A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other: )

1. Internal factors:
Curriculum changes over the last several years have included the addition of many new courses and the resurrection of previously under-enrolled courses. We have continued to offer all 7 of introduced online courses and all but one of the new traditional courses. There has also been recent development of hybrid versions of previously offered courses. The addition of the online courses has enabled students to receive an AA degree in Anthropology completely online.

Since our last review we incorporated Psychology, History, GIS, Geography, Geology, and Biology courses into the major in the form of support courses and electives. We feel this interdisciplinary approach helps to broaden the experience of our students, and widen their opportunities for the future.

2. External factors:
All anthropology core courses and most support courses have been articulated for transfer to the UC and CSU systems. Further, the Anthropology Major Core Requirements have been adjusted to correlate with the courses typically required of freshman and sophomore students at four-year institutions. This facilitates the transfer of our students as majors to the four-year schools.

Recent changes to the program make the department a well-rounded AND highly competitive program relative to other community colleges in California.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other: )

Academically and in the job market many of our students have continued their careers beyond their training at Foothill. Many of our anthropology majors have successfully transferred to top anthropology programs at four-year universities. With the training they received at Foothill, some students have found career related employment.

The overall success rate of students in our program, is 4% higher relative to the entire Social Science Division, but 2% lower relative to the entire college. EOPS significantly helps students successfully complete their anthropology courses.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other: )
Student equity is a high priority for the division and the program. Our greatest concern at the moment is our low enrollment and retention of Asian students relative to the Social Science Division and the rest of the college. Our Hispanic enrollment is 1% lower than both Social Sciences and the entire college, but the retention rate for this group is relatively higher. For Native Americans and Pacific Islanders we have higher enrollment percentages and retention rates than both the division and the college.

We have a higher rate of enrollment and retention of women in the department, and seem to be drawing a disproportionately higher percentage (28% higher than the rest of the college) of students ages 19-24.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program’s goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year’s figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   Currently there are no certificates of specialization for students in our program. Recent resurrection of archaeology courses made archaeology a candidate for a certification program. The addition of a viable field course would certainly increase the marketability of our archaeology students for field positions. However, this course (ANTH 11) has traditionally had extremely low enrollments and would be costly to improve and develop. It is strongly felt that our department should pursue an archaeology certificate at some point. However, current state budget cuts and lack of an active F/T faculty member are not conducive to the development of an archaeology certificate at this time.

   We are, however, currently investigating the feasibility and usefulness of a certificate in medical anthropology. Such a certificate would not only give our anthropology students mastery of an area of specialization, but could be beneficial to the careers of students campus wide. A certificate in medical anthropology would provide cultural sensitivity training to students, thereby increasing their marketability and their contributions at work and in the community. We feel the careers of students enrolled in any of the health care programs at Foothill, would be especially enriched by such a certificate. We are currently conducting a survey of local health care employers to ascertain if this kind of diversity training would be considered an asset in a prospective employee.

   We believe we can develop this certificate with our current set of courses and current active staff. This should be a low-cost endeavor with far-reaching benefits for our local and greater community. A medical anthropology certificate can be easily maintained with our current and long-standing part-time instructors. Completion of this certificate will be possible entirely online.

2. Other Program Improvement Plans:
   It is of great importance to the Anthropology faculty to address the low enrollment/retention of Asian students. With state budget cuts, we cannot attempt to offer/develop an Asian Studies course at this time. We will, however, be making a concerted effort to include more Eastern cultural material into the existing curriculum.

   We are also investigating the possibility of collapsing our ANTH 008 archaeology course with our ANTH 003 prehistory course into one course as is typical at the four-year universities. This would presumably allow us to offer one course with higher enrollments.

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other____________________)

   We have maintained our tremendous WSCH increase of recent years. All of our courses carry a healthy enrollment, with many of our core courses in extremely high demand. Enrollment in most cases is limited only by restrictions on the course loads of the available part-time faculty. This
has significantly curtailed productivity and may affect our ability to offer lower enrollment courses during this time of extreme budget cuts.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   Permission for part-timers to teach up to the district-allowed maximum course load (of 6.0) would help to increase productivity of popular courses.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)
   Measure E renovations currently in progress.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
   Due to state budget cuts, we have chosen not to make any requests at this time.

Evaluation of academic year 2002-2003. Date of evaluation: 2/20/03
List names of participants assisting in this program review.
Primary program contact person: Debbie Borelli / Max Davidson
Phone or email address: (650)949-7322 / maxkathy@earthlink.net
Full-time faculty: None
Part-time faculty: Max Davidson (author), Lauren Hasten, Jennifer Price
Administrators: Liz Zoltan
Classified staff: None
Students: None
PROGRAM NAME: ANTHROPOLOGY  
Degree/certificate options available: AA (traditional and online)

PROGRAM MISSION AND OUTCOMES:  
The mission of the Anthropology Department is to train students in the appreciation of cultural diversity, cultural history, human evolution, and the biological reality of human equality. Students are provided with a theoretical background for the anthropological study of humans. An additional goal is to provide all students with training in the scientific method, research analysis, application of methods and theories, and creation of new ideas. The graduate will be able to apply the synthesis of learned material to the evaluation of current events, government policy, and global issues. It is a primary goal of the department to provide transferable courses, an AA degree, certificates of specialization, and to give all students marketable and widely applicable skills to carry them through their careers and their lives.

The investigation of diverse human cultures, past and present, exposes the student to global perspectives. This empowerment is expanded through curriculum concerning the history of racism and the genetic reality of human commonality. Training in the cultural and biological anthropology will provide students with respect, compassion, and appreciation for other human beings and cultures.

While learning about other cultures, students not only experience the full spectrum of human diversity, they also come to appreciate that they share with other groups many traits fundamental to the human experience. From this exposure, students come to understand of the importance, beauty, and intrinsic worth of their own culture. Individuals are often taught to believe they are not capable and not deserving; this message is particularly loud for groups facing discrimination. It is the intrinsic nature of Anthropology, and the goal of this department, to help move students away from this negative misconception, into self-worth, self-confidence, self-actualization.

| DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------|
| **PROGRAM CONTENT PROFICIENCIES/COMPETENCIES** | **BEHAVIORS:** What should a student be able to do upon graduation? | **REQUIRED PROGRAM COURSES** related to this outcome: Where do students acquire experience? | **OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?** |
| Knowledge of:  
  ➢ Cultural Diversity | • Compare/contrast cultural practices.  
  • Describe cultural variation in marriage, death, birth, religion, economics, gender roles, etc.  
  • An understanding of cultural patterns of/for behavior. | ANTH 002A: Cultural Anthropology  
ANTH 002B: Cultural Anthropology | • Demonstrated success in classroom debates, discussions, written papers, oral presentations, essays, exams.  
• Successful creation and execution of a research project within the discipline, in the form of a cultural ethnography.  
• Students’ realization/recognition of the relative nature of traditions, patterns, behaviors, and beliefs in their own culture. |
| ➢ Cultural Relativism | • An understanding of different cultural perspectives.  
  • Recognition of human universals  
  • Comprehension of theoretical approaches to the study of cultures.  
  • Application of cultural theory to student’s own culture and modern events.  
  • Application, synthesis and evaluation of cultural theory on a global level. | ANTH 002A: Cultural Anthropology  
ANTH 002B: Cultural Anthropology | • Demonstrated success in classroom debates, discussions, written papers, oral presentations, essays, exams.  
• Display of respect, compassion, and understanding of other cultures and fellow students.  
• Students’ realization of the importance and worth of their own cultural heritage.  
• Creative synthesis of cultural theory and application modern global issues demonstrated in oral discussion and written critiques. |
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| Cultural History                         | • Understanding of Historical Particularism and how historical events have shaped cultures.  
• Knowledge of the historical affects of the contact between cultures.  
• Knowledge modern laws affecting the rights of first peoples.  
• Understanding and analysis of historic events and their affect on modern policy and the rights of indigenous cultures.  
• Application of this knowledge to critical analysis of modern events and global policy. | ANTH 002A: Cultural Anthropology  
ANTH 008: Archaeology | • Demonstrated success in classroom debates, discussions, written papers, oral presentations, essays, exams.  
• Demonstrated understanding of the meaning affects of history and policy on individuals living today through discussion and written critiques. |
| Prehistory                               | • Knowledge of major events in human prehistory.  
• Knowledge of common patterns of change in growing societies.  
• Understanding of the cultural dynamics of large and small-scale societies.  
• Analysis of cultural remains.  
• Interpretation of the archaeological record.  
• Critical analysis of competing theories of archaeological interpretation, methods, and cultural processes.  
• Knowledge of the laws and ethics of archaeology and cultural resources management. | ANTH 003: Prehistory  
ANTH 008: Archaeology | • Demonstrated success in classroom debates, discussions, written papers, oral presentations, essays, exams.  
• Successful creation and execution of a research project within the discipline in the form of an archaeological interpretation of a modern site.  
• Successful identification/interpretation of artifacts, bone, and other cultural remains during lab exercises.  
• Demonstrated knowledge of modern practices, ethics, and laws during discussions of cultural resources management. |
| Human Evolution                         | • Knowledge of important events in human evolution.  
• Knowledge of major hominid species within our evolution.  
• Understanding of evolutionary principles and of natural selection.  
• Analysis of the evidence of evolution and natural selection.  
• Knowledge of modern primates.  
• Application of modern primate data onto fossil primates and human ancestors.  
• Synthesis/critical evaluation of competing theories of how/why the evolution of primates and humans took place. | ANTH 001: Physical Anthropology | • Demonstrated success in classroom debates, discussions, written papers, oral presentations, essays, exams.  
• Successful creation and execution of a research project within the discipline in the form of a primate behavior study.  
• Demonstrated understanding through debate/critical analysis of evolutionary principles.  
• Demonstrated synthesis of theoretical principles through discussion of comparison of humans and their closest primate relatives.  
• Written essays demonstrating ability to compare and discriminate between competing theories in physical anthropology. |
| Human Commonality                         | • Understanding of racism as a cultural construct, rather than a biological reality.  
• Working knowledge of basic | ANTH 001: Physical Anthropology | • Demonstrated success in classroom debates, discussions, written papers, oral presentations, essays, exams. |
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| Racism                                   | genetic principles, Medelian genetics, and population genetics.  
• Knowledge of human variations/commonalities.  
• Comprehension of the effects of microclimates and historic events on human variation.  
• Knowledge of the history of racism, genocide, eugenics, etc.  
• Comprehension of the effects of racism on the individual, social system, gov’t policy, and global policy. | ANTH 002A: Cultural Anthropology  
ANTH 002B: Patterns of Culture  
ANTH 005: Magic, Science, Religion  
ANTH 050: Medical Anthropology | • Demonstrated comprehension of mathematic principles behind genetics.  
• Participation in extensive classroom discussion on the history of racism, and synthesis of historic events and their affect on modern issues. |
| ➢ Applied Anthropology                   | An understanding of how anthropological data can be used to positively affect human interaction, global policy, health, economics, environmental policy, gender issues, etc. |                                                                                 | • Demonstrated success in classroom debates, discussions, written papers, oral presentations, essays, exams.  
• Successful creation and execution of a research project within the disciplines.  
• Demonstrated understanding of how religious beliefs can affect all aspects of a culture.  
• Demonstrated understanding of how every aspect of culture is structurally connected and institutionally reinforced. |

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<th>CORE COMPETENCIES</th>
<th>CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program</th>
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| Communication     | • Successful debating skills.  
• Application of learned principles/theories/data to modern issues.  
• Articulate verbal description of learned concepts.                                                                                                   | All courses.                                                                                   | All courses: Classroom discussion, debate, oral presentations of student’s research, group projects, activities, and study groups. Written assignments, papers, essays. |
| Computation       | • Analytical skills.  
• Research skills.  
• Scientific method.  
• Mapping skills.  
• Mathematical and conceptual problem solving skills.                                                                                               | All courses.                                                                                   | • All courses: Research projects, research design, data collection, analysis of data, data interpretation and discussion.  
• ANTH 008: Use of map and compass, creation of archaeological maps, interpretation of maps on exams.  
• ANTH 001: Completion of genetics equations/problems on exams and work sheets. Discussion of population genetics principles and equations during class and workshops. |
| Creative, Critical & Analytical Thinking | • Problem oriented research design.  
• Data collection.  
• Critical, objective evaluation of data.  
• Presentation of findings (written and oral).  
• Construction of methods suited to research focus.                                                                                                   | All courses.                                                                                   | • All courses: Application of anthropological theories to students own research project. Creation of research design, collection/analysis/interpretation/discussion of data. Written presentation of research. Oral presentation of research. Oral presentation of data followed by question/answer period. |
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| Community/Global Consciousness & Responsibility | • Evaluation/Synthesis of learned material for use in critical analysis of gov’t policy, global policy, life events.  
• Respect for/appreciation of cultural diversity.  
• Understanding of Institutionalized racism and its psychological/social affects on individuals.  
• Students should come away with a feeling of self worth, self-actualization, and pride in their heritage. | All courses. | • Debate/essays about the usefulness and applicability of anthropological theory.  
• Debate/essays ethics, laws, and research principles within the discipline.  
All courses: Discussion of the historic affects of racism, global policy, modern US policy. Discussion of Cultural Relativism and its application to global policy. Evaluation of current events by synthesis anthropological theory and data. Written essays on global issues and applied anthropology. Classroom atmosphere of respect, appreciation, self worth even during heated debate and discussion of sensitive issues. |