



Program Review

Merced College

2015-16

Faculty/Program Manager View

I. Program Summary

1. Name of Program

Anthropology

2. Degrees, Certificates or Services Associated with the Program

A.A.T. Anthropology; OR for older students with catalog rights: A.A. - Anthropology with 1 of 3 concentrations:

3. How does the program contribute to the mission of the college? [Merced College Mission Statement](#)

Anthropology, being the study of humankind in all times and places, focuses on cultural and physical diversity of humans on local, national, and global levels in both past and present. Cross-cultural comparison encourages students to reflect on their own cultural values and norms and promotes understanding of and compassion for their fellow students, community, and peoples around the world. This can help to foster better communication, trust, and partnerships at all such scales. While providing opportunities for personal enrichment, the Anthropology program also features a new degree for transfer designed to help students succeed in social sciences-related fields and other careers in order to better serve the richly diverse community from which they came.

4. Faculty/Staff Involvement

The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

with others in my program/department during meetings (i.e. cohort, area, department meetings, small groups etc.)

during on-campus workshops (i.e. flex workshops)

over email

with colleagues from outside the district

with my dean and/or colleagues in my division

Other

No dialogue occurred

List Faculty/Staff involved in the assessment in the table below. To add rows select **Insert Item**.

<i>Name</i>	<i>Participation</i>
Jeff Buechler	<input checked="" type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Marcus Arguelles	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Jonas Vangay	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Chris Gaugler	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Christine Grimaldi-Clarkson	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor

II. Assessment Summary

4. Please provide a status update of all course SLO assessments.

List the dates of the last two assessment reports, starting with the most recent. (Dates must be within the last five years.)

<i>Course Number</i>	<i>Previous Assessment</i>	<i>Next Planned Assessment</i>	<i>Contact Faculty</i>
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ANTH-01	Fall 2015	Fall 2017	Jeff Buechler
ANTH-02	Fall 2015	Spring 2017	Jeff Buechler, Marcus Arguelles,...
ANTH-10	Spring 2015	Spring 2017	Jonas Vangay
ARCH-01	Fall 2015	Fall 2017	Marcus Arguelles
ARCH-01L	Fall 2015	Fall 2017	Marcus Arguelles

5. Means of Assessment

List the program SLO/SAO in the space below.

Program SLO or SAO

A. Examine the goals of the discipline of anthropology.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Benchmark Met

Program SLO or SAO

B. Evaluate the methods used in the discipline of anthropology.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Benchmark Met

Program SLO or SAO

C. Demonstrate an understanding of cultural diversity.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Benchmark Met

6. **Assessment Data and Results for each PLO/SAO**

Student performance on specific exam questions, assignments, final exams, and projects were linked directly to Course SLOs previously during Course SLO Assessment from 2015-16 for ANTH-1, ANTH-2, ARCH-1, and ARCH-1L. Course SLOs were then by mapped directly onto Program SLOs. The course data were combined for the Anthropology Program as a whole by adding up all the students who correctly answered or passed (70% or higher) the Course SLO exam questions, final exams, assignments, and/or projects directly relevant to each Program SLO. These number correct/passed were divided by the total number of attempts. This resulted in the percentage of success relating to each Program SLO for all Anthropology courses combined. The final tallies were as follows (see attached for all data):

PLO A. Examine the goals of anthropology: total succeeding = 296 out of 377 attempts = 78.5%

PLO B. Evaluate the methods used in anthropology: total succeeding = 806 out of 1044 attempts = 77.2%

PLO C. Demonstrate an understanding of cultural diversity: total succeeding = 366 out of 436 attempts = 83.9%

7. **Analysis and Interpretation of Results for each PLO/SAO (include benchmarks)**

The program decided on a benchmark of 75% succeeding out of the total for the Anthropology Program as a combined whole. Students met or exceeded the benchmark in all three PLOs. The lowest score was a 77.2% success rate for PLO B Evaluation of the methods used in Anthropology, which suggests the program needs some improvement in teaching to that PLO. While these results

are encouraging, it is not clear that the available data adequately reflects the actual breadth of knowledge and experience of ANTH/ARCH students. First, most of the data reflects non-major general education students rather than the majors themselves (more on this point below under process review). Second, most data points result from only one or two exam questions. Course SLO data based on entire projects, papers, or exams (or at least a series of questions relevant to each SLO) would be more comprehensive and better gauge student success in learning the relevant material. Third, because SLO data for ANTH-10 was not available for this last year, there was relatively less information on success relevant to PLO C. Lastly, some of our Course SLOs may not still be appropriate and comparable to those of similar Anthropology courses elsewhere, and some are written in such a way as to make them difficult to assess properly. Thus, some Course SLOs may need revision.

8. **Do your program outcomes represent learning appropriate to the standards of your discipline or profession? (*This may not apply to all service areas.*)**

Independent reviewers have accepted our Anthropology and Archaeology courses as meeting General Education IGETC standards and CSU-GE standards for acceptance for transfer to California universities (not including ARCH-1L). Independent CID reviewers have accepted our Anthropology and Archaeology courses (not including ARCH-1L) as meeting standards in order to be accepted for credit by anthropology transfer students at California State Universities (ANTH-1 has conditional approval and the minor requested changes will be re-submitted in October 2016.) Thus, our Anthropology A.A.T. is now up and running. Finally, Merced College Anthropology and Archaeology courses generally have the same, or even more rigorous, course content as do the same or similar courses at the University of Illinois.

9. **Plans for Improvement**

1) Although the student success in meeting the benchmark for our Program Outcomes was encouraging, it appears that more focus on class material relevant to methods used in Anthropology is called for. Anthropology faculty and staff will meet to discuss possible revision of Course SLOs as well as to devise ways to mine data from more intensive assignments that give us a more robust measurement of student learning and thus better assess these Course SLOs and PLOs. Efforts will be made to get more data relevant to PLOS A and C (although this will be dependent on the Course SLO assessment schedule, which will result in a dearth of data in some years). Efforts will be made to improve student success and eventually meet an 80% benchmark in all three PLOs.

2) The 5-year trend data below shows steady drops in student enrollment in ANTH/ARCH courses. At the same time, newly released data suggests that we have on the order of over 70 active students undertaking an A.A. in Anthropology or Archaeology (earliest start date of 2010, unsure of how many of these are still truly active) and over 35 students actively pursuing an A.A.T in Anthropology. The plan is to increase both general education student enrollment in ANTH/ARCH courses as well as increase the number of active majors on campus. The faculty member will meet with various counseling staff in order to promote the Anthropology major, familiarize them with aspects of anthropology and anthropological careers, and encourage them to advise

more students to take ANTH/ARCH general education courses as well as suggest the Anthropology A.A.T as a viable pathway towards a four-year school. More efforts to promote awareness of Anthropology on campus will be undertaken through campus events and the Anthropology club as well.

Program Review Data:

To view the relevant data for the following questions select the link below, log into the MC4MePortal, then choose your area.

Instructional Program Review Data

10. What trends, if any did you identify in

a. student demographics for your program compared to the district?

As is typical over the last five years, female students made up a higher percentage (56.3%) of ANTH/ARCH enrollments than male (43.3%) students in 2015-16, roughly equivalent to that of the district-wide average and to respective representation on campus. This is not unusual for the social sciences.

Anthropology courses continue to serve traditionally underrepresented communities at about the same or slightly higher numbers than the district-wide average, while percentages of the total have generally increased over the last five years. African-American, Filipino, and Pacific Islander student ANTH/ARCH enrollments in absolute numbers have stayed about the same over the last five years, although percentages for 2015-16 are higher than the district average and are higher than respective representation on campus (except for Pacific Islander which has dropped slightly just this year). Native American, Hispanic, and Multiethnic ANTH/ARCH enrollments in absolute numbers have risen over the last five years, although percentages for 2015-16 are close to (slightly above or below) district-wide averages and respective representation on campus for this year. Asian and Non-Hispanic White enrollments in both absolute numbers and percentages of the total have declined somewhat over the last five years, although Asian student percentages remain higher than the district average and respective representation on campus. We will work to maintain these numbers in the future.

Regarding age, students are enrolled in ANTH/ARCH courses in roughly the same proportions as district wide in 2015-16, with the exception of lower rates of those over 50 and higher rates for those between 19 and 24. This is also true relative to respective representation on campus as well. This has been basically true over the last five years. Since most students in ANTH/ARCH courses are there for general education requirements, it may be that a higher percentage of younger students (rather than older) are enrolled in order to meet requirements for transfer, resulting in skewing toward a younger audience.

b. instructional demographics for your program compared to the district?

Regarding enrollment, the 2015-16 ANTH/ARCH program courses had a combined fill rate of 69.1%, which is similar to the 2009-10 to 2014-15 district-wide rate of 70.1% and higher than the 2015-16 district-wide average of 67.9%. While Fall and Summer semesters had higher rates (75.1% and 72.5%) respectively, low Spring semester enrollment (66.4%) significantly reduced the combined rate. Spring semester enrollments have been drastically lower than Fall and Summer over the last two years, which appears to be a district-wide phenomenon. A more alarming trend is that both overall ANTH/ARCH fill rates and class average numbers have steadily dropped since 2011-12, most drastically at the Los Banos campus (although that is now on the upswing). When the data is disaggregated, the largest enrollment trend declines appear to be in ARCH-1, ARCH-1L, and ANTH-10, while drops in fill rates of ANTH-2 are due to raises in class caps, as ANTH-2 class averages fluctuate but have overall risen slightly.

ANTH/ARCH student performance, however, has been fairly steady over the last four years with an overall 2015-16 combined Course Completion Rate of 86.7% (86.6% at MC, 88.5% at LB). Both campuses are above the district-wide average of 85.6%, and MCCD ANTH/ARCH completion rates have been above the district average every year since 2011-12. When the data is disaggregated, Course Completion Rates for ALL ANTH and ARCH classes have remained in the 80 to above 90 percent range for all semesters over the last five years (with the exception of the year 2012 and two other semesters in specific classes). The combined Course Success Rate has also remained steady over the last four years with an overall 2015-16 rate of 70.0% (70.3% at MC, 65.4% at LB), which is slightly lower than the 2015-16 district-wide average of 71.1%, but a bit higher than the 2009-10 to 2014-15 district-wide rate of 67.97%. When the data is disaggregated, ANTH-10, ANTH-1, and ARCH-1L usually have generally high success rates (often if not always above 70% or higher), while those of ANTH-2 and ARCH-1 fluctuate widely and are regularly below 70%. No clear linear trends are apparent. Graduation rates have remained fairly consistent at between 2 and 4 graduates every year over the last five years. This low number has been due to the fact that a number of Anthropology students simply transfer out and don't bother to register for graduation. This number is expected to increase due to the new AAT degree and better data tracking and thus mentoring of those students who major in anthropology.

Regarding staffing, the combined ANTH/ARCH FTES has dropped slightly over the last five years, with 2015-16 numbers at 61.05, slightly down from 2011 numbers of 64.5. While Merced campus FTES has risen slightly over the last five years (55.6 to 58.5), that of Los Banos has dropped (8.9 to 2.6) as consistent with the above-mention drop in enrollment there. There is no FTES per section data to compare with district-wide averages. At the same time, FTEF has risen slightly at the Merced campus and overall, while WSCH has fallen somewhat (again consistent with lower enrollments). Thus, Productivity has fallen somewhat over the last five years (767 to 525). This is likely due to the full-time professor (who worked many overload hours most every semester) continuing in a part-time capacity, coupled with lower enrollments and no new added course sections. Nonetheless, the 2015-16 ANTH/ARCH Productivity of 525 is still well above the 2009-10 to 2014-15 district-wide average of 423.5.

11. Are there any factors influencing the student access to services/programs?

One possible factor regarding dropping enrollments regards the time duration of course offerings. Some courses are only offered at night in three-hour blocks. It may be that more students would be more likely to enroll in courses if they were offered at a more typical class time, such as Tuesday and Thursday mornings or afternoons in one-and-one-half hour blocks.

Another factor that, in a practical sense, limits student access to department mentoring as well as involvement in the Anthropology Club lies in difficulty of program faculty access to a list of declared Anthropology majors and their email contact information. Such information is needed to reach out to Anthropology program students in order to provide needed assistance, information, and guidance. This is just now being partially remedied in conjunction with Grants and Institutional Research and their efforts to provide such data.

Another factor that influences student access to education is the low ANTH/ARCH laboratory annual supply budget of \$150. Many items (supplies, teaching tools and kits, casts of bones/fossils/artifacts, plastic skeletons, etc.) used in the classroom or the field are priced at between \$150 and \$500, a range that is too high for our current laboratory budget and yet too low to qualify for serious consideration for Resource Allocation. Many of these items are either currently non-existent or need replacing once they expire, are broken, or are consumed and need to be purchased or replaced on short notice, which is not compatible with the lengthy Resource Allocation process. These ANTH and ARCH laboratory courses count for general education science or science with lab credit. Physical objects that can be handled, examined, measured, and manipulated are necessary in the process of learning science and are thus crucial to student success in the classroom. The goal is to find funding to raise the annual budget to \$600.

III. Planning Summary

Remember to attach your goals sheet(s) in the Attachments section below. Please click here: [An example of a template](#) for an example of a template to use for recording your program goals.



Or for **the LRC, AV, or ITS** click on the link below to add your goals:

12. Have there been any internal/external changes to this program/department which have had a significant impact on the program's goals and/or effectiveness? If so, please explain.

A permanent full-time faculty member was hired to supersede the one-year replacement position, allowing the Anthropology and Archaeology program to continue indefinitely. The retired former full-time faculty member has continued to teach ANTH-2 and ARCH classes on a part time basis, but has tentative plans to fully retire from all teaching as of Spring 2018. Increased load of other adjuncts or hiring of a new adjunct faculty may likely be necessary to compensate for this loss. The new A.A.T. in Anthropology went in to effect in 2015-16 and thus the number of Anthropology majors and graduates is expected to increase in the future.

Again, a lack of change that impacts the program's ability to reach its goals is the critically low ANTH/ARCH laboratory annual supply budget of \$150. This budget has not changed since at least 2004 (and likely hasn't since long before that). As noted above, teaching materials, casts, and kits and lab supplies are crucial to maintaining and improving student success in learning science. The goal is to find funding to raise the annual budget to \$600.

A minor change involves the placement of a new Sea Train container adjacent to the Anthropology department and Anthropology Club Sea Trains. Unfortunately, this leaves a very tight space in which to maneuver the flatbed truck in order to access the ARCH field class equipment or Anthropology club book-sale books. It is unknown if the new Sea Train could be moved to a better position, but it would be helpful if it could.

Resource Allocation

- Complete the table for each resource request. Please rank in order of priority according to your program assessment results.

Resource	Learning Outcomes Select all that apply	Reason for Resource Select all that apply	Comments
Funds to pay for backhoe and operator to backfill excavation units at archaeological field site	<p>Outcomes/Goals</p> <p>Goal 3 and PLO B</p> <p>Institutional SLOs</p> <p><input type="checkbox"/> Communication</p> <p><input type="checkbox"/> Computation</p> <p><input type="checkbox"/> Cognition</p> <p><input type="checkbox"/> Global Consciousness</p>		Previously-excavated units at the privately-owned ARCH-1L field site still have not been backfilled due to lack of funding. The landowner has requested that such backfilling take place, as this involves a safety issue for both humans and his grazing cattle, not to mention necessary for proper archaeological and ethical practice. This was first requested several years ago, and funding has not yet been forthcoming. This will affect student

	<input type="checkbox"/> Personal Development	<input checked="" type="checkbox"/> Safety <input type="checkbox"/> Compliance <input type="checkbox"/> Maintain Program <input type="checkbox"/> Grow Program	<p>success by preserving their safety and maintaining friendly relations with landowners in order to preserve access to this field site so the class can continue. Measurement will be made by whether access to the site continues to be granted.</p>
<p>Laboratory teaching materials and casts</p>	<p>Outcomes/Goals Goal 1 and PLOs B & C</p> <p>Institutional SLOs</p> <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input checked="" type="checkbox"/> Global Consciousness <input type="checkbox"/> Personal Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input type="checkbox"/> Grow Program	<p>Teaching materials such as genetics teaching kits (e.g. magnetic karyotyping kits); casts or replicas of primate, hominid, or human bone and skulls; casts or replicas of artifacts; and any other materials or supplies necessary for science education are needed to ensure student success in laboratory ANTH and ARCH courses. Laboratory exercises cannot be adequately completed without physical, three-dimensional objects to be measured, examined, organized, ordered, or otherwise assessed. Student success will be measured via lab assessment of proficiency, lab grades and responses to exam and lab exam questions.</p>
<p>Audiovisual classroom supplies</p>	<p>Outcomes/Goals Goal 1 and PLO C</p> <p>Institutional SLOs</p> <input type="checkbox"/> Communication <input type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input checked="" type="checkbox"/> Global Consciousness <input checked="" type="checkbox"/> Personal Development	<input type="checkbox"/> Safety <input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input type="checkbox"/> Grow Program	<p>Classroom large-size maps and DVDs of particular films not available through the new Films on Demand digital library resource are needed specifically for ANTH-2 Cultural Anthropology and ANTH-10 Cultures of Southeast Asia. Instructors need these supplies to offer visual means of accessing appropriate information. The films needed for ANTH-10 are particularly important as such information on Hmong history and culture is relatively limited and not always available through common commercial channels. Student success will be measured via papers and responses to exam questions.</p>

<p>New handheld Global Positioning System (GPS) device</p>	<p>Outcomes/Goals Goal 1 and PLO B</p> <p>Institutional SLOs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input type="checkbox"/> Global Consciousness <input type="checkbox"/> Personal Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety <input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input type="checkbox"/> Grow Program 	<p>The current department GPS device is old and failing and needs to be replaced before it completely fails. GPS devices are necessary for student instruction in current technology used in archaeological mapping and survey in the field (and temporarily having multiple GPS devices would be more efficient for teaching a field class of over 10 students). Student success will be measured via field assessments of proficiency.</p>
<p>Tabletop Photo Light Studio</p>	<p>Outcomes/Goals Goal 1 & 2 and PLO B</p> <p>Institutional SLOs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input type="checkbox"/> Global Consciousness <input type="checkbox"/> Personal Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input type="checkbox"/> Grow Program 	<p>A tabletop light box is needed to take appropriate, shadow-free photographs of recovered artifacts and human remains in the current ANTH/ARCH laboratory collections. This is important for documentation and cataloging of excavated material as well as for documentation of NAGPRA-relevant human remains previously collected by Merced College. Proper curation and continuation of the NAGPRA repatriation process in order to remain in compliance cannot take place without this documentation. Lastly, this light studio is needed to teach archaeology students how to properly photograph archaeological material according to professional standards. Student success will be measured through field and lab assessments of proficiency.</p>
<p>New laboratory and field laptop computer</p>	<p>Outcomes/Goals Goals 1, 2, & 5 and PLO B</p> <p>Institutional SLOs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input type="checkbox"/> Global Consciousness <input type="checkbox"/> Personal Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input type="checkbox"/> Grow Program 	<p>The laptop computer used in the ANTH/ARCH lab and primarily in the ARCH-1 field class is now six to seven years old. A new laptop will soon be needed to be able to run current software and connect to field equipment using current data interface methods (as well as record data generated in the course of NAGPRA compliance). This item is necessary to the workings of the field lab class (for example, in order to collect and process data from the Total Station Theodolite) and thus promotes student success by its allowing field activities to continue.</p>

Student success can be measured by the viability of the lab class and by assessment of proficiency in the field and lab.

New ANTH/ARCH laboratory classroom furniture

Outcomes/Goals

Goal 6

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Lockable, wheeled desk tables of sufficient length to support laboratory exercise stations are needed in order to accommodate both laboratory-style classes as well as more traditional lecture-style classes which are often scheduled in the same ANTH/ARCH lab room (IAC 110). These tables support a more flexible room arrangement, where they can be wheeled together to create more squared lab stations during lab classes and easily wheeled apart for a more linear “all-seats-face-the-podium” arrangement in both Anthropology and non-Anthropology lecture classes. This arrangement will promote student success by allowing better interaction with the material and each other during lab and, at the same time, allowing for better viewing of the instructor, board, and screen during lecture. Student success can be measured via comparison of formal surveys, class grades, exam performance, and lab grades.

13. Were any of your resource allocation requests fulfilled in the last year? YES NO N/A

- If yes, explain why the item was needed, how it affected student success and how you measured student success related to the requested resource.

1) A set of hominin and primate bone and skull casts were purchased in Fall 2015 (from Resource Allocation of 2014-15 and other sources) and put in use in ANTH-1 in 2015-16. Completion of several different laboratory exercises on primate locomotion, primate anatomy and classification, bipedalism, Early Hominins, and our Genus Homo are nearly impossible without these casts. Before, such lab exercises had to be completed with mere photos (which don't reveal all relevant details). Informal surveys of student satisfaction of previous year labs versus labs in years after implementation of the skull and bone casts reveal that students found the casts far superior to the photos. Data is yet limited, but comparison of the average percentage correct of exam questions related to the relevant SLOs (as well as comparison of average lab scores from the relevant labs) from both before and after implementation of the casts shows improvement in student success in evaluating bone and fossil evidence.

2) An Olivella Shell Bead Typology kit was purchased in April 2015 and put into use in Spring 2016. This kit is necessary for

analysis of shell bead artifacts that are quite commonly found in California archaeological contexts such as the ARCH-1L field class site. Use of the kit clearly promoted success in typing recovered bead artifacts (which would have been impossible without it), with an ARCH-1L student using the kit successfully classifying 100% of the beads found. This kit will see even more intensive use as future ARCH-1L students perform more lab analysis of previously recovered artifacts.

3) Various lab supplies unable to be purchased with our low supply budget were purchased in April 2015. These supplies include spreading and sliding calipers (necessary for cranial measurements in anthropometry and other lab exercises in ANTH-1) as well as archival boxes (necessary for proper curation of artifacts and NAGPRA human remains).

4) Mapping software upgrades and camera supplies (filters, tripod, angle viewer) were purchased in April 2015 and put into use immediately. These items are necessary for use in the ARCH-1L archaeology field class excavations and survey and the latter are also critical to proper artifact and NAGPRA documentation. These were used by Arch-1L students and staff in Spring of 2016 and, while not measured quantitatively, photos taken have qualitatively improved due to the new equipment.

14. How is your program leveraging other resources?

Starting this last year, the Anthropology Department is cooperating with the I.T. Drafting Lab in order to provide casts of skulls of newly discovered hominin species for the ANTH/ARCH program. While plastic casts of such new paleoanthropological finds are typically both very difficult and very expensive to acquire, this interdepartmental project is using open-source scan files of actual hominin material and I.T. Drafting lab 3-D printers to print out life-size casts from ordinary printer paper at minimal cost. This is allowing students to engage with up-to-date evidence of hominin skeletal material. This department is indebted to Dr. James Thornburgh for his generosity, expertise, and efforts in this matter.

This department has had success in receiving a Merced College Foundation Mini-Grant in order to purchase a set primate skull teaching casts two years ago, and will continue to apply for such grants in the future. Finally, the ANTH/ARCH lab has temporarily borrowed classroom resources from the Biology and Anatomy departments (such as animal skulls or plastic human skeletal material) and vice versa.

15. List any resources your students would benefit from having in the LRC. (i.e. books, journals, media, etc.)

Students could access better resources for classroom research, could keep up to date with the latest anthropological discoveries, as well as be provided with more extensive information if they had access to the JSTOR digital library of academic journals.

Anthropology faculty could provide more current and comprehensive lectures with access to JSTOR as well. On a side note, Anthropology faculty have begun to access the two new LRC streaming video resources for use in the classroom and are quite pleased with the plethora of available film content.

IV. Additional Information

16. Is there anything else you would like to be considered in the annual planning document?

Every 2-3 years we will upload a running description of our departments yearly activities including excavations, acquisitions, events, ANTH club trips and accomplishments in order to have an extra copy of this running record. This process has been ongoing for at least a decade, and is crucial for maintaining institutional memory. This does NOT need to be perused by staff if it proves cumbersome, this is merely a convenient and appropriate place for storage of this document

Attachments

Please attach any relevant documents to the program review.

Include items like, current outcomes mapping, rubrics, assessment data, and the previous assessment, if possible.
To attach multiple files select Insert Item.



ANTH ARCH COURSE TO
PROGRAM SLO MAP.pdf
Adobe Acrobat Document
40.3 KB



ANTH-ARCH Program Review
PLO Data 2016 Fall.xlsx
Microsoft Excel Worksheet
11.1 KB



Buechler ANTHRO Annual
Review 2014-15.pdf
Adobe Acrobat Document
99.0 KB

V. Document Evaluation

Self - Evaluation of Program Review

Please perform a self-evaluation of the completed annual program review using the criteria for proficiency below. The purpose of the self-evaluation is to improve the quality of program review reports.

Criteria for Proficiency in Program Outcomes Assessment

Reviewers: Select the score from the columns that best reflects the content of the report being reviewed

1. Means of Assessment

1 - Description of assessment procedure is vague, incomplete or unclear.

2. Assessment Data and Results

1 - Some results are reported, but incomplete. Not clear how results provide information about student learning on the stated outcome.

3. Analysis and Interpretation of Results

2 - Analyses and interpretation/reflection on the assessment results clearly articulated. Unclear if it was collaborative.

4. Plans for Improvement

2 - Actionable plans for improvement provided, and for the most part appear to be appropriate.

Process Evaluation

Please provide feedback to the Office of Institutional Effectiveness regarding the assessment process:

1. What changes to the review process or template would make program assessment more meaningful or useful to you?

a) to have better, more up-to-date data on students who signed Ed plans as one of our majors. b) to have data on where and when our major students transferred (presumably via ADT recipients and follow-up data?) 3) to have a place on the form for a continuously updated departmental narrative to maintain institutional memory. 4) to separate out the "SLO assessment data being mapped to assess PLOs" exercise from PLO and major program review assessment, as the former actually tells us nothing about our major program specifically, just general ed students performance in our courses in general (see below under further suggestions)

2. What difficulties (if any) did you experience in completing the program review?

Form instability and loss of data in mid-process. Getting data in a timely manner. Having the review due right away during the beginning of semester rush (poor timing for due date)

3. What resources (if any) would make the review easier to complete?

Stable, finalized form format (which we realize will take time...this new form is certainly an improvement and several steps in the right direction. Thanks!)

4. Do you have further comments or suggestions?

In all honesty, for programs consisting of courses that mainly serve general ed students, the data above doesn't truly represent our program majors and their success. Instead it generally represents how many general ed students are doing in our particular classes. If we truly were interested in our program majors, we would have data specific to those individuals, data from their grades for classes taken as part of the program (in many disciplines, not just ours) and would base our PLOs on specific projects and exams from those classes. We realize the importance of evaluating our general education program, but this should be separate from our major program. Having said this, we also realize how difficult, time-consuming, and dubious on legal or ethical grounds this may be.

Once complete, submit by choosing one of the options below:

For All other programs:

Select your COHORT from the list below:

Social Science

MAKE SURE TO SAVE YOUR COMPLETED FORM BEFORE SUBMITTING FOR REVIEW: