

Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

Q2. Please provide the name of the person(s) completing this Program Review:

Jayne Smithson

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

The Anthropology Department and Program at College of Alameda offers students the opportunity to study humankind from biological, historical, prehistoric and cultural perspectives. Anthropology introduces students to ways to investigate and understand humanity in ways that are personally enriching and have practical application in their lives. Courses include the evolution of human biological structures, including human genetic variation, cultural aspects of past and present societies around the world and the impact of cultural ideal on human behavior and biology.

The Anthropology Program was deactivated several years ago at CoA because of several internal factors, not as a result of the viability of the discipline at CoA. A limited number of Anthropology courses continued to be offered with varying degrees of success. Since fall 2016, the Anthropology Department at CoA has demonstrated considerably renewed vitality. Work is underway to reinstate the Anthropology Program at CoA, with an ADT-Anthropology proposal slated for submission to the CoA Curriculum Committee in late October 2017.

Anthropology is a vibrant component in any college program because of the unique characteristics of the discipline. Diversity, flexibility and empowerment are at the heart of the holistic perspective of Anthropology. These core features of Anthropology embrace and reflect the Mission Statement and the Vision Statement of College of Alameda.

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

Yes

No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).



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Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q24. ASSESSMENT

Q20. Please attach the [TaskStream](#) "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- Provide in writing on first day of class
- Post on the program website
- Post on department bulletin board
- Other (please describe)

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

- Syllabi
- Course Catalog
- Department Website (please provide link to SLO's)
- Other (please specify)

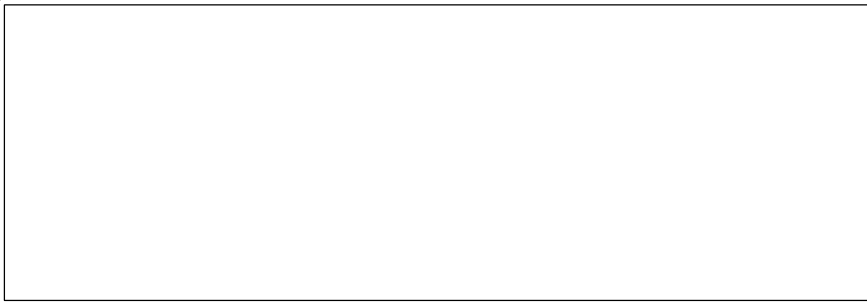
Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

Significant change or improvement #1:  
Several major changes have been made to the content and delivery method of Anthropology courses over the past two semesters (fall 2016 and spring 2017). One significant change was made in the structure of Anthr 1L Physical Anthropology Lab class from computer-based presentation to in-person, hands-on learning. Data showed that students were not engaged in the online lab set-up. The impressive new Anthropology specimens collection at CoA is a significant factor in drawing new students into the program.

Significant change or improvement #2:  
Ongoing program assessment of enrollment trends indicated that realignment of the Anthropology course offerings schedule was needed. The TTh course offerings were shifted to fit the existing CoA block schedule model, which resulted in significantly increased enrollment in TTh Anthr 1 Physical Anthropology classes. MW Anthr 3 classes are now filling as a result of shifting the previous class offering schedule.

Significant change or improvement #3:  
Significantly increased interest in Physical Anthropology courses led to the creation of a new class (Anthr 21 Forensic Anthropology) to be offered in spring 2018. As a direct result of student interest (shown through informal program assessment and student responses), additional Anthropology courses have been developed and will be offered at CoA in the near future.

(Optional) additional significant changes or improvements:



Q93. Please attach the data from the "Status Report" section of [TaskStream](#) for the findings discussed above.

[Anthr Taskstream Status Report 16-17.docx](#)

178.4KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

Plan 1:

Implement and monitor the reactivation of the Anthropology Program at CoA. Student interest supports the reactivation of this transfer degree program, as evidenced by recent student evaluations (TRC student evaluations), class discussions and individual student discussions before and after class.

Plan 2:

Increase course offerings and online access to Anthropology courses at CoA over the next three years. By broadening the course selections and adding more online sections of Anthr 1 (Physical Anthropology) and Anthr 3 (Cultural Anthropology), we will serve growing demand for Anthropology classes, particularly during intersessions and summer sessions.

Data analysis shows that online sections of Anthropology classes fill quickly and student retention is high. Anthr 1 satisfies one of the two science requirements for transfer to university and is a popular choice for non-science majors. Anthr 3 satisfies prerequisites for nursing majors and is a popular choice for private university transfers and out-of-state university transfers because the class satisfies ethnic diversity course requirements.

Plan 3:

Assess the same SLO for one full academic year (fall and subsequent spring semester) for each course in the same manner as the previous semester's assessment. This will allow for accurate follow-up comparison of the same SLOs to demonstrate the result of changes in classroom techniques that are implemented after fall semester SLO assessments. A different SLO will be assessed in each Anthropology course the following academic year. As all Anthropology courses have three SLOs, all of the SLOs for each course will be assessed over the three-year Peralta Taskstream cycle.

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of [Taskstream](#) for each example discussed above.

[Anthr Taskstream Status Report 16-17.docx](#)

178.4KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q27. Describe how assessment results for **Distance Education** courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

Assessment results in Distance Education Anthropology sections generally correlate to results for corresponding face-to-face sections of the same course.

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

Assessment results in multiple sections of the same Anthropology course are similar to each other.

Q29. Describe your discipline, department or program participation in assessment of CoA's [institutional level outcomes \(ILOs\)](#).

All Anthropology course SLOs are mapped to CoA's ILOs. The reactivated Anthropology Program PLOs will be mapped to CoA's ILOs as well.

Q30. How are your course and/or program level outcomes aligned with CoA's [institutional level outcomes \(ILOs\)](#)? Please describe the "Goal Alignment Summary" from [TaskStream](#).

All Anthropology SLOs have been updated and aligned with CoA's ILOs.

Q95. Please attach the "Goal Alignment Summary" from [TaskStream](#).

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

Using multiple approaches to teaching helps keep students engaged and learning. Effective teaching strategies incorporate power-point presentations, white-board diagram constructions in real-time, interactive discussions, classroom questions and concept checks and short-answer written C.A.T.s (classroom assessment techniques). Innovative strategies incorporate real-time news feeds, TED-talk videos and CoA Library links into classroom presentations via smart-room technology to stimulate discussion. Online 3-D models are used to illustrate discussions of fossils, artifacts and cultural items when the actual items are not available. The latest developments in all fields of Anthropology are readily available for discussion through online access in rooms where this feature is an option.

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

The Anthropology Department at CoA is participating in the Canvas Pilot Program for online learning and classroom support. All course materials, videos, articles and assignments are available from the Moodle or Canvas course websites for easy student access at any time. All assignments are submitted online through Moodle or Canvas course website drop-boxes that are connected to Turn-It-In software for easy identification of plagiarism (intended or unintended) and subsequent discussions with students. The Anthropology Department is a participant in the Zero Cost Textbook Program currently in development at CoA, which will significantly reduce economic barriers to learning.

Q34. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?

All Anthropology courses are monitored and assessed for integrity and consistency of academic standards through SLOs, department meetings, instructor observations and TRC committee feedback.

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

Anthropology courses that are offered in online format are subject to the same review, observation and monitoring processes as the equivalent face-to-face classes.

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "[Enrollment Trends](#)" data dashboard is available on the left side of the [COA Program Review webpage](#). Please sure to set the filters for College of Alameda and then your program and courses.

Overall enrollment trends in Anthropology at CoA indicate a modest growth in numbers of students from year to year. This is significant, as the overall trend in Peralta District course enrollments has been downward for the past few years. Another trend worth watching is that Anthr 1 enrollment is consistently higher in fall semesters, whereas enrollment in Anthr 1L, Anthr 2 and Anthr 3 is consistently higher in spring semesters as students move consecutively from one section to the next over the academic year. Offering more Anthr 1 lecture classes in fall and more Anthr 1L lab classes in spring appears to be warranted.

Q37. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

There is consistently high student demand for all Anthropology courses at CoA. Anthr 1 Physical Anthropology and Anthr 1L Physical Anthropology Lab provide alternatives for non-science majors to complete their Bio-Science transfer requirements. Anthr 2 Archeology is in high demand because CoA is one of the few community colleges in the East Bay that offers this required course for Anthropology majors consistently every semester. Anthr 3 Cultural Anthropology is a required course for Nursing majors at universities, in addition to being a popular Social Science transfer course that complements Sociology and Psychology courses.

Although Anthr 21 (Forensic Anthropology) is a new course to be offered for the first time at CoA in spring 2018, enthusiasm runs high for its debut. CoA will be the only college in the Peralta District to offer this course, which should result in high enrollment. Anthr 7 (Magic, Religion and Witchcraft) will be offered at CoA in the near future in response to student demand for this popular course.

Q33. Find the "[Productivity](#)" data dashboard on the left side of the [COA Program Review webpage](#). Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the [COA Program Review webpage](#).

CoA Anthropology Department productivity far exceeds the overall productivity rate of CoA as a whole, according to productivity charts for the 2016-2017 academic year:

Fall 2016 Anthro productivity = 20.02 compared to CoA overall productivity rate  
Spring 2017 Anthro productivity = 21.64 compared to CoA overall productivity rate

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

Salient factors that contribute to productivity in Anthropology at CoA over the past 12 months include renewed student interest in Anthropology courses as a result of aggressive outreach by Anthropology instructors, invigorated course content and student word-of-mouth "buzz". Anthropology is once again a visible and vibrant part of the CoA community.

Q35. Are courses scheduled in a manner that meets student needs and demands?

- Yes
- No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

According to student interviews and previous enrollment trends, the fall 2016 schedule was out of alignment with most CoA social science and general education course scheduled times/days, leading to chronic under-enrollment and class cancellations. The spring 2017 and fall 2017 class schedules were realigned with the CoA block schedule that best suits student demand. Anthropology courses filled and continued to fill to capacity following the schedule realignment, as evidenced by capacity enrollment in all fall 2017 Anthropology classes.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

Anthropology course offerings at CoA need to be expanded to accommodate student demand. Students in existing Anthropology classes this semester at CoA have responded enthusiastically to proposed new courses and indicated that they will sign up if these courses are offered.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard (*percentage of students earning a grade "C" or better, or earning "Credit"*) for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "[Course Completion](#)" data dashboard on the left of the [COA Program Review webpage](#) to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number Anthr 1	70	65	68
Course Name & Number Anthr 1L	66	72	85
Course Name & Number Anthr 3	67	75	66
Course Name & Number [ ]	[ ]	[ ]	[ ]
Course Name & Number [ ]	[ ]	[ ]	[ ]
Course Name & Number [ ]	[ ]	[ ]	[ ]



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Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q40. Please review the student equity "[Course Completion](#)" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input checked="" type="radio"/>	<input type="radio"/>	Students in the 25-34 year old range tend to have lower completion rates than other age groups.
Ethnicity	<input checked="" type="radio"/>	<input type="radio"/>	African American self-identified students tend to have somewhat lower completion rates than students who self-identify with other ethnic identities.
Gender	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>

Foster Youth status	◉	○	<p>Identified foster youth tend to have somewhat lower completion rates than students who are not identified as foster youth.</p>
DSPS (disability status)	◉	○	<p>Self-identified DSPS students tend to have slightly lower completion rates than students who do not identify themselves as DSPS students. This anomaly is statistically insignificant, as the number of DSPS students generally is less than 5% in any given class and success varies widely from student to student. DSPS at CoA does an incredibly good job assisting and supporting our DSPS students who use the system.</p>

Low income status	<input checked="" type="radio"/>	<input type="radio"/>	Self-identified low-income students tend to have lower completion rates than students who do not self-identify as low-income or who decline to state their economic status.
Veterans status	<input checked="" type="radio"/>	<input type="radio"/>	On average, veterans tend to have higher completion rates than non-veterans

Q48. Please discuss the differences (if any) in **face-to-face** course completion rates across dis-aggregated groups.

In general, Anthropology course completion rates are higher than the CoA course completion standard. Economically disadvantaged, working students and/or DSPS students tend to have lower completion rates for Anthropology classes.

Q101. Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?

- Yes
- No

Q41. Please enter the [course completion rate](#) for each of the **HYBRID (more than 50% but less than 100% online - see this in the "DE" filter)** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q42. Please review the student equity data provided on the "[Course Completion](#)" data dashboard on the COA Program Review website (click on your program's name). Are there *differences* in the **HYBRID** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Foster Youth status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
DSPS (disability status)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Low income status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Veterans status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Q49. Please discuss the differences (if any) in **HYBRID** course completion rates across dis-aggregated groups.

Q45. Please enter the [course completion rate](#) for each of the **Distance Education (100% online) - using the "DE" filter** - course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number Anthr 1	<input type="text" value="73"/>	<input type="text" value="64"/>	<input type="text" value="68"/>
Course Name & Number Anthr 2	<input type="text" value="51"/>	<input type="text" value="57"/>	<input type="text" value="60"/>

Course Name & Number Anthr 3	70	82	60
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
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Q46. Please review the student equity data provided on the [Course Completion](#) dashboard (using the "DE" filter) on the COA Program Review webpage. Are there *differences* in the **Distance Education (100% online)** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference: Answer 1
	Yes	No	
Age	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Ethnicity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Gender	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Foster Youth status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
DSPS (disability status)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Low income status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Veterans status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>

Q51. If there are differences in course completion rates between **face-to-face** and **Distance Education/Hybrid** courses, how does the discipline, department or program deal with them ?

A significant difference was noted in completion and success rates in the online section of Anthr 3 from fall 2016 spring 2017 semester. The instructor will be contacted and counseled. Discussions will be held with the Division 2 Dean as to potentially reassigning the course instructor in order to measure assessment outcomes the following semester. Success rate in Anthr 2 improved from 2015-16 to 2016-17 as a result of changing instructors and updating course content.

Q52. How do you assess the overall effectiveness of **Distance Education/Hybrid** courses?

Overall effectiveness of DE courses is assessed through SLOs, student access of course materials, response to instructor's weekly announcements, graded assignments, tests, interactive class discussions, student-teacher online interaction, instructor evaluations and TRC evaluation input

Q64. Using the "[Retention](#)" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	71	76	78

Q53. Describe the discipline, department, or program retention rates for the past three years.

In general, Anthropology course retention rates are significantly higher than the CoA course retention standard. Anthropology course productivity rates are also significantly higher than CoA productivity standard.

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

- Higher
- The same
- Lower

Q56. Please review the student equity data available in the "[Retention](#)" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when disaggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Ethnicity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Gender	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Foster Youth status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
DSPS (disability status)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Low income status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Veterans status	<input checked="" type="radio"/>	<input type="radio"/>	On average, veterans tend to have higher retention rates than non-veterans.

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

Outreach via email and personal contact after class with students who are frequently absent or do not turn in assignments. Messages are posted on all course websites (online and face-to-face) to remind students about upcoming due dates and tests in an effort to keep everyone informed and on track.

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

Continue email and personal contact outreach and work with CoA counselors and DSPS personnel to ensure that no student is left behind.

Q65. Using the [Degrees and Certificates](#) data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years. Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

Since fall 2016, the Anthropology Department at CoA has undergone a revitalization of courses and content. A recent TRC student evaluation indicated that the student intends to change his/her major to Anthropology as soon as the Anthropology AA-T is offered at CoA. CoA will be able to offer an AA-T degree in Anthropology as soon as the Anthropology Program is reactivated. A proposal to (re)start the Anthropology Program at CoA offering an Anthropology AA-T degree has been submitted to Curri cuNet META and is expected to be approved in the near future.

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

The Anthropology Department at CoA will continue outreach to counselors, DSPS, Veterans Office and enrolled students to publicize the Anthropology AA-T degree as soon as it is available (anticipated to be by fall 2018), including planned coverage in the CoA Splash and other CoA publications.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	1
Part-time faculty headcount	2
Total FTEF faculty for the discipline, department or program	3
Full-time/part-time faculty ratio	
Classified staff headcount	0

Q71. Describe your current utilization of facilities and equipment.



The CoA Anthropology Department is fortunate to be housed in the old Bioscience lab complex in "C" building. The dated facilities are adequate to begin revitalization of the Anthropology program, but the specimens collection is not adequate. Specimens are required to offer a competitive Anthropology program and attract new students. At minimum, we need the following (in order of priority) to offer a quality Anthropology Program at CoA:

**FIRST PRIORITY:**

Additional specimens for Physical Anthropology Lab, Forensic Anthropology course and Archaeology field training. Physical Anthropology is a science and in need of specimens for scientific observation and comparison. The Anthropology lab collection at CoA is woefully inadequate to be supporting a science class. The current extensive collection of Anthropological specimens and equipment (valued at replacement cost in excess of \$25,000.00) is on indefinite loan to CoA from the full-time faculty member, although the offer of donation of this collection to the college has been extended. Four specimens were added to the CoA collection last year using Instructional Supplies funds, but more specimens are needed to bring the Anthropology Lab at CoA into competitive program status.

We need the following specimens in order to offer the Anthr 21 Forensic Anthropology course that is scheduled for spring 2018. Bone Clones and Wards Science are Peralta-approved suppliers that can provide appropriate necessary specimens and supplies. The estimated cost for these necessary specimens (supplies) is \$3,250.

Skull casts evidencing various forms of lethal and non-lethal trauma, ethnic ancestry and sex  
Post-cranial elements (bones other than skulls), including age, sex and height determiners  
Measuring devices (spreading calipers, meter-sticks, flexible tapes, etc.)  
Disposable materials for class observations (mats, trays, gloves, etc.)

**SECOND PRIORITY**

Two folding tables. The Forensic Anthropology and Archaeology Research area in room C-103 is in need of two laminate folding tables for analysis and comparative display of specimens and artifacts. Uline.com is a Peralta-approved supplier that can provide appropriate folding tables: H-2233: laminate folding tables, 96 in. X 30 in. X 29 in., \$180.00 each. Total \$360 plus shipping and sales taxes.

Secure storage cabinets. The Physical Anthropology Lab room (C-102) needs five (5) secure storage cabinets with lockable doors to replace the existing storage cabinets without locking doors. The current Physical Anthropology lab specimen collection (valued at over \$25,000 replacement cost) is housed in a locked room, but the cabinets themselves are recycled, unlockable storage cabinets (on wheels) that are vulnerable to damage or theft of contents at times when the door to the room is unlocked. Uline.com is a Peralta-approved supplier that can provide appropriate cabinets: H-1105: putty-colored Industrial grade cabinets with secure locking doors, 36 in. X 18 in. X 72 in., 150 lb. shelf capacity, \$280.00 each unassembled (\$370.00 each assembled). Total \$1,450 - \$1,850 plus shipping and sales taxes.

Additional shelving units. The Forensic Anthropology and Archaeology Research area in room C-103 is in need of two additional shelving for analysis and storage of specimens and artifacts. Uline.com is a Peralta-approved supplier that can provide appropriate industrial shelving units: H-3353: Industrial Steel inter-locking shelving units, 36 in. X 18 in. X 75 in., \$168.00 each unassembled. Total \$336 plus shipping and sales taxes.

**THIRD PRIORITY**

Smart-room upgrade in the lab room (C-104). This request is detailed in the Key Technology Needs section of this Program Review.

Q72. What are your key **staffing** needs for the next three years? Why?

Staffing needs for the next three years include funds for at least one more part-time faculty (1 full-time + 3 part-time is the expected faculty need by 2020), based on anticipated Anthropology course offerings of 10-12 sections per semester by 2020. Spring 2018 will see eight or nine Anthropology sections being offered. Growth in the Anthropology Program is expected to be linear and steady over the next three years.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

Smart-room facilities are essential for continuing success in Anthropology courses. In-class presentations require access to internet resources for effective discussion of recent events and discoveries. Lack of essential technology in the classroom impedes learning when quick access to evolving subject matter is crucial to student success.

Priority: The current lab room (C-104) has no computer! Physical Anthropology lab needs smart-room access to online lab materials that are not available in the classroom. This includes visual and auditory computer access. A computer-compatible projector on a cart without sound (if one is available when needed) is not adequate.

CoA Library has been very generous with offers to obtain online resources that support Anthropology classes, particularly the new Forensic Anthropology class that will be offered in spring 2018. Many thanks!

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

Two folding tables.  
The Forensic Anthropology and Archaeology Research area in room C-103 is in need of two laminate folding tables for analysis and comparative display of specimens and artifacts. Uline.com is a Peralta-approved supplier that can provide appropriate folding tables: H-2233: laminate folding tables, 96 in. X 30 in. X 29 in., \$180.00 each. Total \$360 plus shipping and sales taxes.

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Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here**.

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's [Program Review webpage](#) - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

[Prior-Year-Resource-Utilization.xlsx](#)

21.2KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's [Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

[Resource-Requests-Summary.xlsx](#)

10.1KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

The Anthropology Department at CoA is small but well represented in campus activities. The full-time faculty member serves on the CoA Curriculum Committee and attended the recent Curriculum Institute Conference in Riverside, CA to obtain information that was later shared with the CoA Curriculum Committee. The Anthropology full-time faculty member also participated in testing the new CurriNet META system in spring 2017 and continues to mentor other faculty members who are struggling with this new system.

The Anthropology Department is participating in the Canvas Pilot Program by teaching Anthr 2 (Archaeology) online in this new platform, which includes completion of numerous training sessions and discussions with other Distance Ed participants on campus and at the District level. More Anthropology courses will migrate to the Canvas platform at the start of spring 2018 as we help lead the way into this new online resource for CoA and Peralta District.

The Anthropology Department is committed to supporting the Zero Cost Textbook program currently in development at CoA. Anthropology will participate in this program as two of the science course (Anthr 1 and Anthr 1L) transfer requirement choices and two of the behavioral science (social science) course (Anthr 3 and Anthr 7) transfer requirement choices.

Plans are underway to form an Anthropology Club on campus with a focus on service projects and travel opportunities. The club is envisioned currently as an interdisciplinary activity that will incorporate social, behavioral and physical sciences.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	Curriculum Committee
Committee 2	Academic Senate
Committee 3	Distance Education
Committee 4	Zero Cost Textbooks
Committee 5	
Committee 6	
Committee 7	
Committee 8	
Committee 9	

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Anthropology is the study of what it means to be human, including how to achieve our full human potential. The full-time Anthropology faculty member participated as an instructor in the summer 2017 Girls, Inc. Eureka! Program at CoA, introducing Forensic Anthropology to 20 future scientists.

Keeping current on best practices is an integral part of the Anthropology Department's approach to interdisciplinary learning. Collaborations at CoA are growing. Anthr 3 (Cultural Anthropology) and Art 21 (Beginning Drawing) have an ongoing interview project for the mutual benefit of students. Anthr 1 (Physical Anthropology), Geog 1 (Physical Geography), Geol 1 (Geology) and Bio 10 (Intro to Biology) have forged a mutually advantageous student referral practice to help students complete their science transfer requirements. Discussions and meetings with Anthropology lead instructors at all four Peralta District colleges keep us informed about the joys and challenges in our respective programs and how we can continue to support each other. Informal meetings and discussions with colleagues at CoA, other Peralta campuses and other colleges throughout the Bay Area also set the stage for ongoing community efforts in education.

Participation in Anthropology conferences is necessary for in-person exchange of information and ideas (networking). The full-time Anthropology faculty member at CoA was a presenter at the California Community College Anthropology Instructors Conference in Paso Robles in January 2017 and will attend a national conference on the importance of instructor-led student group short-term travel experiences in Boston at the beginning of November 2017.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty members are an integral part of the Anthropology Program at CoA. Adjunct faculty members are invited to explore the lab specimen collection at CoA and discuss their ideas about the direction of the Anthropology Department in the next three years and beyond. Input is sought from adjunct faculty members on needed supplies, equipment and facilities for the department. Adjunct faculty members are consulted before departmental decisions are made and are always welcome to help design the Anthropology Department of the future.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs of your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Use of online resources	1
Classroom technology	2
Instructional methods	3
Faculty mentoring	4
Cultural sensitivity	5
Other (please specify) <input type="text"/>	6
Other (please specify) <input type="text"/>	7
Other (please specify) <input type="text"/>	8
Other (please specify) <input type="text"/>	9
Other (please specify) <input type="text"/>	10

Q83. Please describe the professional development needs of your discipline or department.

The Anthropology Department at CoA is fortunate to have experienced professionals as members of the Anthropology Department at CoA who look for every available opportunity to add to and enhance their skills. Ongoing training in the new Canvas online support system is most appreciated. Opportunities to attend in-house and inter-campus presentations on best practices and governance updates are attended and shared by Anthropology faculty members at CoA and throughout the Peralta District.

Opportunities to be part of the faculty mentoring program would be welcomed and appreciated. The full-time Anthropology faculty member at CoA was pleased to have been an informal part of the Peralta Mentoring Program for the Anthropology intern being overseen by the Anthropology faculty at Laney College. Helping to develop new faculty is an important aspect of continuing our academic legacy into the next generation of instructors.

Q84. How do you train new instructors in the use of Distance Education platforms?

CoA is in the middle of a transition from Moodle to Canvas online platform. The DE transition team provides excellent training opportunities for learning this new online course delivery system. The full-time Anthropology faculty member is part of this transition training team. All new Anthropology instructors are encouraged to learn to use the new Canvas platform by contacting these available resource personnel and completing available online platform training courses.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Goal 1. Curriculum:

Activities and Rationale:

The primary goal for the Anthropology Department over the next three year is to reestablish a robust and thriving Anthropology Program at CoA.

Anthropology is a unique discipline in that it connects social, behavioral and physical sciences through the study of what it means to be human: today, throughout time and around the world. In this era of globalization and international communication, it is more important than ever to use an anthropological approach to understand and facilitate interactions among people, environments and responsible use of resources.

While one expected outcome of the revitalized Anthropology Program at CoA is students who major in Anthropology as their transfer undergraduate degree, an equally important outcome is the exposure of anthropological and holistic perspective to GE transfer students and AA/AS students at College of Alameda. Expanding world views and enhancing problem-solving abilities by thinking about the problem in a different way are essential to critical learning in college and beyond.

CoA ILOs 1, 3, 4 and 5

Peralta Strategic Goals A1 (transfer), A4 (achievement), C2 (innovative programs)

Goal 2. Assessment:

Activities and Rationale:

Continue to assess only one of the three SLOs in each course in the same manner for two consecutive semesters (fall, then the following spring) before moving on to a different SLO the following academic year.

This method will provide a clear opportunity to quantify improvement in student success after changes are implemented following the fall SLO assessments. As Anthropology has only three active SLOs per course, this plan will ensure that all SLOs are assessed and evaluated over the Peralta District Taskstream three-year assessment cycle.

CoA ILOs 2, 4 and 5

Peralta Strategic Goals A2 (assessments), A4 (achievement), C2 (innovative programs)

Goal 3. Instruction:

Activities and Rationale:

Engage students in lively discussions (in-class and online) about course material and applications of course material to real-life situations. Health, livelihood and quality of life issues require an understanding of how the human body works and the cultural influences that directly impact our thought processes. Employment as medical and mental health professions, teachers, social workers and in other fields depends on having a working understanding of what motivates people to act the way that they do.

Integrate and expand face-to-face and online offerings in Anthropology to address the growing demand for these popular GE transfer courses. Anthropology offers a unique, holistic approach to integrated learning. Anthropology courses are useful preparation for international business careers, employment in fields of diplomacy, foreign service and immigration, research and urban planning professions and any job that deals with people on a regular basis.

Monitor enrollment trends to help develop the Anthropology Program in ways that are student-driven. Student success is measured in part by enrollment and retention. If courses are not offered at times and on subjects of interest to students, then programs will not be nearly as successful or effective as those that listen to and respond to student needs.

CoA ILOs 1, 2, 3, 4 and 5

Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement), B2 (employment networking), C2 (innovative programs)

Goal 4. Student Success:

Activities and Rationale:

Make personal connections with students in distress. Many things can derail the best of student intentions. Anthropologists understand that the "one size fits all" approach to learning does not work for the development of critical thinking. Flexibility within a well-structured program is essential for student success.

Multi-sensory approach to learning: visual, auditory and kinesthetic experiences. Multi-sensory teaching in the classroom, in online courses and in assignments addresses all learning styles by providing multiple opportunities to demonstrate mastery of the course material.

Interdisciplinary cross-over learning opportunities to understand real-life applications of course material. In spring 2017 and again in fall 2017, Anthr 3 (Cultural Anthropology) and Art 21 (Beginning Drawing) participated an interview project for the mutual benefit of students in both classes. More interdisciplinary collaborations are being planned for future semesters. Archaeology and Geology, Physical Anthropology and Physical Geography, Human evolutionary cognition and Psychology are three collaborative efforts currently being explored.

CoA ILOs 1, 3, 4 and 5

Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement), B2 (partnerships), C2 (innovative programs)

Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:

Activities and Rationale:

Conferences and lecture attendance is an ongoing goal for professional development. Staying current and on the cutting edge of developments in the four fields of Anthropology requires continual interaction with other professionals within the discipline.

Community visibility. Opportunities to speak at community gatherings (service clubs, local schools, etc.) will be pursued. Starting an Anthropology Club at CoA, with a focus on service projects and travel opportunities is also being looked into.

Facilitate expanded participation on committees at CoA and at the District level of shared governance. Anthropologists serve gladly on committees, but the true strength of Anthropology is in affecting planned culture change through motivating and encouraging others to participate.

CoA ILOs 1, 2, 4 and 5

Peralta Strategic Goals A3 (student governance), B2 (community-based partnerships), D2 (institutional leadership)

Q89. On your [Program Review](#) webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

[Integrated-Goal-Setting.xlsx](#)

16.3KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q90. Congratulations! You have completed your Program Review for 2017-18!

**PLEASE NOTE:** Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data

**Location:** ([37.773498535156, -122.27880096436](#))

**Source:** *GeoIP* Estimation



## Prior Year Resource Utilization Self-Evaluation Form

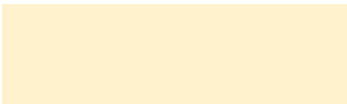
Directions: Please review your 2016-17 resource allocations and expenditures provided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College: COA  
 Name, Department or Program: Anthropology  
 Contact Person: Jayne Smithson  
 Date: 10/7/2017

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain
General Fund			0				
Instructional Equipment			0				
Instructional Supplies	1200	1200	0	Funds were expended to purchase essential specimens		These funds were used to purchase Physical Antf	
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity			0				
Basic Skills			0				
Work-Study			0				
Other			0				



TOTAL	1200	1200	0				
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**With which of the  
College's 10 college goals  
do these expenditures  
best align? (See tab  
below)**

3, 5

Intro Lab specimens that enhanced hands-on student learning in the Anthr 1L Lab class



## Comprehensive Instructional Program Review Prioritized Resource Requests Summary Form

**College:** College of Alameda

**Discipline, Department or Program:** Anthropology Dept. and Program

**Contact Person:** Jayne Smithson

**Date:** 10/7/2017

Resource Category	Description	Priority Ranking (1-5, etc.)	Estimated Cost (in dollars)	Justification (insert page or section # in the program review narrative report)	District or College Goal	College Institutional Learning Outcome (ILO) to be achieved
<b>Human Resources</b>	Faculty Classified Staff Student Workers	4	unknown	Staffing needs, section 7	student learning	all (1 - 5)
<b>Technology</b>	Smart-room upgrade in C-104	3	unknown	Technology needs, section 7	student learning	all (1-5)
<b>Equipment</b>						
<b>Supplies</b>	Specimens for Forensic class, gener	1	\$3,500	Resource needs, section 7	student learning	all (1-5)
<b>Facilities</b>	Tables, storage cabinets, shelves	2	\$2,000	Facilities needs, section 7	student learning	all (1-5)
<b>Professional Development</b>	Conferences, seminars	5	\$1,000	Professional needs, section 8	networking	all (1-5)
<b>Other (specify)</b>						

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Tuesday, September 12, 2017

2014-2015 Assessment Cycle

Organizational Area	Summary Results																															
<p><b>Totals for the selected Participating Areas with access in</b> College of Alameda AMS <b>Full Course Listing</b></p>	<p><b>Overall Statistics</b></p> <p><b>There are 4 Participating Areas with access to this requirement within Full Course Listing</b>  <b>56% (9/16) outcomes were included</b>  <b>100% (9/9) of outcomes included have at least one measure specified</b>  <b>44% (4/9) of outcomes included have measures with findings specified</b></p>																															
	4 Total Measures	4 Total Measures with Findings																														
	<p><b>Measure Type/Method</b></p> <table border="0"> <tr><td>Student Artifact</td><td>0 (0%)</td></tr> <tr><td>Exam</td><td>3 (75%)</td></tr> <tr><td>Portfolio</td><td>0 (0%)</td></tr> <tr><td>Other</td><td>1 (25%)</td></tr> <tr><td><b>Total Direct</b></td><td><b>4 (100%)</b></td></tr> <tr><td>Survey</td><td>0 (0%)</td></tr> <tr><td>Focus Group</td><td>0 (0%)</td></tr> <tr><td>Interview</td><td>0 (0%)</td></tr> <tr><td>Other</td><td>0 (0%)</td></tr> <tr><td><b>Total Indirect</b></td><td><b>0 (0%)</b></td></tr> <tr><td><b>Unspecified</b></td><td><b>0 (0%)</b></td></tr> </table>	Student Artifact	0 (0%)	Exam	3 (75%)	Portfolio	0 (0%)	Other	1 (25%)	<b>Total Direct</b>	<b>4 (100%)</b>	Survey	0 (0%)	Focus Group	0 (0%)	Interview	0 (0%)	Other	0 (0%)	<b>Total Indirect</b>	<b>0 (0%)</b>	<b>Unspecified</b>	<b>0 (0%)</b>	<p><b>Successful Performance Target Met?</b></p> <table border="0"> <tr><td>Not Met</td><td>0 (0%)</td></tr> <tr><td>Met</td><td>1 (25%)</td></tr> <tr><td>Exceeded</td><td>0 (0%)</td></tr> <tr><td>Unspecified</td><td>3 (75%)</td></tr> </table>	Not Met	0 (0%)	Met	1 (25%)	Exceeded	0 (0%)	Unspecified	3 (75%)
Student Artifact	0 (0%)																															
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Survey	0 (0%)																															
Focus Group	0 (0%)																															
Interview	0 (0%)																															
Other	0 (0%)																															
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Organizational Area	Summary Results																																																					
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College of Alameda AMS » Full Course Listing <b>ANTHR 2 Introduction Archaeology/Prehistory</b>	<p><i>No Outcomes have been included</i>  <i>No Measures have been specified</i>  <i>No Findings have been specified</i></p>																																																				

Organizational Area	Summary Results
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College of Alameda AMS » Full Course Listing

ANTHR 3 Introduction Social & Cultural Anthropology

**Overall Statistics**

- **100%** (3/3) outcomes were included
- **100%** (3/3) of outcomes included have at least one measure specified
- **67%** (2/3) of outcomes included have measures with findings specified

2 Total Measures		2 Total Measures with Findings	
<b>Measure Type/Method</b>		<b>Successful Performance Target Met?</b>	
Student Artifact	0 (0%)	Not Met	0 (0%)
Exam	2 (100%)	Met	0 (0%)
Portfolio	0 (0%)	Exceeded	0 (0%)
Other	0 (0%)	Unspecified	2 (100%)
<b>Total Direct</b>	<b>2 (100%)</b>		
Survey	0 (0%)		
Focus Group	0 (0%)		
Interview	0 (0%)		
Other	0 (0%)		
<b>Total Indirect</b>	<b>0 (0%)</b>		
<b>Unspecified</b>	<b>0 (0%)</b>		



Report: Summary of the Assessment Cycle Results in : 2015-2016 Assessment Cycle: Assessment Plan and Assessment Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Tuesday, September 12, 2017

2015-2016 Assessment Cycle

Organizational Area	Summary Results																									
<p><b>Totals for the selected Participating Areas with access in</b> College of Alameda AMS <b>Full Course Listing</b></p>	<p><b>Overall Statistics</b></p> <p><b>There are 4 Participating Areas with access to this requirement within Full Course Listing</b>  <b>30% (6/20) outcomes were included</b>  <b>100% (6/6) of outcomes included have at least one measure specified</b>  <b>67% (4/6) of outcomes included have measures with findings specified</b></p>																									
	4 Total Measures	4 Total Measures with Findings																								
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Organizational Area	Summary Results
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College of Alameda AMS » Full Course Listing

[ANTHR 3 Introduction Social & Cultural Anthropology](#)

**Overall Statistics**

- **25%** (1/4) outcomes were included
- **100%** (1/1) of outcomes included have at least one measure specified **100%**
- (1/1) of outcomes included have measures with findings specified

1 Total Measure		1 Total Measure with Findings	
<b>Measure Type/Method</b>		<b>Successful Performance Target Met?</b>	
Student Artifact	0 (0%)	Not Met	0 (0%)
Exam	0 (0%)	Met	1 (100%)
Portfolio	0 (0%)	Exceeded	0 (0%)
Other	0 (0%)	Unspecified	0 (0%)
<b>Total Direct</b>	<b>0 (0%)</b>		
Survey	0 (0%)		
Focus Group	0 (0%)		
Interview	0 (0%)		
Other	0 (0%)		
<b>Total Indirect</b>	<b>0 (0%)</b>		
<b>Unspecified</b>	<b>1 (100%)</b>		

Report: Summary of the Assessment Cycle Results in : 2016-2017 Assessment Cycle: Assessment Plan and Assessment Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Tuesday, September 12, 2017

2016-2017 Assessment Cycle

Organizational Area	Summary Results																									
<p><b>Totals for the selected Participating Areas with access in</b> College of Alameda AMS <b>Full Course Listing</b></p>	<p><b>Overall Statistics</b></p> <p><b>There are 4 Participating Areas with access to this requirement within Full Course Listing</b>  <b>20% (4/20) outcomes were included</b>  <b>100% (4/4) of outcomes included have at least one measure specified</b>  <b>100% (4/4) of outcomes included have measures with findings specified</b></p>																									
	4 Total Measures	4 Total Measures with Findings																								
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Organizational Area	Summary Results																																																				
College of Alameda AMS » Full Course Listing <b>ANTHR 1 Introduction to Physical Anthropology</b>	<p><b>Overall Statistics</b></p> <ul style="list-style-type: none"> <li>• <b>10%</b> (1/10) outcomes were included</li> <li>• <b>100%</b> (1/1) of outcomes included have at least one measure specified <b>100%</b></li> <li>• (1/1) of outcomes included have measures with findings specified</li> </ul> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="672 393 1358 470">1 Total Measure</th> <th colspan="2" data-bbox="1358 393 2053 470">1 Total Measure with Findings</th> </tr> <tr> <th colspan="2" data-bbox="672 470 1358 516">Measure Type/Method</th> <th colspan="2" data-bbox="1358 470 2053 516">Successful Performance Target Met?</th> </tr> </thead> <tbody> <tr> <td data-bbox="672 516 850 544">Student Artifact</td> <td data-bbox="850 516 1358 544">0 (0%)</td> <td data-bbox="1358 516 1480 544">Not Met</td> <td data-bbox="1480 516 2053 544">0 (0%)</td> </tr> <tr> <td data-bbox="672 544 850 571">Exam</td> <td data-bbox="850 544 1358 571">1 (100%)</td> <td data-bbox="1358 544 1480 571">Met</td> <td data-bbox="1480 544 2053 571">1 (100%)</td> </tr> <tr> <td data-bbox="672 571 850 599">Portfolio</td> <td data-bbox="850 571 1358 599">0 (0%)</td> <td data-bbox="1358 571 1480 599">Exceeded</td> <td data-bbox="1480 571 2053 599">0 (0%)</td> </tr> <tr> <td data-bbox="672 599 850 626">Other</td> <td data-bbox="850 599 1358 626">0 (0%)</td> <td data-bbox="1358 599 1480 626">Unspecified</td> <td data-bbox="1480 599 2053 626">0 (0%)</td> </tr> <tr> <td data-bbox="672 626 850 654"><b>Total Direct</b></td> <td data-bbox="850 626 1358 654"><b>1 (100%)</b></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="672 654 850 682">Survey</td> <td data-bbox="850 654 1358 682">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="672 682 850 709">Focus Group</td> <td data-bbox="850 682 1358 709">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="672 709 850 737">Interview</td> <td data-bbox="850 709 1358 737">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="672 737 850 764">Other</td> <td data-bbox="850 737 1358 764">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="672 764 850 792"><b>Total Indirect</b></td> <td data-bbox="850 764 1358 792"><b>0 (0%)</b></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="672 792 850 820"><b>Unspecified</b></td> <td data-bbox="850 792 1358 820"><b>0 (0%)</b></td> <td colspan="2"></td> </tr> </tbody> </table>	1 Total Measure		1 Total Measure with Findings		Measure Type/Method		Successful Performance Target Met?		Student Artifact	0 (0%)	Not Met	0 (0%)	Exam	1 (100%)	Met	1 (100%)	Portfolio	0 (0%)	Exceeded	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)	<b>Total Direct</b>	<b>1 (100%)</b>			Survey	0 (0%)			Focus Group	0 (0%)			Interview	0 (0%)			Other	0 (0%)			<b>Total Indirect</b>	<b>0 (0%)</b>			<b>Unspecified</b>	<b>0 (0%)</b>		
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Organizational Area	Summary Results
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College of Alameda AMS » Full Course Listing

**ANTHR 2 Introduction Archaeology/Prehistory**

**Overall Statistics**

- **33%** (1/3) outcomes were included
- **100%** (1/1) of outcomes included have at least one measure specified **100%**
- (1/1) of outcomes included have measures with findings specified

1 Total Measure		1 Total Measure with Findings	
<b>Measure Type/Method</b>		<b>Successful Performance Target Met?</b>	
Student Artifact	0 (0%)	Not Met	0 (0%)
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Organizational Area	Summary Results																																																					
College of Alameda AMS » Full Course Listing <b>ANTHR 3 Introduction Social &amp; Cultural Anthropology</b>	<p><b>Overall Statistics</b></p> <ul style="list-style-type: none"> <li>• <b>25%</b> (1/4) outcomes were included</li> <li>• <b>100%</b> (1/1) of outcomes included have at least one measure specified <b>100%</b></li> <li>• (1/1) of outcomes included have measures with findings specified</li> </ul> <table border="1" data-bbox="688 393 2020 873"> <thead> <tr> <th colspan="2" data-bbox="688 393 1360 467">1 Total Measure</th> <th colspan="2" data-bbox="1360 393 2020 467">1 Total Measure with Findings</th> </tr> <tr> <th colspan="2" data-bbox="688 467 1360 516">Measure Type/Method</th> <th colspan="2" data-bbox="1360 467 2020 516">Successful Performance Target Met?</th> </tr> </thead> <tbody> <tr> <td data-bbox="688 516 850 540">Student Artifact</td> <td data-bbox="850 516 1360 540">0 (0%)</td> <td data-bbox="1360 516 1480 540">Not Met</td> <td data-bbox="1480 516 2020 540">0 (0%)</td> </tr> <tr> <td data-bbox="688 540 850 565">Exam</td> <td data-bbox="850 540 1360 565">1 (100%)</td> <td data-bbox="1360 540 1480 565">Met</td> <td data-bbox="1480 540 2020 565">1 (100%)</td> </tr> <tr> <td data-bbox="688 565 850 589">Portfolio</td> <td data-bbox="850 565 1360 589">0 (0%)</td> <td data-bbox="1360 565 1480 589">Exceeded</td> <td data-bbox="1480 565 2020 589">0 (0%)</td> </tr> <tr> <td data-bbox="688 589 850 613">Other</td> <td data-bbox="850 589 1360 613">0 (0%)</td> <td data-bbox="1360 589 1480 613">Unspecified</td> <td data-bbox="1480 589 2020 613">0 (0%)</td> </tr> <tr> <td data-bbox="688 613 850 638"><b>Total Direct</b></td> <td data-bbox="850 613 1360 638"><b>1 (100%)</b></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="688 638 850 662">Survey</td> <td data-bbox="850 638 1360 662">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="688 662 850 686">Focus Group</td> <td data-bbox="850 662 1360 686">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="688 686 850 711">Interview</td> <td data-bbox="850 686 1360 711">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="688 711 850 735">Other</td> <td data-bbox="850 711 1360 735">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="688 735 850 760"><b>Total Indirect</b></td> <td data-bbox="850 735 1360 760"><b>0 (0%)</b></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="688 760 850 784"><b>Unspecified</b></td> <td data-bbox="850 760 1360 784"><b>0 (0%)</b></td> <td colspan="2"></td> </tr> </tbody> </table>		1 Total Measure		1 Total Measure with Findings		Measure Type/Method		Successful Performance Target Met?		Student Artifact	0 (0%)	Not Met	0 (0%)	Exam	1 (100%)	Met	1 (100%)	Portfolio	0 (0%)	Exceeded	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)	<b>Total Direct</b>	<b>1 (100%)</b>			Survey	0 (0%)			Focus Group	0 (0%)			Interview	0 (0%)			Other	0 (0%)			<b>Total Indirect</b>	<b>0 (0%)</b>			<b>Unspecified</b>	<b>0 (0%)</b>		
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**2016-2017 Assessment Cycle**

Organizational Area	Summary Results	
<b>Totals for the selected Participating Areas with access in</b> College of Alameda AMS <b>Full Course Listing</b>	<b>Overall Statistics</b> There are 4 Participating Areas with access to this requirement within Full Course Listing 20% (4/20) outcomes were included 100% (4/4) of outcomes included have at least one measure specified 100% (4/4) of outcomes included have measures with findings specified	
	4 Total Measures	4 Total Measures with Findings
	<b>Measure Type/Method</b> Student Artifact   0 (0%) Exam   4 (100%) Portfolio   0 (0%) Other   0 (0%) <b>Total Direct</b>   4 (100%)  Survey   0 (0%) Focus Group   0 (0%) Interview   0 (0%) Other   0 (0%) <b>Total Indirect</b>   0 (0%)  <b>Unspecified</b>   0 (0%)	<b>Successful Performance Target Met?</b> Not Met   0 (0%) Met   4 (100%) Exceeded   0 (0%) Unspecified   0 (0%)

College of Alameda AMS » Full Course Listing

**ANTHR 1 Introduction to Physical Anthropology**

**Overall Statistics**

**10%** (1/10) outcomes were included  
**100%** (1/1) of outcomes included have at least one measure specified **100%** (1/1)  
of outcomes included have measures with findings specified

1 Total Measure		1 Total Measure with Findings	
<b>Measure Type/Method</b>		<b>Successful Performance Target Met?</b>	
Student Artifact	0 (0%)	Not Met	0 (0%)
Exam	1 (100%)	Met	1 (100%)
Portfolio	0 (0%)	Exceeded	0 (0%)
Other	0 (0%)	Unspecified	0 (0%)
<b>Total Direct</b>	<b>1 (100%)</b>		
Survey	0 (0%)		
Focus Group	0 (0%)		
Interview	0 (0%)		
Other	0 (0%)		
<b>Total Indirect</b>	<b>0 (0%)</b>		

Unspecified

0 (0%)

College of Alameda AMS » Full Course Listing  
**ANTHR 1L Physical Anthropology Laboratory**

**Overall Statistics**

**33%** (1/3) outcomes were included  
**100%** (1/1) of outcomes included have at least one measure specified  
**100%** (1/1) of outcomes included have measures with findings specified

1 Total Measure		1 Total Measure with Findings	
<b>Measure Type/Method</b>		<b>Successful Performance Target Met?</b>	
Student Artifact	0 (0%)	Not Met	0 (0%)
Exam	1 (100%)	Met	1 (100%)
Portfolio	0 (0%)	Exceeded	0 (0%)
Other	0 (0%)	Unspecified	0 (0%)
<b>Total Direct</b>	<b>1 (100%)</b>		
Survey	0 (0%)		
Focus Group	0 (0%)		
Interview	0 (0%)		
Other	0 (0%)		
<b>Total Indirect</b>	<b>0 (0%)</b>		

Unspecified 0 (0%)

College of Alameda AMS » Full Course Listing  
**ANTHR 2 Introduction Archaeology/Prehistory**

**Overall Statistics**

**33%** (1/3) outcomes were included  
**100%** (1/1) of outcomes included have at least one measure specified **100%** (1/1)  
of outcomes included have measures with findings specified

1 Total Measure		1 Total Measure with Findings	
Measure Type/Method		Successful Performance Target Met?	
Student Artifact	0 (0%)	Not Met	0 (0%)
Exam	1 (100%)	Met	1 (100%)
Portfolio	0 (0%)	Exceeded	0 (0%)
Other	0 (0%)	Unspecified	0 (0%)
<b>Total Direct</b>	<b>1 (100%)</b>		
Survey	0 (0%)		
Focus Group	0 (0%)		
Interview	0 (0%)		
Other	0 (0%)		
<b>Total Indirect</b>	<b>0 (0%)</b>		

Unspecified 0 (0%)

College of Alameda AMS » Full Course Listing

**ANTHR 3 Introduction Social & Cultural Anthropology**

**Overall Statistics**

**25%** (1/4) outcomes were included  
**100%** (1/1) of outcomes included have at least one measure specified **100%** (1/1)  
of outcomes included have measures with findings specified

1 Total Measure		1 Total Measure with Findings	
Measure Type/Method		Successful Performance Target Met?	
Student Artifact	0 (0%)	Not Met	0 (0%)
Exam	1 (100%)	Met	1 (100%)
Portfolio	0 (0%)	Exceeded	0 (0%)
Other	0 (0%)	Unspecified	0 (0%)
<b>Total Direct</b>	<b>1 (100%)</b>		
Survey	0 (0%)		
Focus Group	0 (0%)		
Interview	0 (0%)		
Other	0 (0%)		
<b>Total Indirect</b>	<b>0 (0%)</b>		

Unspecified

0 (0%)

# Integrated Goal Setting Template

Please align the goals you have set for your discipline, department or program with those of the College and District. COA and PCCD goals are listed in the tabs below.

**College:** College of Alameda  
**Discipline, Department or Program:** Anthropology Dept. and Program  
**Contact Person:** Jayne Smithson  
**Date:** 10/7/2017

Discipline, Department or Program Goal	College Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. The primary goal for the Anthropology Department is to provide a high-quality, student-centered learning experience that prepares students for the workforce and further education.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A4 (achievement), C2 (innovative program)
2. Continue to assess only one of the three SLOs in each course to ensure quality and consistency.	CoA ILOs 2, 4 and 5	Peralta Strategic Goals A2 (assessments), A4 (achievement), C2 (innovative program)
3. Engage students in lively discussions (in-class and online) to enhance their learning experience.	CoA ILOs 1, 2, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement)
4. Expand and integrate online offerings in Anthropology to increase access and flexibility.	CoA ILOs 1, 2, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement)
5. Monitor enrollment trends to help develop the Anthropology program and ensure its sustainability.	CoA ILOs 1, 2, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement)
6. Continue efforts to make personal connections with students to support their success.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement)
7. Continue to offer a multi-sensory approach to learning to accommodate diverse learners.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement)
8. Continue to provide interdisciplinary cross-over learning opportunities to enhance student knowledge.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement)
9. A goal for the Anthropology Program at the College of Alameda is to provide a high-quality, student-centered learning experience that prepares students for the workforce and further education.	CoA ILOs 1, 2, 4 and 5	Peralta Strategic Goals A3 (student governance), B2 (community-based partnership)
10. A goal for individual faculty members in the Anthropology Department is to provide a high-quality, student-centered learning experience that prepares students for the workforce and further education.	CoA ILOs 1, 2, 4 and 5	Peralta Strategic Goals A3 (student governance), B2 (community-based partnership)



s)  
grams)  
ent), B2 (employment networking), C2 (innovative programs)  
ent), B2 (employment networking), C2 (innovative programs)  
ent), B2 (employment networking), C2 (innovative programs)  
ment), B2 (partnerships), C2 (innovative programs)  
ment), B2 (partnerships), C2 (innovative programs)  
ment), B2 (partnerships), C2 (innovative programs)  
ships), D2 (institutional leadership)  
ships), D2 (institutional leadership)

Anthropology Comprehensive Program Review: Oct. 7, 2017

(reviewed by Cluster Chair Sarah Peterson 10/9/2017, submitted via online portal 10/15/2017)

Cc: Lilia Celhay, Myron Jordan via email attachment 10/18/2017

1. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, that section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

**Please select the discipline, department or program:**

ANTHR

**Please provide the name of the person(s) completing this Program Review:**

Jayne Smithson

**2. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.**

The Anthropology Department and Program at College of Alameda offers students the opportunity to study humankind from biological, historic, prehistoric and cultural perspectives. Anthropology introduces students to ways to investigate and understand humanity in ways that are personally enriching and have practical application in their lives. Courses include the evolution of human biological structures, including human genetic variation, cultural aspects of past and present societies around the world and the impact of cultural ideal on human behavior and biology.

The Anthropology Program was deactivated several years ago at CoA because of several internal factors, not as a result of the viability of the discipline at CoA. A limited number of Anthropology courses continued to be offered with varying degrees of success. Since fall 2016, the Anthropology Department at CoA has demonstrated considerably renewed vitality. Work is underway to reinstate the Anthropology Program at CoA, with an ADT-Anthropology proposal slated for submission to the CoA Curriculum Committee in late October 2017.

Anthropology is a vibrant component in any college program because of the unique characteristics of the discipline. Diversity, flexibility and empowerment are at the heart of the holistic perspective of Anthropology. These core features of Anthropology embrace and reflect the Mission Statement and the Vision Statement of College of Alameda.

### 3. CURRICULUM

**Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.**

**Have all of your course outlines of record been updated or deactivated in the past three years?**

Yes

**What are the discipline, department or program of study plans for curriculum improvement (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?**

The Anthropology Program at CoA is in the process of being reactivated as an AA-T degree program.

Four core courses continue to be offered at CoA, all of which generate maximum enrollment in each section offered:

Anthr 001	Physical Anthropology
Anthr 001L	Physical Anthropology Lab
Anthr 002	Archaeology
Anthr 003	Cultural Anthropology

Four new Anthropology courses at CoA received State approval in June 2017. These new courses enhance a well-rounded transfer degree in Anthropology and provide GE requirements options for students majoring in other disciplines. These new courses will be introduced one or two at a time into the cycle of Anthropology offerings, starting in spring 2018:

Anthr 007	Magic, Religion and Witchcraft (a cultural-comparative religions aspect of Anthropology)
Anthr 019	Sex and Gender (a socio-cultural-gender studies aspect of Anthropology)
Anthr 021	Forensic Anthropology (a biological-medical-legal aspect of Anthropology)
Anthr 055	Native American Cultures (an ethnic studies aspect of Anthropology)

**Please list the name and type of degree your program offers.**

None at this time. Anthropology AA-T will be offered at CoA in the near future

**Please list the name and type of certificates your program offers.**

Not applicable. The Anthropology Program at CoA is not focused on workforce training.

**Please specify how much of each DEGREE can be completed online.**

At least 50% of Anthropology courses at CoA are available as online options

**Enter name of degree**

None at this time. Anthropology AA-T will be offered at CoA in the near future

**Please specify how much of each CERTIFICATE can be completed online.**

Not applicable. The Anthropology Program at CoA is not focused on workforce training.

#### **4. ASSESSMENT**

**Please attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions:**

Anthro Taskstream 14-15 15-16 16-17.doc

**How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?**

Provide in writing on first day of class  
Post on the program website  
Post on department bulletin board  
Other: Post on individual course websites

**Where are your discipline, department or program course and program student learning outcomes (SLO's) published?**

Syllabi  
Course Catalog  
Department Website (please provide link to SLO's) <http://alameda.peralta.edu/anthropology/>  
Other: Post on individual course websites

**Briefly describe at least three of the most significant changes/improvements your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.**

**Significant change or improvement #1:**

Several major changes have been made to the content and delivery method of Anthropology courses over the past two semesters (fall 2016 and spring 2017). One significant change was made in the structure of Anthr 1L Physical Anthropology Lab class from computer-based presentation to in-person, hands-on learning. Data

showed that students were not engaged in the online lab set-up. The impressive new Physical Anthropology Lab collection of specimens on indefinite loan at CoA is a significant factor in drawing new students into the program.

**Significant change or improvement #2:**

Ongoing program assessment of enrollment trends indicated that realignment of the Anthropology course offerings schedule was needed. In spring 2017, the TTh Anthropology schedule was shifted to fit the existing CoA block schedule model. This realignment resulted in significantly increased enrollment in TTh 8:30 a.m. Anthr 1 Physical Anthropology classes and made time available to add a future TTh 10:00 a.m. Anthropology class. MW 8:30 a.m. Anthr 3 classes now fill as a result of adjusting the previous schedule, as do the MW 10:00 a.m. Anthro 1 classes.

**Significant change or improvement #3:**

Significantly increased interest in Physical Anthropology courses led to the creation of a new class (Anthr 21 Forensic Anthropology) to be offered in spring 2018. As a direct result of student interest (shown through informal program assessment and student responses), additional Anthropology courses have been developed and will be offered at CoA in the near future.

**Please attach the data from the "Status Report" section of TaskStream for the findings discussed above.**

Taskstream 2016-2017.pdf

**Briefly describe three of the most significant examples of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.**

**Plan 1:**

Implement and monitor the reactivation of the Anthropology Program at CoA. Student interest supports the reactivation of this transfer degree program, as evidenced by recent student evaluations (TRC student evaluations), class discussions and individual student discussions before and after class.

**Plan 2:**

Increase course offerings and online access to Anthropology courses at CoA over the next three years. By broadening the course selections and adding more online section of Anthr 1 (Physical Anthropology) and Anthr 3 (Cultural Anthropology), we will serve growing demand for Anthropology classes, particularly during intersessions and summer sessions.

Data analysis shows that online sections of Anthropology classes fill quickly and student retention is high. Anthr 1 satisfies one of the two science requirements for transfer to university and is a popular choice for non-

science majors. Anthr 3 satisfies prerequisites for nursing majors and is a popular choice for private university transfers and out-of-state university transfers because the class satisfies ethnic diversity course requirements.

**Plan 3:**

Assess the same SLO for one full academic year (fall and subsequent spring semester) for each course in the same manner as the previous semester's assessment. This will allow for accurate follow-up comparison of the same SLOs to demonstrate the result of changes in classroom techniques that are implemented after fall semester SLO assessments. A different SLO will be assessed in each Anthropology course the following academic year. As all Anthropology courses have three SLOs, all of the SLOs for each course will be assessed over the three-year Peralta Taskstream cycle.

**Please attach the data from the "Assessment Findings and Action Plan" section of Taskstream for each example discussed above.**

No attachment or same attachment as previous answer.

**Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.**

Assessment results in Distance Education Anthropology sections generally correlate to results for corresponding face-to-face sections of the same course.

**Describe assessment results for courses with multiple sections. Are there similar results in each section?**

Assessment results in multiple sections of the same Anthropology course are similar to each other.

**Describe your discipline, department or program participation in assessment of COA's institutional level outcomes (ILOs).**

All Anthropology course SLOs are mapped to CoA's ILOs. The reactivated Anthropology Program PLOs will be mapped to CoA's ILOs as well.

**How are your course and/or program level outcomes aligned with COA's institutional level outcomes (ILOs)? Please describe the "Goal Alignment Summary" from TaskStream.**

All Anthropology SLOs have been updated and aligned with CoA's ILOs.

No attachment or same attachment as previous answer.

## **5. INSTRUCTION**

**Describe effective and innovative strategies used by faculty to involve students in the learning process.**

Using multiple approaches to teaching helps keep students engaged and learning. Effective teaching strategies incorporate power-point presentations, white-board diagram constructions in real-time, interactive discussions, classroom questions and concept checks and short-answer written C.A.T.s (classroom assessment techniques). Innovative strategies incorporate real-time news feeds, TED-talk videos and CoA Library links into classroom presentations via smart-room technology to stimulate discussion. Online 3-D models are used to illustrate discussions of fossils, artifacts and cultural items when the actual items are not available. The latest developments in all fields of Anthropology are readily available for discussion through online access in rooms where this feature is an option.

**How has new technology been used by the discipline, department or program to improve student learning?**

The Anthropology Department at CoA is participating in the Canvas Pilot Program for online learning and classroom support. All course materials, videos, articles and assignments are available from the Moodle or Canvas course websites for easy student access at any time. All assignments are submitted online through Moodle or Canvas course website drop-boxes that are connected to Turn-It-In software for easy identification of plagiarism (intended or unintended) and subsequent discussions with students. The Anthropology Department is a participant in the Zero Cost Textbook Program currently in development at CoA, which will significantly reduce economic barriers to learning.

**How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?**

All Anthropology courses are monitored and assessed for integrity and consistency of academic standards through SLOs, department meetings, instructor observations and TRC committee feedback.

**If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?**

Anthropology courses that are offered in online format are subject to the same review, observation and monitoring processes as the equivalent face-to-face classes.

**Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "Enrollment Trends" data dashboard is available on the left side of the COA Program Review webpage. Please sure to set the filters for College of Alameda and then your program and courses.**

Overall enrollment trends in Anthropology at CoA indicate a modest growth in numbers of students from year to year. This is significant, as the overall trend in Peralta District course enrollments has been downward for

the past few years. Another trend worth watching is that Anthr 1 enrollment is consistently higher in fall semesters, whereas enrollment in Anthr 1L, Anthr 2 and Anthr 3 is consistently higher in spring semesters as students move consecutively from one section to the next over the academic year. Offering more Anthr 1 lecture classes in fall and more Anthr 1L lab classes in spring appears to be warranted.

**Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.**

**Please provide an explanation of student demand for specific courses (or lack thereof).**

There is consistently high student demand for all Anthropology courses at CoA. Anthr 1 Physical Anthropology and Anthr 1L Physical Anthropology Lab provide alternatives for non-science majors to complete their Bio-Science transfer requirements. Anthr 2 Archeology is in high demand because CoA is one of the few community colleges in the East Bay that offers this required course for Anthropology majors consistently every semester. Anthr 3 Cultural Anthropology is a required course for Nursing majors at universities, in addition to being a popular Social Science transfer course that complements Sociology and Psychology courses.

Although Anthr 21 (Forensic Anthropology) is a new course to be offered for the first time at CoA in spring 2018, enthusiasm runs high for its debut. CoA will be the only college in the Peralta District to offer this course, which should result in high enrollment. Anthr 7 (Magic, Religion and Witchcraft) will be offered at CoA in the near future in response to student demand for this popular course.

**Find the "Productivity" data dashboard on the left side of the COA Program Review webpage. Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the COA Program Review webpage.**

CoA Anthropology Department productivity far exceeds the overall productivity rate of CoA as a whole, according to productivity charts for the 2016-2017 academic year:

Fall 2016 Anthro productivity = 20.02 compared to CoA overall productivity rate

Spring 2017 Anthro productivity = 21.64 compared to CoA overall productivity rate

**What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?**

Salient factors that contribute to productivity in Anthropology at CoA over the past 12 months include renewed student interest in Anthropology courses as a result of aggressive outreach by Anthropology instructors, invigorated course content and student word-of-mouth "buzz". Anthropology is once again a visible and vibrant part of the CoA community.



**Are courses scheduled in a manner that meets student needs and demands?**

Yes

**How do you know whether or not courses are scheduled in a manner that meets student needs and demands?**

According to student interviews and previous enrollment trends, the fall 2016 schedule was out of alignment with most CoA social science and general education course scheduled times/days, leading to chronic under-enrollment and class cancellations. The spring 2017 and fall 2017 class schedules were realigned with the CoA block schedule that best suits student demand. Anthropology courses filled and continued to fill to capacity following the schedule realignment, as evidenced by capacity enrollment in all fall 2017 Anthropology classes.

**Please provide any recommendations and priorities for improving enrollment in your program.**

Anthropology course offerings at CoA need to be expanded to accommodate student demand. Students in existing Anthropology classes this semester at CoA have responded enthusiastically to proposed new courses and indicated that they will sign up if these courses are offered.

**6. STUDENT SUCCESS & STUDENT EQUITY**

The course completion standard (percentage of students earning a grade "C" or better, or earning "Credit") for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "Course Completion" data dashboard on the left of the COA Program Review webpage to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses)]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here OR enter it in below.

Please enter the course completion rate for each of the face-to-face (NOT online - set DE filter to "NULL") course in your program for each of the last three years.

	2014-2015	2015-2016	2016-2017
Anthr 1	70%	65%	68%
Anthr 1L	66%	72%	85%
Anthr 3	67%	75%	66%

**Please review the student equity "Course Completion" data provided on COA's Program Review website. Are there any differences in face-to-face course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.**

Any difference in student course completion rates?

**Age**

Yes, students in the 25-34 year old range tend to have lower completion rates than other age groups.

**Ethnicity**

Yes, African American self-identified students tend to have somewhat lower completion rates than students who self-identify with other ethnic identities.

**Gender**                      no

**Foster Youth status**

Yes, identified foster youth tend to have somewhat lower completion rates than students who are not identified as foster youth.

**DSPS (disability status)**

Yes, self-identified DSPS students tend to have slightly lower completion rates than students who do not identify themselves as DSPS students. This anomaly is statistically insignificant, as the number of DSPS students generally is less than 5% in any given class and success varies widely from student to student. DSPS at CoA does an incredibly good job assisting and supporting our DSPS students who use the system.

**Low income status**

Yes, self-identified low-income students tend to have lower completion rates than students who do not self-identify as low-income or who decline to state their economic status.

**Veterans status**

Yes, on average, veterans tend to have higher completion rates than non-veterans

**Please discuss the differences (if any) in face-to-face course completion rates across dis-aggregated groups.**

In general, Anthropology course completion rates are higher than the CoA course completion standard. Economically disadvantaged, working students and/or DSPS students tend to have lower completion rates for Anthropology classes.

**Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?**

Yes

**Please enter the course completion rate for each of the HYBRID (more than 50% but less than 100% online - see this in the "DE" filter) course in your program for each of the last three years.**

Not applicable

**Please review the student equity data provided on the "Course Completion" data dashboard on the COA Program Review website (click on your program's name). Are there differences in the HYBRID course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.**

Not applicable

**Please enter the course completion rate for each of the Distance Education (100% online) - using the "DE" filter - course in your program for each of the last three years.**

	2014-2015	2015-2016	2016-2017
Anthr 1	73%	64%	68%
Anthr 2	51%	57%	60%
Anthr 3	70%	82%	60%

**Please review the student equity data provided on the Course Completion dashboard (using the "DE" filter) on the COA Program Review webpage. Are there differences in the Distance Education (100% online) course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.**

Any difference in student course completion rates? No

If yes, please describe the difference:

**If there are differences in course completion rates between face-to-face and Distance Education/Hybrid courses, how does the discipline, department or program deal with them?**

A significant difference was noted in completion and success rates in the online section of Anthr 3 from fall 2016 spring 2017 semester. The instructor will be contacted and counseled. Discussions will be held with the Division 2 Dean as to potentially reassigning the course instructor in order to measure assessment outcomes the following semester. Success rate in Anthr 2 improved from 2015-16 to 2016-17 as a result of changing instructors and updating course content.

**How do you assess the overall effectiveness of Distance Education/Hybrid courses?**

Overall effectiveness of DE courses is assessed through SLOs, student access of course materials, response to instructor's weekly announcements, graded assignments, tests, interactive class discussions, student-teacher online interaction, instructor evaluations and TRC evaluation input.

**Using the "Retention" data dashboard on the COA Program Review webpage, please enter program's overall retention rate (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).**

2014-15 Retention rate (%) 71%

2015-16 Retention Rate (%) 76%

2016-17 Retention Rate (%) 78%

**Describe the discipline, department, or program retention rates for the past three years.**

In general, Anthropology course retention rates are significantly higher than the CoA course retention standard. Anthropology course productivity rates are also significantly higher than CoA productivity standard.

**How does your discipline, department, or program course retention rates compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.**

Higher

**Please review the student equity data available in the "Retention" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course retention rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.**

Any difference in student course completion rates? No

If yes, please describe the difference:

**Age**

No

**Ethnicity**

No

**Gender**

No

**Foster Youth status**

Yes, identified foster youth tend to have somewhat lower retention rates than students who are not identified as foster youth.

**DSPS (disability status)**

No

**Low income status**

Yes, self-identified low income students have a slight reduction in retention rates, compared with students who do not self-identify as low-income or who decline to state their economic status.

**Veterans status**

Yes, on average, veterans tend to have higher retention rates than non-veterans.

**What has the discipline, department, or program done to improve course completion and retention rates?**

Outreach via email and personal contact after class with students who are frequently absent or do not turn in assignments. Messages are posted on all course websites (online and face-to-face) to remind students about upcoming due dates and tests in an effort to keep everyone informed and on track.

**What is your program planning to do over the next three years to improve course completion and retention rates?**

Continue email and personal contact outreach and work with CoA counselors and DSPS personnel to ensure that no student is left behind.

**Using the Degrees and Certificates data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years. Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.**

Number of Awards 2014-15 0

Number of Awards 2015-16 0

Number of Awards 2016-17 0

**What has the discipline, department, or program done to improve the number of degrees and certificates awarded?**

Since fall 2016, the Anthropology Department at CoA has undergone a revitalization of courses and content. A recent TRC student evaluation indicated that the student intends to change his/her major to Anthropology as soon as the Anthropology AA-T is offered at CoA. CoA will be able to offer an AA-T degree in Anthropology as soon as the Anthropology Program is reactivated. A proposal to (re)start the Anthropology Program at CoA offering an Anthropology AA-T degree has been submitted to CurricuNet META and is expected to be approved in the near future.

**What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?**

The Anthropology Department at CoA will continue outreach to counselors, DSPS, Veterans Office and enrolled students to publicize the Anthropology AA-T degree as soon as it is available (anticipated to be by fall 2018), including planned coverage in the CoA Splash and other CoA publications.

**7. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)**

**Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.**

Full-time faculty headcount: 1

Part-time faculty headcount: 2

Total FTEF faculty for the discipline, department or program: 3

Classified staff headcount: 0

**Describe your current utilization of facilities and equipment.**

The CoA Anthropology Department is fortunate to be housed in the old Bioscience lab complex in "C" building. The dated facilities are adequate to begin revitalization of the Anthropology program, but the specimens collection is not adequate. Specimens are required to offer a competitive Anthropology program and attract new students. At minimum, we need the following (in order of priority) to offer a quality Anthropology Program at CoA:

**FIRST PRIORITY:**

**Additional specimens** for Physical Anthropology Lab, Forensic Anthropology course and Archaeology field training. Physical Anthropology is a science and in need of specimens for scientific observation and comparison. The Anthropology lab collection at CoA is woefully inadequate to be supporting a science class. The current extensive collection of Anthropological specimens and equipment (valued at

replacement cost in excess of \$25,000.00) is on indefinite loan to CoA from the full-time faculty member, although the offer of donation of this collection to the college has been extended. Four specimens were added to the CoA collection last year using Instructional Supplies funds, but more specimens are needed to bring the Anthropology Lab at CoA into competitive program status.

**We need the following specimens** in order to offer the Anthr 21 Forensic Anthropology course that is scheduled for spring 2018. Bone Clones and Wards Science are Peralta-approved suppliers that can provide appropriate necessary specimens and supplies. The estimated cost for these necessary specimens (supplies) is \$3,250.

Skull casts evidencing various forms of lethal and non-lethal trauma, ethnic ancestry and sex  
Post-cranial elements (bones other than skulls), including age, sex and height determiners  
Measuring devices (spreading calipers, meter-sticks, flexible tapes, etc.)  
Disposable materials for class observations (mats, trays, gloves, etc.)

## **SECOND PRIORITY**

**Two folding tables.** The Forensic Anthropology and Archaeology Research area in room C-103 is in need of two laminate folding tables for analysis and comparative display of specimens and artifacts. Uline.com is a Peralta-approved supplier that can provide appropriate folding tables: H-2233: laminate folding tables, 96 in. X 30 in. X 29 in., \$180.00 each. Total \$360 plus shipping and sales taxes.

**Secure storage cabinets.** The Physical Anthropology Lab room (C-102) needs five (5) secure storage cabinets with lockable doors to replace the existing storage cabinets without locking doors. The current Physical Anthropology lab specimen collection (valued at over \$25,000 replacement cost) is housed in a locked room, but the cabinets themselves are recycled, unlockable storage cabinets (on wheels) that are vulnerable to damage or theft of contents at times when the door to the room is unlocked. Uline.com is a Peralta-approved supplier that can provide appropriate cabinets: H-1105: putty-colored Industrial grade cabinets with secure locking doors, 36 in. X 18 in. X 72 in., 150 lb. shelf capacity, \$280.00 each unassembled (\$370.00 each assembled). Total \$1,450 - \$1,850 plus shipping and sales taxes.

**Additional shelving units.** The Forensic Anthropology and Archaeology Research area in room C-103 is in need of two additional shelving for analysis and storage of specimens and artifacts. Uline.com is a Peralta-approved supplier that can provide appropriate industrial shelving units: H-3353: Industrial Steel inter-locking shelving units, 36 in. X 18 in. X 75 in., \$168.00 each unassembled. Total \$336 plus shipping and sales taxes.

## **THIRD PRIORITY**

**Smart-room upgrade** in the lab room (C-104). This request is detailed in the Key Technology Needs section of this Program Review.

**What are your key staffing needs for the next three years? Why?**

Staffing needs for the next three years include funds for at least one more part-time faculty (1 full-time + 3 part-time is the expected faculty need by 2020), based on anticipated Anthropology course offerings of 10-12 sections per semester by 2020. Spring 2018 will see eight or nine Anthropology sections being offered. Growth in the Anthropology Program is expected to be linear and steady over the next three years.

**Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.**

**What are your key technological needs for the next three years? Why?**

Smart-room facilities are essential for continuing success in Anthropology courses. In-class presentations require access to internet resources for effective discussion of recent events and discoveries. Lack of essential technology in the classroom impedes learning when quick access to evolving subject matter is crucial to student success.

**Priority:** The current lab room (C-104) has no computer! Physical Anthropology lab needs smart-room access to online lab materials that are not available in the classroom. This includes visual and auditory computer access. A computer-compatible projector on a cart without sound (if one is available when needed) is not adequate.

CoA Library has been very generous with offers to obtain online resources that support Anthropology classes, particularly the new Forensic Anthropology class that will be offered in spring 2018. Many thanks!

**Please provide evidence to support any technology resource request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.**

**What are your key facilities needs for the next three years? Why?**

**Two folding tables.** The Forensic Anthropology and Archaeology Research area in room C-103 is in need of two laminate folding tables for analysis and comparative display of specimens and artifacts. Uline.com is a Peralta-approved supplier that can provide appropriate folding tables: H-2233: laminate folding tables, 96 in. X 30 in. X 29 in., \$180.00 each. Total \$360 plus shipping and sales taxes.

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**Please provide evidence to support any facilities request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.**

**Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's Program Review webpage - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:**

Uploaded file

**Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's Program Review webpage - click on your program's name and select "Resource Request Template." Upload the completed template here: done**

Uploaded file

## **8. Community, Institutional, and Professional Engagement and Partnerships:**

**Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.**

The Anthropology Department at CoA is small but well represented in campus activities. The full-time faculty member serves on the CoA Curriculum Committee and attended the recent Curriculum Institute Conference in Riverside, CA to obtain information that was later shared with the CoA Curriculum Committee. The Anthropology full-time faculty member also participated in testing the new CurricuNet META system in spring 2017 and continues to mentor other faculty members who are struggling with this new system.

The Anthropology Department is participating in the Canvas Pilot Program by teaching Anthr 2 (Archaeology) online in this new platform, which includes completion of numerous training sessions and discussions with other Distance Ed participants on campus and at the District level. More Anthropology courses will migrate to the Canvas platform at the start of spring 2018 as we help lead the way into this new online resource for CoA and Peralta District.

The Anthropology Department is committed to supporting the Zero Cost Textbook program currently in development at CoA. Anthropology will participate in this program as two of the science course (Anthr 1 and Anthr 1L) transfer requirement choices and two of the behavioral science (social science) course (Anthr 3 and Anthr 7) transfer requirement choices.

Plans are underway to form an Anthropology Club on campus with a focus on service projects and travel opportunities. The club is envisioned currently as an interdisciplinary activity that will incorporate social, behavioral and physical sciences.

**Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

Anthropology is the study of what it means to be human, including how to achieve our full human potential. The full-time Anthropology faculty member participated as an instructor in the summer 2017 Girls, Inc. Eureka! Program at CoA, introducing Forensic Anthropology to 20 future scientists.

Keeping current on best practices is an integral part of the Anthropology Department's approach to interdisciplinary learning. Collaborations at CoA are growing. Anthr 3 (Cultural Anthropology) and Art 21 (Beginning Drawing) have an ongoing interview project for the mutual benefit of students. Anthr 1 (Physical Anthropology), Geog 1 (Physical Geography), Geol 1 (Geology) and Bio 10 (Intro to Biology) have forged a mutually advantageous student referral practice to help students complete their science transfer requirements. Discussions and meetings with Anthropology lead instructors at all four Peralta District colleges keep us informed about the joys and challenges in our respective programs and how we can continue to support each other. Informal meetings and discussions with colleagues at CoA, other Peralta campuses and other colleges throughout the Bay Area also set the stage for ongoing community efforts in education.

Participation in Anthropology conferences is necessary for in-person exchange of information and ideas (networking). The full-time Anthropology faculty member at CoA was a presenter at the California Community College Anthropology Instructors Conference in Paso Robles in January 2017 and will attend a national conference on the importance of instructor-led student group short-term travel experiences in Boston at the beginning of November 2017.

**Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.**

Adjunct faculty members are an integral part of the Anthropology Program at CoA. Adjunct faculty members are invited to explore the lab specimen collection at CoA and discuss their ideas about the direction of the Anthropology Department in the next three years and beyond. Input is sought from adjunct faculty members on needed supplies, equipment and facilities for the department. Adjunct faculty members are consulted before departmental decisions are made and are always welcome to help design the Anthropology Department of the future.

**9. Professional Development:**

**Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.**

The Anthropology Department at CoA is fortunate to have experienced professionals as members of the Anthropology Department at CoA who look for every available opportunity to add to and enhance their skills. Ongoing training in the new Canvas online support system is most appreciated. Opportunities to attend in-house and inter-campus presentations on best practices and governance updates are attended and shared by Anthropology faculty members at CoA and throughout the Peralta District.

Opportunities to be part of the faculty mentoring program would be welcomed and appreciated. The full-time Anthropology faculty member at CoA was pleased to have been an informal part of the Peralta Mentoring Program for the Anthropology intern being overseen by the Anthropology faculty at Laney College. Helping to develop new faculty is an important aspect of continuing our academic legacy into the next generation of instructors.

**How do you train new instructors in the use of Distance Education platforms?**

CoA is in the middle of a transition from Moodle to Canvas online platform. The DE transition team provides excellent training opportunities for learning this new online course delivery system. The full-time Anthropology faculty member is part of this transition training team. All new Anthropology instructors are encouraged to learn to use the new Canvas platform by contacting these available resource personnel and completing available online platform training courses.

**Is your program's method for training new instructors in the use of Distance Education platforms sufficient?**

Definitely yes

**10. Discipline, Department or Program Goals and Activities:**

**Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).**

**Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.**

**Goal 1. Curriculum:**

Activities and Rationale:

The primary goal for the Anthropology Department over the next three year is to reestablish a robust and thriving Anthropology Program at CoA.

Anthropology is a unique discipline in that it connects social, behavioral and physical sciences through the study of what it means to be human: today, throughout time and around the world. In this era of globalization and international communication, it is more important than ever to use an anthropological approach to understand and facilitate interactions among people, environments and responsible use of resources.

While one expected outcome of the revitalized Anthropology Program at CoA is students who major in Anthropology as their transfer undergraduate degree, an equally important outcome is the exposure of anthropological and holistic perspective to GE transfer students and AA/AS students at College of Alameda. Expanding world views and enhancing problem-solving abilities by thinking about the problem in a different way are essential to critical learning in college and beyond.

CoA ILOs 1, 3, 4 and 5

Peralta Strategic Goals A1 (transfer), A4 (achievement), C2 (innovative programs)

## **Goal 2. Assessment:**

Activities and Rationale:

Continue to assess only one of the three SLOs in each course in the same manner for two consecutive semesters (fall, then the following spring) before moving on to a different SLO the following academic year.

This method will provide a clear opportunity to quantify improvement in student success after changes are implemented following the fall SLO assessments. As Anthropology has only three active SLOs per course, this plan will ensure that all SLOs are assessed and evaluated over the Peralta District Taskstream three-year assessment cycle.

CoA ILOs 2, 4 and 5

Peralta Strategic Goals A2 (assessments), A4 (achievement), C2 (innovative programs)

## **Goal 3. Instruction:**

Activities and Rationale:

**Engage** students in lively discussions (in-class and online) about course material and applications of course material to real-life situations. Health, livelihood and quality of life issues require an understanding of how the human body works and the cultural influences that directly impact our thought processes. Employment as medical and mental health professions, teachers, social workers and in other fields depends on having a working understanding of what motivates people to act the way that they do.

**Integrate and expand** face-to-face and online offerings in Anthropology to address the growing demand for these popular GE transfer courses. Anthropology offers a unique, holistic approach to integrated learning. Anthropology courses are useful preparation for international business careers, employment in fields of diplomacy, foreign service and immigration, research and urban planning professions and any job that deals with people on a regular basis.

**Monitor enrollment** trends to help develop the Anthropology Program in ways that are student-driven. Student success is measured in part by enrollment and retention. If courses are not offered at times and on subjects of interest to students, then programs will not be nearly as successful or effective as those that listen to and respond to student needs.

CoA ILOs 1, 2, 3, 4 and 5

Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement), B2 (employment networking), C2 (innovative programs)

#### **Goal 4. Student Success:**

Activities and Rationale:

**Make personal connections** with students in distress. Many things can derail the best of student intentions. Anthropologists understand that the “one size fits all” approach to learning does not work for the development of critical thinking. Flexibility within a well-structured program is essential for student success.

**Multi-sensory approach** to learning: visual, auditory and kinesthetic experiences. Multi-sensory teaching in the classroom, in online courses and in assignments addresses all learning styles by providing multiple opportunities to demonstrate mastery of the course material.

**Interdisciplinary cross-over** learning opportunities to understand real-life applications of course material. In spring 2017 and again in fall 2017, Anthr 3 (Cultural Anthropology) and Art 21 (Beginning Drawing) participated an interview project for the mutual benefit of students in both classes. More interdisciplinary collaborations are being planned for future semesters. Archaeology and Geology, Physical Anthropology and Physical Geography, Human evolutionary cognition and Psychology are three collaborative efforts currently being explored.

CoA ILOs 1, 3, 4 and 5

Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement), B2 (partnerships), C2 (innovative programs)

#### **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

**Conferences and lecture attendance** is an ongoing goal for professional development. Staying current and on the cutting edge of developments in the four fields of Anthropology requires continual interaction with other professionals within the discipline.

**Community visibility.** Opportunities to speak at community gatherings (service clubs, local schools, etc.) will be pursued. Starting an Anthropology Club at CoA, with a focus on service projects and travel opportunities is also being looked into.

**Facilitate expanded participation** on committees at CoA and at the District level of shared governance. Anthropologists serve gladly on committees, but the true strength of Anthropology is in affecting planned culture change through motivating and encouraging others to participate.

CoA ILOs 1, 2, 4 and 5

Peralta Strategic Goals A3 (student governance), B2 (community-based partnerships), D2 (institutional leadership)

**Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B. (Word doc)**

# Appendix B

## PCCD Program Review Integrated Goal Setting Template

**College:** College of Alameda

**Discipline, Department or Program:** Anthropology Department and Program

**Contact Person:** Jayne Smithson

**Date:** October 7, 2017

<b>Discipline, Department or Program Goal</b>	<b>Institutional Learning Outcome</b>	<b>PCCD-College Goal and Institutional Objective</b>
1. The primary goal for the Anthropology Department over the next three year is to reestablish a robust and thriving Anthropology Program at CoA.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A4 (achievement), C2 (innovative programs)
2. Continue to assess only one of the three SLOs in each course in the same manner for two consecutive semesters (fall, then the following spring) before moving on to a different SLO the following academic year.	CoA ILOs 2, 4 and 5	Peralta Strategic Goals A2 (assessments), A4 (achievement), C2 (innovative programs)
3. Engage students in lively discussions (in-class and online) about course material and applications of course material to real-life situations.	CoA ILOs 1, 2, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement), B2 (employment networking), C2 (innovative programs)
4. Expand and integrate online offerings in Anthropology to address the growing demand for these popular GE transfer courses.	CoA ILOs 1, 2, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement), B2 (employment networking), C2 (innovative programs)

5. Monitor enrollment trends to help develop the Anthropology Program in ways that are student-driven.	CoA ILOs 1, 2, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A2, (success), A3 (life skills), A4 (achievement), B2 (employment networking), C2 (innovative programs)
6. Continue efforts to make personal connections with students in distress.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement), B2 (partnerships), C2 (innovative programs)
7. Continue to offer a multi-sensory approach to learning: visual, auditory and kinesthetic experiences.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement), B2 (partnerships), C2 (innovative programs)
8. Continue to provide interdisciplinary cross-over learning opportunities to understand real-life applications of course material.	CoA ILOs 1, 3, 4 and 5	Peralta Strategic Goals A1 (transfer), A3 (leadership development), A4 (achievement), B2 (partnerships), C2 (innovative programs)
9. A goal for the Anthropology Program at CoA over the next three years is to become more visible in the community.	CoA ILOs 1, 2, 4 and 5	Peralta Strategic Goals A3 (student governance), B2 (community-based partnerships), D2 (institutional leadership)
10. A goal for individual faculty members in the CoA Anthropology Department is to facilitate expanded participation on committees at CoA and at the District level of shared governance.	CoA ILOs 1, 2, 4 and 5	Peralta Strategic Goals A3 (student governance), B2 (community-based partnerships), D2 (institutional leadership)



# Appendix D

## Program Review Validation Form and Signature Page

College: College of Alameda

Discipline, Department or Program: Anthropology Department and Program

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input checked="" type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input checked="" type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input checked="" type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input checked="" type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input checked="" type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team**

\_\_\_\_\_ Signature \_\_\_\_\_ Date

**Validation Team**

\_\_\_\_\_ Signature \_\_\_\_\_ Date

**Received by Vice President of Instruction**

\_\_\_\_\_ Signature \_\_\_\_\_ Date

## **College of Alameda**

### **MISSION**

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

### **VISION**

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

### **VALUES**

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- \* Academic Excellence
- \* Budgetary Competence
- \* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

### **Institutional Learning Outcomes**

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

## District-College Strategic Goals & Institutional Objectives

**Strategic Focus:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
<p><b>A: Advance Student Access, Equity, and Success</b></p>	<p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p><b>B: Engage and Leverage Partners</b></p>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>



