Ohlone College
Program Review Report

- **Program Description and Scope:**
  1. *Program Review Title:* Anthropology
  2. *Academic year:* 2012/2013
  3. *Review Type:* Instructional Disciplines
  4. *Program/Departments:* Anthropology (22002)
  5. *Authority Code:* 44-Dean, Science, Engineering, and Mathematics
  6. *External Regulations:* Yes  No X
  7. *Provide a brief narrative that describes the instructional program/discipline.*

  The Anthropology Department at Ohlone College educates students in the study of humankind, including, but not limited to, genetic diversity, evolution, forensic applications, prehistory, culture, cultural and linguistic diversity, social organization and belief systems. Through anthropology courses, students experience a holistic approach to the study of humans and their close relatives. A wide range of societies are studied, from small traditional nations to large industrialized states.

  The department is committed to the development of intercultural skills and an understanding of cross-cultural differences between groups, community based learning, as well as cooperative efforts with local groups and other academic programs at Ohlone College. Activities such as ethnographic fieldwork in local communities, applied anthropology projects, and analysis of field data in hands-on laboratory settings link theory, research and life experiences. Faculty research supports department efforts to demonstrate the application of anthropological methods to real world issues and Ohlone Multicultural Anthropology Club (OMAC) works with other student clubs to further the department mission. The department cross lists its Forensic Anthropology Course with the Administration of Justice Department and continues to engage other departments in discussions of additional joint projects, including courses in Business Anthropology and a Special Projects program in Mitochondrial DNA testing.

  8. *Describe how the program specifically serves students, faculty and staff.*

  The Anthropology department offers courses of interest to students who are in terminal degree or certificate programs, students working on transfer degrees, and students pursuing life-long learning interests.

  The department currently offers 8 courses, including a combined 4 unit Anthropology 101 and 101L course. Various courses satisfy general education
requirements in the Social Sciences and the Natural Sciences.

Courses transferable to the California State University System and to the University of California:

Anthropology 101 – Physical Anthropology and Physical Anthropology Lab
Anthropology 102 – Cultural Anthropology
Anthropology 103 – Introduction to Archaeology and Prehistory
Anthropology 104 – Survey of North American Indian Cultures
Anthropology 106 – Magic, Witchcraft and Religion

Courses transferable to the California State University System:

Anthropology 105 – Archaeological Field Methods
Anthropology 108 – Introduction to Forensic Anthropology

The department offers Certificates of Achievement in Cultural Anthropology, Physical Anthropology and Archaeology and is currently working on development of an AA degree.

Faculty from other departments and Ohlone staff members interested in developing or improving intercultural skills and cross-cultural knowledge have taken anthropology courses and department faculty have participated in college events designed to further an appreciation for cultural diversity.

Except for Spring 2007, when Jo Rainie Rodgers was employed full time in the anthropology department, the department has never employed a full time anthropologist. At present, 9 faculty members teach anthropology courses on a part time basis. Members of the department are active in the anthropological community, regularly attending professional meetings of the American Anthropological Association, the Society for Anthropology in Community Colleges, the American Association of Physical Anthropologists, the American Archaeology Association, the Society for California Archaeology and the Southwest Anthropological Association. Faculty are also active organizing scientific sessions for professional meetings, serving in executive positions in professional associations, teaching professional workshops and publishing research findings. In turn, faculty members share their expertise, research, and professional experiences with other members of the Ohlone College community at meetings and department retreats.
Students are invited by faculty to attend professional association meetings or
work on community based projects related to cultural anthropology, physical
anthropology and archaeology. For example, Ohlone faculty have hosted
annual conferences for 2 national anthropology associations, and have invited
students to attend and participate. George Rodgers is past president of one of
these national organizations – the Society for Anthropology in Community
Colleges. Jo Rainie Rodgers and George Rodgers are organizers of the annual
California Community College Teachers Conference, held each January in Paso
Robles, and they invite students to participate. Theresa Murray works with her
students on ethnographic research projects that explore American cultures.
Mark Dobbs has presented forensic cold cases to students as part of the Science
Division brown bag series. Carmen Cuellar and George Rodgers have each
taken groups of students to visit local archaeology sites. George Rodgers and
Jo Rainie Rodgers have worked closely with California State Parks and
Recreation personnel to provide students with access to archaeological sites for
field experience and interaction with local native communities. In Spring 2012,
Jo Rainie Rodgers and George Rodgers, Fellows of the Leakey Foundation,
worked with the foundation to bring a group of 30 Ohlone students to a day
long symposium on human evolution at the Academy of Sciences in San
Francisco. Students were treated to a private lunch with renowned physical
anthropologist Adrienne Zhilman as their luncheon speaker. Theresa Murray
 teamed up with Ginna Alison from the English Language Institute in Ohlone's
International Programs department to create a project for an ESL class and a
cultural anthropology class. The ESL students practiced their English skills
while the anthro students interviewed them about their families and created a
kinship charts.

Finally, the department routinely surveys its students to gain feedback on its
programs and courses. This information is used in the annual assessment of
department effectiveness and in planning efforts as the department continues in
its efforts to meet the needs of its students and community. Department faculty
members counsel our growing number of students who plan to major in
anthropology and there is an active Anthropology Club. The department also
has scholarship funds for anthropology students and for Native American
students.

9. Describe how the program addresses current needs and applies current
technologies.

The Anthropology program meets the needs of students who are pursuing an
academic degree, as well as those seeking vocational training or taking courses
for personal enrichment. The department offers classes both on-campus and
online and the department is staffed by a group of instructors who actively
work in their fields of expertise.
Two faculty members completed a DNA Sequencing course and the department hopes to work with the Biotechnology Department to develop a Mitochondrial DNA testing module for Physical Anthropology students.

The department has consistently embraced technology as a teaching tool to this global study of humankind. Jo Rainie Rodgers served as an Ohlone College Online Pioneer and developed the first online Cultural Anthropology course in 1997. She continues to serve on the Distance Education Committee, mentors new online faculty, created and maintains the Online Faculty Discussion area on Blackboard, and provides online education workshops to faculty at professional meetings.

There are currently 3 faculty members trained and experienced in online education. Besides Anthropology 102, the department also offers Anthropology 103 and Anthropology 104 online. Jo Rainie Rodgers teamed with Robert Mitchell to create a learning community for Cultural Anthropology and English Literature courses that focused on Native American culture and literature. And, the department pioneered a hybrid physical anthropology course with an online lecture and on-campus lab.

Many of the courses offered on-campus are web enhanced and faculty routinely communicate with students electronically. Faculty also post and manage grades through Blackboard. A variety of digital media, software and field instruments, such as GPS, are used in courses and in field exercises. The Anthropology Club communicates with students through its blog and Facebook.

10. Discuss the impact of the program on the college and/or other programs.

Anthropology offers a unique perspective to the college community and to Ohlone students. It is the only discipline that offers a broad, holistic view of humankind. Cultural Anthropology and Physical Anthropology are listed as electives on several degree and certificate programs. Forensic Anthropology is cross-listed with Administration of Justice.

Various department projects, as well as the Ohlone Museum and interclub activities, are designed to link the department to other programs on campus and to the college. Through museum displays and student activities, the Anthropology Department works to teach Ohlone students and staff about Ohlone Indian culture. Ohlone College is the only California Community
College to be named for a Native American cultural group. Department faculty and students are proud of their ongoing relationship with the local native community and work to maintain a place for Ohlone culture at Ohlone college.

Jo Rainie Rodgers, a member of the Ohlone Cohort in the Educational Leadership Doctoral program at Alliant International University, completed her dissertation on “Faculty Perceptions of Their Role in the Academic Success of Community College Students from Underrepresented Racial and Ethnic Groups.” The data collected from this research has been shared within the college community, the greater California teaching community and the state Chancellor’s office. Research results are also being presented at the American Anthropological Association’s 2012 annual meeting.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The Anthropology Department offers a variety of course of interest to both students and members of the community. The department has also created several innovative projects designed to enhance learning and link the college more closely with the local community.

Ethnographic research projects provide students and community members with a deeper understanding of cultural diversity in local communities. Anthropology Club members participate in the Gathering of the Ohlones each October at Coyote Hills, teaching visitors how to make jewelry, tools and other Ohlone artifacts. The club has also created an photography exhibit “We Are Ohlone” for display in the building 7 art gallery area Fall 2012. Club members worked to set up a museum display in the lower level of building 7 and are working on a new museum diorama of an Ohlone Indian village. These, and other club efforts to connect students with Ohlone Indians and the larger local community.

The department houses several collections from significant Northern California archaeological sites and in 2012 the department agreed to a request from Santa Clara County to archive site material from a recently excavated site in Silicon Valley.

Four faculty members are trained in forensic anthropology and have worked with local law enforcement agencies to help identify and analyze human remains. They have come together for form a Forensic Science Institute, with a focus on two areas: 1) establishing Ohlone as the place to go for forensic anthropology, offering support to local law enforcement agencies in their
identification and analysis of human remains and 2) providing education and information to students and to the public on forensic anthropology topics such as Forensic Anthropology and the Judicial System and the role of the anthropologist in death investigations. The department hopes to gain administrative support for their efforts during the 2012-2013 academic year.

The Ohlone Museum provides an important link between the college and the community. Since the museum was moved to its temporary location in building 8, it has been difficult to serve the community to the extent that it once did, although the museum continues to serve as a resource for local schools and professional colleagues. For example, in 2012, archaeologists who excavated the mammoth site in Castroville visited Ohlone to conduct a morphological comparison of site material with material from the Ohlone Museum.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. **Core Values, Goals & Objectives:**
     **College Core Values**
     - We provide life-long learning opportunities for students, college personnel and the community.
     - We open access to higher education and actively reach out to under-served populations.
     - We promote diversity and inclusiveness.
     - We maintain high standards in our constant pursuit of excellence.
     - We value trust, respect and integrity.
     - We promote team work and open communication.
     - We practice innovation and actively encourage risk-taking and entrepreneurship.
     - We demonstrate stewardship for our human, financial, physical and environmental resources.

     **College Goals/Objectives**
     1. **Through innovative programs and services, improve student learning and achievement.**
        1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
        2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.

6. **Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**
   1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.
   3. By 2015, increase the number of extracurricular opportunities, i.e., events, programs and/or clubs, for learning about cultures other than one’s own for faculty, staff and students.

7. **Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.
   2. Annually increase retention and success rates of under-served demographic groups.
   3. By 2015, increase the percentage of under-represented groups among faculty and staff to approximate the demographic percentages of the district population.

4. **Briefly describe how the program supports the college mission, vision selected college values.**

   The Anthropology program addresses basic skills development through its cultural anthropology courses, student club and cross-cultural events. The Anthropology Career Day introduces students to possible careers in this diverse, growing field. The department’s academic program provides Ohlone students with both biological and social science general education courses, and offers a comprehensive lower division education to students interested transferring to a four year college with a major in anthropology. The Forensic course offers career training for both anthropology majors and administration of justice students.

The anthropology program continually creates innovative projects that support inclusiveness and student success, including course content tied to local populations, community based research and hands on laboratory experience. Outside lectures and site visits encourage students to apply and experience what they have learned through their courses.
5. **Briefly describe how the program supports selected college goals.**

To improve student learning, the department continues to create course projects and outside events/opportunities for students to enhance their studies. In cultural anthropology courses, students are often assigned group projects in their local communities and physical anthropology students are taught to apply the scientific method, along with critical thinking skills, to readings, discussions and their laboratory work.

The department has begun to assess Student Learning Outcomes for core anthropology courses and SLOs have become a major focus of the department’s Fall faculty retreat for the past 3 years. The department is finalizing its proposal for an AA degree in Anthropology, which will support the college goal of increasing the completion rates for AA degrees at the college. The department is also working to revise its certificates of completion to focus on vocational training in physical anthropology, archaeology and cultural anthropology.

6. **Briefly describe how the program supports selected college objectives.**

The department is developing an AA-T degree that will prepare students for transfer, as juniors, in anthropology to a four year college. As part of the new AA degree, the department is creating new courses that will meet the International/Intercultural Studies requirement. The Ohlone Multicultural Anthropology Club continues to provide students and staff with opportunities for intercultural interactions and learning. For years, anthropology faculty have taken students throughout the world on cultural and archaeological study trips. The department plans to explore a formal relationship with the college study abroad program.

The Department continually reaches out to underrepresented students with course content that encourages students to apply course material to their own ethnic groups, families and communities. Jo Rainie and George Rodgers established a scholarship fund for Native American students. While there are many Native Americans living in the Fremont/Newark area, their enrollment and success rates at Ohlone, and other local community colleges, remains relatively low. Jo Rainie Rodgers has shared her doctoral dissertation research on faculty perceptions of underrepresented community college students with faculty in the department and plans to incorporate research findings into future program planning and outreach.

- **Program SLOs & Assessment**
  1. **Program SLO -**

    Critically analyze and interpret anthropological data.
a. *Indicate program assessment strategies used.*
   i. Other

   For the 2012-2013 academic year, assessments for anthropology 101 and 102 are being used to assess all program outcomes. See course SLO and assessment section.

b. *Describe the criteria and standards used to appraise student work.*
c. *Enter assessment results and analyze student success in achieving this program SLO.*
d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

   New Program SLOs were written and aligned with GE Plan A SLOs for areas Natural Science, Social Science, and Intercultural/International Studies.

e. *Future Action (Improvements)*
   Describe changes you will make to promote improved student learning

   The AA-T degree for anthropology is complete and about to be submitted for review at the college. Certificates will be revised as vocational certificates and resubmitted to the curriculum committee. Course and program SLOs are being reviewd and aligned.

2. **Program SLO -**

   **Apply anthropological principles and methods of inquiry to the study of human diversity locally, regionally and globally**

   a. *Indicate program assessment strategies used.*
b. *Describe the criteria and standards used to appraise student work.*
c. *Enter assessment results and analyze student success in achieving this program SLO.*
d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*
e. *Future Action (Improvements)*

3. **Program SLO -**

   **Apply anthropological knowledge and demonstrate intercultural sensitivity to contemporary issues within a culture and cross-culturally**

   a. *Indicate program assessment strategies used.*
b. *Describe the criteria and standards used to appraise student work.*
c. *Enter assessment results and analyze student success in achieving this program SLO.*
d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*
e. *Future Action (Improvements)*

4. **Program SLO -**

   **Demonstrate an understanding of science, the scientific method, the concept of culture, and major anthropological concepts related to human biological and**
cultural evolution

a. Indicate program assessment strategies used.
b. Describe the criteria and standards used to appraise student work.
c. Enter assessment results and analyze student success in achieving this program SLO.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
e. Future Action (Improvements)

- SLO Matrix
  
  Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
<th>SLO-4</th>
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<tbody>
<tr>
<td>ANTH 101</td>
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<td>ANTH 102</td>
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- SLO Matrix Comments

Each course is taken independent of others. Students complete mastery in a specific course by successfully completing the course requirements and SLOs. At the program level, students demonstrate mastery by completing the core courses in the discipline. The matrix is left at the practice level because many students only complete one or two courses.

- Course SLO & Assessment
  ANTH 101 Physical Anthropology
  1. Demonstrate an understanding of facts and theories developed by anthropologists to explain human genetics, biological evolution and diversity
  2. Apply the scientific method and distinguish between science and pseudo-science
  3. Analyze data, draw conclusions and distinguish between hypothesis and theory
  4. Recognize and describe "what is human" and identify traits are shared with other primate groups.
  5. Apply anthropological perspectives to contemporary issues related to human evolution, genetics and environmental change, and propose solutions to real world problems

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
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<tbody>
<tr>
<td>Rubrics</td>
</tr>
<tr>
<td>Skills Assessment</td>
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<tr>
<td>Department Testing</td>
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| Describe the criteria and/or performance standards used to appraise student work. |
Enter assessment results and analyze student success in achieving course SLOs.

Instructors began assessing student learning outcomes in Anthropology 101 courses in Spring 2012. A variety of methods were used to assess student understanding of human evolution, including exam questions and term papers.

Students in 5 sections of Anth 101 were assessed. 86% of students (76 out of 88) correctly defined evolution.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

There were no revisions as of Fall 2012. Faculty will meet to discuss the results and strategies, including how to assess students in a similar manner in all sections of a course.

Future Action (Improvements)

Describe changes you will make to promote improved student learning

See above.

ANTH 102 Cultural Anthropology

1. Define culture and identify cultural values and norms in a wide range of cultural groups
2. Demonstrate an understanding of facts and theories developed by anthropologists to explain human culture and culture change
3. Compare and contrast cultures in both emerging and developed nations, employing the concept of cultural relativism
4. Apply anthropological perspectives to contemporary issues facing a variety of cultural groups and propose solutions to real world problems

Indicate planned course assessment strategies

Portfolio
Skills Assessment
Department Testing

Describe the criteria and/or performance standards used to appraise student work.

Criteria is available in course syllabi and differs in each section. All sections are taught by adjunct faculty.

Enter assessment results and analyze student success in achieving course SLOs.

Instructors began assessing student learning outcomes in Anthropology 102 courses in Spring 2012. A variety of methods were used to assess student understanding of the concept of culture, including exam questions and term papers.

Students in 3 sections of Anth 102 were assessed. 84% of students (92 out of 110) correctly defined the concept of culture.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

None as of Fall 2012. Faculty will meet to discuss the results and strategies, including how to assess students in a similar manner in all sections of a course.
Future Action (Improvements)

- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

The Anthropology Program continues to grow, as student demand for courses remains high. From 2005 – 2012 FETS grew from 80 to 137. In 2011 FTES decreased to 128. Anthropology courses have been cut from in recent years as a result of budget cuts. Courses remaining on the schedule are consistently closed before the start of classes, and most waitlists are also closed.

From 2005 – 2010 WSCH increased from 2131 to 4384 and FTEF reached 6.38. The department does not have a full time faculty member but retains a pool of 8-9 adjunct faculty. The department has a very low instructor turn over rate.

During the last five years, the department has seen a steady increase in the success rates of students from taking anthropology courses, with an overall success rate in 2010 of 74.8%. The department is working to improve the success rate of our underrepresented students. We offer both an Anthropology and a Native American scholarship, and faculty work with students to tailor research and term papers to topics relevant to a diversity of cultural and ethnic groups.

Online courses in Anthropology, offered since 1998, have retention rates similar to on campus courses and the department plans to increase online offerings as additional sections are added into the program.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The Anthropology department budget is bundled with Geography and Geology, and it is, therefore, difficult to analyze budget trends. The department relies, primarily, on donations to fund lab equipment, casts and other skeletal material.
Jo Rainie Rodgers and Irina Nechayev completed a workshop in grant writing during Spring 2012 and they hope to spearhead future department efforts to apply for grants to help expand the department and museum resources.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

The Anthropology department employs 8-9 adjunct faculty who teach 16-17 sections each term, 8 of which are combination lecture/lab courses. Department faculty are active professionals in their subfields who bring a wealth of experience and skills to their students. Outside of the classroom, faculty work with students on special projects and study groups. They also support the Ohlone Multicultural Anthropology Club.

The department houses a large collection of archaeological site records and artifacts, and the back and middle room work areas are used for museum projects, analysis of archaeological data and forensic analysis.

During the next year, the department hopes to expand its forensic work with local law enforcement agencies and plans to create a secure archaeological/forensic site on campus to enhance its field methods courses. Courses are primarily taught in the dedicated lab area and primary Anthropology/Geography classroom. The department is working on strategies to secure lab materials in the shared classroom space, which is sometimes used by other disciplines.

The department relies on ancient computer equipment in the lab and middle work area, but is grateful for the space and any equipment that IT provides. In the future, the department hopes to obtain computers and microscopes for the lab area, as well as an upgraded system for data storage in the workroom.
5. Describe any additional notable program achievements (optional).
6. Additional Program Table Data
7. Future Action

- Program Analysis
  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs

  1. Describe program achievements and successes.

     The AA-T is complete and ready to be submitted for review. Revised course outlines and outlines for new department courses have also been completed. The department held its first Anthropology Career Day in Fall 2012. Faculty are active in professional associations and students activities, including the Ohlone Multicultural Anthropology Club, student research projects and department lectures/special events. Anthropology courses are consistently closed before the start of each term, and most waitlists are also closed. Faculty continually work to meet increased student demand for courses. All faculty are adjuncts.

  2. According to the evidence, what are the areas needing improvement?

     The department is still in need of dedicated museum space.

     Computers in the anthropology lab and work area do not meet college standards and need to be replaced.

     The department needs a full time faculty member.

- Program Improvement Objectives:
  1. Objective:

     Create, revise and expand degree and certificate programs to increase student opportunities to major and/or transfer in anthropology

     a. Action Plan

        Year 1:


        Year 2:

        Create a Forensic Anthropology certificate program. Revise the course schedule to substitute new courses for existing courses and create a rotation schedule for course offerings. Promote the degree and certificate programs through announcements, a brochure and presentations to the Counseling Department.
Year 3:
Assess student knowledge of degree and certificate programs.

b. Staffing
Year 1:
volunteers

Year 2:
volunteers

Year 3:
volunteers

c. Assessment Plan: List Assessment Strategies
Year 1:
Complete the Curriculum Committee approval process for the degree and certificates. Run baseline figures on completion of the certificate programs

Year 2:
Track completion rates for the certificate programs. Complete the Curriculum Committee approval process for the Forensic Anthropology certificate..

Year 3:
Run baseline figures on completion of the degree program. Survey students regarding knowledge of the degree and certificate programs

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
Rationale:
In recent years, we have seen an increased number of students transferring as Anthropology majors. Our program can help prepare students for their upper division work in this field. An AA degree or certificate in Anthropology can help boost a student’s chances of getting into the Anthropology department of their choice.
2. PIO Assessment

a. Enter assessment results with analysis.

Jo Rainie Rodgers participated in the Northern California CID meeting and wrote the draft outline for the Physical Anthropology Lab course. The transfer model curriculum for Anthropology is now complete and department faculty are writing up the proposal for an AA-T in Anthropology.

Once the AA-T degree is approved, the department will move forward with plans to promote the new degree to students and counselors.

b. Future Action

1. Objective:

Meet student demand with curriculum that is transferable and/or applicable to jobs that require anthropological knowledge/techniques

a. Action Plan

Year 1:

Create a two-year plan to restore courses that have been cut from the Spring curriculum and balance the number of Fall/Spring course offerings - completed in Fall 2012. Update equipment in the Anthropology Lab to allow faculty to comprehensively present course material. Add a Mitochondrial DNA “special projects” module to Anth 101, in partnership with Biotechnology. Create and gain Curriculum Committee approval for Linguistics, American Cultures and Culture and Sustainability courses. Reinstate the Field Archaeology course - completed Fall 2012. Implement the Anthropology Scholarship Fund - Completed 2011.

Year 2:

Create additional Forensics courses/special projects to support the Forensics Certificate Program, continuing to partner with Administration of Justice. Survey students regarding current and potential course offerings. Expand/reconfigure storage space for additional archaeological data - in progress.

b. Staffing

Year 1:

volunteers, increase faculty/partner with Biotechnology

Year 2:

volunteers, increase faculty
c. Equipment (Include items that fit under department budget codes)
   Year 1:
   Updated overhead and computer equipment

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   IT staff, equipment installation

e. Assessment Plan: List Assessment Strategies
   Year 1:
   Complete the Curriculum Committee approval process for the degree and certificates. Assess enrollment for new/revised courses. Begin tracking the success rate of scholarship recipients.

   Year 2:
   Assess enrollment numbers for new/revised courses against the department standard of “Waitlist Closed” for all courses before the start of the term.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:
      The department cannot currently meet student needs for Anth 101 and Anth 102 transfer courses. Increasing course offerings and improving the diversity of courses offered will better serve major and transfer students.

   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
      Rationale:
      Revised certificate programs and an AA degree program will provide students with increased training opportunities to help them develop cross-cultural and analytical skills required by today’s employers.

   4. Use human, fiscal, technological, and physical resources responsibly,
effectively, and efficiently to maximize student learning and achievement. 

Rationale:

The Anthro Dept. lab and middle workroom currently does not meet the minimum standards for classroom/lab equipment. Updating equipment and software will enable faculty and students to work more efficiently.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives. 

Rationale:

Anthropology, as a discipline, focuses on the study of culture and the evolution, biologically and culturally, of human groups. An AA degree and revised Certificate programs will allow the department to enhance its course offerings designed to encourage a greater understanding of culturally diverse groups.

2. PIO Assessment

a. Enter assessment results with analysis.

The department has restored courses previously cut from the Spring course offerings, including the Field Archaeology course. The department has also created an anthropology scholarship fund. New course proposals are ready to be submitted to the Curriculum Committee for approval. None of these activities have been assessed.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

Restoring courses, offering additional courses in the major, and providing a department scholarship help achieve the college goal of improving student learning and achievement through innovative programs and services.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

No department funds were used. The department relied on donations to fund the scholarship fund and for materials for lab and field courses.

d. Future Action

Current level of focus maintained. Describe.

The department continues to implement the action plan outlined in the PIO.

1. Objective:

Provide cultural learning opportunities to facilitate the development and/or
improvement of intercultural skills

a. Action Plan
   Year 1:
   Promote the Anthropology Multicultural Club to students. Expand club activities aimed at promoting diversity and cultural awareness, including liaisons with the International Student group. Complete the “Ohlone Indians” Museum project. Develop an ethnographic research module as part of all Cultural Anthropology courses, providing students with real-world research opportunities that can be applied to their local communities.

Year 2:
Initiate an Anthropology speaker’s series, promoted by the club. Reinstate the Anthropology travel program. Create an Ohlone Cultures Museum project to highlight Ohlone student cultural groups, in particular cultural groups of underrepresented student groups. Find space, on campus, for museum displays.

b. Staffing
   Year 1:
   volunteers

   Year 2:
   volunteers

c. Technology (Include items that fit under IT budget codes)
   Year 1:
   Needed: updated computer equipment that meets college minimum standards.

d. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   Needed: museum space

e. Assessment Plan: List Assessment Strategies
   Year 1:
   Compare number of club activities with previous year and attendance numbers. Survey students on club activities. Solicit feedback on the Ohlone Indians Museum project. Establish a baseline of ethnographic data on local communities.
Year 2:

Expand club activities, based on student feedback. Solicit feedback on the Ohlone Cultures project.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:

Additional club activities and projects will highlight a diversity of cultural groups and important issues facing these groups today. Through cross-cultural travel experiences, students and employees can improve their intercultural skills.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

The Museum and research projects are designed to encourage participation from a diversity of student groups. Projects that relate coursework to student lives could help improve the retention rates of students who normally do not feel that their college experience celebrates their heritage.

2. PIO Assessment

a. Enter assessment results with analysis.

A majority of projects listed under the year 1 and 2 action plans have been achieved. The Ohlone Multicultural Anthropology Club continues to expand and develop new events and projects, including an Anthropology Career Day. The club continues to reach out to other clubs to encourage a diversity of student activities. Club members have worked to create an Ohlone Indian village diorama and worked with faculty to create a “traveling” museum display that is currently housed in building 7. The Ohlone Indians museum project is also complete and will be displayed in building 7 at the start of Spring term. Two ethnographic research modules have been proposed and used in cultural anthropology courses.

As a result of these projects, student participation is up in club activities and department special events.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student
success/learning.

Club activities and course projects that have highlighted a diversity of cultural groups and important issues facing these groups today have supported the college goal to enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

c. **Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.**

Students and faculty volunteered their time to these projects and to the student club. Resources for museum displays relied on club funds and donations to the Ohlone Department Fund (Ohlone College Foundation). A display case in building 7 is being used to display the museum artifacts. The diorama case is made from a recycled museum display unit.

d. **Future Action**

Current level of focus maintained. Describe.

The department continues to create projects and events that provide students with opportunities to develop and enhance their intercultural skills, through interaction with students from other cultures and through learning opportunities that expose them to a diversity of cultural groups.

1. **Objective:**

Modernize and upgrade the anthropology programs (i.e. Physical Anthro, Cultural Anthro, Forensics Anthro, et al) to instill in students an appreciation for human diversity, and to reach out to a greater diversity of students.

a. **Action Plan**

Year 1:

Reach out to deaf students: Purchase replacement DVDs that are already captioned for deaf/hearing impaired (50 DVDs = approx. $15K) - started in Spring 2012.

Year 2:

Ohlone Anthropology Museum: Identify a space for the Ohlone native American artifacts and the Irvingtonian fossil collection so that these specimens are accessible to Ohlone students, elementary/secondary school classes, and the general public.

At present, it is impossible to meet the needs of the community regarding access to museum displays and educational tours, which are no longer given to local schools. It is also impossible to highlight Ohlone Indian culture at the college for students and the local community in the current space. There is no access to museum displays.
Year 3:

Clustering of Anthro Programs in Science Center: to increase collaboration and program development/implementation between anthropology and sciences (such as biotechnology).

b. Staffing
Year 1:
The growth of the Anthropology Programs—in particular, the physical anthropology area, justifies the hiring of a full time faculty member in Anthropology. The FT faculty position will provide a greater involvement and leadership as the program continues to grow. There are some interdisciplinary programs that can be developed between Anthro and Forensics and Anthro and Biotechnology. The FT Faculty member would also oversee the Ohlone Anthropological Museum, and this position would also build and promote connections with the local communities (and elementary and secondary schools increase awareness of our programs while helping to build their programs.

c. Equipment (Include items that fit under department budget codes)
Year 1:
Increase lab equipment/resources to better support existing and new forensic and physical anthropology course

d. Technology (Include items that fit under IT budget codes)
Year 1:
IT support and software/hardware installation

e. Facilities (Include items that fit under the Facilities budget codes)
Year 1:
Needed: museum space

f. Assessment Plan: List Assessment Strategies
Year 1:
Successfully recruit a full time faculty member

Year 2:
Assess the performance of the full time faculty member with regards to department goals.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department,
and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
Rationale:

In Fall 2011, the Anthropology Department offered 24 classes. In Fall 2012 the department again offered 24 classes, all taught by adjunct faculty. It becomes increasingly difficult to manage a group of 8-9 faculty members without full time faculty. To meet student needs, there needs to be more dedicated faculty resources.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

The department has developed plans for several projects that will provide students with key skill sets. Additional faculty resources are needed to fully implement these projects that will enhance skills in both biology and culture.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:

Updating technology to better meet the needs of the field of Anthropology and the students of Ohlone College will allow the department to provide a more effective learning environment for students.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:

Additional faculty resources are needed to fully implement projects designed to promote cross-cultural communication and interaction on campus.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

Additional faculty resources are needed to build on anthropology’s strengths in the area of intercultural sensitivity and to continue reaching out to underrepresented students via multicultural course curriculum development and student programs.
2. **PIO Assessment**
   a. *Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.*

   Money allocated for conversion of VHS tapes to DVDS and the addition of closed caption is still in the exploratory stage. The funds have not yet been used and the department still needs to figure out how to efficiently convert the films.

   b. *Future Action*

**• Outside Review Results**
   1. List each team members name and title.
      None.
      2. Discuss key feedback provided by team and how it was incorporated into the report.
      None.

**• Attached Files**