

Peralta Community College District

Annual Program Update Template 2010-2011

Each discipline will complete this form to update program reviews developed in 2009-2010. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2011-12 budget year.

Overview			
Date Submitted:	Oct. 14, 2010	Dean:	Linda Sanford
BI Download:	10/07/2010	Dept. Chair:	Co-Chairs, Jane A. Margold and Mark Rauzon
Discipline:	ANTHR		
Campus:	Laney		
Mission	<p>The Anthropology program offers introductory courses in physical and social-cultural anthropology and archaeology. All the program's courses articulate with UC and CSU anthropology courses and provide transfer credits.</p> <p>No anthropology degree or certificate is offered.</p> <p>Program goals/objectives are as follows: -- contribute to students' understanding of humans as physical/cultural beings who live within an increasingly complex and interconnected world -- prepare students for transfer to four-year institutions -- strengthen students' critical-thinking, writing, computer and research skills -- expand students' scientific literacy</p>		

Student Data			
	Fall 2008	Fall 2009	Fall 2010
A. Enrollment			
Census Enrollment (duplicated)	318.0	370.0	296.0
Sections (master sections)	9.0	8.0	7.0
Total FTES	33.49	39.33	30.46
Total FTEF	1.81	1.61	1.47
FTES/FTEF	18.47	24.38	20.77
B. Retention			
Enrolled	306.0	345.0	N/A

Retained	259.0	284.0	N/A
% Retained	84.0	82.0	N/A
C. Success			
Total Graded	306.0	345.0	N/A
Success	206.0	241.0	N/A
% Success	67.0	69.0	N/A
Withdraw	47.0	61.0	N/A
% Withdraw	15.0	17.0	N/A

III. Faculty Data (ZZ assignments excluded)	
	Fall 2010
Contract FTEF	0.0
Hourly FTEF	1.47
Extra Service FTEF	0.0
Total FTEF	1.47
% Contract/Total	0.0

Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.85	0.0	0.0	0.8
Hourly FTEF	0.4	2.64	1.47	0.81
Extra Service FTEF	0.16	0.0	0.0	0.0
Total FTEF	1.41	2.64	1.47	1.61
% Contract/Total	60.15	0.0	0.0	49.59

Qualitative Assessments	
CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	<p>Beginning in spring, 2010, physical anthropology students have earned extra credit for participating in the California Academy of Science's "Citizen Science" program. This effort succeeded in (1) providing hands-on experience in documenting the urban impact of certain bird species, and (2) opening students' eyes to job possibilities in science.</p> <p>A similar purpose is served every semester by the physical anthropology lab's required primate-observation field trip to the Oakland Zoo.</p>

<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>TRANSFER: All anthropology courses are fully transferrable to the UC and CSU system.</p> <p>BASIC SKILLS: Instructors' use of the Moodle online system has greatly enhanced the integration of writing, computer and research skills into the subject matter we teach.</p> <p>As one example, in physical anthropology, an online forum has been set up for students to comment on course material and post the URLs of the media that they've researched on course topics. Online communication with classmates requires coherent thinking and sufficient critical-thinking skills to assess the reliability of online media. Teaching these skills dovetails nicely with meeting our SLOs.</p> <p>PROGRAM COMPLETION: All powerpoint lectures, handouts and exercises are available online to students within a day of their delivery in the face-to-face classroom. Submission of assignments online is possible, within strict deadlines. Although classroom attendance is required, students have some leeway to catch up with the rest of the class online. Given the number of Laney students with work and childcare obligations, these opportunities increase program completion.</p>
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<p>Strategic Planning Goals</p>	
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<p>Check all that apply.</p> <p>Advance Student Access, Success & Equity Engage our Communities & Partners Build Programs of Distinction Create a Culture of Innovation & Collaboration Develop Resources to Advance & Sustain Mission</p>	<p>Describe how goal applies to your program.</p> <p>Anthropology 1 and IL, taken together, satisfy the lower-division biological sciences requirement for an AA degree and for transfer to the CSU and UC systems. Physical anthropology seeks to build students' scientific literacy. Anthropology 3 and 7 build students' cultural literacy.</p> <p>Student access, success and equity is currently advanced by supplementing classroom teaching with use of the Moodle system, as Section V describes.</p> <p>With respect to engaging our communities and partners, the anthropology program's efforts have resulted in the enrollment of college students from various local universities (U.C.-Berkeley, SF State, San Jose State, etc.) in our courses. Top Bay Area high school students enroll as well. We also teach many international students from particular countries (e.g., South Korea) indicating that past students have "marketed" Laney's anthropology offerings to their peers.</p> <p>In regard to building programs of distinction, all the anthropology courses are in high demand. In fall 2010, all our instructors had to turn away students. Midway into the semester, retention has been excellent.</p> <p>To build the program further, an introductory forensic anthropology course would be a useful, job-oriented addition.</p> <p>With respect to creating a culture of innovation and collaboration, Anthropology has joined Geography, Geology and Physical Science in the Earth and Human Sciences Cluster. Meetings of all instructors in the cluster take place when the semester begins. Frequent informal meetings with colleagues also allow us to plan team-taught courses that could address SLOs at a programmatic as well as a course level. Such courses await budgetary easing.</p> <p>Development of resources to advance and sustain Laney's mission has been limited by budget constraints. However, the anthropology program has managed to build a good collection of fossil casts and artifacts. Use of library funding has also enabled us to expand our film collection somewhat. Given the dynamism of anthropology, however, it would be appropriate to have sufficient resources to keep updating our teaching media</p>
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	<p>by expanding the library's small collection of ethnographies and books on primatology and paleontology.</p> <p>Subscription to one online anthropology journal that covers all the sub-disciplines (e.g., specifically, Current Anthropology) could enrich our curricula at relatively low cost. Similarly, setting up A271 as a smart classroom would be useful to all the instructors in our cluster who use it as a lab. Ideally, one additional smart classroom could be made available to anthropology instructors.</p>
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<p>College Strategic Plan Relevance</p>
<p>Check all that apply</p> <p>New program under development</p> <p>Program that is integral to your college's overall strategy</p> <p>Program that is essential for transfer</p> <p>Program that serves a community niche</p> <p>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</p> <p>Other</p>

<p>Action Plan</p>

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

Our overall goal is to ensure that the Anthropology program remains robust enough to meet student demand. Our class sections are currently over-enrolled, not only with Bay Area students but with international students as well. Accomplishing our aim requires, at minimum, keeping the sections that we currently offer and restoring those that have been cut over the last year. Responsiveness to the community also entails continuing to offer a variety of classes, including online, late-start, evening and day sessions.

Even within budgetary constraints, there are a number of ways we can continue to enhance the quality of the anthropology program and increase student access and retention:

- Offer an online physical anthropology course. Currently, one such course has been developed by an instructor who received certification in online teaching after taking Merritt's six-course series.
- Continue to offer extra credit for students who supplement their classroom work with online participation in forums, glossaries and other assignments set up by instructors.
- Schedule one session per class in the computer lab to help students get online. .
- Provide extra-credit opportunities that are not computer-related for students without convenient computer access.
- Extra credit can continue to be offered to physical anthropology students who participate in one of the California Academy of Science "Citizen Science" projects. These do not require computer expertise.
- In line with student interest, possibly offer a field trip to the Alameda County crime lab so that physical anthropology lecture and lab students can see how forensic DNA analysis is done. If such a field trip is offered, it will be for extra credit.

Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

Adding FTEs is a high priority. Recruiting a biology student who has taken physical anthropology courses and is capable of tutoring students -- particularly those who are not native-English speakers -- is also a high priority.

Please describe and prioritize any **equipment, material, and supply** needs.

An additional locked cabinet is needed to store specimens in A271 and the purchase of six fans would make long lab classes more comfortable. Such supplies as paper, post-its and PTC strips are also needed.

Please describe and prioritize any **facilities** needs.

Facility needs include the locked cabinet and fans. Removal of two or three of the existing four sinks would also provide needed counter space. Installing high, movable desks would take up less floor space in A271, making it possible to enroll more students in the lab classes.

Course SLOs and Assessment	
	Fall 2010
Number of active courses in your discipline	7
Number with SLOs	7
% SLOs/Active Courses	100%

Number of courses with SLOs that have been assessed	4
% Assessed/SLOs	57%
Describe types of assessment methods you are using	
<p>Midterm and final exams that include multiple choice, fill-in-the-blank and brief essays; written assignments, including short essays (for the social-cultural and the physical anthropology courses;) a five-page paper (for the physical anthropology classes); and full participation in partnered and group work in class. For the anthropology lab class, completion of the exercises in a lab workbook is necessary for successful completion of the course.</p>	
Describe results of your SLO assessment progress	
<p>SLOs have been developed for all anthropology courses and inserted into syllabi. In 2009, two of the physical anthropology SLOs and all the anthropology lab SLOs were assessed; the resultant data were entered into the TaskStream data base and strategies for improving student performance were planned and carried out. Assessment data for all four SLOs of the physical anthropology courses have been compiled from spring and summer 2010 and await entry into TaskStream. These data will be entered by the end of October, since TaskStream is now accessible from our home computers and it is no longer necessary to wait until a workshop is scheduled.</p> <p>An assessment plan and schedule have been developed for the social-cultural anthropology online and the social-cultural anthropology face-to-face class. Entry into TaskStream can be done after final exams.</p>	

Program Learning Outcomes and Assessment	
	Fall 2010
Number of degrees and certificates in your discipline	were N/A
Number with Program Learning Outcomes	N/A
Number assessed	N/A
% Assessed	N/A
Describe assessment methods you are using	
Describe results of assessment	