Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Anthropology

Program Code: 2202 - ANTHROPOLOGY

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The mission of the Anthropology Program is to teach Anthropology courses to our diverse student population. The Program supports the College Mission by offering a variety of courses that fulfill transfer- and general education-student needs. One of the major components of Anthropology is the study of diversity. Thus, we provide a learning-centered environment where students gain an understanding and appreciation of biological and cultural variation. We evaluate the Program's effectiveness through internal discussions among faculty, discussing strategies and measurement of student success and pedagogical modalities.

Review Team Response
Concise, yet comprehensive - well done!

PROGRAM DATA

Enrollment
### Enrollment by Day, Evening, Online, Arranged (ANTHRO)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-3.34%</td>
<td>3.23%</td>
</tr>
<tr>
<td>Day</td>
<td>-3.45%</td>
<td>2.01%</td>
</tr>
<tr>
<td>Evening</td>
<td>-9.39%</td>
<td>18.21%</td>
</tr>
<tr>
<td>Online</td>
<td>12.8%</td>
<td>-14.89%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1825</td>
<td>1764</td>
<td>1821</td>
</tr>
<tr>
<td>Day</td>
<td>1391</td>
<td>1343</td>
<td>1370</td>
</tr>
<tr>
<td>Evening</td>
<td>309</td>
<td>280</td>
<td>331</td>
</tr>
<tr>
<td>Online</td>
<td>125</td>
<td>141</td>
<td>120</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
The decrease in enrollment is primarily attributed to reduced numbers of sections offered. In addition, the decrease in evening section enrollment is most likely due to one section, formerly offered in the evenings at Rancho, now offered as a daytime section at Chino.
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

The Program faculty (full-time and adjunct) have been using a variety of methods to encourage students to improve their academic performance and thus retention, including increased use of the Success Centers, the Early Alert program, iClickers in several sections, and individual conferences with students earning less than C grades.

Success
### Measure of Success by Day, Evening, Online, Arranged (ANTHRO)

#### 2008-09 to 2009-10
- **Total Census Success**: 0.35%
- **Day**: 0.46%
- **Evening**: -5.68%
- **Online**: 19.16%

#### 2009-10 to 2010-11
- **Total Census Success**: 7.79%
- **Day**: 9.43%
- **Evening**: 5.73%
- **Online**: -4.75%

### Graphical Representation
- **Day**: 71.38% (2008-09), 71.71% (2009-10), 78.47% (2010-11)
- **Evening**: 78.76% (2008-09), 74.29% (2009-10), 78.55% (2010-11)
- **Online**: 65.35% (2008-09), 77.87% (2009-10), 74.17% (2010-11)
- **Arranged**: Not specified
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

We note an increase of 19% in the online sections. Perhaps our online sections offer greater flexibility in student access and provide a greater opportunity for student success. However, no dramatic changes in the course were made between 2008 and 2009, so any explanation remains speculative at this time. The Program has no specific data on success rates besides the graphs listed here.

Review Team Response
Clear reflective dialogue concerning program data - great job! Also, the 19% change in success rates for online sections may simply reflect the relatively low number of enrollments that online courses generate in comparison to, say, day offerings....the higher the enrollments, the more stable success rates should be from term to term (as they are for day offerings).

DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Most Chaffey students stating their desire to major in Anthropology transfer to a university in order to complete their degree without completing the AA at Chaffey.

Review Team Response

STUDENT LEARNING OUTCOMES

Understand key Anthropological concepts and develop critical thinking skills to assess anthropological concepts, and to evaluate the validity of anthropological methods, interpretations, solutions, an...

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

All four Anthropology courses at Chaffey support the Program-level SLOs. Each course emphasizes critical thinking and evaluation skills, an understanding of human diversity, and an appreciation for the many other disciplines that contribute to our understanding of humans.

Discuss how courses in the program articulate with or complement each other.

Anthro 3 (Intro. to Social and Cultural Anthropology) exposes students to diversity in living populations. Anthro 2 (Intro. to Archaeology) exposes students to human diversity and ingenuity in the past. Anthro 1 (Intro. to Physical Anthropology) and Anthro 1L (Physical Anthropology Laboratory) expose students to biological diversity in humans and their primate relatives. All courses help students to evaluate material regarding humans in a logical and scientific manner. Collectively, our Anthropology courses create a synergy allowing students to gain a holistic perspective of the human condition in both the past and the present.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

Anthropology courses are, by their nature, cross-disciplinary and cross-cultural. Other disciplines which can share and benefit from Anthropological input (and vice-versa) include (but are not limited to): Biology, Sociology, History, Economics, Communication Studies, Music and Art, Geography, Nursing, and Psychology, due to the fact that these other disciplines similarly integrate human biology and/or behavior. The Anthropology Program regularly shares teaching materials and lecture/lab space with Biology at both the Rancho and Chino campuses. We have maintained very productive relationship for over 30 years with the Biology Program.

How and when has your department assessed Program SLO's' and how have you responded to the results?

The Program has not revised program-level SLOs to date. The Program is currently in the process of assessing course-level SLOs. Revision (as necessary) of program-level SLOs will commence in the near future.
What program or course changes have been made based on the result of the assessed outcome?
In response to our assessed outcomes, the Program instituted a channel of communication where all faculty collaborate in an effort to emphasize the same key concepts in our discipline that are needed for student success.

**Review Team Response**
Overall Program Level Implementation of SLOs is Developmental. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLOs and/or AUO's.

How has your program utilized SLO/AUO assessment results for program improvement?

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHRO 1 Introduction to Physical Anthropology - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>ANTHRO 1L Laboratory for Physical Anthropology - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>ANTHRO 2 Introduction to Archaeology - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>ANTHRO 3 Introduction to Social and Cultural Anthropology - Active</td>
<td>10/28/2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHRO Anthropology - Active</td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All four courses in Anthropology were updated in October 2009.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Demographic Trends

**Briefly explain:**
The Program attempts to schedule courses across morning, afternoon, and evenings, as well as online/distance learning sections, to meet student needs. Most courses regularly fill with full wait-lists, so demand for Anthropology courses remains high. Due to budget limitations, the Program is unable to offer additional sections.
Review Team Response
Course updates done in a timely manner - well done! What kind of demographic information have you used to examine student/community needs?

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.) How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Implement a more holistic educational experience for Anthropology students in order to increase their understanding of the human condition from both the cross-cultural and scientific perspectives.

To which planning direction does this goal apply?
Excellence in teaching and learning

Year 1 Steps to Success (activities) and VIP Assessment:
Offer more Anthro 1L (Physical Anthropology Lab) sections. This course is in high-demand with an extremely
limited number of spaces for students. Each lab section is limited to 24 students by the number of lab stations. This course fulfills the Lab Science requirement for transfer and degree students. Compare the number of Anthro 1L sections offered since the 2009-2010 academic year. An increase in sections translates to an increase in the number of students.

Year 2 Steps to Success (activities) and VIP Assessment:
Increase number, variety, and quality of instructional materials (eg., skeletons, fossils, demonstration models) which increase student learning opportunities. These instructional materials are needed in multiple lecture and lab courses at all of our campuses. Compare the overall depth of instructional materials since the 2009-2010 academic year.

Review Team Response
Clear and concise - meets all of the SMART requirements!

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>iClicker</td>
<td></td>
<td></td>
<td>Summer Science Academy (Forensic Anthropology)</td>
</tr>
<tr>
<td>Demonstration to SBS Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
<td>Public Debate on the Theory of Evolution</td>
</tr>
<tr>
<td>PSR Overview</td>
<td>iClicker online workshop.</td>
<td>American Association of Physical Anthropology annual conferences in 2008 and 2010.</td>
<td>She 4 Me conference (offered Forensic Anthropology workshops)</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Moodle training.</td>
<td></td>
<td>Forensic Anthropology workshops to several elementary school groups.</td>
</tr>
<tr>
<td>SLO Assessent</td>
<td></td>
<td></td>
<td>Archaeology presentation to 3rd graders.</td>
</tr>
<tr>
<td>SLO Writing</td>
<td></td>
<td></td>
<td>Paleopathology presentation to 4th graders.</td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Conferences allow faculty to bring new information into courses which increase student opportunities for critical-thinking, and increase knowledge of human diversity. Community outreach activities help to educate younger individuals who may be influenced to attend Chaffey and pursue studies in Anthropology or other sciences.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Relations Committee; Police Notification Task Force; Early Alert; Honors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Committee activities allow for cross-disciplinary contact.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>6-10 years</td>
</tr>
<tr>
<td>11-15 years</td>
</tr>
<tr>
<td>16-20 years</td>
</tr>
<tr>
<td>21+ years</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
No information is displayed on this graph. The Program has one FTE in the 11-15 year category, and one FTE in the 0-5 year category. The bimodal distribution is indicative of a two-person department with a positive combination of experience and new ideas.

Does your program anticipate retirements within the next 3 years?
No.

Review Team Response
Keep up the involvement and good work!

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
No.
After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
1 FTE Faculty in Anthropology

Hiring Criteria:

Institutional Level Considerations
Supports Chino expansion
Supports diversity of college offerings

Department Concerns
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Supports diversity of program and course offerings

Year 2:

Hiring Criteria:

Year 3:

Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT

Year 1
2 Ardipithecus skulls, $840.00; 1 Homo habilis skull, $425.00; 1 Neanderthal skull, $308.00; Lucy innominate/femur/sacrum set, $300.00; Homo ergaster pelvis, $270.00; 10 Modern human skulls (European, African, Australian), $2390.00.

Year 2
1 Articulated Chimpanzee skeleton, $3350.00; Neanderthal pelvis and femur, $1160.00; Mousterian tool set, $340.00; Fossil Hominid tools, $450.00.

Year 3
2 articulated Lucy skeletons, $14,300.00

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
Year 2
Year 3

OTHER
Year 1
Year 2
Year 3

Review Team Response
Needs are closely tied to VIP

Review Team Response
You do great work, and clearly strive to facilitate access to your courses. The excellent success rates for your courses also point to the your hard work in facilitating content mastery. As the SLO reviewers state, you are at a developmental level. Focus on reaching the proficiency level by employing simple, yet meaningful, assessments in your courses and using such information to further improve student learning. Feel free to Contact Marie Boyd/Tom Vitzleio and/or Gio Sosa in the research office if you have any questions or would like additional guidance.