



# **PROGRAM REVIEW**



2017-2018

Program Name:

**ANTHROPOLOGY**

Self-Study Members:    BRIAN STOKES

PROGRAM REVIEW  
**ANTHROPOLOGY**

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## PROGRAM REVIEW

### Status Summary - Plan of Action-Post Validation

During the academic year, 2017-2018, Brian Stokes, completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

*(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)*

#### PLAN OF ACTION

#### ACTION TAKEN, RESULT AND STATUS

<b>STUDENT LEARNING OUTCOMES:</b> Continue to develop meaningful assessments that engage students and promote student success.	New assignments will be developed to engage students and SLO data will be used to measure their success.
<b>STUDENT CHARACTERISTICS:</b> <b>Enrollment Changes</b> 1. Explore strategies to increase efficiency and FTES.	Faculty will develop strategies to increase the efficiency of the program by reducing the number of eight-week online sections and increase maximum enrollment.
2. Offer evening section of Anth 101 at LVC once a year.	Offer Anth 101 at LVC once a year.
<b>STUDENT CHARACTERISTICS:</b> <b>Demographic Changes</b> Continue to use/adopt OERs to minimize costs for students.	Faculty will adopt OER if available.
<b>EDUCATIONAL ENVIRONMENT:</b> <b>Neighboring College and University Plans</b> Continue to involve/expose students to educational experiences and opportunities at local universities.	Make students aware of educational experiences and opportunities as they become available.
<b>Related Community Plans</b> Continue to involve/expose students to educational experiences and opportunities within our community.	Make students aware of educational experiences and opportunities as they become available.
<b>ADDITIONAL RESOURCES:</b> <b>Equipment</b> Teaching materials such as osteological material and fossil replicas.	Request an instructional supply budget of \$1,000.00 per year. This money can also accumulate over time if not spent so that larger items may be purchased.
<b>Travel</b> Mileage reimbursement for faculty to take students on field trips.	Request a travel budget of \$250.00 per year for field trips to zoos, lectures and local cultural events.
<b>Staffing</b> Hire additional part-time instructors as needed.	If needed, expand the part-time faculty pool at LVC and the main campus.



## Allan Hancock College Program Review

### 2015-2016 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

#### **I. Program Mission (*must align with college mission statement*)**

- For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.

Anthropology is the study of humans, past and present. This program aligns with the Mission of the College in that it attempts to understand the full sweep and complexity of cultures across all of human history, Anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. The Anthropology program also aligns with all of the goals for the Student Learning & Success described in the college's Strategic Plan (2014-2020). For example, a central concern of Anthropology is the application of knowledge to the solution of human problems (Goal SLS6). The Anthropology program at AHC also provides courses that enable students to complete lower division prerequisites and general education requirements for transfer to institutions of higher learning and/or receive an Associate's degree (Goal SLS3). The courses in the program consists of ANTH 101: Introduction to Biological Anthropology; ANTH 102: Introduction to Cultural Anthropology; ANTH 103: Introduction to Archaeology and ANTH 110: Biological Anthropology Lab. In addition to these four core classes, the college offers two additional Anthropology courses that are cross-listed and housed in different programs. These two classes are ANTH/ENGL 105: Language and Culture and ANTH/HUSV/PSY 122: States of Consciousness. The goal of AHC's Anthropology program is to prepare students to use Anthropology's holistic perspective, research methods, and general knowledge to gain a greater understanding of people in general and the world as a whole (Goal SLS7).

#### **II. Progress Made Toward Past Program/Departmental Goals**

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

Over the past six years many of the goals identified in the PLAN OF ACTION – POST VALIDATION from 2012 have been achieved or are ongoing. The Anthropology faculty continuously modify/update their assessments to encourage student success and to align their teaching with the SLOs, PSLOs, and ILOs. The Anthropology faculty continue to work with the LRC and STEM Center to offer tutorial services for our students. The Anthropology faculty are also beginning to adopt online education resource (OER) materials to limit and in some cases eliminate textbook costs for students. Efforts to expose AHC Anthropology students to educational experiences within the community and at local universities is ongoing. Lastly, the resources needed to maintain the program continue to be teaching materials, travel funds for faculty, and maintaining/hiring part-time faculty as needed.

### **III. Analysis of Resource Use and Program Implementation**

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

The instructors for the Anthropology program consist of one full-time Professor, two full-time Professors from other programs who teach cross-listed Anthropology courses, and four adjunct faculty. From Fall of 2011 to the Spring 2017 the number of classes offered per semester has varied from 13 to 18 with an average of 15 classes per semester. The majority of Anthropology classes offered on the main campus are taught in room H-104 that can hold up to 75 students. Although enrollment in face-to-face classes varies, there has been a steady decline over the past six years, from 1,081 in 2011-2012 to 404 in 2016-2017. As stated in the **Status Summary - Plan of Action- Post Validation** (see above), funding for additional teaching materials and travel funds are needed. It is recommended that the Anthropology program annually receive \$1000.00 per year for materials, \$250.00 for travel funds.

The Anthropology program can improve on the allocation of resources by offering fewer distance-learning (DL) classes and increasing the enrollments in the remaining DL classes. If the maximum enrollments of DL classes was raised from 35 to 45 students and Term1/Term3 sections no longer offered, the program's Course Efficiency would likely improve. Offering a Biological Anthropology lecture class at the LVC may also help meet the needs of students who attend classes on that campus.

### **IV. Program SLOs/Assessment**

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

**Anthropology Program Student Learning Outcomes (SLOs):**

1. Explain the importance of human biological and/or cultural variation.
2. Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.
3. Ability to communicate effectively about topics in and related to Anthropology.
4. Demonstrate proficiency in anthropological concepts and terminology.

Have each of these have been assessed since the last comprehensive program review and/or update?

Yes (see table below).

**Overall by PSLO for Department: Anthropology**

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
	Count	Percentage	Count	Percentage	Count	Percentage
ANTH PSLO - Explain the importance of human biological and/or cultural variation.	490	45.12%	321	29.56%	275	25.32%
ANTH PSLO - Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.	1061	48.89%	629	28.99%	480	22.12%
ANTH PSLO - Ability to communicate effectively about topics in and related anthropology.	367	47.91%	239	31.20%	160	20.89%
ANTH PSLO - Demonstrate proficiency in anthropological concepts and terminology.	994	42.51%	727	31.09%	617	26.39%

How are they measured?

By assignments, quizzes, and exam questions linked to course SLOs.

What did the assessment data indicate about the strengths and weaknesses of your program?

Collectively, the data shows that 46.10% of the students exceed institutional standards, 30.21% of the students meet institutional standards, and 23.68 of the students are below institutional standards. Overall, 76.32% of the students exceeded or met the PSLO standards between Fall 2011 and Spring 2017. This demonstrates that the Anthropology Program is presently meeting the ISLOs/PSLOs in the core courses.

Describe changes you have made to courses or the program based on these data.

Over the past six years the Anthropology faculty have attempted to use program and course SLO data to improve instruction. Such changes include:

- the adoption of new textbooks
- the development of new assignments
- the modification of exams
- adjustments to content and presentation of course materials in college's

## Learning Management System (LMS)

- the use of former students as tutors in the LRC and STEM centers

## V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

Three of the four core courses in the Anthropology program are offered as distance learning (DL) class. The course include:

- ANTH 101: Introduction to Biological Anthropology
- ANTH 102: Introduction to Cultural Anthropology
- ANTH 103: Introduction to Archaeology

ANTH 110: Biological Anthropology Laboratory is not offered as a DL course.

Since the time of the last program review (2011-2012), the major challenge the Anthropology program faced in regards to distance education was the transition from the Blackboard LMS to the Canvas LMS.

ANTH: Sections, Enrollment, FTES

course_type	course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sectio.	Enroll.	FTES	Sectio.	Enroll.	FTES	Sectio.	Enroll.	FTES	Sectio.	Enroll.	FTES	Sectio.	Enroll.	FTES	Sectio.	Enroll.	FTES
Face to Face Course	ANTH101	6	411	43	5	344	36	6	333	35	6	335	35	7	235	25	4	148	16
	ANTH102	9	582	61	11	660	57	8	359	38	7	305	32	9	322	34	6	201	21
	ANTH103				1	36	4	1	21	2				1	23	2			
	ANTH110	2	65	7	2	66	7	2	50	5	2	53	6	2	57	6	2	43	5
	ANTH122	2	23	2	2	20	2	2	31	3	2	16	2	2	10	1	2	12	1
	Total	19	1,081	113	21	1,028	106	19	794	83	19	709	74	21	647	68	14	404	42
Online Course	ANTH101	8	389	36	8	381	37	8	283	27	8	227	22	9	221	21	9	228	22
	ANTH102	4	160	17	6	325	32	6	265	26	7	222	22	8	232	23	10	228	22
	ANTH103	2	84	8	2	61	8	2	64	6	2	44	4	2	40	4	2	40	4
	ANTH105	1	11	1	1	10	1	1	9	1	1	10	1	1	12	1	1	12	1
		Total	15	644	63	17	797	77	17	621	60	18	503	49	20	505	49	22	506
	Grand Total	34	1,725	175	38	1,825	183	36	1,415	143	37	1,212	123	41	1,152	117	36	910	91

Based on the data from table list above which includes statistics from ANTH 105 and ANTH 122 with the four core courses, the percentage of Face-to-Face vs. Online courses is as follows:

- 2011-2012: Face-to-Face = 56% vs. Online Courses = 44%
- 2012-2013: Face-to-Face = 55% vs. Online Courses = 45%
- 2013-2014: Face-to-Face = 52% vs. Online Courses = 48%
- 2014-2015: Face-to-Face = 51% vs. Online Courses = 49%
- 2015-2016: Face-to-Face = 51% vs. Online Courses = 49%
- 2016-2017: Face-to-Face = 38% vs. Online Courses = 62%

✓ why this Δ?

The rationale for the change in the number/percentage of Face-to-Face vs. Online course offerings is as follows:

- The Anthropology program has been unable to find a part-time instructor who can teach day classes on the main campus.
- The Anthropology program has been unable to recruit a part-time instructor to teach ANTH 101 – Biological Anthropology at the LVC.
- The offering of online courses during the Winter Intercession had increased the

- percentage of DL courses being offered in an academic year.
- The decrease in student demand for Face-to-Face Anthropology courses.

Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

A comparison of the success and retention rates between the online and face-to-face courses seem to be fairly consistent with some outlying data that does not project any patterning (see ANTH: Retention & Success table below). For example, the comparison for the ANTH 101 classes show that the retention and success percentages are pretty constant between both modalities of instruction. The data for the ANTH 101 courses also shows that the success rate over the past six years has improved from 40% to 55% in the face-to-face course and from 40% to 52% in the online course. **The increase in the success and retention of students in the face-to-face class may be attributed to the adoption of a new “hands on” textbook that encourages student to complete weekly lab assignments that reinforces class material.**

For the ANTH 102 classes there has been a gradual increase in the success and retention rates for the face-to-face classes (49% success & 69% retention in 2011-2012 to 70% success & 90% retention in 2016-2017). The Online courses have remained consistent with an average success rate of 56% and a retention rate of 77%. **The increase in the success and retention of students in the face-to-face class may be attributed to the adoption a new concise textbook and the use of more in-class activities.**

For the ANTH 103 classes the success and retention rates in both the face-to-face and online classes appear evenly matched although there are some variations between the academic years. For the face-to-face classes, success rates ranged between 55% and 61%. The online classes showed a greater range with success rates being between 45% and 60%. The retention rates showed for the face to face varied substantially with a low of 67% and a high of 96%. The online course retention also varied from a low of 73% to a high of 89%. There has been a slow growth in the success rates for the online students in the ANTH 103 classes and this could possibly be attributed to the efforts of our part-time faculty member who is teaching class, Amanda Bishop.

ANTH: Retention & Success

course	course_type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
ANTH101	Face to Face Course	40% 60%	44% 65%	35% 60%	40% 62%	43% 71%	55% 76%
	Online Course	40% 60%	41% 62%	51% 68%	49% 67%	50% 66%	52% 70%
ANTH102	Face to Face Course	49% 69%	59% 77%	52% 76%	53% 77%	55% 78%	70% 90%
	Online Course	61% 72%	64% 85%	64% 82%	55% 73%	61% 77%	56% 77%
ANTH103	Face to Face Course		55% 79%	53% 67%		61% 96%	
	Online Course	56% 73%	53% 78%	56% 81%	45% 59%	53% 63%	60% 83%
ANTH105	Online Course	64% 85%	50% 50%	33% 44%	80% 100%	17% 67%	67% 88%
ANTH110	Face to Face Course	73% 85%	83% 86%	84% 84%	81% 91%	84% 93%	75% 88%
ANTH122	Face to Face Course	61% 82%	75% 96%	48% 90%	56% 82%	40% 41%	75% 75%
Grand Total		48% 66%	54% 73%	49% 72%	50% 72%	51% 76%	59% 79%

Retention %  
Success %



The ANTH 110 does not have an online class and I will not be addressing the ANTH/ENGL 105 and ANTH/HUSV/PSY 122 as they housed in different programs.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

The Anthropology faculty are committed to being available to their students and regularly engage in instructor-initiated contact. First, online instructors send out weekly reminders to all students that inform them of upcoming due dates for assignments. Second, instructors send out weekly summaries or “wrap-ups” on chapters/sections that have ended that synthesize important learning objectives, offer suggestions for students to improve their work, and provide links/references so that students can explore topics in further detail if they are interested. Lastly, instructors are encouraged to contact students individually if they notice that they are not completing work and/or appear to be performing poorly on assignments.

## **VI. Success, Retention, and Equity**

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

The Anthropology program strives to promote student success by offering students challenging and thought-provoking classes that will encourage them to develop skills that will benefit them in their future academic and professional experiences. Strategies used by Anthropology instructors to promote student success include:

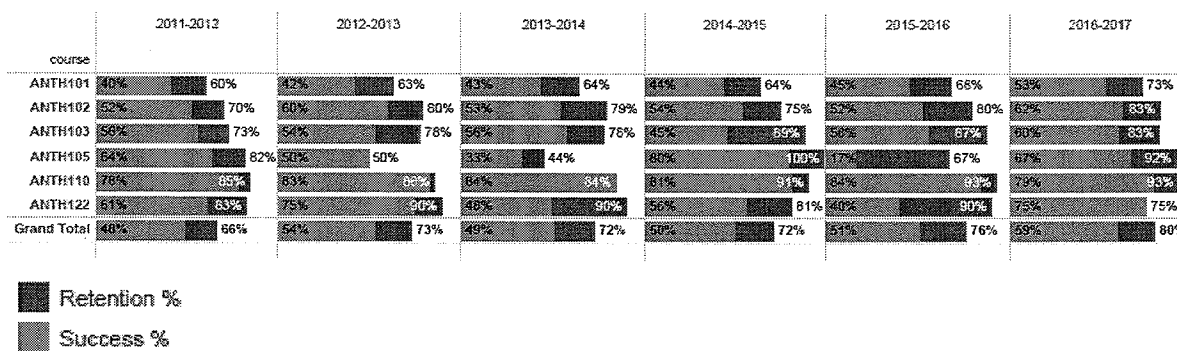
1. Active learning - a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case studies - and simulations are some approaches that promote active learning.
2. Experiential learning - a variety of activities with one common goal—to immerse students in hands-on learning outside the classroom where the students experience is at the heart of the learning process.

These learning strategies are used to develop new assignments, in-class activities, and expose students to anthropologically related experiences will foster student success. For example, the ANTH 110 class takes a field trip each semester to a local zoo to observe and study nonhuman primate behavior.

The faculty of the Anthropology program also take advantage of academic and student support services of the college by working with the Learning Resource Center (Library), the Learning Assistance Program (LAP), the tutorial center, EOPS, and Science, Technology, Engineering, & Math (STEM) programs. For example, the ANTH 101 & ANTH 110 courses have a STEM tutor and the ANTH 102 & ANTH 103 courses have tutors from the LRC’s tutorial center.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

The student success and retention has slowly been improving since the last program review. Looking at the grand totals on the table below, we see that student success has improved from 48% (2011-2012) to 59% (2016-2017). Student retention has also increased from 66% (2011-2012) to 80% (2016-2017).



Based on evidence gather from the Tableau site the success rates by gender over the past six academic years are:

**Females:**

- Success rate ranged from 43% - 70%.
- Average success rate was 54%.
- Summer terms had the highest success rates (70%).
- Total number of female students was 4,081.

**Males:**

- Success rate ranged from 41% - 70%.
- Average success rate was 53%.
- Winter term had the highest success rates (74%).
- Total number of male students was 3,124.

Overall, the success of males and females is about the same (~53-54%). There also was more total female students (4,081 or 57%) than males (3,124 or 43%).

Based on evidence gather from the Tableau site the success rates by ethnicity over the past six academic years are:

**Asian:**

Success rate ranged from 50% - 100%

Average success rate was 66%

Total number of Asian students was 263.

**Black:**

Success rate ranged from 0% - 100%

Average success rate was 40%

Total number of Black students was 286.

**Filipino:**

Success rate ranged from 10% - 88%

Average success rate was 57%

Total number of Filipino students was 273.

**Hispanic:**

Success rate ranged from 36% - 62%

Average success rate was 46%

Total number of Hispanic students was 3,531.

**Native American:**

Success rate ranged from 29% - 100%

Average success rate was 47%.

Total number of Native American students was 129.

**Pacific Islander:**

Success rate ranged from 43% - 100%

Average success rate was 72%.

Total number of Pacific Islander students was 39.

**White:**

Success rate ranged from 51% - 76%

Average success rate was 63%.

Total number of White students was 2,689.

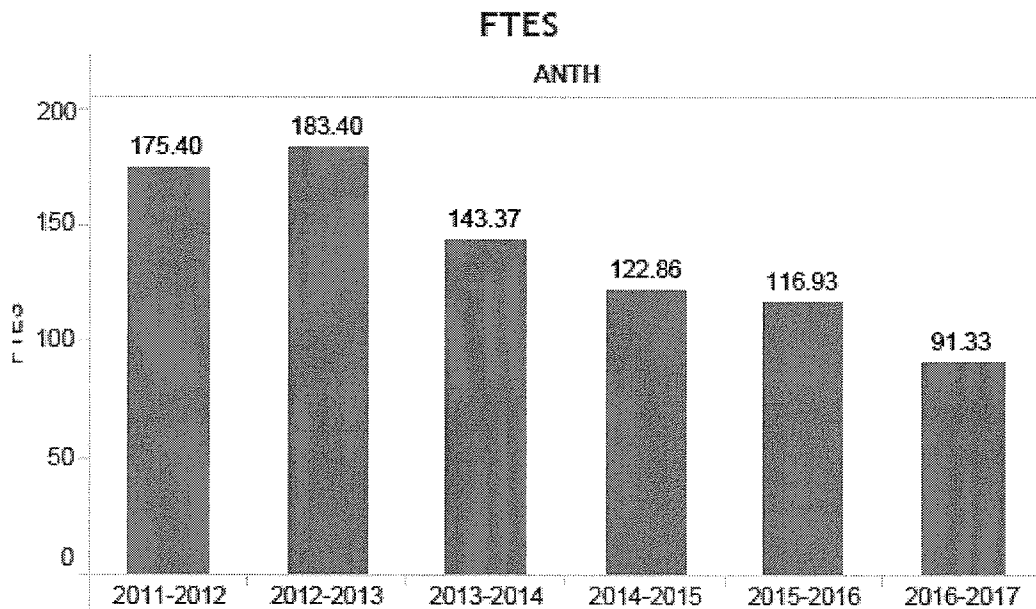
Based on the data the Pacific Islander sample had the highest average success rate with 72% although this group had the least number of students who took classes in the program (39 out of 7,210). The African American/Black sample had the lowest average success rate with 40%. The Hispanic sample was the largest with 3531 students who took Anthropology classes and made up ~49% of the population. Allan Hancock College is identified as a Hispanic Serving Institution by the Department of Education and strives to advance student progress and support, innovate in pedagogy and technology, and maintain successful strategies in approached to student success.

## VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

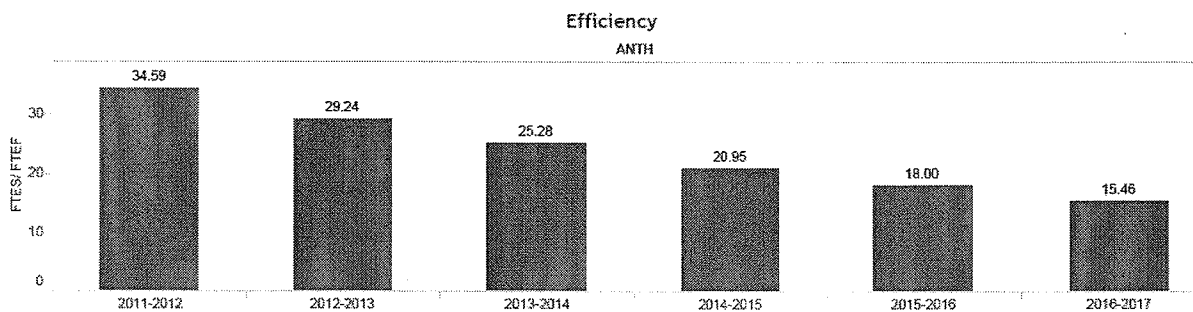
### Trend #1: Decline in Enrollment

The Anthropology program's enrollment/FTES has declined by ~50% since the 2012-2013 academic year (see table below). This is troubling since the college's FTES has increased by 3% over the past six years. I am unsure as to why the popularity of Anthropology classes has declined over the past four academic years.



### Trend #2: Program Efficiency

The Anthropology program's efficiency (FTES/FTEF) has dropped from 34.59 in 2011-2012 to 15.46 in 2016-2017, roughly 55%. This trend is related to the decrease in enrollment in Anthropology classes.



As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

The course outlines for the four core Anthropology courses were updated in spring of 2017 and were approved by the C-ID transfer model curriculum (TMC) for the Associate's degree for transfer. Textbooks in all courses have been updated/changed from the last program review and new teaching modalities have been explored in all courses. The program strives to aid students in fulfilling lower division prerequisites and general education requirements for transfer to institutions of higher learning and/or receive an Associate's degree.

### **VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)**

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

Faculty have looked into the possibility of developing new courses for the program but at present, there are no plans for doing so. The immediate concern is to develop strategies to increase student enrollment and program efficiency. These strategies are broken into Long-Term Program Goals and Action Plans and are as follows:

#### Long-Term Program Goals:

1. To continue to use Student Learning Outcome data to improve teaching, student achievement, and success (Goals SLS1 & SLS2).
2. To encourage students to be focused by fostering their motivation and help them develop the skills needed to achieve their academic goals (Goals SLS3 & SLS4).
3. Convey a sense of caring where students' success is important and expected (Goal SLS5).
4. Actively involve students in meaningful and authentic educational experiences and activities inside and outside of the classroom (Goal SLS6).
5. Create meaningful connections between students, the college, and the community (Goals SLS7 & SLS8).

### Action Plans:

1. Continue to develop meaningful assessments that engage students to promote student success (Goal SLS1).
2. Increase programs efficiency and FTES by reducing the number of eight-week online sections being offered. The majority of Term 1 and Term 3 sections have low enrollments when compared to Term 2 and Term 4. Eliminating sections with low enrollments and increasing the maximum enrollment in other online sections to 45 students could improve the program's efficiency. In addition, summer classes with low enrollments should be removed from the schedule (Goal IR2).
3. Offer the ANTH 101 lecture class at the LVC once a year in order to meet the academic needs of our student community. This would offset the reduction in online sections and further meet the G.E. needs of students who only attend classes at the LVC (Goal SLS7).
4. Offer the ANTH 103 course as a face-to-face lecture class once a year in order to meet the needs of our student community. The last time the ANTH 103 class was offered on campus was spring 2016. Since that time the course has been taught each semester online (Goal SLS7).
5. Adopt free online educational resources (OERs) in the core Anthropology classes if possible. This adoption of free/low cost course materials could lead to an increase in enrollment in the Anthropology classes as students will likely prefer to enroll in G.E. classes with zero textbook costs (Goal SLS5).
6. Continue to involve/expose students to educational experiences and opportunities at local universities (Goal SLS3)
7. Continue to involve/expose students to educational experiences and opportunities within our community (Goal SLS6)
8. Adopt a budget for teaching materials and travel funds for the Anthropology program (Goal IR2).
9. Hire additional part-time instructors as needed (Goal IR1).



This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

### **Mission**

Anthropology is the study of humans, past and present. This program aligns with the Mission of the College in that it attempts to understand the full sweep and complexity of cultures across all of human history, Anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. The Anthropology program also aligns with all of the goals for the Student Learning & Success described in the college's Strategic Plan (2014-2020). For example, a central concern of Anthropology is the application of knowledge to the solution of human problems (Goal SLS6). The Anthropology program at AHC also provides courses that enable students to complete lower division prerequisites and general education requirements for transfer to institutions of higher learning and/or receive an Associate's degree (Goal SLS3). The courses in the program consist of ANTH 101: Introduction to Biological Anthropology; ANTH 102: Introduction to Cultural Anthropology; ANTH 103: Introduction to Archaeology and ANTH 110: Biological Anthropology Lab. In addition to these four core classes, the college offers two additional Anthropology courses that are cross-listed and housed in different programs. These two classes are ANTH/ENGL 105: Language and Culture and ANTH/HUSV/PSY 122: States of Consciousness. The goal of AHC's Anthropology program is to prepare students to use Anthropology's holistic perspective, research methods, and general knowledge to gain a greater understanding of people in general and the world as a whole (Goal SLS7).

## **Program Outcomes**

Please list all program outcomes here:

*Program SLO 1:* Explain the importance of human biological and/or cultural variation.

*Program SLO2:* Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.

*Program SLO 3:* Ability to communicate effectively about topics in and related to anthropology.

*Program SLO 4:* Demonstrate proficiency in anthropological concepts and terminology.

## **Course/Program Alignment**

### **Implementation of Assessment**

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

All program and course SLOs are assessed a least once a year.



## PSLO Summary Map by Context

Map Origin: Courses for Anthropology

Map Target: Anthropology Program Outcomes

Anthropology Program Outcomes CSLOs	Anthropology Program Outcomes: Anthropology Program Outcomes			
	ANTH PSLO - Explain the importance of human biological and/or cultural variation.	ANTH PSLO - Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.	ANTH PSLO - Ability to communicate effectively about topics in and related anthropology.	ANTH PSLO - Demonstrate proficiency in anthropological concepts and terminology.
<b>ANTH101</b>				
ANTH101 SLO1 - Explain the nature and sources of biological/human diversity from an evolutionary/genetic perspective.	X			
ANTH101 SLO2 - Apply course related concepts and the scientific method to evolutionary problems and evaluate results.		X		
ANTH101 SLO3 - Apply, differentiate, and evaluate course related concepts and terminology.			X	
ANTH101 SLO4 - Demonstrate an understanding of the Primate order and distinguish between taxons in regards to anatomical and behavioral traits.				X
ANTH101 SLO5 - Identify and describe the major evolutionary and cultural trends in hominin evolution.				X
<b>ANTH102</b>				
ANTH102 SLO1 - Describe and analyze the characteristics of culture from an anthropological perspective	X			

Anthropology Program Outcomes CSLOs	Anthropology Program Outcomes: Anthropology Program Outcomes			
	ANTH PSLO - Explain the importance of human biological and/or cultural variation.	ANTH PSLO - Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.	ANTH PSLO - Ability to communicate effectively about topics in and related anthropology.	ANTH PSLO - Demonstrate proficiency in anthropological concepts and terminology.
ANTH102 SLO2 - Apply course related concepts to discussions/essays related to cultural anthropology				X
ANTH102 SLO3 - Describe major areas of study in cultural anthropology and access different methodologies used to study culture.			X	
ANTH102 SLO4 - Compare and contrast cultural institutions of different cultures from a holistic perspective		X		
ANTH102 SLO5 - Analyze the causes and consequences of ethnocentrism		X		
<b>ANTH103</b>				
ANTH103 SLO1 - Analyze and discuss the goals of archeological research	X			
ANTH103 SLO2 - Apply course related concepts to discussions/essays related to cultural archaeology				X
ANTH103 SLO3 - Apply the scientific method to archaeological data and analyze past and present interpretations.		X		
ANTH103 SLO4 - Identify and synthesize three major cultural trends and developments in the archaeological record			X	

<b>Anthropology Program Outcomes: Anthropology Program Outcomes</b>				
<b>Anthropology Program Outcomes CSLOs</b>	<b>ANTH PSLO - Explain the importance of human biological and/or cultural variation.</b>	<b>ANTH PSLO - Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.</b>	<b>ANTH PSLO - Ability to communicate effectively about topics in and related anthropology.</b>	<b>ANTH PSLO - Demonstrate proficiency in anthropological concepts and terminology.</b>
ANTH103 SLO5 - Compare and contrast the material culture and cultural institutions of archaeological cultures			X	
<b>ANTH110</b>				
ANTH110 SLO1 - Use and apply the scientific method to evolutionary problems and evaluate results		X		
ANTH110 SLO2 - Quantify and qualify the physical diversity of human and non-human primates	X			
ANTH110 SLO3 - Identify, compare and interpret non-human primate and human behavior.		X		
ANTH110 SLO4 - Identify and analyze the bones and macro-features of bones of the human/primate anatomy				X
ANTH110 SLO5 - Identify and differentiate between different hominin skulls				X

## Assessment Cycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

<b>Program Outcome</b>	<b>To be assessed in semester:</b>	<b>Assessment method (s)</b>	<b>Team to review assessment results</b>	<b>Resources needed to conduct assessment</b>	<b>Individual responsible for assessment report</b>	<b>Date we expect to complete review</b>
Program SLO 1. Explain the importance of human biological and/or cultural variation.	All	Essay question on exam. Article review.	Anthropology faculty	Access to eLumen	Brian Stokes	End of each semester.
Program SLO 2. Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.	All	Essay question on exam. Article review.	Anthropology faculty	Access to eLumen	Brian Stokes	End of each semester.
Program SLO 3. Ability to communicate effectively about topics in and related anthropology.	All	Essay question on exam. Article review.	Anthropology faculty	Access to eLumen	Brian Stokes	End of each semester.
Program SLO 4. Demonstrate proficiency in anthropological concepts and terminology.	All	Multiple choice questions on quizzes and exams.	Anthropology faculty	Access to eLumen	Brian Stokes	End of each semester.

## **Dissemination of Information**

Results will be used to complete the Annual Update that will be shared with the Learning Outcomes and Assessment Committee, the dean, and the Vice President, Academic Affairs.

**PLAN OF ACTION - PRE-VALIDATION  
Six Year**

DEPARTMENT: Social & Behavioral Sciences PROGRAM: Anthropology

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

**RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT**

**Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan**      **TARGET  
DATE**

Continue to develop meaningful assessments that engage students and promote success.	Goal SLS6	Spring 2022
--	-----------	-------------

**RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS**

**Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan**      **TARGET  
DATE**

<b>Enrollment Changes</b> Explore strategies to increase efficiency and FTES.	Goal IR4	Spring 2022
<b>Demographic Changes</b> Continue to use/adopt OERs to minimize costs for students.	Goal SLS2	Spring 2022

**RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT**

**Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan**      **TARGET  
DATE**

<b>Curricular Changes</b> None.		
<b>Co-Curricular Changes</b> None.		
<b>Neighboring College and University Plans</b> Continue to involve/expose students to educational experiences and opportunities at local universities.	Goal SLS3	Spring 2022
<b>Related Community Plans</b> Continue to involve/expose students to educational experiences and opportunities within our community.	Goal SLS8	Spring 2022

**RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES**

**Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan**

**TARGET  
DATE**

<p><b>Facilities</b> None.</p>		
<p><b>Equipment</b> Teaching materials such as osteological material and fossil replicas.</p>	<p>Goal IR3</p>	<p>Ongoing</p>
<p><b>Staffing</b> Hire additional part-time instructors as needed.</p>	<p>Goal IR1</p>	<p>TBD</p>

# EXHIBITS

## STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 63.46% of the respondents were highly satisfied with the presentation of the Anthropology classes via the college's Canvas course management system.
2. 61.54% of the respondents were highly satisfied with the clarity of course goals and learning objectives.
3. 61.54% of the respondents claimed that their attitude about anthropology has improved since the beginning of the semester.

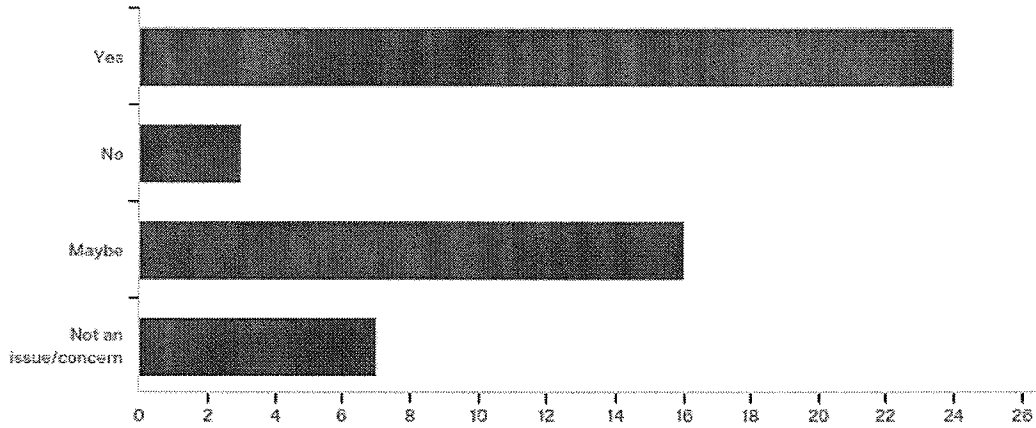
State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 86% of the respondents stated that they had not attended out of class tutoring sessions offered by the LRC or STEM Center (question 13). I would like to see students take more advantage of the services offered by the college.
2. Only 30% of the respondents were highly satisfied with the advice about the program from counselors but 47.50% were neither satisfied nor dissatisfied.
3. Only 29% of the respondents were highly satisfied with the coordination of courses offered in the Anthropology program and courses offered in other departments that may be required for your major.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?



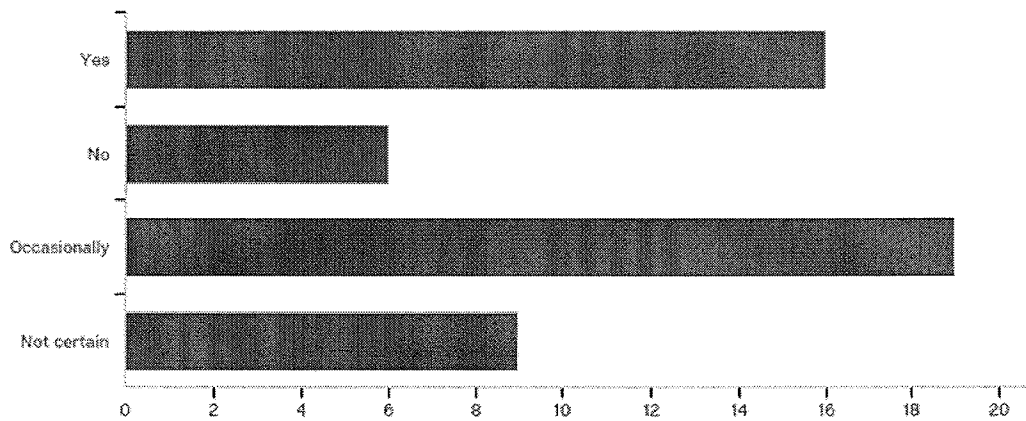
**Q9 - If there were no textbook costs for Anthropology courses, would you take additional classes?**



#	Answer	%	Count
1	Yes	48.00%	24
2	No	6.00%	3
3	Maybe	32.00%	16
4	Not an issue/concern	14.00%	7
	Total	100%	50

The Anthropology program would like to attract more students to the program and will continue to look into options regarding zero costs textbooks.

**Q12 - If weekly tutoring sessions for this class were offered, would you attend them?**



#	Answer	%	Count
1	Yes	32.00%	16
2	No	12.00%	6
3	Occasionally	38.00%	19
4	Not certain	18.00%	9
	Total	100%	50

The Anthropology program would like to increase student participation in attending tutoring for the classes being offered.

## STUDENT DATA COLLECTION

Student input regarding the discipline/program can be obtained in many different ways. If you choose to use a written survey, the following survey **must** be used. The survey questions were developed by faculty, deans, and institutional research. The template is available as a WORD document (contact Institutional Research and Planning). You may add or delete any of the **optional** or **background** questions or add other questions relevant to your program. Once you have completed your edits, you may send the survey to Institutional Research and Planning for development of the actual survey form and production of the copies. You may, if you prefer, contact personnel in Institutional Research and Planning to assist you with the development of the survey.

All completed surveys should be returned to Institutional Research and Planning for scanning and compilation of the results.

In addition to or in place of the survey, faculty may choose to use an SGID approach or meet with students in focus groups. When developing the structure for an SGID or focus groups, the emphasis needs to be on the program/discipline. Additionally, remember you are seeking information that will be meaningful to you in terms of the self study.

Whatever tool you choose to use, keep in mind that the appropriate academic dean must approve the methodology no later than the first week in October.

**OPTION: You may choose to gather the student data during the academic year preceding the program review. This would be done in conjunction with the course review process. (See Program Review – Course Review Resource Guide.)**

**PROGRAM REVIEW**  
**Student Survey**

Please answer the following questions as they pertain to your experience in this course and all other courses in **\*\*PROGRAM\*\***.

Please indicate how satisfied you are, in general, with the following aspects of your **\*\*PROGRAM\*\***

Please fill in the bubbles completely with a pen or pencil.

Like this: ● Not like this: ✓ ✗ /

	<u>Highly Satisfied</u>	<u>Moderately Satisfied</u>	<u>Not at all Satisfied</u>	<u>No Opinion</u>		
1. Quality of instruction within the program						
2. The way textbooks and other materials used in courses within the program help me learn	1	2	3	4	5	0
3. Advice about the program from counselors	1	2	3	4	5	0
4. The way this program meets your educational goals	1	2	3	4	5	0
5. Contribution towards your intellectual growth	1	2	3	4	5	0
6. Clarity of course goals and learning objectives	1	2	3	4	5	0
7. Feedback and assessment of progress towards learning objectives	1	2	3	4	5	0
8. The availability of courses offered in the program	1	2	3	4	5	0
9. The content of courses offered in <b><u>**PROGRAM**</u></b>	1	2	3	4	5	0
10. The coordination of courses offered in <b><u>**PROGRAM**</u></b> and courses offered in other departments that may be required for your major	1	2	3	4	5	0
11. The physical facilities and space (e.g., classrooms, labs)	1	2	3	4	5	0
12. Instructional equipment (e.g., computers, lab equipment)	1	2	3	4	5	0
13. Presentation of classes via the college's Blackboard course management system	1	2	3	4	5	0
14. Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	1	2	3	4	5	0
15. Availability of appropriate resources in the libraries	1	2	3	4	5	0

**OPTIONAL QUESTIONS:**

1. Which of the following best describes your reason for taking this and other courses in **\*\*PROGRAM\*\***?

- |  |  |
|--|--|
| <input type="radio"/> Recommended by a counselor | <input type="radio"/> To meet general education requirements |
| <input type="radio"/> Recommended by a friend    | <input type="radio"/> Offered at a convenient time           |
| <input type="radio"/> Other                      |  |

2. Compared to the beginning of the semester, your attitude about **\*\*PROGRAM\*\*** has
- Improved                      Remained the same                      Decreased
3. I would recommend taking courses in **\*\*PROGRAM\*\***
- Strongly agree  
 Agree  
 Uncertain  
 Disagree  
 Strongly Disagree
4. I plan on taking additional courses in **\*\*PROGRAM\*\***
- Strongly agree                       Uncertain                       Strongly Disagree  
 Agree                       Disagree
5. Which of the following courses have you taken in **\*\*\*\*PROGRAM\*\***?
- A  
B  
C  
D  
E
6. In which of the following courses are you currently enrolled?
- A  
B  
C  
D  
E

**Background Questions**

1. How many units have you completed prior to this semester?
- 0-15                       31-45                       61 or more  
 16-30                       46-60
2. In how many units are you currently enrolled?
- less than 5                       5 to 8.5                       9 to 11.5                       12 or more
3. What is your final academic goal?
- Certificate                       Bachelors                       Not certain  
 AA/AS                       Masters or higher

You may wish to ask about gender, ethnicity and other student characteristics although these data are available through our MIS data.

## COURSE REVIEW VERIFICATION

Discipline: Anthropology Year: 2017

Program/Discipline Social and Behavioral Sciences/Anthropology

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):  
Anth 101  
Anth 103  
Anth 110
  
2. The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by March 1 (already completed).  
Anth 102
  
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20\_\_\_\_ SPRING 20\_\_\_\_  
N/A

### GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES

The following courses were also reviewed as meeting an AHC general education requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

Anth 101  
Anth 102  
Anth 103  
Anth 110

The following courses were also reviewed as meeting an AHC general education requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:

(date) N/A - Already submitted change to Anth 102 via CurricUNET

The following courses were also reviewed as meeting the multicultural/gender graduation requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

Anth 102  
Anth 103

The following courses were also reviewed as meeting the multicultural/general graduation requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:

(date) N/A

Course Review Team Members:

[Signature]                      4/13/17  
Signature                      Date

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

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

[Signature]                      4/17/17  
Signature Academic Dean                      Date

**REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES  
Summary**

List all courses in Discipline/Program

<b>Course Prefix No</b>	<b>CURRENT Prerequisite/Coreq/Advisory/ Limitation on Enrollment</b>	<b>LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)</b>	<b>RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)</b>	<b>ACTION TO BE TAKEN (None, APP- Major or Minor)</b>
101	n/a	UC/CSU Comparison	n/a	None
102	n/a	UC/CSU Comparison	n/a	None
103	n/a	UC/CSU Comparison	n/a	None
110	Corequisite of Anth 101	UC/CSU Comparison	Current PCA established	None

**Note:** If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number Anth 101

Department Social & Behavioral Sciences Responsible Instructor Brian Stokes

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
<u>UC Santa Cruz</u>	<u>Introduction to Human Evolution</u>	<u>N/A</u>
<u>Cal Poly San Luis Obispo</u>	<u>Biological Anthropology</u>	<u>N/A</u>
<u>UC Davis</u>	<u>Human Evol. Bio.</u>	<u>N/A</u>

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

B. [Signature] 4/13/17  
Initiator Date

J. Beily 4/17/17  
Department Chair Date

Approved:  
Rick Bantz 4/17/17  
Academic Dean Date



PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number Anth 102

Department Social & Behavioral Sciences Responsible Instructor Brian Stokes

Prerequisite being reviewed: N/A


Use one form for each prerequisite/corequisite/advisory if the course has more than one


The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
<u>CSU Bakersfield</u>	<u>Intro. To Cultural Anthropology</u>	<u>N/A</u>
<u>UC Davis</u>	<u>Cultural Anthropology</u>	<u>N/A</u>
<u>UC Santa Barbara</u>	<u>Intro. to Cultural Anthropology</u>	<u>N/A</u>

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

  
Initiator 4/13/12  
Date

  
Department Chair 4/17/17  
Date

Approved:  
  
Academic Dean 4/17/17  
Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number Anth 103

Department Social & Behavioral Sciences Responsible Instructor Brian Stokes

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
<u>CSU Bakersfield</u>	<u>Introduction to Archaeology</u>	<u>N/A</u>
<u>CSU Fullerton</u>	<u>Introduction to Archaeology</u>	<u>N/A</u>
<u>UC Santa Barbara</u>	<u>Introduction to Archaeology</u>	<u>N/A</u>

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

[Signature] 4/17/17  
Initiator Date

[Signature] 4/17/17  
Department Chair Date

Approved:  
[Signature] 4/17/17  
Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number Anth 110

Department Social & Behavioral Sciences Responsible Instructor Brian Stokes

Prerequisite being reviewed: Corequisite of Anth 101

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
<u>CSU Chico</u>	<u>Survey of Physical Anthropology</u>	<u>Anth 101</u>
<u>CSU San Marcos</u>	<u>Human Origins</u>	<u>Anth 101</u>
<u>CSU Channel Island</u>	<u>Introduction to Bioanthropology</u>	<u>Anth 101</u>

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

[Signature] 4/13/17  
Initiator Date

[Signature] 4/17/17  
Department Chair Date

Approved:  
[Signature] 4/17/17  
Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES  
LIMITATION ON ENROLLMENT

Course Prefix and Number Anth 110

Department Social & Behavioral Sciences Responsible Instructor Brian Stokes

Prerequisite being reviewed: Corequisite or completion of Anth 101

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The prerequisite/restriction on enrollment is necessary for the health and safety. Students or other persons would be at risk without this requirement for the following reason(s):

N/A

The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.

Alternative Course(s):

Prefix & No.      Name of Course  
Biol 100      Introduction to Biology

Prefix & No.      Name of Course  
Biol 124      Human Anatomy

[Signature]      4/13/17  
Initiator      Date

[Signature]      4/17/17  
Department Chair      Date

Approved:  
[Signature]      4/17/17  
Academic Dean      Date

**CONTENT REVIEW**  
**WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES**

Course Prefix and Number Anth 110

Department Soc. & Beh. Sciences Responsible Instructor Brian Stokes

PCA being reviewed: Corequisite of Anth 110 Type: Corequisite

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Brian Stokes Dan McNeil

Jessica Scarffe Gary Bierly

**Recommended Materials:**

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. EVA report from Computer Services reflecting student success based on completion and noncompletion of prerequisite course.

**Process:**

- |  |   |
|--|---|
| <p>1. <u>Examine objectives of course being reviewed.</u><br/>Are objectives current? <u>Yes</u><br/>Will student successfully completing this course have a reasonable chance of success in subsequent course? <u>N/A</u></p> | <p>3. <u>Examine the evaluation tools used within the course.</u><br/>Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? <u>N/A</u></p> |
| <p>2. <u>Examine objectives of preceding course.</u><br/>Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? <u>N/A</u></p>  | <p>4. <u>Examine the text used for the course</u><br/>Does the textbook require a base of knowledge the student would have obtained in the preceding course? <u>Yes</u></p>                                     |

Based on the attached documentation, it is the recommendation of the faculty that:

- X The prerequisite/corequisite/advisory is appropriate.  
(circle one)
- The prerequisite/corequisite/advisory should be deleted.  
(circle one)
- The prerequisite/corequisite/advisory should be modified.  
(circle one)
- The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Brian Stokes 4/13/17  
Initiator Date

J. Bierly 4/17/17  
Department Chair Date

Approved: Rock Rantz Academic Dean – Date 4/17/17

# APPENDICES

**ASSOCIATE in ARTS in ANTHROPOLOGY for TRANSFER (AA-T)**

Anthropology is the study of humans, past and present. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. A central concern of anthropologists is the application of knowledge to the solution of human problems (AAA, 2012). The anthropology program at AHC provides courses that enable students to complete lower division prerequisites and general education requirements for transfer to institutions of higher learning and/or receive an associate degree. The goal of AHC's anthropology program is to prepare students to use anthropology's holistic perspective, research methods, and general knowledge to gain a greater understanding of people in general and the world as a whole and is designed to prepare the student for seamlessly transferring to a CSU to earn a baccalaureate degree in anthropology.

The graduate of the associate in arts in anthropology for transfer will:

- Explain the importance of human biological and/or cultural variation.
- Ability to think critically and demonstrate an understanding of discipline related issues, problems, and research.
- Ability to communicate effectively about topics in and related anthropology.
- Demonstrate proficiency in anthropological concepts and terminology.

**Associate Degree for Transfer Requirements**

Completion of 60 semester units that are eligible for transfer to the California State University including the following:

- A. The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). [The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.]
- B. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- C. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better

**Associate in Arts in Anthropology for Transfer Program Requirements**

- 1. **GENERAL EDUCATION:** Complete one of the following
  - a) CSU General Education Pattern 39 units
  - b) Intersegmental General Education Transfer Curriculum 37 units
  - Total GE Units: 37-39 units
- 2. **MAJOR CORE COURSES:** A major of 19-20 units is required for the associate in arts in anthropology for transfer degree.

COURSE NUMBER	TITLE	UNITS
Required core courses (13 units):		
ANTH 101	Introduction to Biological Anthropology	3
ANTH 110	Biological Anthropology Lab	1
ANTH 102	Introduction to Cultural Anthropology	3
ANTH 103	Introduction to Archaeology	3
ANTH 105	Language and Culture	3
Select two courses from the following (6-7 units):		
GEOG 102	Human Geography (CPSLO)	3
MATH 123	Elementary Statistics (CPSLO, CSUB, CSUEB, HSU, CSULB, CSUMB, SDSU, SJSU)	4
SOC 104	Social Science Research Methods	3

- 3. **DOUBLE COUNTING:** A maximum of 16 units can be double counted for the major and CSU GE or IGETC general education requirements.
- 4. **Select additional courses,** if needed, to achieve the 60 units required for the associate in arts in anthropology for transfer degree.

Major Total:	19-20 units
CSU-GE Breadth or IGETC:	37-39 units
CSU Transferrable Electives (as needed):	17-20 units
Double-Counted:	16 units
Degree Total:	60 units

**APPLIED DESIGN/MEDIA: ANIMATION (A.S.)**

The animation program provides a comprehensive foundation in the traditional and digital artistic skills that are at the center of the animation, visual effects and video gaming industries. Our program allows students to build their own emphasis in either traditional 2D or computerized 3D animation through their choice of electives. The A.S. degree in animation prepares students for transfer to four-year animation programs and entry-level employment in the creative industries.

The graduate of the AS program in animation will:

- Generate multiple characters and stories in response to a specific concept.
- Design and model characters and environments for animation.
- Plan and storyboard animated sequences for traditional and digital formats.
- Use animation techniques and principles expressively in creating short animated films.

A major of 34 units is required for the associate in science degree.

COURSE NUMBER	TITLE	UNITS
Required core courses (25 units):		
ART/GRPH 108	Design 1 on the Computer	3
ART/MMAC 115	Introduction to Animation	3
ART 120	Drawing 1	3
ART 122	Life Drawing 1	3
FILM/ MMAC 117	3D Computer Animation 1	3
FILM/ MMAC 127	Digital Video Post-Production	3
GRPH 111	Digital Imagery Lab	1
GRPH 112	Digital Imagery	3
MMAC 101	Introduction to Multimedia	2
MMAC 102	Introduction to Multimedia Lab	1
Plus a minimum of 9 units selected from the following:		
ART 107	Computer Fine Art	3
ART 110	Design 1	3
ART 123	Life Drawing 2	3
FILM 110	Introduction to Motion Picture and Video Production	4
MMAC 114	Dynamic Internet Design	3
FILM/MMAC 116	Intermediate Animation	3
FILM/MMAC 118	3D Computer Animation 2	2
FILM/MMAC 125	Computer Video Editing	3
FILM/MMAC 126	Intro to Motion Graphics	3
GRPH 130	3D Modeling for Production	3
MUS 118	Introduction to Electronic Music	3

# VALIDATION



**EXECUTIVE SUMMARY**  
**(Validation Team Report)**

1. MAJOR FINDINGS

Strengths of the program/discipline:

1. The program exposes students to cultures, expanding their understanding of humanity and the natural world.
2. Program promotes critical thinking and analytical writing.
3. Program provides a solid foundation for general education.

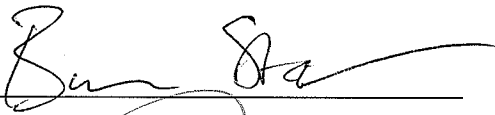
Concerns regarding the program/discipline:

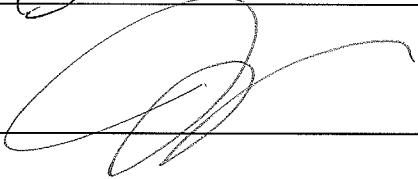
1. Decline in enrollment over the past six years.
2. Expand on student awareness of the application of anthropological knowledge to their future careers.

2. RECOMMENDATIONS

1. Work with counselors to promote the program.
2. Work with AHC's Public Relations to promote existing activities that program offers.

VALIDATION TEAM SIGNATURE PAGE

  
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*H. Bierly*  
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**PLAN OF ACTION – POST-VALIDATION**  
(Sixth-Year Evaluation)

DEPARTMENT Social and Behavioral Sciences PROGRAM Anthropology

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE

	<b>Theme/Objective/ Strategy Number AHC from Strategic Plan</b>	<b>TARGET DATE</b>
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Continue to develop meaningful assessments that engage students and promote success.	Goal SLS6	Spring 2022
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RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

	<b>Theme/Objective/ Strategy Number AHC from Strategic Plan</b>	<b>TARGET DATE</b>
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<b>Enrollment Changes</b> Explore strategies to increase efficiency and FTES.	Goal IR4	Spring 2022
<b>Demographic Changes</b> Continue to use/adopt OERs to minimize costs for students.	Goal SLS2	Spring 2022

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

	<b>Theme/Objective/ Strategy Number AHC from Strategic Plan</b>	<b>TARGET DATE</b>
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<b>Curricular Changes</b> None.		
<b>Co-Curricular Changes</b> None.		
<b>Neighboring College and University Plans</b> Continue to involve/expose students to educational experiences and opportunities at local universities.	Goal SLS3	Spring 2022
<b>Related Community Plans</b> Continue to involve/expose students to educational experiences and opportunities within our community.	Goal SLS8	Spring 2022

**RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES**

**Theme/Objective/  
Strategy Number  
AHC from Strategic  
Plan**

**TARGET  
DATE**

<b>Facilities</b> None.		
<b>Equipment</b> Teaching materials such as osteological material and fossil replicas.	Goal IR3	Ongoing
<b>Staffing</b> Hire additional part-time instructors as needed.	Goal IR1	TBD

**VALIDATION TEAM RECOMMENDATIONS  
Disregarded or modified (if appropriate)**

**REASON**

**ACTION/CHANGE**

<b>Recommendation</b> Team's recommendations accepted.		
<b>Recommendation</b>		
<b>Recommendation</b>		

Review and Approval

Plan Prepared By

B. S. Date: 3/22/18

G. Beirly Date: 4/2/18

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Reviewed:

Department Chair\*

G. Beirly Date: 4/2/18

\*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Rick Bantz Date: 4/2/18

Vice President, Academic Affairs

[Signature] Date: 4-9-18