



# 2022-23 Instructional Program Review and Planning

## 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**

2022-23

**Are you completing a comprehensive or annual PRP?**

Annual

**Division Name**

Social and Behavioral Sciences

**Department Name**

Behavioral Sciences

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

Anthropology (ANTH)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

Netta Schroer and Jeffrey Epstein

**Department Chair email**

nschroer@palomar.edu

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

Marlo Willows- Associate Professor Anthropology

**Website address for your discipline**

<https://www.palomar.edu/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 ☐ No

**Are any of your programs TOP coded as vocational (CTE/CE)?**

☐ Yes ☒ No

**List all degrees and certificates offered within this discipline.**

AA-T Anthropology  
AA Archaeology  
Certificates of Achievement; Archaeological Field Technician

*AA, AS, ADT, Certificates, etc.*

## **BASIC PROGRAM INFORMATION: 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 links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

4

*Enter a number.*

Link: [Permanent Faculty and Staff Count](#)

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

3.40

Link: [FTEF Data](#)

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

2.93

Link: [FTEF Data](#)

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

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.

Link: [Permanent Faculty and Staff Count](#)

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

None. We had a temporary ADA assigned to our program previously 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 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](#). 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? Please explain.**

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. Two years ago 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?**

Our archaeology course SLOs are closely modeled upon employer input gathered during our yearly program advisory board meetings. 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. 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. Our Cultural Anthropology and Biological Anthropology learning outcomes match transfer expectations.

**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. All of our course SLOs were assessed in Spring 2022. 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 2023.

**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. All of our course SLOs were assessed in Spring 2022. We have attempted to streamline our SLO process by creating google form quizzes that all instructors of that course, including part-time and full-time, could employ in their sections. 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.

## 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: [Program Completions](#)

**Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

|                   |   |   |    |    |   |
|-------------------|---|---|----|----|---|
| AA/ AS Total      | 3 | 6 | 14 | 15 | 7 |
| Certificate Total | 7 | 4 | 2  | 4  | 7 |

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

☒ Increased ☐ Stayed the same ☐ Decreased

*Choose one*

**What factors have influenced your completion trends?**

Our program completion greatly increased and only decreased when Covid happened. Our certificate program decreased a bit but then increased when we streamlined the program for a one-year certificate.

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.

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.

## **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. We've also made an effort to match our courses to the CSU and UC system providing more and more of our courses transferring. Our medical anthropology courses now transfer to the CSU and we have a new Human Osteology course that transfers both to the UC and CSU. We foresee the popularity of this new course, which our students have been requesting. The restructuring of our Archaeology program was also prompted by student input. Listening to the needs of our students has helped our program succeed.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

The Covid pandemic made a particular challenge for our program because it 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 particularly for our archaeology courses. Now that courses have moved back to an in person modality, we expect our enrollment and completion numbers to rise. However, it may take a few semesters to get back on track since it seems students are slowly returning to Palomar.

## **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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

*The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.*

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

### Why did you choose this standard?

We accept the college's threshold of 70%. However, we believe the threshold is arbitrary unless some statistical justification is raised.

### 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 STUDENT LEARNING OUTCOMES (SLOs)

**Summarize the major findings of your course level student learning outcomes assessments.**

In spring 2022 we assessed all of our course SLOs. 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 71% overall with a 90% 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 (90% success, 98% retention) have confirmed this. However we have not been able to offer more of these courses due to scheduling cuts based upon class size and efficiency models. Placing more students in 101 classes, as opposed to separate 100 and 100L classes, is a clear path towards higher success rates in this subject area.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☒ Yes ☐ No

**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 O\*net Link below) 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 nationally is around 7-8%, in California the growth is 24%.

Link: <https://www.onetonline.org/>

**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 and 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-world 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?**

☐ Yes ☐ No

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

☐ Yes ☐ 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 Vallecitos 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.

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).*

## PROGRAM GOALS

### Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

### Prior PRP Goals

#### Goal 1

##### Brief Description

Continue to broaden efforts at outreach at high schools throughout online and in person formats.

##### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

Covid has made it difficult to visit high schools, since most schools were not allowing visitors. Now that Covid has lessened a bit, we are hoping to continue to reach out to high schools. To support our offerings in Rancho Bernardo, we hope to reach out to schools that are in that area as well.

#### Goal 2

##### Brief Description

Add a new course in Human Osteology

##### Goal Status

☐ Completed ☐ Ongoing ☒ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We added the course and will be offering it in Fall 2023, we expect this to be a popular course within anthropology but also in biology/pre-med, nursing, and criminal justice.

### Goal 3

#### Brief Description

Secure stable funding for Student Assistants

#### Goal Status

☐ Completed ☐ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

### Goal 4

#### Brief Description

Update our biological anthropology teaching collection

#### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We requested funding to update our teaching collection last year but were not successful. We hope we are funded this year. This will provide relevancy to our discipline and maintain a competitive edge to local colleges.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.**

We are always mindful of students' needs to complete the program and/or transfer. We restructured our archaeology certificate to a one-year program which allows more students to complete the program. We also make sure the classes are offered in an appropriate rotation, even if there is a lower enrollment to ensure students are able to complete the program in one-year as advertised.

[Click here to access the Strategic Plan 2022.](#)

**Describe any changes to your goals or three-year plan as a result of this annual update.**

We have thought about maintenance and growth of our program. We have listened to students requests and added or modified courses. We will continue to reach out to more groups now that places have begun to open back up again. We expect to see an increase in our enrollment as students are coming back to Palomar college and finding our program.

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

☐ Yes ☒ No

**Are you requesting AA, CAST for Classified Staff?**

☒ Yes ☐ No

# REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

## Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

### Title of new position

ADA Behavioral Sciences

Is the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part-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 three 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.

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.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ 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

☐ 1:1

☐ 1:2

☐ 1:3

☐ 1:4

☒ 1:5

☐ 2:1

☐ 2:2

☐ 2:3

☐ 2:4

☐ 3:1

☐ 3:2

☐ 3:3

- |   |   |   |                              |
|---|---|---|------------------------------|
| <input type="checkbox"/> 3:4            | <input checked="" type="checkbox"/> 3:5 | <input checked="" type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input checked="" type="checkbox"/> 4:3 | <input checked="" type="checkbox"/> 5:1 | <input checked="" type="checkbox"/> 5:2 |                              |

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

**If the position is not moved forward for prioritization, how will you address this need?**

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?**

☒ Yes ☐ No

**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.**

Archaeology needs a permanent budget line item for student assistants of \$6000.00 for department organization code 363200, program code 22020, expenditure account 240010. (unfulfilled from last year so requesting again). Last year we received some funds for a one-time use, but we need a permanent solution rather than requesting the needed funds every year. These funds 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.

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.

#### Archaeology Lab Assistants:

- Student Lab assistants are trained to carefully handle and process artifacts excavated from Palomar's annual excavation class. Per federal and state laws and codes, it is required that artifacts be processed and recorded to fulfill state and federal regulations.
- Student lab assistants maintain the digital catalog for all artifacts excavated during the fall semester. Palomar's College's archaeology faculty use this information to create the required reports needed for city, state, and federal parks.
- Student lab assistants maintain the integrity of the lab by cleaning, labeling, and cataloguing artifacts generated from the fall excavation class. This sometimes includes re-boxing and labeling miscellaneous collections.
- Additional student lab assistant responsibilities include keeping the lab clean and organized, and helping independent study students locate artifacts for their research projects.

#### Excavation Teaching Assistant:

- Student archaeology field assistants are responsible for the following:
  - o Creating and maintaining the inventory of the equipment used for the field archaeology class.
  - o Checking on field procedures, making sure students are safely excavating and using proper excavation techniques.
  - o In charge of collecting unit bundle reports every week and making sure they are completed correctly.
  - o In charge of bringing artifacts to the field and returning them to the lab every week.
  - o Encouraging professionalism and high standards in archaeological field techniques.

Palomar College's Archaeology Program not only benefits students and the local community, but also the larger community, including state and federal agencies. Our program actively supports conservation and stewardship of archaeological sites in San Diego. Our students have the opportunity to add to the rich prehistoric and historic interpretations of San Diego's past.

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Enter your email address to receive a copy of the PRP to keep for your records.

mwillows@palomar.edu