment sequence with closer class spacing will help (which we recently implemented). This only went into effect this past year 20-21 so we have yet to see the effects but we believe it will increase our program completion rates.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?
6

Why did you choose this standard?
This standard was based upon completion rates prior to the implementation of the AAT. Since that time our completion rates have increased steadily. Given the 2020-2021 totals are incomplete, the last reliable year was 2019-2020 in which we had 15 degree and certificate completions, over double our minimum standard. We expect a lower completion rate this academic year due to COVID restrictions. As noted we are actively engaged in updating our program in accordance with our program metrics, and we have enacted several changes over the past several years that we believe have already started to make a difference in our program completion (despite covid).

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?
20

How did you decide upon your stretch goal?
We have been steadily increasing our program completions and this goal seems feasible over a period of about four years. We recently added an AA-T in Anthropology, we have changed our certificate of achievement from two years to one year. Our certificate is now stack-able with our AA-T which will also improve our completion rates. We will be examining the structure of our AA degree in Archaeology with an eye towards streamlining the requirements. We have also considered adding an AA degree in Anthropology in the future.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Increased

Were these trends expected? Please explain.
Enrollment across the college has been decreasing over the past several years, so our trend in anthropology seems to be similar (so in that case it should be expected). According to the data given, our annual enrollment has increased every year except for 2019, which was slightly lower, so the overall trend has been positive. Over the past 5 years we had an overall high in Fall 2018 of 1,188 students. However in Fall 2019 we had overall low of 1,007. Our average enrollment hovers around 1,000 students. Due to COVID we anticipate a lower enrollment in 2020-2021 given that a number of our core offerings consist of field and laboratory courses, almost all of which have been cancelled. This anomaly will take several semesters to correct as we cycle our students through their degree and certificates.

Despite fluctuations in our enrollment, both our efficiency and fill rates have been going up. The most recent efficiency numbers are higher than the goal of 525, in Fall 2019 it was 588. Our fill rate is also higher than the institutional goal of 85%. In Fall 2019 our fill rate was 92%. Both of these metrics show the popularity and strength of our anthropology program and our instructors.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
The efforts of our new program coordinator Elizabeth Pain and her outreach efforts along with an emphasis on degree completion by all the instructors has contributed to the success of our program over the last several years. Our reduction of three to one certificates in the Archaeology program and our restructuring of the certificate from a two year to a one-year program has also contributed to the success of the group.

The restructuring of our Archaeology program was prompted by student input. However the transition period from a two to one year program, along with the recent institution of COVID precautions, has resulted in a significant time lag in student's abilities to complete the program. 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. Addressing class rotation issues has also been a priority in our scheduling.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
The current COVID epidemic has made this a particular challenge as it has affected our ability to offer field and in person laboratory classes. It is clear that enrollment has been adversely impacted by the move to distance education for all of class offerings in our laboratory classes across the board.

The caps for our archaeology lab courses have been set too high which affects safety for our students as well as effective teaching methods. The discrepancy between our standard class caps for the laboratory courses and those of other laboratory courses across campus has been a standing issue for over six years. This problem has the effect of diminishing our fill and efficiency rates. PFF has been trying to work on an MOU to correct this issue, however the district has not yet approved lowering the caps even though we have been requesting for 6+ years.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you 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.

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

Was this expected? Please explain.
This is expected, it is close to the college's standard of 70%. In Fall 2020 our overall success rate was 69%.

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.

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.
This was expected since our retention rates have always been high. In Fall 2019 it was 91.4%. We do not see any reason to anticipate a change in our retention rates.

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

Age: Why do you think age differences exist? What do you need to help close the gap?
All of our courses were moved online due to COVID. In Fall 2020 it is almost certain that older students became disenchanted with online courses We have had communication from many students who simply did not find the online experience in classes that traditionally are object oriented (e.g. laboratory courses and archaeology courses) as satisfying.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Hispanic students seemed to have reduced success and retention rates compared to other groups. I believe what we are seeing are the effects of COVID on this group. Students are having to take care of their family and children so that has affected their success and retention rate. I do not think this gap is reflective of our program necessarily.

Are there differences in success/retention between on-campus and online courses?
No

Please share any best practice methods you use for online courses.
Our instructors have in general all held synchronous class sessions with students. In the listed asynchronous classes these are not mandatory, but optional, and provide an opportunity for interaction. These are recorded and made available to students who could not be in the class. Several instructors have focused on getting students to work together on group projects as well as small group sessions. Discussion boards are standard fare, but several of our instructors have created extensive interactive modules.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning 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 69% overall for face to face courses with a 84% 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 with a 97% in retention and 86% in success. 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 separating 100 and 100L classes, is a clear path towards higher success rates in this subject area. In the past, 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. Traditionally instructors have reported lower scores in online classes than face to face, and this also reflects back on retention. We have done our best with our online courses during the pandemic, but we hope to return to more face to face classes in the future.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
We seem to have consistently high scores on SLOs during the assessment cycle, however we still have some students that receive D's and F's. Of course this may not be reflecting their knowledge of the course material, but instead other complications in getting assignments turned in, test anxiety, or now COVID related stressors. 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. Unfortunately this most recent assessment cycle will be less useful since it will be during COVID when other variables are playing a role. We continue to also focus on retention, enrollment, and completion rates.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
This past year we have offered mostly online courses, some asynchronous, some synchronous to meet student needs and interests during the pandemic. Even prior to the Covid pandemic we had been increasing our proportion of fast track courses and distance education courses. In light of this trend it needs to be pointed out that fast track online courses in particular usually have a significantly higher failure and lower retention rate than other class formats. This trend is attributable to the need for student self direction and technology access underlying these courses and the accompanying lack of face to face interaction with Instructors. These factors are especially important for specific demographic groups where language, culture, and family/peer expectations do not favor individual remote learning. It is obvious that in many cases distance education does NOT serve under-prepared students but may disadvantage them. We will continue to push for face to face classes in time slots that will better serve these students.

We have also been scheduling more classes in the South and North center, and are maintaining our offerings at Camp Pendleton. We are also increasing our outreach to local High Schools in an effort to recruit AP students into our courses. We also try to offer some evening courses to meet the needs of working students, however we have found those classes tend to fill last and therefore sometimes get prematurely cut.

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 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 and SLO assessment?
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 working on revamping our cultural resource management course, perhaps to make it a "public archaeology" course with a more applied approach that will also include Cultural Resource Management, but not exclusively. The concern addressed by this change is that our current course is too narrowly focused on regulatory issues.

We are also submitting a new Human Osteology Course to curriculum for this cycle. We are hoping to articulate it with a new course in the UC system. This will help us remain competitive with other local community colleges that have already approved the course.

Are there courses that should be added or removed from your program - please explain?
We are submitting a new course in Human Osteology that we hope to add to our AA-T, our AA, and our certificate. Faculty in Biology are also in support of this new course, which should articulate with the UC system. We have been 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.

How is the potential need for program/course deactivation addressed by the department?
We had a couple of courses that we were thinking of deactivated since they hadn't been taught in a few years (Cultures of Africa and Evolution, Science, and Religion). However we offered them this past year and they were popular courses. We are pleased to offer them in our rotation to add breadth and maintain our competitive advantage over other local community colleges.

Are there areas you would like to expand?
Due to student demand we are requesting the addition of a course in Human Osteology. Prior to the pandemic we had been 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 Cultural Resource Management industry. We hope to make this goal a reality after the pandemic settles down.

We would like to expand our basic Archaeology Course offerings to include both a method and theory course and a separate world prehistory/popular archaeology course. This would bring us into closer alignment with other community colleges, CSU, and UC departments. We have not decided yet when to undertake this change.

The lack of avenues for our classes to be attractive to those pursuing continuing education opportunities remains an issue.

Describe any data and/or information that you have considered as part of the evaluation of your program.
The addition of the Human Osteology course has stemmed from student feedback we have been receiving for many years as well as data from other colleges where similar courses have been sucessful. The not for credit sections or workshops in archaeology have been requested by the Native American Community as well as the Cultural Resource Management industry, the data gathered at our annual advisory board meetings and other meetings we have held with the American Indian Studies department.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?
No

What needs to be corrected in the mapper?
Archaeological Surveyor and Lab Assistant Certificate is still listed on the mapper although we no longer offer it.

Is the content in the catalog accurate?
No

What needs to be corrected in the catalog?
The Archaeological Surveyor Certificate is still listed in the catalogue although we no longer offer it.
Our anthropology program description in the catalog is out-dated, we updated it during the mapper process and was told the catalog would automatically be updated, however that has not been the case. Therefore, the mapper has an updated program description that does not match our outdated description in the catalog.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
Diversity content is embedded within the course material of each of our anthropology courses. Anthropology is about walking in other people's shoes, seeing life from other perspectives. We teach cultural relativism in each of our anthropology courses. Other specific efforts have included enrolling in courses/workshops such as Teaching Men of Color in the Community College, African American History, Grading for Equity Book Club, Decolonizing your Syllabus, Seen and Unseen: Perceptions of Black and Brown Women in the Classroom.

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? 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. SDGE is one of the largest employers of archaeologists locally. This is actually a traditional avenue for many archaeologists which requires relatively little additional training in compliance and planning to launch a good career. Many anthropologists are working in medical anthropology areas that are applying their epidemiology knowledge in agencies working on covid related issues. The growth in Anthropology and Archaeology is around 7-8%.

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.

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?
As mentioned earlier, we have an annual advisory board which meets to help steer our program towards community needs. This includes representatives of local Cultural Resource Management firms, University Programs, and Museums. We regularly attend local and regional professional meetings, and Professor Pain carries out department outreach. She also regularly attends High School open houses and job fairs (prior to covid). 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. 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
Our outreach coordinator has maintained an ongoing schedule of career days at local high schools. Now she has been working on shifting to virtual outreach that can potentially reach even more students. Professors Pain and Willows promoted our programs and labs during Palomar Preview Days in Spring 2021. 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 enrollment and Anthropology majors and completed degrees sustained above the current level.

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 increase participation rates by supporting inclusive, equitable access, and success of existing and new populations of students across the District.

Expected Goal Completion Date
12/17/2022

Goal 2

Brief Description
Add a new course in Human Osteology

Is this a new or existing goal?
New

How will you complete this goal?
Work with other anthropology faculty, articulation officer Ben Mudgett, and Biology faculty to build the course proposal. Research other colleges and universities where human osteology is taught. Submit the new course proposal through the curriculum process.

Outcome(s) expected (qualitative/quantitative)
We hope to see a continued rise in enrollment. A course in human osteology will benefit students in anthropology, biology/pre-med, nursing, and criminal justice.

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. This will allow Palomar to maintain a competitive edge. This aligns with the college's mission to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals.

Expected Goal Completion Date
8/17/2023

Goal 3

Brief Description
Secure stable funding for Student Assistants

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

Existing   Ongoing

How will you complete this goal?
Work with the college to make our Student Assistant funds a regular budget line and not an annual PRP allocation.

Outcome(s) expected (qualitative/quantitative)
Student Assistants provide students with work experience in their field. Student Assistants 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, opportunities which are superior to those offered by many four year schools.

Expected Goal Completion Date
12/17/2022

Goal 4

Brief Description
Update our biological anthropology teaching collection

Is this a new or existing goal?

New

How will you complete this goal?
Request funds from the college to update the biological anthropology teaching collection.

Outcome(s) expected (qualitative/quantitative)
Provide quality instruction to our students that is up to date in the field of anthropology. The teaching collections should match the finds and examples offered in standard texts.

We hope to see a continued rise in enrollment and increase the number of anthropology majors.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This aligns with our department's goal to provide relevant and quality instruction to our students by keeping our collections concurrent with the developing field. This will allow Palomar to maintain a competitive edge compared to local colleges. This aligns with the college's mission to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals.

Expected Goal Completion Date
12/17/2022

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
Our last ADA retired two years ago 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. She is spread incredibly thin and and needs assistance.

As each of these disciplines seeks to expand both their enrollment and class offerings our shared ADA's workload is going to increase substantially.

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 a dedicated ADA. The current workload for our shared ADA means that their attention is distributed over seven disciplines.

Archaeology in particular has very complex scheduling, hiring, and equipment acquisition needs. Our current ADA must spend an inordinate amount of time on these tasks for our group which takes away from the other six 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.
Our department does not have designated funds to support an additional ADA.

An additional ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs. Increasing the scope, enrollment, and efficiency of our programs is nigh impossible without additional support.

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. We can anticipate that not all deadlines will be able to be met in the future. Our class scheduling is already a heavy burden on the remaining ADA.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.
An additional 3,500 is requested for department organization code 363200, program code 22020, expenditure account 240010.

These funds ($3,500) will be used to address an ongoing need for Student Assistants in the archaeology program. The use of student assistants in the archaeology lab and in the field has been a feature of the Palomar Archaeology program for at least the last two decades, and is an integral part of our program. We are in desperate need of these funds. We have asked, and in the past have been assured, that funds for student assistants would be made a continuing line item in the Behavioral Sciences budget. This would allow us to forgo having to petition every academic year for the exact same funds for the same purposes.

The work of the student assistants is required in order for our program to meet State Historic Preservation Standards as well as out permit requirements with the County Parks. Faculty do not have the time in their schedules to complete all of the associated tasks linked to our field research. Professional and contractual standards dictate that all artifacts obtained during excavations must be properly cleaned, labeled, catalogued and archived during the project time frame. Moreover all associated documentation must be organized and properly archived in digital and paper format. For our survey courses the state requires numerous forms and map submissions. In addition to gaining invaluable experience and their first employment as archaeologists, our student assistants insure that the program can go forward by completing the many tasks that are necessary in all archaeological research.

Finally, our student assistants add an extra measure of safety assurance in our field programs. As experienced students they know the safety protocols and help enforce them on the excavation site and in the laboratory. On surveys our student assistants are particularly valuable as they are more experienced navigators and can help anchor survey transects and keep an eye out for stragglers. The safety issue has been particularly acute during the COVID outbreak due to the increased needs of sanitation in the laboratory.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?
Yes

Technology Request

Technology Request 1

What are you requesting?
Medium Office Duty Color Laser Printer for Archaeology lab- MD 121

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
We have no working printer in the archaeology laboratory. The current laser printer in the archaeology lab was obtained through the college about seven years ago. It has never functioned properly since the day it was installed. Mechanical problems with the paper feed at multiple locations causes continual jamming, and despite little usage the toner cartridge streaks and has irregular printing. We have asked for it to be serviced many times. It should be surplussed.

The archaeology lab needs a reliable laser printer for numerous tasks carried out in day to day operations. Most of our printing is monochrome work documents, however the archaeology program is always printing small batch fliers for self promotion and outreach. Having to run all of our numerous promotional handouts through Comet Copy is inefficient and expensive. A color laser printer would suffice for 90% of our promotional materials.

More pedestrian printing is a normal need in the lab. Regular paper printouts of the most recent catalogue entries are needed to put into our archives, We need to print out updated field maps for excavation classes. During survey courses high volumes of forms and maps are needed for editing and final submission. Aerial photographs, historic maps, and previous site record forms are regularly printed out for class and research. It is impractical to have to go to the second floor department printers for all of these, and it would also quickly deplete the departments printing budget.

Estimated Amount of Request.
$600.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?
No

What PRP plan goal/objective does this request align with?
Providing superior student experiences and expanded opportunities. Reviltalizing and promoting our Archaeology field program

What Strategic Plan 2022 Goal:Objective does this request align with?

1:3   3:4   3:5

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
1

Do you think that your request for technology will require changes to a facility?
No

Technology Request 2

What are you requesting?
Digital SLR Field Camera

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Funds are requested for a weather resistant digital DSLR for use in the field and laboratory.

The archaeology program has an ongoing need for a dedicated field camera on which we can reliably store photos from our excavation class. The current field camera uses film, and is antiquated. Currently faculty and students are using their personal cameras for this task. The camera will also be used for stand photos of artifacts to be used in publications.

Estimated Amount of Request.
$700.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?
No

What PRP plan goal/objective does this request align with?
Improving instructional quality, efficiency, and revitalizing the archaeology program

What Strategic Plan 2022 Goal:Objective does this request align with?

1:3   2:2

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
2

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
    - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
    - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
    - *The results of the review will be sent to the dean and chair with feedback.*

- *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
  - *Requests for one-time funding will move forward for prioritization.*
  - *Requests that use funding from your department budget may move forward for purchase.*

Part 4: Facilities Requests

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

PART 5: 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?
Yes

Requests

Item 1

What are you requesting?
Updates to Biological Anthropology Teaching Material

Estimated Amount of Request.
$5,000.00

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal #4

What Strategic Plan 2022 Goal/Objective does this request align with?
2:1

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
This update to the collection will allow us to promote Palomar as a regional instructional leader in Anthropology and Archaeology. Biological Anthropology fulfills Natural Science and Lab Activity requirements and is ever-changing. In order to teach biological anthropology at the university level, an updated and relevant teaching collection is required. This includes a Homo floresiensis foot, Human Craniometric Landmark Skull, Homo sapiens idaltu BOU-VP-16/1 Herto Cranium, Homo heidelbergensis "Bodo" Skull, Gigantopithecus blacki Skull and Jaw "Reconstruction", Neanderthal Hyoid Reconstruction, Australopithecus anamensis Mandible - KNM-KP-29281 KO-136-Man, Fetal Human Skull 32 Weeks, 14-month-old Human Child Skull BC-187, Disarticulated Human Medical Study Skull, Human Masculinized Female Skull, 4-month-old Human Child Skull, Human Sagittal Cut Half Skull, 8-year-old Human Child Skull BC-276, Human Female Cranium, Meningioma, Human Female Pelvis, Articulated KO-193-P.

Please upload a copy of the quote, if available.

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form 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