

# College of Alameda

## Annual Program Update

### Supplemental/Revised Template 2015-2016

<b>I. Overview</b>			
BI Download:	October 30, 2015	Dept. Chair:	Sarah Peterson-Guada
Subject/Discipline:	Anthropology	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	The primary mission of the Anthropology program is to provide student with an understanding of human diversity, giving them the knowledge to engage with the world's modern multicultural communities. Courses in anthropology introduce students to the different fields of the discipline which include the study of human species, human evolution, and the world's past and present cultures. Most of the Alameda College's anthropology's credits are part of the General Education requirements and therefore are transferrable units.		

## II. Enrollment –

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	38	202	244	47	219	301	32	236	179
ANTHR 1L - PHYSICAL ANTHRO LAB	17	48	63	23	45	55	13	50	55
ANTHR 2 - ARCHAEOLOGY & PREHISTORY		41	42		41	35		35	36
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	37	51	87	23	78	74		76	95
<b>Grand Total</b>	<b>92</b>	<b>342</b>	<b>436</b>	<b>93</b>	<b>383</b>	<b>465</b>	<b>45</b>	<b>397</b>	<b>365</b>

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	82	299	383	80	351	436	33	363	320

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16				3	2		1		
16-18	4	19	11	9	28	12	2	32	10
19-24	48	169	234	43	196	274	22	207	189
25-29	13	48	51	8	54	74	4	53	60
30-34	5	25	33	4	25	27	1	22	25
35-54	9	35	49	11	38	39	3	41	30
55-64	3	3	5	2	7	8		6	5
65 & Above					1	2		2	1
<b>Grand Total</b>	<b>82</b>	<b>299</b>	<b>383</b>	<b>80</b>	<b>351</b>	<b>436</b>	<b>33</b>	<b>363</b>	<b>320</b>

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	1			1	2	1		2	1
Asian	18	51	68	17	66	109	10	80	80
Black/African American	18	70	92	23	76	106	10	100	58
Filipino	5	8	11	4	7	6	1	11	16
Hispanic	8	53	58	10	68	59	8	44	44
Multiple	9	37	44	13	46	65	3	54	52
Other Non white		4	1		2				
Pacific Islander		2	4	1	4	2		2	2
Unknown/Non Respondent	8	26	36	4	24	20	1	14	14
White Non Hispanic	15	48	69	7	56	68		56	53
<b>Grand Total</b>	<b>82</b>	<b>299</b>	<b>383</b>	<b>80</b>	<b>351</b>	<b>436</b>	<b>33</b>	<b>363</b>	<b>320</b>

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	45	174	200	40	189	250	21	221	185
Male	35	118	168	37	153	175	11	133	132
Unknown	2	7	15	3	9	11	1	9	3
<b>Grand Total</b>	<b>82</b>	<b>299</b>	<b>383</b>	<b>80</b>	<b>351</b>	<b>436</b>	<b>33</b>	<b>363</b>	<b>320</b>

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	80.22%	96.02%	81.42%	79.12%	88.25%	79.35%	84.44%	81.42%	85.48%

Course (Retention)	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	84.21%	96.91%	80.74%	78.72%	90.87%	78.74%	87.50%	88.79%	86.03%
ANTHR 1L - PHYSICAL ANTHRO LAB	82.35%	95.56%	85.71%	86.96%	93.33%	90.91%	76.92%	76.00%	89.09%
ANTHR 2 - ARCHAEOLOGY & PREHISTORY	NA	94.74%	80.95%	NA	82.93%	74.29%	NA	60.00%	72.22%
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	75.00%	94.00%	80.46%	71.43%	80.77%	75.68%	NA	72.37%	87.37%
<b>Grand Total</b>	<b>80.22%</b>	<b>96.02%</b>	<b>81.42%</b>	<b>79.12%</b>	<b>88.25%</b>	<b>79.35%</b>	<b>84.44%</b>	<b>81.42%</b>	<b>85.48%</b>



///. Student Success--

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.73%	74.31%	60.78%	76.92%	74.93%	72.90%	73.33%	71.25%	76.16%

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	94.83%	90.00%	90.91%	91.89%	88.00%	78.38%	90.54%	90.70%	93.62%
16-18	85.48%	74.29%	77.32%	79.33%	77.23%	74.14%	89.37%	73.46%	72.38%
19-24	72.38%	64.78%	62.49%	76.00%	63.32%	64.81%	75.97%	63.30%	64.79%
25-29	68.13%	69.06%	67.81%	69.77%	67.27%	68.92%	76.70%	65.33%	67.30%
30-34	63.85%	71.17%	70.32%	74.85%	68.29%	69.23%	68.20%	70.93%	67.07%
35-54	67.14%	72.85%	72.30%	70.33%	72.81%	72.41%	73.86%	73.22%	73.78%
55-64	68.24%	75.19%	77.29%	73.97%	74.65%	76.36%	66.00%	71.58%	75.19%
65 & Above	75.00%	75.68%	69.35%	81.82%	75.47%	72.88%	66.67%	76.32%	73.75%
<b>Grand Total</b>	<b>71.85%</b>	<b>68.08%</b>	<b>66.66%</b>	<b>74.76%</b>	<b>67.27%</b>	<b>67.71%</b>	<b>76.48%</b>	<b>66.77%</b>	<b>67.50%</b>

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	76.92%	55.88%	64.44%	72.73%	54.55%	56.25%	66.67%	64.71%	52.00%
Asian	81.99%	76.31%	75.41%	85.59%	76.07%	77.49%	88.08%	77.88%	77.84%
Black/African American	59.31%	56.34%	56.65%	61.76%	56.63%	56.32%	62.81%	54.23%	55.39%
Filipino	72.09%	68.42%	67.36%	71.92%	75.99%	66.60%	79.17%	72.62%	69.36%
Hispanic	70.11%	68.15%	64.75%	70.97%	65.24%	64.57%	69.62%	61.88%	61.86%
Multiple	66.07%	61.52%	62.35%	69.88%	65.47%	63.21%	70.20%	60.43%	60.19%
Other Non white	50.00%	70.97%	73.13%	90.00%	75.76%	79.49%	85.71%	91.67%	85.19%
Pacific Islander	30.00%	70.00%	61.86%	76.92%	50.00%	70.97%	76.47%	66.67%	53.85%
Unknown/Non Respondent	70.13%	69.85%	69.68%	72.31%	68.04%	69.02%	76.24%	66.67%	72.22%
White Non Hispanic	75.54%	74.45%	71.47%	78.61%	70.55%	74.41%	81.60%	73.04%	73.25%
<b>Grand Total</b>	<b>71.85%</b>	<b>68.08%</b>	<b>66.66%</b>	<b>74.76%</b>	<b>67.27%</b>	<b>67.71%</b>	<b>76.48%</b>	<b>66.77%</b>	<b>67.50%</b>

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	70.86%	68.46%	67.71%	72.81%	69.03%	68.00%	76.02%	67.27%	68.39%
Male	73.85%	67.60%	65.34%	77.18%	65.20%	67.07%	77.81%	65.90%	66.29%
Unknown	61.02%	68.46%	67.87%	75.47%	66.44%	73.76%	60.61%	75.93%	71.15%
<b>Grand Total</b>	<b>71.85%</b>	<b>68.08%</b>	<b>66.66%</b>	<b>74.76%</b>	<b>67.27%</b>	<b>67.71%</b>	<b>76.48%</b>	<b>66.77%</b>	<b>67.50%</b>

IV. Faculty –

.81/1.00 S15

For fall 2014, the full-time faculty “FTEF CONT” to part time faculty “FTEF TEMP” ratio is 1.01/.8, which signifies that the full-time instructor taught 56% of the classes compared to part-timers that taught 44% of the classes. For spring 2015, the full-time faculty “FTEF CONT” to part time faculty “FTEF TEMP” ratio is .81/1.00, which results in the full-time instructor having taught 45% of the classes compared to part-timers that taught 55% of the classes.

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.04	20.44	23.55	16.78	21.90	21.84	12.14	22.81	21.14

Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	19.47	19.96	24.51	24.08	21.90	21.50	16.39	23.60	22.38
ANTHR 1L - PHYSICAL ANTHRO LAB	10.65	23.94	39.38	15.02	28.13	34.38	8.15	31.26	34.38
ANTHR 2 - ARCHAEOLOGY & PREHISTORY	NA	20.50	21.00	NA	20.50	17.50	NA	17.50	18.00
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	18.27	18.75	14.00	11.36	19.29	18.50	NA	19.00	15.83

V. Qualitative Assessments

**CTE and Vocational:** Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

N/A.

**Transfer and Basic Skills:** Describe how your course offerings address transfer, basic skills, and program completion.

Current Anthropology Program offered by the College of Alameda provides cutting edge course work in evolutionary research, human biological structures, population genetics, and cultural selection factors, which contribute to human variation and change. We offer an Associate in Arts (AA) and an Associate in Science (AS) degree.

Additionally, course work from the department meets all current requirements for the University of California (UC), California state University (CSU) systems lower-division transfer credits, an also meets UC lower-division major and CSU general education requirements. We also give major consideration to contemporary bio science trends and their consequent impact on health care and technological change.

## VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	Five
Number with SLOs	Four
% SLOs/Active Courses	80%
Number of courses with SLOs that have been assessed	Three
% Assessed/SLOs	60%

Describe types of assessment methods you are using

Quizzes, midterm, and final examinations that include multiple choice, true and false; written assignments including Ancestral DNA project and secondary research term project papers; and full participation in partnered and group work in class. For the anthropology lab class, completion of all the lab exercises in the Virtual Anthropology Lab software is necessary for successful completion of the course.

Describe results of your SLO assessment progress

SLOs have been developed for all activated anthropology courses and included in the syllabi. In 2009, 2010, and 2011, data for SLOs of Anthropology 001, 003 and 001L classes were collected and assessed; the only contracted faculty will continue to compile and post to the assessment data onto TaskStream system.

Describe how assessment results and reflection on those results have led to improvements.

At this phase, the assessment results are still under compilation, evaluation, and interpretation. It is too early to predicate that those results will led to any improvements.

**VII. Program Learning Outcomes and Assessment**

	<b>Fall 2015</b>
Number of degrees and certificates in your discipline	One
Number with Program Learning Outcomes	One
Number assessed	N/A
% Assessed	N/A

Describe assessment methods you are using

Student retention and program completion (degrees, certificates, persistence rates) will be used to assess the completion of program learning outcomes.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

N/A

VIII. Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Anthropology

Contact Person: Nathan Strong

Date: November 4, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	1 Full-Time Tenured-Track Anthropology Instructor	1	\$60,000-\$75,000	Current, only full-time anthropology instructor will be retiring spring 2016. Need full-time replacement lead faculty member to oversee department.	1, 2, 4, 5; A, B, C, D
Human Resources: Classified					
Human Resources: Student Workers	Two	5	\$11 x 20 hours = \$220/week.		
Technology					
Equipment					
Supplies	100 sets of Ancestral DNA Testing Kits				
Facilities					
Professional Development					
Other (specify)					



**IX. Alignment of Goals Template**

**College:** College of Alameda

**Discipline, Department or Program:** Anthropology

**Contact Person:** Nathan Strong

**Date:** November 4, 2015

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Analyze specific bio-culture patterns, concepts and research strategies.	1, 2,	A.1., A2, A3, & A4.
2. Comprehend and apply anthropological theories, terms, and concepts to written text	2.	C1 & C2
3. Address, analyze and amplify an emerging Cultural and Physical Anthropological perspectives that the past, present and future are inextricably linked. These emerging academic, career and environmental perspectives must be better understood by current and future generations.	4, & 5.	D1 & D2
4.		
5.		
6.		
7.		
8.		

## **College of Alameda**

### **MISSION**

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

### **VISION**

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

### **VALUES**

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

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

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

### **Institutional Learning Outcomes**

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

## District-College Strategic Goals & Institutional Objectives

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

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