

# PROGRAM REVIEW: ANTHROPOLOGY

*Reported: Spring 2015*



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## SELF-STUDY: ANTHROPOLOGY

**1.1 Introduction.** *Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include the number and names of full-time faculty, adjunct faculty, and classified staff. Discuss any recent changes to the program or degrees.*

The Anthropology Program at Solano Community College is in its infancy. While Solano has offered classes in Anthropology for several decades, the process to make Anthropology an official program and to offer a degree in Anthropology was not started until Fall 2013 when Anthropology's first full-time instructor (Lauren Taylor-Hill) was hired since the last remaining full-timer (Janis Silva) retired in 1995.

The Anthropology program description and degree requirements for an AA-T were written in March 2014 and are still in the Chancellor's Office queue. The 2014-2015 Solano Community College catalogue (as is the case with all previous academic year's editions) does not show Anthropology as a separate program; Anthropology classes are listed under "General Science" (reflecting Anthropology's former placement in the Math and Science Division; it was moved to the Social and Behavioral Sciences Division with the July 2013 reorganization). Pending Chancellor's Office approval, Anthropology classes are expected to be moved to their own section in the Spring 2015 online catalogue update, and the degree is expected to be included in the 2015-2016 Solano Community College catalogue.

Below is the Anthropology Program description:

### *Associate in Arts in Anthropology for Transfer*

#### **Program Description**

This program emphasizes the development and diversity of, and adaptations in, human behavior and biology. Students in this program may study a variety of anthropological subfields, including Physical, Cultural, and Archaeology. In addition to acting as path for successful transfer to an institution offering a baccalaureate degree in Anthropology, the Associate in Arts in Anthropology for Transfer Degree provides students pursuing any baccalaureate degree with basic skills in critical analysis, application of the scientific method, and cross-cultural understanding.

Once approved by the Chancellor's Office (expected in Spring 2015), Solano will offer a degree in Anthropology, specifically an Associate in Arts in Anthropology for Transfer degree. Below are the requirements for the degree:

#### **To earn the Associate in Arts in Anthropology for Transfer degree, students must:**

1. Complete 60 semester units that are eligible for transfer to the California State University, including both of the following:
  - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements
  - b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtain a minimum grade point average of 2.0.

<b>Required Courses</b> .....	<b>Units</b>
ANTH 001 Physical Anthropology .....	3
ANTH 002 Cultural Anthropology .....	3
ANTH 007 Archaeology .....	3
Select three units from List A .....	3
Select three to five units from List B .....	3 - 5
Select three units from List C .....	3

**List A (select a minimum of 4 units)**

ANTH 001L Physical Anthropology Laboratory .....	1.5
MATH 011 Elementary Statistics .....	4

**List B (select 3 – 5 units)**

BIO 004 Human Anatomy .....	5
GEOL 001 Physical Geology .....	3
GEOL 002 Geology Laboratory .....	1
GEOL 010 Introduction to Geographic Information Systems .....	3
PSYC 004 Research Methods in Behavioral Science .....	3

**List C (select 3 units)**

COMM 012 Intercultural Communication .....	3
SOC 001 Introduction to Sociology .....	3
GEOG 002 Cultural Geography .....	3

**Required Major Total Units** ..... **18-20**

**CSU General Education or IGETC Pattern Units** .. **37-39**

**CSU Transferable Electives**

**(as needed to reach 60 transferable units)\***

**Total Degree Units**..... **60**

*\* units may be double counted toward both the major area of emphasis and CSU General Education or IGETC Pattern. Consult with a counselor for more information on completing this degree.*

As of 1 December 2014, Anthropology has one full-time professor (Lauren Taylor-Hill) and four adjunct professors (Lauren Cross, Steve Gravely, Tim Raposa, and Nicole Wilson). There are no classified staff in Anthropology.

**1.2 Relationship to College Mission and Strategic Goals.** *Describe the program's relationship to the overall mission of the college: "Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students."*

*Using the matrix provided in Table 1, describe which of SCC's Strategic Directions and Goals the program supports. Address only the goals relevant to the program. Limit evidence to one paragraph per objective.*

The Anthropology program supports Solano Community College's Mission and Strategic Goals. Not only do our students come from ethnically and academically diverse backgrounds from our local community and beyond, the material presented in our classes educates the student body about diversity from an academic perspective. Anthropology classes educate students with wide-ranging goals: some are on track to transfer to a four-year university to major in Anthropology; some plan on transferring to a four-year school in another discipline; some intend to graduate with an Associate's Degree (in Anthropology or another discipline) and enter the workforce; and some are taking classes for personal enrichment. No matter what our students' goals or ultimate destinations, an undergraduate education including Anthropology courses prepares our students for life and work in our diverse world.

Table 1. SCC's Strategic Directions and Goals

Goal 1: Foster Excellence in Learning	Program Evidence
<p><b>Obj. 1.1: Create an environment that is conducive to student learning.</b></p>	<p>Anthropology classes are offered during different times (early morning to evening), on different campuses (Main campus in Fairfield, Vacaville Center, Vallejo Center, and Travis Air Force Base), and via different teaching modalities (face-to-face and online) to help students of various backgrounds and circumstances reach their educational goals.</p> <p>Our faculty are passionate about teaching community college students important foundational concepts like biological evolution and cultural relativism, and we put considerable effort into reaching students with different levels of preparation. To this end, both full-time and part-time faculty strive to create welcoming and respectful classroom environments, clearly communicate expectations on assignments, provide timely feedback on coursework, and are available for questions in person during class and office hours, and virtually over email.</p>
<p><b>Obj. 1.2: Create an environment that supports quality teaching.</b></p>	<p>Full-time and part time Anthropology faculty make use of available classroom technology (projectors and computers to allow the use of lecture slides, videos, and audio files) as well as in-class (group and individual) and take-home assignments to reach students with varied learning styles.</p> <p>Our full-time professor, Lauren Taylor-Hill, also regularly attends the annual meeting of the California Community College Anthropology Teacher's Association and incorporates the "best teaching practices" shared at the conference into her teaching, and is happy to share what she learns with her adjunct colleagues.</p> <p>When it becomes possible to hire a second full-time professor, priority will be given to a candidate with expertise in Cultural Anthropology, to balance the department.</p>

<p><b>Obj. 1.3: Optimize student performance on Institutional Core Competencies</b></p>	<p>As with most transfer-level college classes, successful completion of any of the Anthropology courses means the student is proficient in: I) Communication [A. Read, B. Write, C. Listen, and D. Speak and Converse], II) Critical Thinking and Information Competency [C. Research, and D. Problem Solving], and IV) Personal Responsibility and Professional Development [A. Self-Management and Self-Awareness, B. Social and Physical Wellness, and C. Workplace Skills].</p> <p>Students who successfully complete various Anthropology classes perform particularly well on several specific Institutional Learning Outcomes: ANTH 1 (Physical Anthropology) and ANTH 1L (Physical Anthropology Lab) allow students to achieve II) Critical Thinking and Information Competency [A. Analysis, and B. Computation], and III) Global Awareness [A. Scientific Complexities], while ANTH 2 (Cultural Anthropology) and ANTH 7 (Archaeology) allow students to achieve II) Critical Thinking and Information Competency [A. Analysis, and B. Computation], and III) Global Awareness [A. Scientific Complexities, B. Social Diversity and Civics, and C. Artistic Variety].</p>
<p><b>Goal 2: Maximize Student Access &amp; Success</b></p>	<p><b>Program Evidence</b></p>
<p><b>Obj. 2.1: Identify and provide appropriate support for underprepared students</b></p>	<p>Full-time and part-time Anthropology faculty are aware of various campus resources (such as Disability Services Program, Tutoring Center, and Counseling Office) and refer students to them as needed.</p> <p>The three ANTH courses that existed before 2013 and were regularly taught (ANTH 1: Physical Anthropology, ANTH 2: Cultural Anthropology, and ANTH 7: Archaeology) all had their curriculum recently (in Spring 2014) updated. Among the updates were strengthening the prerequisites and/or co-requisites, as recommended by the Curriculum Committee. While the new course advisories have not been implemented yet, the hope is the modifications will help students to be better prepared for success in ANTH classes. Please see Section 2.11: Basic Skills for more discussion.</p>
<p><b>Obj. 2.2: Update and strengthen career/technical curricula</b></p>	<p>Anthropology is not a CTE discipline, so there are no career/technical curricula that are of concern. All five classes in Anthropology had their curriculum updated in Fall 2013 or Spring 2014 (in preparation for the AA-T), and will be updated regularly in the future.</p>



<b>Obj. 2.3: Identify and provide appropriate support for transfer students</b>	Not yet applicable, as Anthropology is currently in the process of becoming a program. The Anthropology AA for Transfer Degree was approved by the Curriculum Committee in Spring 2014, and is currently (as of 20 November 2014) being reviewed by the Chancellor's Office. Anthropology is expected to officially become a program in Fall 2015 when, following approval of the Chancellor's Office, the 2015-2016 Solano Community College catalogue is published and students will be able to read the Anthropology Program of Study; including the program description, program outcomes, and required classes for the degree.
<b>Obj. 2.4: Improve student access to college facilities and services to students</b>	<p>Full-time and part-time Anthropology faculty are aware of various campus resources (such as Disability Services Program, Tutoring Center, and Counseling Office) and refer students to them as needed.</p> <p>Our full-time professor, Lauren Taylor-Hill, also regularly prints out the announcements with workshop information from the Student Success Center and posts them on the bulletin board outside her office, Rm. 717.</p>
<b>Obj. 2.5: Develop and implement an effective Enrollment Management Plan</b>	<p>Future semester class schedules are constructed in consultation with the Dean of Behavioral and Social Sciences, and are built with previous year's efficiency statistics and fill-rates in mind.</p> <p>Our newest class, ANTH 1L: Physical Anthropology Lab, is being offered with a schedule that was cited as preferable to the majority of students in the Anthropology Student Survey (administered in Spring 2014; see Section 2.12: Student Survey for more information).</p>
<b>Goal 3: Strengthen Community Connections</b>	<b>Program Evidence</b>
<b>Obj. 3.1: Respond to community needs</b>	Applied Anthropology is part of the curriculum for ANTH 2: Cultural Anthropology, so students who successfully complete ANTH 2 understand how important anthropological concepts (such as cultural relativism, tolerance, respect, diversity, and the culture concept) can be applied to everyday life. Our students are better, more sensitive citizens in the community after they successfully complete ANTH 2 (Cultural Anthropology).
<b>Obj. 3.2: Expand ties to the community</b>	The Anthropology department is eager to strengthen ties to the community (especially to the local Native American community, as the Intertribal Council of Solano County's Pow-Wow moved to Solano's campus in Summer 2014) in the next several years.

Goal 4: Optimize Resources	Program Evidence
<b>Obj. 4.1: Develop and manage resources to support institutional effectiveness</b>	Anthropology currently offers one section of ANTH 1: Physical Anthropology online, to reduce the need for classroom space and physical campus resources. We plan on offering additional classes online (including ANTH 2: Cultural Anthropology) in the near future.
<b>Obj. 4.2 Maximize organization efficiency and effectiveness</b>	Once the Anthropology department grows to the point that we can offer multiple sections of ANTH 1L: Physical Anthropology Lab, it would be beneficial to explore hiring an advanced Anthropology student as a lab assistant to help with the set-up and tear-down of lab materials, as well as act as a tutor for simple in-class questions. A lab assistant would allow our lab professors to more efficiently use their time and better help students who are struggling.
<b>Obj. 4.3: Maintain up-to-date technology to support the curriculum and business functions.</b>	Our full-time professor, Lauren Taylor-Hill, purchased over \$15,000 of lab materials (human skeletal materials, non-primate and primate skeletal material, and hominin skeletal material) in Spring 2014 with instructional equipment funds to allow Solano to offer ANTH 1L: Physical Anthropology Lab for the first time. Adding this class to the curriculum will add a tangible dimension to ANTH 1: Physical Anthropology, offer another science lab course to the entire student body, and better prepare students in Anthropology for transfer.

***1.3 Enrollment.** Utilizing data from Institutional Research and Planning, analyze enrollment data. Include the number of sections offered, the full-time equivalent enrollment (FTES) for each semester since the last program review cycle, and the number of declared degree seekers in the program. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.*

This 2014-2015 Program Review is the first time Anthropology has undergone Program Review because Anthropology is currently in the process of becoming a program. The data reported below reflects the 2010-2011 academic year through the 2013-2014 academic year.

ANTH—sections offered by semester:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>Total</b>	7	8	2	5	7	8	8	1	9	10
<b>ANTH 001</b>	3	4	1	3	4	5	5	1	6	7
<b>ANTH 002</b>	3	3	1	2	3	3	3		3	3
<b>ANTH 007</b>	1	1								

ANTH—headcounts by semester:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>Total</b>	261	344	79	246	304	304	283	23	307	331
<b>ANTH 001</b>	122	179	43	153	184	182	164	23	212	241
<b>ANTH 002</b>	112	137	39	95	126	125	121		100	93
<b>ANTH 007</b>	32	37								

ANTH—FTES by semester:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>Total</b>	26.4	35.3	7.9	24.8	31.0	30.3	28.5	2.1	31.2	33.2
<b>ANTH 001</b>	12.2	17.9	4.1	15.3	18.4	17.9	16.4	2.1	21.2	23.9
<b>ANTH 002</b>	11.0	13.7	3.8	9.5	12.6	12.4	12.1		10.0	9.3
<b>ANTH 007</b>	3.2	3.7								

SCC—total number of students enrolled by semester:

<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
11,836	11,965	4,761	11,033	10,814	9,596	9,738	4,001	9,411	9,537

The Anthropology program and Solano Community College as a whole experienced a decrease in enrollment between the 2010-2011 academic year and 2011-2012 academic year. While Solano Community College experienced additional decreases in enrollment between the 2011-2012 academic year and the 2012-2013 academic year, and from the 2012-2013 academic year to the 2013-2014 academic year; Anthropology experienced an increase in enrollment during the same time periods. We believe that the increase in ANTH sections and FTES during the time periods in question is largely due to two factors: the 2013 hiring of the first full-time Anthropology instructor at Solano since the mid-1990s, and the Deans more aggressively scheduling ANTH classes (including at the Vacaville and Vallejo Centers, as well as online) with the goal of growing the Anthropology Program.

There have not been any declared degree seekers in the Anthropology Program yet because the Anthropology ADT (specifically the Associate in Arts in Anthropology for Transfer Degree) was approved by the Curriculum Committee in Spring 2014, and is currently (as of 20 November 2014) being reviewed by the Chancellor's Office. Anthropology is expected to offer a degree beginning in Fall 2015 when, following approval from the Chancellor's Office, the 2015-2016 Solano Community College catalogue is published and students will be able to read the Anthropology Program of Study; including the program description, program outcomes, and required classes for the degree.

***1.4 Population Served.** Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.*

This 2014-2015 Program Review is the first time Anthropology has undergone Program Review because Anthropology is currently in the process of becoming a program. The data reported below reflects the 2010-2011 academic year through the 2013-2014 academic year.

**ANTH—student gender by semester:**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Female	64%	52%	56%	52%	46%	50%	54%	43%	51%	58%
Male	36%	47%	44%	47%	53%	50%	44%	57%	48%	41%
Not Reported	1%	1%	0%	1%	1%	1%	2%	0%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**SCC—student gender by semester:**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Female	58.36%	58.36%	59.17%	58.96%	57.87%	57.87%	57.24%	60.63%	57.76%	57.64%
Male	40.24%	40.40%	39.74%	39.91%	41.01%	40.90%	41.64%	38.32%	41.14%	41.23%
Unknown	1.39%	1.24%	1.09%	1.13%	1.12%	1.23%	1.12%	1.05%	1.09 %	1.13%

In general, The Anthropology program and Solano Community College both serve a higher number of female students than male students. No specific actions have been taken by Anthropology to encourage enrollment of either gender, as there is roughly equal enrollment by gender.

ANTH—student age by semester:

	Fall 2010	Spring 2011	Summ er	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summ er	Fall 2013	Spring 2014
<b>0-17</b>	3%	0%	1%	4%	0%	2%	1%	4%	4%	2%
<b>18-25</b>	85%	84%	82%	80%	83%	81%	80%	78%	80%	79%
<b>26-30</b>	7%	8%	11%	7%	9%	8%	8%	9%	8%	7%
<b>31-35</b>	2%	2%	1%	4%	3%	3%	4%	9%	2%	3%
<b>36-40</b>	0%	2%	1%	2%	1%	2%	2%	0%	1%	3%
<b>41-45</b>	2%	1%	0%	1%	2%	1%	1%	0%	0%	2%
<b>46+</b>	2%	2%	3%	2%	2%	2%	4%	0%	4%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

SCC—student age by semester:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>19 or less</b>	26.88%	24.00 %	31.76%	27.07%	24.14%	25.68%	23.46%	27.07%	26.99%	25.00%
<b>20-24</b>	32.64%	33.92 %	32.51%	33.46%	35.72%	36.02%	36.44%	35.99%	34.67%	35.49%
<b>25-29</b>	13.45%	13.95 %	12.81%	13.23%	13.76%	13.25%	13.98%	14.75%	13.20%	13.49%
<b>30-34</b>	7.33 %	7.66 %	7.48%	7.21%	7.57%	7.02%	7.55%	6.95%	7.04%	7.75%
<b>35-39</b>	5.11 %	5.42 %	4.49%	4.93%	4.81%	4.53%	4.69%	4.37%	4.44%	4.90%
<b>40-49</b>	8.12 %	8.36 %	6.47%	7.72%	7.84%	7.24%	7.26%	6.32%	7.04%	6.76%
<b>50+</b>	6.47 %	6.70 %	4.47%	6.36%	6.14%	6.24%	6.61%	4.55%	6.61%	6.61%
<b>unknown</b>	0.00 %	0.00 %	0.00%	0.00%	0.02%	0.02%	0.00%	0.00%	0.00%	0.00%

In general, the Anthropology program and Solano Community College both serve a relatively young population; most students in Anthropology classes (between 81% and 88%, depending on the semester) and the entire student body of Solano Community College (between about 58% and 63%, depending on the semester) are under the age of 24 or 25. Interestingly, Anthropology classes attract a disproportionately low number of students over the age of 24 or 25 (between 11% and 18%, depending on the semester) compared to Solano as a whole (between about 37% and 42%, depending on the semester). It is unclear why this trend exists—perhaps it is a pattern shared with other General Education classes and/or Social and Behavioral Science classes? Is it due to the small size of our department; or the days, times, and locations of Anthropology classes? While no specific actions have been taken by Anthropology to encourage enrollment of any age group, it would be beneficial to explore ways in which we can attract older students, while still remaining popular with the younger student population. Adjunct Anthropology Professor Steve Gravely suggests we might explore offering more classes at night as a way to attract older students.

### ANTH—student ethnicity by semester:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Am. Indian or Alaskan Native	3%	3%	3%	4%	2%	3%	4%	0%	4%	3%
Asian or Pacific Islander	19%	17%	20%	15%	17%	23%	13%	30%	20%	23%
Black Non-Hispanic	14%	9%	11%	15%	13%	13%	14%	26%	12%	13%
Hispanic	18%	14%	9%	23%	22%	21%	21%	26%	24%	25%
Other	14%	26%	29%	14%	12%	11%	10%	0%	4%	6%
White Non-Hispanic	32%	31%	28%	29%	35%	29%	38%	17%	36%	31%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### SCC—student ethnicity by semester:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
African-American	16.83%	14.76%	14.98%	15.46%	16.05%	15.44%	14.79%	15.80%	15.56%	15.10%
American Indian/Alaskan Native	0.57%	0.50%	0.32%	0.42%	0.36%	0.40%	0.41%	0.25%	0.29%	0.36%
Asian	4.91%	4.32%	6.18%	4.51%	4.85%	5.05%	5.20%	6.50%	4.87%	4.98%
Filipino	8.72%	7.58%	10.10%	8.06%	8.14%	8.93%	9.12%	10.72%	8.82%	8.64%
Hispanic	15.95%	15.56%	18.71%	19.27%	20.81%	23.23%	23.54%	24.67%	24.64%	25.15%
Multi-Ethnicity	3.93%	3.87%	6.26%	6.39%	6.83%	7.52%	7.58%	8.05%	8.16%	9.08%
Pacific Islander	1.04%	0.98%	0.90%	0.87%	0.68%	0.71%	0.83%	0.70%	0.86%	0.77%
Unknown	17.05%	24.89%	15.69%	14.84%	11.29%	7.17%	6.12%	3.55%	3.85%	3.39%
White Non-Hispanic	31.01%	27.54%	26.86%	30.18%	31.00%	31.54%	32.42%	29.77%	32.96%	32.54%

In both the Anthropology program specifically and Solano Community College as a whole, the single most commonly cited ethnicity is “White Non-Hispanic”; depending on the semester, between 17% and 38%, of the students in Anthropology classes, and between about 28% and 33% of the entire student body of Solano Community College identify as “White Non-Hispanic.” The second most commonly cited ethnicity for Anthropology students is “Asian or Pacific Islander” (between 13% and 30%, depending on the semester), which closely mirrors the combined percentages for Solano Community College students identifying as “Asian,” “Filipino,” and “Pacific Islander” (between 13% and 19%, depending on the semester). Between 9% and 26% (depending on the semester) of Anthropology students identify as either “Black Non-Hispanic” or “Hispanic,” while (depending on the semester) between about 15% and 17% of Solano Community College students identify as “African-American” and between about 16%

and 25% of Solano Community College students identify as “Hispanic.” The least commonly cited ethnicity for both Anthropology students and Solano Community College students as a whole is “American Indian or Alaskan Native”; between 0% and 4% (depending on the semester) of Anthropology students and between about 0% and 1% of Solano students fall into this category.

Overall, students in Anthropology classes and the student body of Solano Community College as a whole claim various ethnic identities at similar rates. An exception to this overall trend is the relatively high percentage (up to 4%) of Anthropology students identifying as “American Indian or Alaskan Native,” compared to only a maximum of 0.57% of Solano Community College students as a whole. It is unclear why Anthropology classes attract such a high percentage of native students; perhaps it is because Native students perceive Anthropology as a discipline in which they can learn about their own cultures from an outsider’s perspective? Is high enrollment of Native students common to Anthropology departments in California or across the entire country? Perhaps it would be interesting to survey Native students and ask them to self-report their reasons for enrolling in Anthropology classes. No specific actions have been taken by Anthropology to encourage enrollment of any particular ethnic group.

*1.5 Status of Progress toward Goals and Recommendations. Report on the status of goals or recommendations identified in the previous educational master plan and program review.*

Below are the Anthropology Educational Master Plans, first established in Fall 2013 and updated in Fall 2014:

Table 2. Educational Master Plan

Educational Master Plan	Status
<p>1. <b><u>Fall 2013:</u></b></p> <p><b>Strategic Action:</b> Explore potential to provide hybrid and online courses.</p> <p><b>Rationale/Support for Mission and Goals:</b> Increase enrollment by reaching students through Distance Education.</p> <p><b><u>Fall 2014 edits:</u></b></p> <p><b>Project Title:</b> Expand online Anthropology offerings.</p> <p><b>Project Description/Rationale:</b> Increase enrollment by reaching students through Distance Education.</p>	<p>ANTH 1 (Physical Anthropology) curriculum was modified to include the online teaching modality in Fall 2013. ANTH 1 was offered online for the first time in Spring 2013, and then again in Fall 2014. The current plan is to have one online section of ANTH 1 every semester (including Summer).</p> <p>The current goal is to modify the ANTH 2 (Cultural Anthropology) curriculum to include the online teaching modality in Spring 2015. An instructor (perhaps an adjunct, if an adjunct is willing to do extra work without compensation) will need to be trained to teach online in Canvas and develop a course shell that is approved by the Distance Education Committee; hopefully in Fall 2015.</p>



2. **Fall 2013:**  
**Strategic Action:** Expand curriculum (bring back Archaeology; develop/offer comp. religion, primatology, etc.).  
**Rationale/Support for Mission and Goals:** Increase enrollment by keeping Anthro students on campus, attract others with interesting courses (#2 curriculum priority).

**Fall 2014 edits:**  
**Project Title:** Expand ANTH curriculum  
**Project Description/Rationale:** Increase retention rates by keeping Anthropology students on campus (rather than lose them to other CCs), increase enrollment of new students by offering interesting courses.

3. **Fall 2013:**  
**Strategic Action:** Create laboratory course (curriculum and lab materials/lab space).  
**Rationale/Support for Mission and Goals:** Add a tangible dimension to ANTH 001: Phys. Anthro., offer another science lab course, prepare students for transfer (#1 curriculum priority)

**Fall 2014 edits:**  
**Project Title:** Offer ANTH 1L (Physical Anthropology Lab)  
**Project Description/Rationale:** Add a tangible dimension to ANTH 1 (Physical Anthropology), offer another science lab course, better prepare students for transfer

ANTH 7 (Archaeology) curriculum was updated (and approved) in Spring 2014. ANTH 7 was successfully offered in Fall 2014 for the first time since Spring 2011. The current plan is to have one section of ANTH 7 each year (likely in Fall).

The current goal is to write the curriculum for Linguistics in Spring 2015, the curriculum for Anthropology of Religion in Fall 2015, and the curriculum for Primate Socioecology in Spring 2016.

ANTH 1L (Physical Anthropology Lab) curriculum was written (and approved) in Fall 2013. Over \$15,000 worth of lab materials was purchased in Spring 2014. As of 3 December 2014, a classroom has been chosen (1625) for the lab class, but it is still unclear where the lab materials will be stored. The first section of ANTH 1L will be offered in Spring 2015. Ideally, we will be able to add additional sections of ANTH 1L as the course becomes established.

As of 3 December 2014, the lab materials remain unlabelled and uncatalogued. The goal is to label and catalogue the materials during the Spring 2015 semester.



Table 3. Program Review Recommendations

This 2014-2015 Program Review is the first time Anthropology has undergone Program Review because Anthropology is currently in the process of becoming a program.

Program Review Recommendations (Previous Cycle)		Status
1.	n/a	
2.	n/a	
3.	n/a	

**1.6 Future Outlook.** *Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs (limit to one page or less).*

The Anthropology program at Solano Community College is experiencing a period of rapid growth and maturation. For almost two decades, Anthropology was a small, fragmented department consisting of a handful of adjunct professors teaching a scant number of courses (often with out-of-date curriculum, and often with no common understanding of or cohesive approach to assessment), in which no degree was offered. With the Fall 2013 hiring Lauren Taylor-Hill (the first full-time instructor since the retirement of Janis Silva in 1995), Anthropology has changed dramatically.

Solano students used to only be able to enroll in ANTH 1 (Physical Anthropology) or ANTH 2 (Cultural Anthropology) most semesters; now ANTH 1L (Physical Anthropology Lab) curriculum has been written and is being offered for the first time in Spring 2015, and the curriculum for ANTH 1, ANTH 2, and ANTH 7 (Archaeology; being offered in Fall 2014 for the first time since Spring 2011) has been updated in accordance with the C-ID. The goal is to write curriculum for and offer several more courses (Linguistics, Anthropology of Religion, and Primate Socioecology, as well as others) in the near future. The Anthropology AA-T degree was written in Spring 2014 and is expected to be approved and presented for the first time in the 2015-2016 catalogue.

The addition of at least one more full-time professor and appropriate use of facilities is crucial for the continued growth of the Anthropology department. Our current full-time instructor, Lauren Taylor-Hill, is an expert in Physical Anthropology. It is vital that (pending appropriate FTEs data) we hire a full-time instructor with Cultural Anthropology as an area of expertise within the next two years, and then to hire a full-time instructor with Archaeology as an area of expertise within the next five years. It is also necessary to hire someone (adjunct or full-time) who is able to teach Linguistics, which we hope to offer in Spring or Fall 2016. Additional instructors with diverse areas of expertise reflecting the broad scope of the discipline will be essential to growing Anthropology at Solano. We also need to find a more suitable space to store Anthropology lab materials and teach ANTH 1L: Physical Anthropology Lab (see section 4.4: Facilities for more details).

## CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

### Program Level Outcomes

*2.1 Using the chart provided, list the Program Level Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLSO. For example, is there a capstone course (which one), is it completion of a series of courses (list), is it a passing grade on certain assignments that are universally given (list), passing a licensing exam, completing a portfolio, etc.*

Table 4. Program Level Outcomes:

Upon completion of the Associate in Arts in Anthropology for Transfer Degree, students will be prepared to transfer to a CSU undergraduate Anthropology program. The Associate in Arts in Anthropology for Transfer Degree will facilitate successful transfer to the CSU system, allowing students to complete baccalaureate degrees in a more timely fashion. Students will prepare for successful transfer by mastering student learning outcomes for individual courses, as well as mastering the outcomes for the overall program, which include:

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1. Students will be able to demonstrate an understanding of anthropology as a science, in particular with regard to major theories, methods, and applications.	IIA, IIIA	determining how best to assess
2. Increase understanding of human biological and cultural diversity, and be able to discuss processes responsible for such variation.	IIA, IIB IIIA, IIIB, IIIC	determining how best to assess
3. Students will successfully complete required anthropology (major) program courses.	IVA, IVC	determining how best to assess

These Program Level Outcomes were written in Fall 2013 in consultation with LaNae Jaimez. A goal for the next year is to examine these PLOs (ideally with the Assessment Committee and Dean) to see if they can be improved and to determine how they can best be assessed.

*2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))*

Table 5. Program Courses and Program Level Outcomes

Course	PL01	PL02	PL03
ANTH 1 (Physical Anthropology)	I	I	M
ANTH 1L (Physical Anthropology Lab)	D	D	M
ANTH 2 (Cultural Anthropology)	I	I	M
ANTH 7 (Archaeology)	I	I	M

*2.3 Utilizing table 6, describe the results of the program level assessments and any changes/planned actions made based on the outcomes of program level student learning assessments. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.*

This 2014-2015 Program Review is the first time Anthropology has undergone Program Review because Anthropology is currently in the process of becoming a program.

Table 6. Program Level Assessments

Program Learning Outcomes will be assessed in the 2016-2017 academic year, when the first cohort of students could have completed the program.

Program Level Outcomes		Date(s) Assessed	Results	Action Plan
1.	n/a			
2.	n/a			
3.	n/a			

*2.4 Describe any changes made to the program or courses that were a direct result of program level assessments.*

This 2014-2015 Program Review is the first time Anthropology has undergone Program Review because Anthropology is currently in the process of becoming a program.

Student Learning Outcomes

*2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary, are they being assessed yearly? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.*

For many years (since 2009 at least, when the department's only full-time instructor—Lauren Taylor-Hill— was first hired as an adjunct), the Anthropology department had been inconsistent in updating and assessing Student Learning Outcomes, and in utilizing SLO data to drive course

level planning. According to the data reported in the dropbox, the Anthropology department regularly began assessing SLOs during the Spring 2012 semester. It is possible that SLOs were assessed occasionally before this, but there is no record in the database and no clear departmental memory of having done so.

The data presented in the database shows that the Anthropology department has significant room for improvement when it comes to full adjunct participation in assessing SLOs: only 4/11 classes taught by adjunct professors scheduled for assessment since Spring 2012 have been properly assessed and had the assessments added to the database. Another area in which we could improve is standardization of the SLOs themselves. As recently as 29 Jan 2015, two different sets of SLOs for ANTH 1 (Physical Anthropology) and ANTH 2 (Cultural Anthropology) are available online in two separate locations.

### **ANTH 1 (Physical Anthropology):**

From: <http://solano.edu/slo/index.php?dept=Anthropology#plo>

**ANTH001**

**Physical Anthro**

1. Recognize and apply principles of the scientific approach to the study of humankind.
2. Comprehend and apply concepts of genetics, evolution, and non-human primates to human morphology and human diversity/variants.
3. Critically analyze and evaluate data on the research of the human fossil record of the last seven million years

From: <http://solano.edu/slo/1314/Course%20OutcomesCriteriaMethods.pdf>

**ANTH001**

**Physical Anthro**

#### **Outcome Description**

1. Recognize and apply principles of the scientific approach to the study of humankind.

- 
2. Identify central issues and problems related to the major concepts in the study of human biology.

- 
3. Critically analyze and evaluate data as it pertains to anthropological research.

## **ANTH 2 (Cultural Anthropology):**

From: <http://solano.edu/slo/index.php?dept=Anthropology#plo>

**ANTH002**

**Cultural Anthro**

1. Evaluate the scientific approach in the study of culture including physical and social aspects, superstructures, and communication.
2. Identify universal issues and problems related to the study of subsistence patterns, economic and political systems, kinship/family relationships, gender and sex, art and play, and supernatural belief systems.
3. Critically analyze and evaluate the student's own cultural patterns and practices in light of those discussed in different cultures.

From: <http://solano.edu/slo/1314/Course%20OutcomesCriteriaMethods.pdf>

**ANTH002**

**Cultural Anthro**

### **Outcome Description**

1. Evaluate the scientific approach in the study of culture.

- 
2. Identify central issues and problems related to the study of human culture

- 
3. Critically analyze and evaluate the student's own cultural patterns and practices, in light of those discussed in different cultures.

Having two sets of SLOs for courses is confusing and inappropriate, and likely occurred because we lacked a full-time professor in Anthropology for so long. When updating the curriculum in Spring 2014, Lauren Taylor-Hill updated the SLOs (and made them the same as the Student Performance Objectives) to better match the C-ID. They are presented in the official curriculum for the course on CurricUNET:

ANTH 1's Student Performance Objective section on CurricUNET (retrieved 29 Jan 2015):

SECTION A	
Course Dept.:	ANTH
Course Number:	001
Course Title:	Physical Anthropology
Computer title:	Physical Anthro
Course Author:	Lauren Taylor
<b>List changes and/or reason for the proposal:</b> (Please specify the need for this course and how this course fits into the overall mission of the College.) Before ANTH can complete the ADT during the Spring 2014 semester, the ANTH courses need to be updated so they are in compliance with the C-ID. This course modification is to update ANTH 1 so it is in compliance with the C-ID ( <a href="http://www.c-id.net/descriptor_details.html?descriptor=383&amp;submitbtn=Go">http://www.c-id.net/descriptor_details.html?descriptor=383&amp;submitbtn=Go</a> ).	

**10. Student Performance Objectives:**

Recognize and apply the principles of anthropology and the scientific approach to the study of humankind; including basic principles of Mendelian, molecular, and population genetics; the development and current theory of biological evolution, including evolutionary mechanisms; and modern human biological variation and the race concept. Describe the classification, morphology, and behavior of the extant primates; and assess the anatomical and behavioral similarities between humans and non-human primates. Summarize the various scientific methods, including dating techniques, and their application to the hominin fossil record; analyze the fossil evidence for human evolution, including recognizing the major hominin fossil groups and current hypotheses regarding phylogenetic relationships.

ANTH 2's Student Performance Objective section on CurricUNET (retrieved 29 Jan 2015):

SECTION A	
Course Dept.:	ANTH
Course Number:	002
Course Title:	Cultural Anthropology
Computer title:	Cultural Anthro
Course Author:	Lauren Taylor
<b>List changes and/or reason for the proposal:</b> (Please specify the need for this course and how this course fits into the overall mission of the College.) Before ANTH can complete the ADT during the Spring 2014 semester, the ANTH courses need to be updated so they are in compliance with the C-ID. This course modification is to update ANTH 2 so it is in compliance with the C-ID ( <a href="http://www.c-id.net/descriptor_details.html?descriptor=385">http://www.c-id.net/descriptor_details.html?descriptor=385</a> ).	

**10. Student Performance Objectives:**

Describe the methods, theories, and perspectives of anthropology and cultural anthropology, including ethnographic research, cultural relativism, and ethical considerations. Identify anthropological concepts including ethnicity, subsistence and economic systems, political organization, gender and sexuality, kinship and family, and supernatural belief systems. Explain the interconnectedness of the economic, political, and sociocultural forces of globalization and culture change amongst diverse cultural groups

While the Student Performance Objectives that are part of the official curriculum file and the Student Learning Outcomes that are assessed regularly are not the same thing and are not required to match, the Anthropology department's only full time professor (Lauren Taylor-Hill) decided in Spring 2014 to make them match to help the department remain in compliance with the C-ID and to reduce confusion about which SLOs to assess. During Spring 2015, Lauren Taylor-Hill will discuss with the Social and Behavioral Sciences SLO Coordinator and/or Dean and/or the Assessment Committee how to best install the new SLOs so that they are the only official SLOs on record for Solano.

SLO assessments are not yet driving course level planning, but we hope to begin that process in the near future. During Spring 2015, Lauren Taylor-Hill will discuss with the Social and Behavioral Sciences SLO Coordinator and/or Dean and/or the Assessment Committee how to best go about this.

The Anthropology courses with multiple sections (ANTH 1: Physical Anthropology and ANTH 2: Cultural Anthropology; soon to include ANTH 1L: Physical Anthropology Lab) do not have a

common assessment tool yet. Our full-time instructor, Lauren Taylor-Hill, plans to meet with the Dean and Assessment Committee in Spring 2015 to discuss how to best implement this while also maintaining academic freedom for individual instructors.

*2.6 Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.*

As of Fall 2013, Anthropology is scheduled to assess even-numbered courses (ANTH 2: Cultural Anthropology) during Fall semesters and odd-numbered courses (ANTH 1: Physical Anthropology, ANTH 1L: Physical Anthropology Lab, and ANTH 7: Archaeology) during Spring semesters. During the 2013-2014 academic year, ANTH 7 (Archaeology) was not taught because the curriculum was being updated to better match the C-ID, and ANTH 1L (Physical Anthropology Lab) was not taught because its curriculum was being written and working through the Chancellor's Office.

As discussed in section 2.5: Status of SLOs, not all Anthropology faculty assess SLOs as scheduled. The goal is to have the SLOs of 100% of courses taught by full-time or adjunct professors assessed (according to the schedule above) by Fall 2015, when the new SLOs (see section 2.5: Status of SLOs) will be adopted. Lauren Taylor-Hill will send out an email with the new SLOs at the end of Spring 2015, and again at the beginning of Fall 2015, to make all adjuncts aware of the edited SLOs and the assessment schedule.

*2.7 Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.*

No changes have been made to the Anthropology program nor to individual Anthropology courses as a direct result of student learning outcome assessments yet. While we are improving our SLOs (to better match the C-IDs), SLO assessments (including considering a common assessment for some classes in the near future), and adjunct professor participation in SLO assessments (see above for specifics), we still need to review our assessments and, as a department, decide how we can improve the Anthropology program.

### Curricular Offerings

*2.8 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Also state whether a transfer degree has been establish in accordance with SB 1440. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.*

Anthropology currently offers five courses, as described in the 2014-2015 course catalogue:



## *Anthropology*

### **ANTH 001**

**3.0 Units**

#### **Physical Anthropology**

*Course Advisory: SCC minimum English standard.* An introduction to physical anthropology covering evolutionary theory, human disease and genetics, human variation and adaptation, primatology, primate and hominid evolution. *Three hours lecture.*

### **ANTH 001L**

**1.5 Units**

#### **Physical Anthro Laboratory**

*Prerequisite: ANTH 001 with a minimum grade of C (may enroll concurrently). Course Advisory: Eligibility for ENGL 001 and MATH 330.* This introductory laboratory course is designed to familiarize students with the methods and materials of physical anthropology, and is intended to be a companion course to ANTH 1 (Physical Anthropology). This course provides hands-on experience with genetics exercises as well as the skeletal materials of modern humans, non-human primates, and fossil hominins. Other topics discussed include the scientific method, sources of biological variation (with special focus on variation in humans and non-human primates) and the forces of evolution, biological classification of the primates, and non-human primate behavior. A field trip to may be required. *One-half hour lecture, three hours lab.*

### **ANTH 002**

**3.0 Units**

#### **Cultural Anthropology**

*Course Advisory: SCC minimum English standard.* Introduction to the study of human culture, with an emphasis on the changing relations between individual people, families, and other social groups, and various types of social inequality. We will also study cultural institutions from around the world, such as religion and magic, political and economic change, varieties of art forms, and the cultural future. *Three hours lecture.*

### **ANTH 007**

**3.0 Units**

#### **Prehistoric Archaeology**

*Course Advisory: SCC minimum English and Math standards.* An introduction to the theories and methods of anthropological archaeology, with an emphasis on and an overview of prehistory. This course will stress the evolution of social systems and technology. Case studies from around the world will illustrate the various ways archaeology deciphers past behavior. *Three hours lecture.*

### **ANTH 049**

**2.0 Units**

#### **Anthropology Honors**

*Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a minimum grade of B; an ability to work independently; and permission of the Division Dean based on instructor availability.* Open to students qualified to do advanced work in the field. The program may include research, directed reading, field work, or other advanced study. *Six hours weekly by arrangement.*

Several of these courses were preexisting, and have recently (in Spring 2014) had their curriculum (including course descriptions for all, and for one—ANTH 7—the course title) updated to ensure compliance with the C-ID, and those updates can be found in CurricUNET (and will be updated in the 2015-2016 course catalogue):



## ANTH 1: Physical Anthropology:

SECTION A	
Course Dept.:	ANTH
Course Number:	001
Course Title:	Physical Anthropology
Computer title:	Physical Anthro
Course Author:	Lauren Taylor
<b>List changes and/or reason for the proposal:</b> (Please specify the need for this course and how this course fits into the overall mission of the College.) Before ANTH can complete the ADT during the Spring 2014 semester, the ANTH courses need to be updated so they are in compliance with the C-ID. This course modification is to update ANTH 1 so it is in compliance with the C-ID ( <a href="http://www.c-id.net/descriptor_details.html?descriptor=383&amp;submitbtn=Go">http://www.c-id.net/descriptor_details.html?descriptor=383&amp;submitbtn=Go</a> ).	

### Catalog Description and Other Catalog Information

#### 9a. Catalog Description:

This course is an introduction to the science of physical anthropology; covering the concepts, methods of inquiry, and scientific explanations of biological evolution and their application to the human species. Topics to be covered will include: the scientific method, genetics, principles and mechanisms of biological evolution, modern human variation and the race concept, biocultural adaptations, primate classification, comparative primate anatomy and behavior, and the fossil evidence for human evolution.

## ANTH 2: Cultural Anthropology:

SECTION A	
Course Dept.:	ANTH
Course Number:	002
Course Title:	Cultural Anthropology
Computer title:	Cultural Anthro
Course Author:	Lauren Taylor
<b>List changes and/or reason for the proposal:</b> (Please specify the need for this course and how this course fits into the overall mission of the College.) Before ANTH can complete the ADT during the Spring 2014 semester, the ANTH courses need to be updated so they are in compliance with the C-ID. This course modification is to update ANTH 2 so it is in compliance with the C-ID ( <a href="http://www.c-id.net/descriptor_details.html?descriptor=385">http://www.c-id.net/descriptor_details.html?descriptor=385</a> ).	

### Catalog Description and Other Catalog Information

#### 9a. Catalog Description:

This course is an introduction to the anthropological study of human culture; covering anthropological concepts such as fieldwork, holism, the comparative method, cultural relativism, the nature of culture and cultural identity, and research ethics. Topics will include: subsistence patterns, political organizations including social inequality, kinship and family, communication, supernatural belief systems, gender and sexuality, art, culture change including globalization, and applied anthropology.

## ANTH 7: Archaeology (formally titled "Prehistoric Archaeology"):

SECTION A	
Course Dept.:	ANTH
Course Number:	007
Course Title:	Archaeology
Computer title:	Arch
Course Author:	Lauren Taylor
<b>List changes and/or reason for the proposal:</b> (Please specify the need for this course and how this course fits into the overall mission of the College.) Address concerns listed in "conditional approval" C-ID notification of 7 April 2014.	

### Catalog Description and Other Catalog Information

#### 9a. Catalog Description:

An introduction to the study of the concepts, theories, methods, and data of archaeology that contribute to our knowledge of human cultures. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences. Several key archaeological sites will be covered and will serve to illustrate central archaeological theories and methods.









In addition to updating curriculum to be in agreement with the C-ID, two preexisting courses have been (or will be soon) modified to include the online teaching modality: ANTH 1 (Physical Anthropology) was modified in Fall 2013 (and the first online section of ANTH 1 was successfully offered in Spring 2014), and the current goal is to modify ANTH 2 (Cultural Anthropology) during Spring 2015.

ANTH 1L (Physical Anthropology Lab) is a recently (written and approved in Fall 2013) added course. As discussed in the Educational Master Plan, ANTH 1L was written for several reasons: to add a tangible dimension to ANTH 001: Phys. Anthro., offer another science lab course, and prepare students for transfer. ANTH 1L will be offered for the first time in Spring 2015.

The Anthropology AA-T for Transfer Degree was approved by the Curriculum Committee in Spring 2014, and is currently (as of 20 November 2014) being reviewed by the Chancellor's Office. It is expected to be published and presented to students in the 2015-2016 course catalogue.

Anthropology courses have been offered at all campuses (Main [Fairfield], Travis Air Force Base, Vacaville Center, and Vallejo Center) between Fall 2008 and Spring 2013.

Total number of sections of each class offered at each campus:

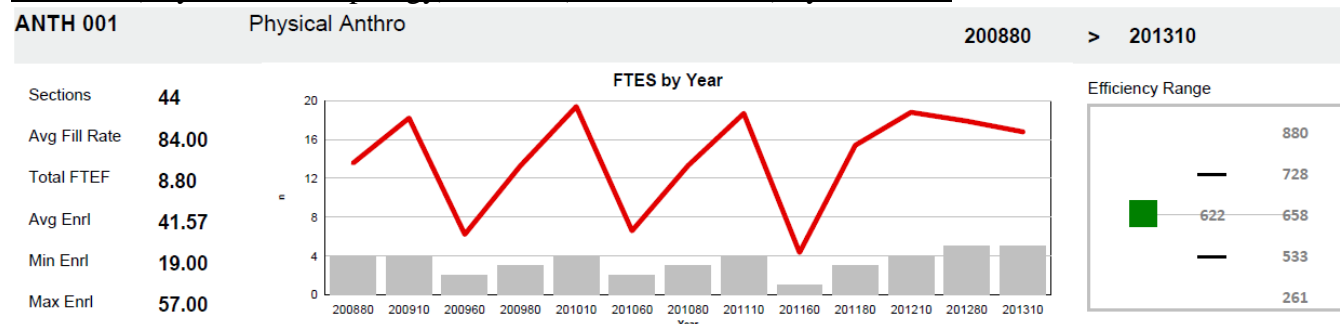
		Main Campus - Fairfield	Travis Air Force Base	Vacaville Center	Vallejo Center	Total	
ANTH 001	Lecture and/or discussion	 30	 1	 4	 9	622	44
ANTH 002	Lecture and/or discussion	 25	 2	 2		647	29
ANTH 007	Lecture and/or discussion	 5				519	5
Total		673 60	281 3	476 6	519 9	624.97	78

The vast majority of Anthropology courses (and sections) are offered on the main campus in Fairfield, and overall they are quite successful. Since Fall 2008, both ANTH 1 (Physical Anthropology) and ANTH 2 (Cultural Anthropology) have been offered at the Travis Air Force Base, though not very regularly and not very successfully. During the same time period, we have fairly regularly and successfully offered both ANTH 1 (Physical Anthropology) and ANTH 2 (Cultural Anthropology) at the Vacaville Center, and ANTH 1 (Physical Anthropology) at the Vallejo Center. We hope to offer ANTH 2 (Cultural Anthropology) at Vallejo in the near future.

ANTH 7 (Archaeology) has only been offered on main campus in Fairfield, and the current plans are to keep it on main campus until we can support additional sections (perhaps eventually at other campuses). Though not shown on the chart above because it will be offered for the first time in Spring 2015, the current plans are to restrict ANTH 1L (Physical Anthropology Lab) to main campus because we presently only have one set of lab materials, and they are housed on main campus.

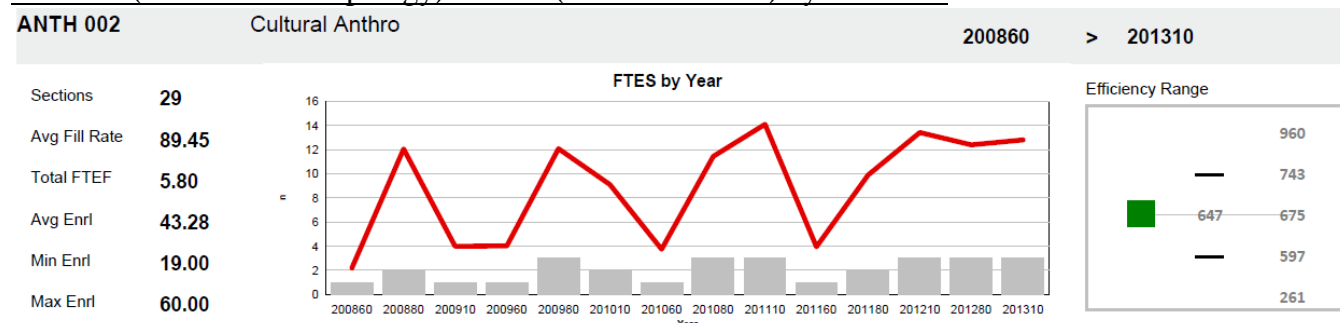
***2.9 Fill rates/Class size.** Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.*

### ANTH 1 (Physical Anthropology) fill rate (and related data) by semester:



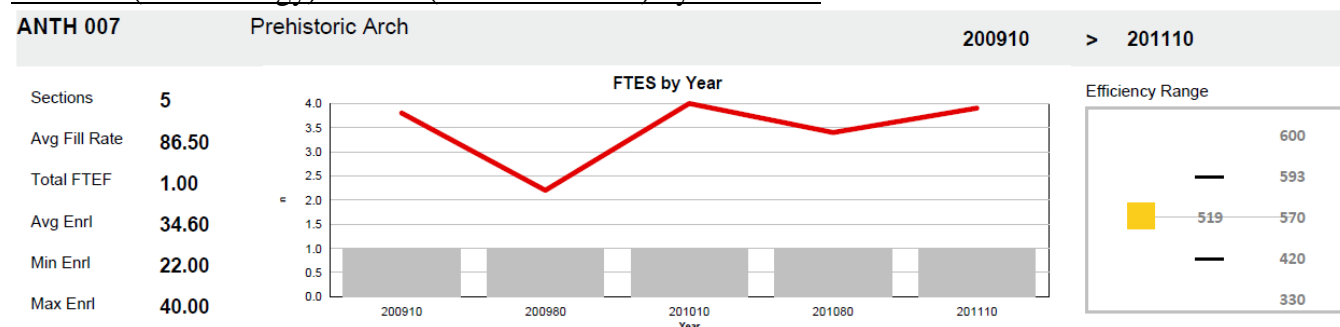
In general, ANTH 1 sections fill well (average fill rate of 84.00) and are efficient (average efficiency 622). In general, enrollment during summer semesters is lower because fewer sections are offered. The class maximum is 50. It would be beneficial to explore lowering the class maximum to improve instructor/student contact.

### ANTH 2 (Cultural Anthropology) fill rate (and related data) by semester:



By and large, ANTH 2 sections fill well (average fill rate of 89.45) and are efficient (average efficiency 647). In general, enrollment during summer semesters is lower because fewer sections are offered. The class maximum is 50. It would be beneficial to explore lowering the class maximum to improve instructor/student contact.


### ANTH 7 (Archaeology) fill rate (and related data) by semester:




Generally, ANTH 7 sections fill well (average fill rate of 86.50) and are moderately efficient (average efficiency 519). The class maximum is 40. The data above reflects the "old" version of ANTH 7 (Prehistoric Archaeology) last taught in Spring 2011; it will be interesting to see what trends emerge with the implementation of the "new" version of ANTH 7 (due to the Spring 2014 curriculum update to ensure compliance with the C-ID, including a name change to "Archaeology").

**2.10 Course sequencing.** *Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (limit to one or two paragraphs).*

Of the four Anthropology courses currently in the 2014-2015 catalogue, only one (ANTH 1L: Physical Anthropology Lab) has an Anthropology class (ANTH 1: Physical Anthropology) as a pre- or corequisite. To successfully enroll in ANTH 1L, students must have either already taken (and passed with at least a “C”) ANTH 1, or be currently enrolled in ANTH 1. The pre-/corequisite requirement is communicated in the catalogue:

 **ANTH 001L** **1.5 Units**  
**Physical Anthro Laboratory**  
*Prerequisite: ANTH 001 with a minimum grade of C (may enroll concurrently). Course Advisory: Eligibility for ENGL 001 and MATH 330.* This introductory laboratory course is designed to familiarize students with the methods and materials of physical anthropology, and is intended to be a companion course to ANTH 1 (Physical Anthropology). This course provides hands-on experience with genetics exercises as well as the skeletal materials of modern humans, non-human primates, and fossil hominins. Other topics discussed include the scientific method, sources of biological variation (with special focus on variation in humans and non-human primates) and the forces of evolution, biological classification of the primates, and non-human primate behavior. A field trip to may be required. *One-half hour lecture, three hours lab.*

as well as in the schedule (retrieved online 15 Oct 2014):

 **ANTH 001L - Physical Anthropology Laboratory**  
Prerequisite: ANTH 001 with a minimum grade of C (may enroll concurrently). Course Advisory: Eligibility for ENGL 001 and MATH 330. This introductory laboratory course is designed to familiarize students with the methods and materials of physical anthropology, and is intended to be a companion course to ANTH 1 (Physical Anthropology). This course provides hands-on experience with genetics exercises as well as the skeletal materials of modern humans, non-human primates, and fossil hominins. Other topics discussed include the scientific method, sources of biological variation (with special focus on variation in humans and non-human primates) and the forces of evolution, biological classification of the primates, and non-human primate behavior. A field trip to may be required. One-half hour lecture, three hours lab.

ANTH 1L: Physical Anthropology Lab is being offered for the first time in Spring 2015. ANTH 1L instructors will ensure that the students meet the enrollment criteria by requiring an unofficial transcript by the end of the first week of classes to confirm current enrollment in, or successful completion of, ANTH 1. Since ANTH 1L has not been offered yet, it is unclear how effective the sequencing is, though many other California community colleges have the same pre-/corequisite requirement, and it is part of the CID (Course Identification Numbering System). The effectiveness of this sequencing will be assessed during the next Program Review in 2020. Final Description (retrieved online 20 Oct 2014):

**Title: Biological Anthropology Laboratory**

Discipline: Anthropology

Approval Date: July 12, 2012

**General Course Description:**

This laboratory course is offered as a supplement to Introduction to Biological Anthropology either taken concurrently or in a subsequent term. Laboratory exercises are designed to introduce students to the scientific method and explore genetics, human variation, human and non-human primate anatomy and behavior, the primate/hominin fossil record and other resources to investigate processes that affect human evolution.

**Minimum Units:** 1.0**Any rationale or comment:**

A lab supplement to the core biological component of anthropology.

**Prerequisite(s):**

Successful completion of or concurrent enrollment in Introduction to Biological Anthropology (C-ID ANTH 110).

Of the four Anthropology courses currently in the 2014-2015 catalogue, two (ANTH 1: Physical Anthropology, and ANTH 2: Cultural Anthropology) are offered every semester in multiple sections. One class (ANTH 7: Archaeology) is currently being offered in Fall (beginning Fall 2014, after being offered previously in Spring 2011; this gap was due to low enrollment and a lack of up-to-date curriculum), and the hope is to offer it every Fall until the program grows to the point that we are able to fill a section (or multiple) every Fall and Spring semester. ANTH 1L (Physical Anthropology Lab) is being offered for the first time in Spring 2015, but the hope is to offer it every semester, eventually in multiple sections.

**2.11 Basic Skills (if applicable).** *Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. Analyze courses with prerequisites and co-requisites, and whether this level of preparation supports student success.*

Of the five Anthropology courses listed in the 2014-2015 course catalogue, one (ANTH 1L: Physical Anthropology Lab) has not been offered yet (one section is on the schedule for Spring 2015). Another course, ANTH 49 (Honors Anthropology) has not been offered since at least Fall 2008. Neither ANTH 1L (Physical Anthropology Lab) nor ANTH 49 (Honors Anthropology) can be analyzed yet regarding basic skills, including English and Math preparation.

The remaining three courses have had their curriculum (including prerequisites and co-requisites) recently (Spring 2014) updated. Previous versions of ANTH 1 (Physical Anthropology) and ANTH 2 (Cultural Anthropology) carried the course advisory, "SCC minimum English standard," and the previous version of ANTH 7 (Archaeology) carried two course advisories, "SCC minimum English and Math standards." During technical review for the curriculum modifications for these three courses, it was recommended by the Curriculum Committee (due to the required writing assignments) that the advisories be changed to "ENGL 1 with a minimum grade of C" for ANTH 1 (Physical Anthropology) and ANTH 2 (Cultural Anthropology), and to "SCC minimum Math standard" and "ENGL 1 with a minimum grade of C" for ANTH 7 (Archaeology). The changes in the course advisories were made, and the new advisories are communicated in the new course descriptions (see section 2.8: Course Offerings).

Student success rate by first English course taken at SCC:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	60.5% 261	64.3% 344	89.0% 79	60.1% 246	65.5% 304	62.2% 304	66.7% 283	69.6% 23	56.7% 307	55.4% 337	75.0% 16	0.0% 288
ENGL001	57.8% 90	72.9% 136	93.3% 28	65.6% 92	71.0% 129	71.7% 104	78.9% 94	87.5% 8	74.8% 109	75.2% 111	66.7% 3	0.0% 76
No SCC Eng	56.9% 49	52.0% 47	86.7% 15	56.7% 29	56.4% 38	37.5% 56	61.7% 47	50.0% 6	45.7% 46	36.4% 76	100.0% 6	0.0% 88
ENGL370	53.7% 53	56.5% 62	91.3% 22	48.0% 50	67.9% 54	61.5% 51	57.7% 52	100.0% 1	51.6% 62	56.5% 62	40.0% 5	0.0% 49
ENGL310	47.6% 20	83.3% 18	0.0% 0	68.8% 16	66.7% 15	85.7% 7	83.3% 6	0.0% 1	66.7% 5	50.0% 6	0.0% 0	0.0% 4
ENGL002	100.0% 10	76.9% 13	100.0% 3	100.0% 12	90.9% 11	76.9% 13	57.1% 14	0.0% 0	80.0% 9	66.7% 6	0.0% 0	0.0% 7
ENGL348E	85.7% 7	58.3% 12	0.0% 0	50.0% 12	69.2% 12	58.3% 12	57.1% 14	0.0% 1	66.7% 6	87.5% 8	0.0% 0	0.0% 8
ENGL353	0.0% 1	0.0% 3	50.0% 2	50.0% 2	0.0% 9	83.3% 6	44.4% 9	0.0% 0	0.0% 10	35.7% 14	0.0% 0	0.0% 11
ENGL380	0.0% 0	100.0% 1	100.0% 1	33.3% 3	50.0% 2	50.0% 8	83.3% 6	100.0% 2	46.2% 13	53.8% 13	0.0% 0	0.0% 14
ENGL355	100.0% 1	63.6% 11	0.0% 0	60.0% 10	20.0% 5	50.0% 8	77.8% 9	0.0% 0	33.3% 9	28.6% 7	0.0% 0	0.0% 5
ENGL305	25.0% 4	50.0% 8	66.7% 3	42.9% 7	75.0% 4	40.0% 10	71.4% 7	0.0% 0	33.3% 8	16.7% 6	100.0% 1	0.0% 3
Others	85.2% 26	57.1% 33	80.0% 5	53.8% 13	64.0% 25	75.9% 29	53.8% 25	75.0% 4	43.3% 30	41.4% 28	100.0% 1	0.0% 23

The data above suggest that the students do best in Anthropology courses when/if they take ENGL 1 (College Composition) or higher courses (such as ENGL 2: Critical Thinking and Writing About Literature) as their first English course at Solano Community College.

Given this pattern, the change in the course advisories for ANTH 1 (Physical Anthropology) and ANTH 2 (Cultural Anthropology) from "SCC minimum English standard" to "ENGL 1 with a minimum grade of C" will likely improve overall student success. It will be interesting to review the data during the next Program Review to see if these trends continue.



### Student success rate by first Math course taken at SCC:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	60.5% 261	64.3% 344	89.0% 79	60.1% 246	65.5% 304	62.2% 304	66.7% 283	69.6% 23	56.7% 307	55.4% 337	75.0% 16	0.0% 288
No SCC Math	56.9% 50	47.8% 63	85.0% 19	59.4% 31	49.0% 50	47.8% 69	52.0% 50	75.0% 4	46.0% 63	38.5% 95	100.0% 6	0.0% 101
MATH104	54.7% 53	67.6% 74	91.7% 12	55.9% 59	68.4% 56	58.0% 50	62.7% 59	66.7% 3	50.0% 49	64.8% 54	50.0% 2	0.0% 51
MATH011	82.2% 44	83.3% 65	100.0% 11	65.8% 38	77.6% 56	79.6% 52	90.2% 60	80.0% 5	63.9% 59	64.9% 55	0.0% 1	0.0% 45
MATH330	43.8% 16	64.3% 14	100.0% 4	40.0% 25	54.5% 21	61.8% 34	60.7% 27	50.0% 2	56.1% 41	55.9% 33	66.7% 3	0.0% 22
MATH102	52.4% 40	54.5% 44	71.4% 6	64.3% 28	71.4% 28	75.0% 19	69.2% 13	66.7% 3	64.7% 16	57.9% 19	100.0% 1	0.0% 12
MATH310	37.5% 8	61.5% 12	83.3% 6	50.0% 10	42.9% 14	50.0% 12	57.1% 14	0.0% 0	30.0% 10	52.2% 23	0.0% 0	0.0% 10
MATH004	100.0% 6	60.0% 9	100.0% 3	75.0% 4	50.0% 15	77.8% 9	45.5% 11	0.0% 0	33.3% 6	55.6% 9	0.0% 0	0.0% 8
MATH020	60.0% 5	77.8% 9	100.0% 2	100.0% 3	100.0% 13	83.3% 6	62.5% 8	100.0% 2	94.1% 17	100.0% 8	0.0% 0	0.0% 5
MATH320	75.0% 4	80.0% 5	80.0% 5	60.0% 10	50.0% 8	44.4% 9	71.4% 7	100.0% 1	72.7% 11	44.4% 9	100.0% 1	0.0% 9
MATH030	66.7% 3	81.8% 10	0.0% 0	80.0% 5	100.0% 8	100.0% 2	100.0% 5	0.0% 0	77.8% 8	100.0% 2	100.0% 1	0.0% 3
Others	60.6% 32	57.5% 39	91.7% 11	67.6% 33	65.7% 35	61.9% 42	62.1% 29	33.3% 3	51.9% 27	63.3% 30	0.0% 1	0.0% 22

The data above suggest that the students do best in Anthropology courses when/if they take MATH 11 (Elementary Statistics), MATH 20 (Analytical Geometry and Calculus I), or MATH 30 (Analytic Geometry and Calculus) as their first Mathematics course at Solano Community College.

As discussed above, only one class in Anthropology (ANTH 7: Archaeology) carries a Math advisory, specifically "SCC minimum Math standard." During Spring 2014, the curriculum for ANTH 7 (Archaeology) was updated, and the Math advisory was unchanged. Given that student success is positively correlated in all Anthropology classes if a higher-level math (such as MATH 11, MATH 20, or MATH 30) is taken, it would be beneficial to discuss the possibility of adding a similar math advisory to ANTH 1 (Physical Anthropology) and ANTH 2 (Cultural Anthropology), or increasing the Math advisory for some or all ANTH classes. Of course, it is not immediately clear if increased student success in ANTH courses and higher-level math experience is due to correlation or causation.

**2.12 Student Survey.** *Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?*

Lauren Taylor-Hill wrote the Anthropology Student Survey (see below) in Spring 2014. She administered it to all of her face-to-face classes, and collected 144 completed surveys. Two

adjunct professors administered the same survey to their classes, and collected 15 and 47 completed surveys, respectively. One adjunct professor did not survey their students as requested.

### Solano College Anthropology Student Survey

The ANTH department is undergoing program review this semester. The following questions are designed to help the department evaluate the overall program and its offerings. If this current class is the only course you have taken in this department, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of *all* the courses you have taken in this department.

If you have recently completed and submitted this survey in another class within this department, please do not complete a second survey. The information provided will remain strictly confidential.

1. Which course(s) have you taken in ANTH at Solano College? (mark all that apply)

- ☐ ANTH 1 (Physical Anthropology)
- ☐ ANTH 2 (Cultural Anthropology)
- ☐ ANTH 7 (Archaeology)

2. If an Associate's degree in ANTH were available, would you consider pursuing it?

- ☐ Yes
- ☐ Undecided
- ☐ No (state major) \_\_\_\_\_

3. What is your reason(s) for taking this class? (mark all that apply)

- ☐ General education requirement
- ☐ Required for major
- ☐ Transfer
- ☐ Professional development
- ☐ Required for my current job
- ☐ Prerequisite
- ☐ General interest
- ☐ Fits my schedule
- ☐ Other: \_\_\_\_\_

4. At which campus do you prefer to take your ANTH classes? (mark as many as apply)

- ☐ Fairfield (Main)
- ☐ Vacaville
- ☐ Vallejo
- ☐ Travis AFB

5. What were your reasons for choosing Solano College? (mark as many as apply)

- ☐ Location
- ☐ Good program/reputation
- ☐ Other \_\_\_\_\_

6. How satisfied are you with the availability of courses in this department?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

7. What would be your preferred start time(s) for ANTH courses? (mark all that apply)

a. Weekdays

- ☐ Early Morning (7:30 or 8am)
- ☐ Morning (9-11am)
- ☐ Afternoon (noon-4pm)
- ☐ Evening (6 or 6:30pm)
- ☐ No preference

b. Weekends

- ☐ Saturday morning
- ☐ Saturday afternoon
- ☐ Would not attend on Saturdays

8. If evening courses are your preference, please state whether a 6:00pm or 6:30 start time is preferable:

- ☐ 6:00pm start
- ☐ 6:30pm start time

Briefly state why these start times work best for you (work schedule, family schedule, etc.):

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(Continued on back)



9. Would you take an online course in this department?

- ☐ Yes
- ☐ No

10. Please list the course(s) you would take if offered online:

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11. If an ANTH 1L (Phys Anth Lab) class were available (1.5 units; same material as Phys Anth but with a focus on physical specimens and osteology; counts as a science lab), would you be interested in taking it?

- ☐ Yes
- ☐ No

12. If yes, when would you be interested in taking ANTH 1L? (mark all that apply; times listed are start times)

a. two meetings per week:

- ☐ meeting MW mornings (8-11am)
- ☐ meeting MW afternoons (noon-4pm)
- ☐ meeting MW evenings (6 or 6:30pm)
- ☐ meeting TR mornings (8-11am)
- ☐ meeting TR afternoons (noon-4pm)
- ☐ meeting TR evenings (6 or 6:30pm)

b. one meeting per week:

- ☐ three-hour block in the morning (8am)
- ☐ three-hour block in the afternoon (noon)
- ☐ three-hour block in the evening (6pm)

13. How satisfied are you with the quality of instruction in the ANTH department?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

14. How satisfied are you with the quality of textbooks and instructional materials utilized in the ANTH department?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

15. How satisfied are you with the quality of the classrooms ANTH courses are taught in?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

If you wish, comment on your responses to 13-15:

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16. What are the ANTH departments' greatest strengths?

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17. Do you have any suggestions for program improvement?

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18. Would you utilize an ANTH tutor if one were available?

- ☐ Yes
- ☐ No

19. What ANTH class(es) would you be most interested in taking in the future, should they be offered at Solano? (mark all that apply)

- ☐ Primate Socioecology/Primatology
- ☐ Anthropology of Religion
- ☐ Linguistics
- ☐ Forensic Anthropology (lab)
- ☐ Native Peoples of North America

Thank you! We appreciate your time, and your opinions are valuable to us.

The results of the survey are very interesting, and have already helped the Anthropology program grow. Below are the results summarized:

### 1. ANTH courses taken at Solano:

ANTH 1 (Physical Anthropology):	171/206	(83%)
ANTH 2 (Cultural Anthropology):	68/206	(33%)
ANTH 7 (Archaeology):	2/206	(1%)

Many more of our students take ANTH 1 (Physical Anthropology) than other classes. We have consistently offered many more sections of ANTH 1 (Physical Anthropology) than our other core class, ANTH 2(Cultural Anthropology), for unclear reasons. An effort is currently being made to offer more ANTH 2(Cultural Anthropology) in future semesters.

**2. Interested in an AA in Anthropology?** (note: some students marked more than one answer)

Yes:	38/206	(18%)
Undecided:	61/206	(30%)
No:	109/206	(53%)

It is clear that almost half (48%) of the students in the ANTH classes surveyed would be potentially interested in pursuing an AA in Anthropology. As discussed previously, the Anthropology program description (and degree requirements) were written in March 2014 and are (as of 20 November 2014) still in the Chancellor's Office queue. Pending Chancellor's Office approval, Anthropology classes are expected to be moved to their own section in the Spring 2015 online catalogue update, and the degree is expected to be included in the 2015-2016 Solano Community College catalogue.

**3. Reasons for taking ANTH class:**

Gen Ed req.:	157/206	(76%)
Req. for major:	44/206	(21%)
Transfer:	109/206	(53%)
Pro. Dev.:	5/206	(2%)
Job req.:	0/206	(0%)
Pre-req:	15/206	(7%)
Interest:	101/206	(49%)
Schedule:	63/206	(31%)

Most of our students take ANTH classes because they fill GE requirements, help students transfer to four-year schools, and are interesting. In the 18 months since Lauren Taylor-Hill's being hired as the first full time professor in almost two decades, all of the ANTH curriculum has been updated to ensure that our ANTH classes continue to fill GE requirements and enable students to transfer. Anthropology also benefits greatly from the common perception that it is an "interesting" discipline, and our faculty often take advantage of this in the classroom by promoting discussion.

**4. Preferred campus for ANTH class(es):**

Fairfield:	153/206	(74%)
Vacaville:	81/206	(39%)
Vallejo:	26/206	(13%)
Travis:	5/206	(2%)

The majority (74%) of our students prefer to take ANTH classes on the main campus in Fairfield. The Vacaville Center is a viable alternative for a significant minority of our students, while Vallejo and Travis are relatively unpopular campuses for ANTH. Currently, our ANTH classes are offered largely in accordance with student preference: the majority are offered on main campus, with 1-2 per semester at the satellite campuses.

**5. Reasons for choosing Solano:**

Location:	196/206	(95%)
Program/reputation:	38/206	(18%)
Cost:	19/206	(9%)

Transfer: 8/206 (4%)

Athletics: 3/206 (1%)

The vast majority (95%) of our students choose Solano because of its convenient location. We hope, as the Anthropology program grows, more students choose Solano because of our program's reputation.

**6. Satisfaction with availability of ANTH courses:**

V. satisfied: 43/206 (21%)

Satisfied: 93/206 (45%)

Neutral: 57/206 (28%)

Dissatisfied: 12/206 (6%)

V. dissatisfied: 1/206 (0.5%)

A high percentage (66%) of students are "very satisfied" or "satisfied" with the availability of ANTH courses. As the department grows, we should remain conscious of student scheduling preferences (see additional questions below) so we can better serve students.

**7. Preferred start times for ANTH class(es):**

Weekdays:

Early morning: 20/206 (10%)

Morning: 146/206 (71%)

Afternoon: 69/206 (33%)

Evening: 35/206 (17%)

No preference: 43/206 (8%)

Weekends:

Saturday morning: 29/206 (14%)

Saturday afternoon: 14/206 (7%)

Not interested in Sat: 156/206 (76%)

Current Anthropology students prefer ANTH classes in the morning, and would not attend an ANTH class on Saturdays. Our current course schedule matches student preferences: offerings are focused on the mornings, and we do not offer any ANTH classes on Saturdays. As the department grows, we should remain conscious of student scheduling preferences (as well as the limits of the survey—we are only surveying currently enrolled students) so we can better serve students.

**8. Preferred evening start time for ANTH class(es):**

6:00 pm: 94/206 (46%)

6:30 pm: 33/206 (16%)

No answer: 79/206 (38%)

For those students interested in an evening class, a start time of 6:00 pm is greatly preferred. Our current course schedule matches student preferences: evening classes start at 6:00 pm. As the department grows, we should remain conscious of student scheduling preferences so we can better serve students. There was a free response section after question #8 asking why students preferred the start times they did, and some of the responses were quite interesting, particularly a comment regarding office hours in the evening ("no evening classes because the dept does not offer support with office hours") and a comment regarding campus safety ("...I don't like night classes. Parking lots are too dark and I don't feel safe."). It is important that we correct each of these concerns, by making sure office hours better match class hours, and improving parking lot lighting.

**9. Interest in ONL:**

Yes: 71/205 (35%)  
No: 133/205 (65%)

A significant minority of our students are interested in taking an online course in Anthropology. The Anthropology department is planning on expanding offerings online; please see item #1 of the Educational Master Plan in section 1.5 for more information.

**10. Which class ONL:**

Many students wrote in “ANTH 2 (Cultural Anthropology)” or “ANTH 7 (Archaeology)”. The Anthropology department is planning on expanding offerings online; please see item #1 of the Educational Master Plan in section 1.5 for more information.

**11. Interest in ANTH 1L (Physical Anthropology Lab):**

Yes: 147/205 (72%)  
No: 56/205 (27%)

A high percentage of students are interested in taking ANTH 1L (Physical Anthropology Lab). It is on the schedule for the first time in Spring 2015, and as of 15 Jan 2015, the class is almost full (28/30 students). Clearly ANTH 1L is a welcomed addition to the department.

**12. Preferred days/times for ANTH 1L (Physical Anthropology Lab):**

Two meetings per week:

MW mornings:	68/205	(33%)
MW afternoons:	41/205	(20%)
MW evenings:	20/205	(10%)
TR mornings:	60/205	(30%)
TR afternoons:	44/205	(21%)
TR evenings:	20/205	(10%)

One meeting per week:

Morning:	61/205	(30%)
Afternoon:	41/205	(20%)
Evening:	30/205	(15%)

Overall, current ANTH students would be most interested in taking a lab in the morning once or twice per week, followed by the afternoon once or twice per week. Comparatively few students would be interested in taking a lab in the evening once or twice per week. When scheduling the inaugural section of ANTH 1L (Physical Anthropology Lab) for Spring 2015, Lauren Taylor-Hill and Dean Leslie Minor considered this data and scheduled it for Tuesday/Thursday mornings at 11 am. As mentioned previously, the class is almost full (28/30 students); a rather surprising occurrence considering this is the first time it is being offered at Solano. We plan to add more lab sections in future semesters, and as the department grows, we should remain conscious of student scheduling preferences so we can better serve students.

**13. Satisfaction with ANTH instruction:**

V. satisfied:	101/205	(49%)
Satisfied:	82/205	(40%)
Neutral:	20/205	(10%)
Dissatisfied:	2/205	(1%)
V. dissatisfied:	0/205	(0%)

An extremely high percentage of students (89%) are "very satisfied" or "satisfied" with the quality of instruction in the Anthropology department. The faculty are very happy to hear this and will strive to continue to provide quality instruction. There was a free response section after questions #13-15 allowing students to comment; some of the responses included praising specific

professors by name, while others included criticism of the timing of quizzes, the speed of lecture, the use of a single (instead of multiple) projector screens, and format of study guides.

**14. Satisfaction with ANTH textbooks and materials:**

V. satisfied:	61/205	(30%)
Satisfied:	101/205	(49%)
Neutral:	39/205	(19%)
Dissatisfied:	3/205	(1%)
V. dissatisfied:	1/205	(0.5%)

A very high percentage of students (79%) are "very satisfied" or "satisfied" with the quality of textbooks and instructional materials utilized in the Anthropology department. The faculty are pleased to hear this and will strive to continue to choose high quality textbooks and instructional materials. There was a free response section after questions #13-15 allowing students to comment; some of the responses included lamenting the high cost of textbooks, requesting less required reading, asking for less turnover in textbooks, and suggesting fieldtrips or lab materials to supplement the in-class instruction.

**15. Satisfaction with classrooms:**

V. satisfied:	86/206	(42%)
Satisfied:	97/206	(47%)
Neutral:	20/206	(10%)
Dissatisfied:	2/206	(1%)
V. dissatisfied:	0/206	(0 %)

A especially high percentage of students (89%) are "very satisfied" or "satisfied" with the quality of the classrooms that Anthropology classes are taught in. The faculty are pleased to hear this, though the condition of the classrooms is largely outside of our control. There was a free response section after questions #13-15 allowing students to comment; some of the responses included requests that we decorate the classrooms, use larger classrooms, make the temperature in the classrooms more comfortable (it was either too hot or too cold), and purchase more comfortable desks.

**16. ANTH's strengths:**

This was a free-response question. Some interesting highlights:

- specific professors by name
- depth of teaching
- critical thinking
- interesting subject
- [use of] slides
- lecture style
- knowledge
- passion

The Anthropology instructors are pleased to read that students feel the department has many diverse strengths, and we are determined to further develop these strengths.

**17. Suggestions for improvement:**

This was a free-response question. Some interesting highlights:

- add a lab
- use example fossils
- use fewer videos— evaluate a particular faculty member's teaching
- use more videos

- AS degree
- don't teach an ANTH class in an 8 week format
- offer night classes 2x week rather than 1x week
- use cheaper texts
- more points outside of exams and quizzes/more assignments or projects
- diversify the times classes are offered (ANTH 2 and ANTH 7)
- hire more instructors
- offer more classes

The Anthropology instructors are interested to read the areas in which our students feel we can improve. Some of the suggested improvements are already underway—a lab class (ANTH 1: Physical Anthropology Lab) was added to the curriculum in Spring 2014, and is being taught for the first time in Spring 2015. An Associates (of Arts, not Science; though Lauren Taylor-Hill would like to add an AS in the next five years) in Anthropology degree has been written and is currently working through the Chancellor's Office. We will (in consultation with the Dean) consider changes to the schedule. We have recently (Summer 2014) expanded our adjunct pool to include a new hire, Nicole Wilson. Our full-time professor, Lauren Taylor-Hill, is working on writing new curriculum and adding new classes to the catalogue (see section 1.5: Status of Progress toward Goals and Recommendations, item #2 in the Educational Master Plan). Lauren Taylor-Hill also makes sure to have at least one (oftentimes more) copy of the textbook on reserve at the campus library to reduce textbook costs for students, and an effort will be made to ensure the adjunct professors are doing the same thing.

#### 18. Interest in ANTH tutor:

Yes: 100/205 (49%)

No: 102/205 (50%)

There is significant interest in an Anthropology tutor. At the end of Fall 2013, Lauren Taylor-Hill contacted several high performing students and asked them if they were interested in tutoring. Several students responded that they were interested, and filled out the necessary paperwork. In Spring 2014, Lauren Taylor-Hill was informed by the Tutoring Center that due to budgetary constraints, only one student would be hired to tutor Anthropology. Colin Eaton filed his paperwork first, was hired, and tutored Anthropology students for the Spring 2014 semester. Our full-time faculty member, Lauren Taylor-Hill has (as of 20 Jan 2015) not followed up to see if Colin is still tutoring or if we need to find a new one. Lauren Taylor-Hill plans to remedy this by mid Spring 2015.

#### 19. Interest in specialty ANTH courses:

Primate Socioecology/Primates:	76/205	(37%)
Anthropology of Religion:	93/205	(45%)
Linguistics:	88/205	(43%)
Forensic Anthropology:	89/205	(43%)
Native Peoples of North America:	61/205	(30%)

Our students are quite interested in The Anthropology of Religion, Linguistics, and Forensic Anthropology; and slightly less interested in Primate Socioecology and Native Peoples of North America. Our full-time professor, Lauren Taylor-Hill is working on writing curriculum and adding new courses to the catalogue in the next few years (see section 1.5: Status of Progress toward Goals and Recommendations, item #2 in the Educational Master Plan for more detail, including a proposed timeline).

**2.13 Four-year articulation (if applicable).** Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (limit to one or two paragraphs).

Of the five courses currently offered in Anthropology, five articulate with the California State University system, and four (all but ANTH 49: Anthropology Honors) articulate with University of California system.

CSU Transferrable Courses:

CSU Baccalaureate Level Course List by Department Solano Community College (14-15)		
Course	Title	Semester Units
==== Anthropology ====		
ANTH 1	Physical Anthropology	3
IGETC: 5B CSU GE: B2		
ANTH 1L	Physical Anthropology Laboratory	1.5
ANTH 2	Cultural Anthropology	3
IGETC: 4A CSU GE: D1		
ANTH 7	Archaeology	3
IGETC: 4A CSU GE: D1		
(Formerly "Prehistoric Archaeology" prior to SU14)		
ANTH 49	Anthropology Honors	2
END OF REPORT		

UC Transferrable Courses:

UC Transfer Course Agreement Solano Community College (14-15)				
Course	Title	IGETC Area	Semester Units	UC Area
# INDICATES NEW COURSES OR CHANGES FOR 14-15				
==== Anthropology ====				
ANTH 1	Physical Anthropology	5B	3	UC-S
# ANTH 1L	Physical Anthropology Laboratory		1.5	UC-S (Lab)
ANTH 2	Cultural Anthropology	4A	3	UC-B
# ANTH 7	Archaeology	4A	3	UC-B
(Formerly "Prehistoric Archaeology" prior to SU14)				
END OF REPORT				

It is not immediately clear why ANTH 49: Anthropology Honors does not articulate with the UC system. We plan to discuss this with Robin Arie-Donch (or her replacement as she is retiring soon) by Fall 2015 and see if this is something that can be fixed.

**2.14 High school articulation (if applicable).** Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (limit to one or two paragraphs).

Anthropology does not offer any courses with articulation agreements with local high schools.

**2.15 Distance Education (if applicable).** Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio. Then: discuss your program's plans to expand or contract distance education offerings; state how you ensure your online courses are comparable to in-class offerings

The only online class currently offered in Anthropology is ANTH 1: Physical Anthropology. It was offered for the first time in Spring 2014 (one section; this represented 14.3% [1/7] of the ANTH 1 sections), and again in Fall 2014 (also one section; this represented 16.7% [1/6] of the ANTH 1 sections). One section of ONL ANTH 1 is on the Spring 2015 (representing 14.3% [1/7] of the ANTH 1 sections scheduled as of 12 Nov 2014) and Summer 2015 (representing 50% [1/2] of the ANTH 1 sections scheduled as of 12 Nov 2014; this could change) schedules, and the plan is to continue to offer it once a semester (including summer) until the program grows to the point that we are able to fill multiple sections per semester.

The online section of ANTH 1: Physical Anthropology is very popular: it fills quickly and the instructor teaching it receives dozens of requests for add codes before and after the start of the semester. However, it is unclear how well these online students perform compared to students taking a face-to-face section of ANTH 1. Below are data comparing student success rate according to instruction method; the success rates from Spring 2014 and Fall 2014 include the first two sections of online ANTH 1 (one per semester), and while the data show that students in online sections of ANTH 1 are a bit more successful than students in face-to-face sections of ANTH 1, it would be beneficial to gather more data before drawing any conclusions. It will be interesting to revisit student success by instruction method at the next Program Review to see what the data reveal: do online students succeed at higher rates than face-to-face peers, or are students in face-to-face sections of ANTH classes more successful?

**Student success rate by Instruction Method:**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
<b>Total</b>	261 60.5%	344 64.3%	79 89.0%	246 60.1%	304 65.5%	304 62.2%	283 66.7%	23 69.6%	307 56.7%	337 55.4%	16 75.0%	338 53.6%
	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
<b>Lecture and/or discussion</b>	261 60.5% -7.6%	344 64.3% -2.8%	79 89.0% 9.4%	246 60.1% -7.8%	303 65.7% -1.8%	304 62.2% -5.9%	283 66.7% -1.3%	23 69.6% -11.9%	307 56.7% -11.7%	292 55.4% -14.1%	16 75.0% -8.4%	295 52.8% -14.4%
<b>Online</b>	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	45 55.6% -10.4%	0 0.0%	44 59.1% -4.6%

The single online section of ANTH 1 (Physical Anthropology) is taught by the department's only Canvas trained (or full-time) professor, Lauren Taylor-Hill. Lauren has also served on the college's Distance Education committee during the 2013-2014 and 2014-2015 academic years, and is continually striving to improve the course.



As discussed in the Educational Master Plan, an important short-term goal is to offer ANTH 2 (Cultural Anthropology) online. The current timeline is presented in Table 2: in summary, the goal is to modify the curriculum to include the online teaching modality in Spring 2015, then an instructor (ideally an adjunct—or a new full-timer—with in-depth Cultural Anthropology expertise) will need to be trained to teach online in Canvas and develop a course shell that is approved by the Distance Education Committee; hopefully in Fall 2015. As of December 2013, no adjuncts have taken any steps towards becoming trained in Canvas.

The online adaptation of ANTH 1 (Physical Anthropology) is comparable to the face-to-face version, as required by the Curriculum Committee. Details can be found in the Distance Education section of ANTH 1's entry on CurricUNET.

ANTH 1's Distance Education section on CurricUNET (retrieved 31 Dec 2014):

Distance Education	
<b>Department:</b>	ANTH
<b>Course Number:</b>	001
<b>Course Title:</b>	Physical Anthropology
<b>Originator:</b>	Lauren Taylor
<b>Delivery Type:</b>	Online/Web-based
<b>Methods of Instruction</b>	2-Lecture/Discussion 72-Online/Distance Education
<b>Methods of Evaluation</b>	Exams/Tests Quizzes Research Projects Papers Oral Presentation Projects Group Projects Class Participation Class Work Home Work Competency based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor
Adaptation for Methods of Instruction	
<b>Methods of Instruction</b>	<b>Online Adaptation</b>
Class lecture	Lecture will be conducted online. Instructors may use methods such as word documents, Powerpoint slides, video, and/or audio (such as podcasts).
Class discussion	Asynchronous threaded discussions will be used.
Class exams	Timed class exams (quizzes) and/or assignments (essay prompts) will be used.
Class reading quizzes	Timed class quizzes will be used.
Instructor/Student Communication	Communication will be over email and/or threaded discussion boards.
Adaptation for Methods of Evaluation	
<b>Methods of Evaluation</b>	<b>Online Adaptation</b>
1. Objective testing to evaluate the student's comprehension of reading materials.	1. Students will be tested via exams and/or quizzes on the assigned readings and lectures.
2. Essay testing to determine the student's ability in analysis and critical thinking of anthropological lectures and readings.	2. Students will be required to answer one or more relevant essay questions on each exam in which they must demonstrate knowledge of the topic and critical thinking skills.
3. Various projects such as book reports, class presentations, and special topics research.	3. Students may create presentations via Powerpoint and post them online and may also be required to evaluate their classmates' presentations.
4. Class participation	4. Students will be required to post discussion topics on the online discussion board and may also be required to respond to classmates' postings.
Sample Assignment	
Ch 10 (Early Hominins and _Australopithecus_) Discussion Board Assignment:	
In Ch 10, you read about several fossil hominin species. This week's Discussion Board Assignment has two parts:	
A (3 points; deadline is 14 Oct at 11:59 pm). Please pick one of the species discussed between pages 249 and 269, and focus on one of the following aspects:	

1. age
2. morphology
3. location
4. reconstructed habitat
5. diet
6. proposed ancestral relationship(s)?
7. proposed descendant relationship(s)?
8. specific human/hominin traits present
9. history of discovery
10. behavior (tools, mating, etc.)

Please post a well-reasoned summary of your chosen species and aspect (for example: *Australopithecus afarensis* and mating behavior. Air for between 2-8 sentences.

b (2 points; deadline is 16 Oct at 11:59 PM). Pick a classmate's species/aspect posting, and respond by interpreting the information. You might consider the following: Do you find the information interesting? Why? How do you think this particular species/aspect has affected paleoanthropology as a field? Why? Can you think of any areas of research that still need to be pursued? How might they?

ANTH 2 (Cultural Anthropology) will be modified similarly to include the online teaching modality and will go through the same approval process by the Curriculum Committee.

***2.16 Advisory Boards/Licensing (CTE) (if applicable).*** Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

Anthropology does not offer any courses with advisory board regulation or licensing.

## STUDENT EQUITY & SUCCESS

### ***3.1 Course Completion and Retention.***

*Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc. Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate). Provide possible reasons for these trends AND planned action to equalize student success.*

Both the full-time and part-time Anthropology faculty work hard to promote student success. Our sole full-timer (Lauren Taylor-Hill) utilizes the library reserve system for the textbooks in all of her classes, recommends academic and crisis counseling to students when necessary, and ensures all DSP students in her classes are appropriately accommodated. Lauren Taylor-Hill also regularly attends the annual meeting of the California Community College Anthropology Teacher's Association and incorporates the "best teaching practices" shared at the conference into her teaching, and is happy to share what she learns with her adjunct colleagues.

It is important to examine student success by gender, age, ethnicity, and teaching modality to see if Anthropology is educating all populations at Solano equally well. The data reported below reflects the 2010-2011 academic year through the 2013-2014 academic year.

### Student success by gender:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
<b>Total</b>	261 60.5%	344 64.3%	79 89.0%	246 60.1%	304 65.5%	304 62.2%	283 66.7%	23 69.6%	307 56.7%	337 55.4%	16 75.0%	338 53.6%
<b>Female</b>	166 62.7% -5.8%	180 67.0% -0.7%	44 91.1% 16.0%	127 68.0% -0.6%	140 70.4% 2.1%	153 65.6% -3.7%	152 68.8% 0.3%	10 70.0% -4.3%	158 62.7% -6.3%	194 58.7% -11.5%	6 50.0% -28.7%	180 59.7% -8.2%
<b>Male</b>	92 56.4% -7.8%	162 60.6% -4.6%	35 86.5% 9.9%	116 50.4% -15.4%	162 61.4% -5.2%	151 58.8% -6.7%	123 62.6% -3.7%	12 66.7% -10.1%	147 49.7% -16.3%	142 50.7% -16.8%	10 90.0% 10.4%	156 45.9% -19.3%
<b>Not Reported</b>	3 66.7% -1.2%	2 100.0% 35.9%	0	3 100.0% 30.7%	2 50.0% -20.2%	0	8 87.5% 21.5%	1 100.0% 30.0%	2 100.0% 28.8%	1 100.0% 33.6%	0	2 100.0% 33.6%

Consistently, female students are more successful than male students in Anthropology classes. For most semesters, this basic pattern is seen college-wide. The Anthropology department has not taken any steps to better equalize success yet, but we are eager to discuss with our teaching colleagues and administration steps we can take to help our male students better succeed.

## Student success by age:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
<b>Total</b>	261 0.61 0.65 -0.05	344 0.64 0.66 -0.01	79 0.89 0.76 0.13	246 0.60 0.66 -0.06	304 0.65 0.67 -0.01	304 0.62 0.67 -0.05	283 0.67 0.67 0.00	23 0.70 0.75 -0.05	307 0.57 0.67 -0.10	337 0.55 0.68 -0.13	16 0.75 0.79 -0.04	338 0.54 0.66 -0.12
<b>0-17</b>	7 71.4% 0.9%	1 100.0% 28.4%	1 100.0% 20.2%	10 50.0% -21.9%	1 100.0% 21.3%	6 66.7% -3.2%	4 75.0% 0.0%	1 0.0% -84.0%	12 41.7% -26.7%	5 80.0% 1.4%	3 100.0% 18.8%	10 54.5% -17.4%
<b>18-25</b>	221 58.4% -6.2%	289 62.0% -3.2%	65 88.1% 12.4%	196 57.1% -8.2%	252 64.0% -1.7%	247 61.2% -5.5%	227 65.1% -1.4%	18 77.8% 2.6%	247 54.0% -12.4%	265 55.0% -12.6%	11 72.7% -6.4%	265 51.5% -13.7%
<b>26-30</b>	19 73.7% 6.0%	27 66.7% -0.3%	9 90.0% 15.1%	18 88.9% 20.0%	28 71.4% 1.6%	25 72.0% 4.9%	24 75.0% 6.7%	2 0.0% -72.0%	26 75.0% 7.6%	26 42.3% -27.1%	1 0.0% -79.7%	28 60.7% -6.0%
<b>31-35</b>	4 25.0% -45.1%	7 85.7% 20.8%	1 100.0% 27.4%	10 60.0% -9.6%	9 77.8% 5.2%	10 50.0% -18.0%	10 50.0% -14.3%	2 100.0% 28.6%	6 83.3% 13.7%	11 63.6% -6.4%	0	8 75.0% 3.3%
<b>36-40</b>	0	7 75.0% 4.5%	1 100.0% 19.9%	5 80.0% 5.2%	3 66.7% -5.5%	5 60.0% -9.6%	6 66.7% -3.4%	0	3 33.3% -38.1%	10 60.0% -10.6%	0	10 63.6% -4.0%
<b>41-45</b>	4 100.0% 28.5%	5 100.0% 29.3%	0	2 100.0% 26.9%	6 83.3% 11.1%	4 100.0% 27.0%	2 50.0% -21.0%	0	1 100.0% 27.5%	5 80.0% 3.7%	1 100.0% 22.3%	6 50.0% -16.5%
<b>46+</b>	6 83.3% 7.9%	8 87.5% 11.1%	2 100.0% 23.6%	5 60.0% -15.1%	5 60.0% -12.7%	7 57.1% -16.1%	10 100.0% 24.7%	0	12 75.0% -0.7%	15 60.0% -12.6%	0	11 63.6% -10.2%

While there is significant variation from semester to semester for many age groups, students aged 18-25 are consistently less successful than the average, while students aged 26-30 are more successful than the average. For most semesters, this basic pattern is seen college-wide. The Anthropology department has not taken any steps to better equalize success yet, but we are eager to discuss with our teaching colleagues and administration steps we can take to help our younger students better succeed.

## Student success by ethnicity:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
<b>Total</b>	261 60.5%	344 64.3%	79 89.0%	246 60.1%	304 65.5%	304 62.2%	283 66.7%	23 69.6%	307 56.7%	337 55.4%	16 75.0%	338 53.6%
	0 100.0%	1 100.0%	0	0	0	0	0	0	0	0	0	0
<b>Am. Indian or Alaskan Native</b>	9 77.8% 8.6%	10 90.0% 21.4%	3 100.0% 22.1%	11 81.8% 12.7%	6 57.1% -8.9%	8 75.0% 8.3%	10 60.0% -3.7%	0	11 45.5% -20.8%	11 45.5% -26.9%	0	5 80.0% 8.1%
<b>Asian or Pacific Islander</b>	51 55.8% -14.0%	58 77.0% 7.2%	16 88.2% 5.9%	35 58.3% -12.9%	54 63.0% -8.1%	70 62.0% -9.0%	38 68.4% -1.8%	7 71.4% -6.8%	60 54.8% -15.2%	75 48.7% -23.9%	4 75.0% -9.4%	64 50.8% -20.6%
<b>Black Non-Hispanic</b>	36 61.1% 7.2%	33 45.5% -8.2%	9 100.0% 34.5%	37 51.4% -3.9%	41 41.5% -11.9%	42 45.2% -10.6%	41 51.2% -3.0%	6 66.7% 1.5%	38 42.1% -15.5%	47 35.4% -20.4%	3 33.3% -34.0%	60 35.0% -19.0%
<b>Hispanic</b>	47 46.8% -19.0%	51 51.0% -15.8%	10 80.0% 7.1%	58 48.3% -16.9%	66 71.2% 5.4%	66 50.7% -14.4%	63 56.3% -11.2%	6 66.7% -9.3%	74 57.9% -8.4%	83 58.3% -8.9%	4 75.0% -2.4%	89 55.4% -10.5%
<b>Other</b>	34 74.3% 4.0%	81 63.1% -3.0%	19 80.0% 2.2%	33 69.7% -0.8%	34 77.1% 4.3%	27 82.1% 10.0%	22 78.3% 5.1%	0	12 33.3% -40.4%	20 55.0% -21.7%	1 100.0% 13.6%	13 30.8% -37.2%
<b>White Non-Hispanic</b>	84 63.2% -8.4%	110 67.3% -5.8%	22 95.7% 16.5%	72 67.1% -5.4%	103 69.2% -4.4%	91 71.4% -1.7%	109 76.1% 3.4%	4 75.0% -3.4%	112 65.5% -7.3%	101 68.6% -6.3%	4 100.0% 17.2%	107 65.5% -6.4%

While there is moderate variation from semester to semester for many ethnicities, “White Non-Hispanic” students are consistently more successful than the average, “Black Non-Hispanic” students are less successful than the average. For most semesters, this basic pattern is seen college-wide. The Anthropology department has not taken any steps to better equalize success yet, but we are eager to discuss with our teaching colleagues and administration steps we can take to help our “Black Non-Hispanic” students better succeed.

### Student success by teaching modality:

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	261 60.5%	344 64.3%	79 89.0%	246 60.1%	304 65.5%	304 62.2%	283 66.7%	23 69.6%	307 56.7%	337 55.4%	16 75.0%	338 53.6%
	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Lecture and/or discussion	261 60.5%	344 64.3%	79 89.0%	246 60.1%	303 65.7%	304 62.2%	283 66.7%	23 69.6%	307 56.7%	292 55.4%	16 75.0%	295 52.8%
	-7.6%	-2.8%	9.4%	-7.8%	-1.8%	-5.9%	-1.3%	-11.9%	-11.7%	-14.1%	-8.4%	-14.4%
Online	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	45 55.6%	0 0.0%	44 59.1%
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-10.4%	0.0%	-4.6%

Above are data comparing student success rate according to instruction method; the success rates from Spring 2014 and Fall 2014 include the first two sections of online ANTH 1 (one per semester). While the data show that students in online sections of ANTH 1 are a bit more successful than students in face-to-face sections of ANTH 1, it would be beneficial to gather more data before drawing any conclusions. It will be interesting to revisit student success by instruction method at the next Program Review to see what the data reveal: do these trends continue? Do online students succeed at higher rates than face-to-face peers, or are students in face-to-face sections of ANTH classes more successful?

**3.2 Degrees/Certificates Awarded (if applicable).** *Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.*

This 2014-2015 Program Review is the first time Anthropology has undergone Program Review because Anthropology is currently in the process of becoming a program.

**3.3 Transfer (if applicable).** *Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and Math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs).*

This 2014-2015 Program Review is the first time Anthropology has undergone Program Review because Anthropology is currently in the process of becoming a program. The Anthropology department does not have a formal system in place to educate current Anthropology students about transfer opportunities, but we plan to in the near future as the department grows.

**3.4 Career Technical Programs (if applicable).** *For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.*

Anthropology is not a career technical program.

## PROGRAM RESOURCES

**4.1 Human Resources.** *Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.*

Anthropology currently has one full-time professor (Lauren Taylor-Hill), and four part-time professors (Lauren Cross, Steve Gravely, Tim Raposa, and Nicole Wilson).

Since her transition to full-time in Fall 2013, Lauren Taylor-Hill has not only taught a full load of classes every semester, but has also been the single person in charge of overhauling, updating, and strengthening the department (see section 4.2: Current Staffing for her numerous contributions in detail). Lauren Taylor-Hill always asks (via email) the adjunct professors (Lauren Cross, Steve Gravely, Tim Raposa, and Nicole Wilson) to review, suggest edits, and offer feedback for departmental changes (like new/updated curriculum, and the degree) and they are sometimes able to contribute. It is important to note that the adjunct professors are not required by contract to devote time to such departmental needs, but they do so because they are interested in helping the Anthropology program develop.

If the Anthropology department is to continue to grow (as is the goal), we need to hire a second full-time professor as soon as possible. A second full-time professor will not only help with departmental needs like updating curriculum and writing Program Review (two important tasks that are currently the responsibility of the only full-time professor), but will also allow us to expand offerings. As discussed further in section 1.6: Future Outlook, our current single full-time instructor, Lauren Taylor-Hill, is an expert in Physical Anthropology. It is vital that we hire a full-time instructor with Cultural Anthropology as an area of expertise within the next two years, and then to hire a full-time instructor with Archaeology as an area of expertise within the next five years. It is also necessary to hire someone (adjunct or full-time) who is able to teach Linguistics, which we hope to offer in Spring or Fall 2016. Additional instructors with diverse areas of expertise reflecting the broad scope of the discipline will be essential to growing the Anthropology Program at Solano.

**4.2 Current Staffing.** *Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.*

As discussed above, our sole full-time professor Lauren Taylor-Hill has worked exceptionally hard to update and strengthen the entire Anthropology program in the past three semesters. Since her hire in Fall 2013 as the first full-time professor since 1995, she has spearheaded (or completed alone) a number of significant changes: curriculum has been updated (existing classes have been changed to better match the C-ID, an existing class has been modified to allow the online teaching modality, and a new class has been added), a degree (Associate in Arts in Anthropology for Transfer Degree) has been created, an Anthropology Program (and associated PLOs and program description) has officially been created, a lab collection is becoming established (already completed: creating a proposal, applying for funds, purchasing over \$15,000 worth of materials, designate 803A as Anthro storage; to be completed in the near future: label and catalogue the lab materials), and the first Program Review of the Anthropology program has been written. As the only full-time professor in Anthropology, Lauren Taylor-Hill has also



assisted with hiring new adjunct professors and with creating future semester schedules when requested by the Dean.

In addition to significant work strengthening the Anthropology program, Lauren Taylor-Hill has also served the larger campus community: she has acted as one of the two Social and Behavioral Sciences representatives to the Distance Education committee since Fall 2013, has served on several hiring committees (including Social and Behavioral Sciences SLO Coordinator, and Social and Behavioral Administrative Assistant; both in Fall 2013), and has acted as the faculty advisor of the Gay Straight Alliance (GSA) since Spring 2014. Lauren Taylor-Hill is particularly interested in growing the GSA and helping to make Solano Community College a safe space for people of all sexual orientations and gender identities.

Only two adjuncts (Lauren Cross and Tim Raposa) responded to Lauren Taylor-Hill's request of 22 January 2015 via email to contribute to this section with their contributions. Lauren Cross writes, "My main contribution to the department has largely consisted of teaching classes at both the Vallejo and Fairfield campuses. I also decorated the anthropology cabinet in the 700 building in the spring/summer of 2014 in an effort to promote the fall ANTH 7 class in boost enrollment. I participated in writing some of the criteria for the SLO requirements for the anthropology classes in the department. In addition, I have consistently written thorough SLO reports about my classes, as required. In the Fall of 2013 I worked with Lauren Taylor-Hill on rewriting the requirements and SLO's for the ANTH 7 archaeology course." Tim Raposa wrote that he (as well as Lauren Cross and Steve Gravely) assisted the department by taking roughly a week of classes and proctoring finals for Lauren Taylor-Hill when she was on maternity leave in May 2014.

***4.3 Equipment.** Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.*

In Spring 2014, Lauren Taylor-Hill applied for (and was awarded) over \$15,000 in Instructional Equipment Funds to purchase lab materials so that Solano could offer ANTH 1L (Physical Anthropology Lab). As discussed in the Educational Master Plan, ANTH 1L (Physical Anthropology Lab) was written for several reasons: to add a tangible dimension to ANTH 001: Phys. Anthro., offer another science lab course, and prepare students for transfer.

Those lab materials will be used for the first time in the inaugural section of ANTH 1L (Physical Anthropology Lab), being taught by Lauren Taylor-Hill in Spring 2015 on the main campus in Fairfield. While Spring 2015 is the first semester ANTH 1L (Physical Anthropology Lab) has been offered at Solano, Lauren Taylor-Hill has extensive experience teaching lab and helping to manage a lab collection (as a lab assistant and teaching assistant at four year schools, and as an adjunct professor at other community colleges), and believes the equipment to be more than adequate to teach the material.

Lauren Taylor-Hill, as the professor in charge of managing the Anthropology department's lab collection, began in early Spring 2015 maintaining a "wish list" of desired lab materials and will apply for additional Instructional Equipment Funds when they become available. *May 2015 Update:* part of the Physical Anthropology Lab "wish list" was fulfilled in May 2015 (from lottery funds) with the purchase of about \$250 worth of supplies for lab storage and exam supplies.

No special equipment (beyond the typical classroom equipment like computers, projectors, white boards, etc) is utilized by the program to teach ANTH 1 (Physical Anthropology), ANTH 2 (Cultural Anthropology), ANTH 7 (Archaeology), or ANTH 49 (Honors Anthropology).

***4.4 Facilities.** Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.*

The majority of our classes (ANTH 1: Physical Anthropology, ANTH 2: Cultural Anthropology, ANTH 7: Archaeology, and ANTH 49: Honors Anthropology) can be taught in any classroom with adequate seating and standard classroom technology (such as a computer, projector, white boards, etc).

Student satisfaction was measured in the Spring 2014 Anthropology Student Survey, as presented in section 2.12 (Student Survey):

**15. Satisfaction with classrooms:**

V. satisfied:	86/206	(42%)
Satisfied:	97/206	(47%)
Neutral:	20/206	(10%)
Dissatisfied:	2/206	(1%)
V. dissatisfied:	0/206	(0 %)

A especially high percentage of students (89%) are "very satisfied" or "satisfied" with the quality of the classrooms that Anthropology classes are taught in. The faculty are pleased to hear this, though the condition of the classrooms is largely outside of our control. There was a free response section after questions #13-15 allowing students to comment; some of the responses included requests that we decorate the classrooms, use larger classrooms, make the temperature in the classrooms more comfortable (it was either too hot or too cold), and purchase more comfortable desks.

Our ANTH 1L (Physical Anthropology Lab) class requires a classroom with tables (rather than desks, to safely place the lab materials and allow group work, lab stations, and practical exams). We also require locked storage for our expensive and fragile lab collection. Currently, the plan is to store our lab materials in several locations in Building 1600, and to teach the lab class (ANTH 1L: Physical Anthropology Lab) in room 1625. As of 8 January 2015, the lab materials have not been moved into storage in Building 1600 (they will be by Lauren Taylor-Hill during late January/early February 2015), nor the lab class been taught yet in 1625 (classes start on 12 January 2015), so it is not known if the facilities currently planned for ANTH 1L (Physical Anthropology Lab) are adequate. Lauren Taylor-Hill will keep the Dean of Social and Behavioral Sciences updated on the adequacy of the facilities for lab during the inaugural semester (Spring 2015).

In the near future, it would be greatly beneficial to have a designated lab space for the safe storage of lab materials and specific classroom needs of ANTH 1L (Physical Anthropology Lab). It has been discussed with Administration recently that we might be able to incorporate a dedicated lab space into the construction plans for the Science building or other new buildings, but nothing has been confirmed yet.

*May 2015 Update:* during the Spring 2015 semester, it became clear that storing the lab supplies in room 1638 (the back half of Janice Eaves' office) and teaching the class in room 1625 was untenable. In March 2015, Myron Hord and Dwight Calloway of Facilities agreed to Lauren Taylor-Hill's request to allow room 803A to be redesignated as Anthropology storage (as it had

been previous to Janis Silva's retirement in 1995; since then it had been used as custodial storage). Lauren Taylor-Hill moved all lab materials during the latter part of the semester (due to Janice Eaves' office being re-carpeted in April), and is in the process of organizing them. The plan is to teach all section of ANTH 1L: Physical Anthropology Lab from Fall 2015 on in room 802. Lauren Taylor-Hill is hopeful that the 803A storage and 802 classroom set-up will allow her to teach lab more effectively and more safely (lower risk of specimens breaking if they are not being transported long distances within a building or across campus), and she will keep the Dean of Social and Behavioral Sciences updated on the adequacy of the facilities for lab during the Fall 2015 semester.

**4.5 Budget/Fiscal Profile.** *Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.*

Between 2008 and 2014, the Anthropology program expenses have ranged from \$50,485 to \$117,266.

ANTH's Program Finances: (retrieved 22 Jan 2015):

**Program Finances**

This shows the budgets for the 1 program(s) that have been accessed by Anthropology

220200 Anthropology		2008	2009	2010	2011	2012	2013	2014
<b>Total</b>		50,485	71,240	62,585	64,661	52,090	59,330	117,266
<b>6A</b>	Academic Salaries	46,005	64,652	56,570	58,615	46,662	53,277	92,219
<b>6M</b>	Benefits	4,472	6,008	5,538	6,047	5,427	6,053	25,047
<b>7A</b>	Supplies	8	579	477	0	0	0	0

The major increase in expenses between 2013 and 2014 is due to the hiring of the department's first full-time professor in nearly two decades, Lauren Taylor-Hill. While not yet reflected in the chart, the cost of supplies in 2014 will also increase significantly; over \$15,000 worth of lab materials were purchased by Lauren Taylor-Hill in Spring 2014 in preparation for the new lab course (ANTH 1L: Physical Anthropology Lab); see section 1.5: Status of Progress toward Goals and Recommendations, Educational Master Plan item #3 and section 4.3: Equipment for more information.

In the near future, Anthropology will require additional funds to hire another full-time professor (a major expense), as well as add to the lab collection (likely less than \$500/year).

## PROGRAMMATIC GOALS & PLANNING

*5.1 Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.*

Anthropology has grown significantly since the Fall 2013 hire of the first full-time instructor (Lauren Taylor-Hill) in roughly two decades. Over the last 18 months, the department has matured from a small, unavoidably fractured collection of between two and four adjuncts (often teaching out-of-date curriculum, and often with no common understanding of or cohesive approach to assessment) to a “proper” department with updated course offerings and a degree.

Solano students used to only be able to enroll in ANTH 1 (Physical Anthropology) or ANTH 2 (Cultural Anthropology) most semesters; now ANTH 1L (Physical Anthropology Lab) curriculum has been written and is being offered for the first time in Spring 2015, and the curriculum for ANTH 1, ANTH 2, and ANTH 7 (Archaeology; being offered in Fall 2014 for the first time since Spring 2011) has been updated in accordance with the C-ID. The goal is to write curriculum for and offer several more courses (Linguistics, Anthropology of Religion, and Primate Socioecology, as well as others) in the near future. The Anthropology AA-T degree was written in Spring 2014 and is expected to be approved and presented for the first time in the 2015-2016 catalogue.

The addition of at least one more full-time professor is crucial for the continued growth of the Anthropology department. Our current full-time instructor, Lauren Taylor-Hill, is an expert in Physical Anthropology. It is vital that we hire a full-time instructor with Cultural Anthropology as an area of expertise within the next two years, and then to hire a full-time instructor with Archaeology as an area of expertise within the next five years. It is also necessary to hire someone (adjunct or full-time) who is able to teach Linguistics, which we hope to offer in Spring or Fall 2016. Additional instructors with diverse areas of expertise reflecting the broad scope of the discipline will be essential to growing Anthropology at Solano.

It is also necessary to properly catalogue our lab collection so that it can be properly managed and carve out an official space for ANTH 1L (Physical Anthropology Lab) on campus. A designated lab space is crucial for the safe storage of lab materials and specific classroom needs of ANTH 1L (Physical Anthropology Lab). It has been discussed with Administration recently that we might be able to incorporate a dedicated lab space into the construction plans for the Science building or other new buildings, but nothing has been confirmed yet.

*May 2015 Update:* In March 2015, Myron Hord and Dwight Calloway of Facilities agreed to allow room 803A to be redesignated as Anthropology storage. The plan is to teach all section of ANTH 1L: Physical Anthropology Lab from Fall 2015 on in room 802. Lauren Taylor-Hill is hopeful that the 803A storage and 802 classroom set-up will allow her to teach lab more effectively and more safely (lower risk of specimens breaking if they are not being transported long distances within a building or across campus), and she will keep the Dean of Social and Behavioral Sciences updated on the adequacy of the facilities for lab during the Fall 2015 semester.

*5.2 Based on the self-study analysis, prioritize the program's short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.*

Table 7. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Properly label and catalogue lab materials for ANTH 1L (Physical Anthropology Lab)	Reapply for funding for labelling kit (was not awarded it in Fall 2014), label and catalogue materials	end of Spring 2015	Lauren Taylor-Hill	DB
2. Standardize SLOs	Discuss with Assessment Committee and Dean best course of action	end of Spring 2015	Lauren Taylor-Hill	NR
3. Expand curriculum (offer more classes online, add new courses)	<p>Modify ANTH 2 (Cultural Anthropology) curriculum to include the online in Spring 2015. An instructor will need to be trained to teach online in Canvas and develop a course shell; hopefully in Fall 2015.</p> <p>Write curriculum for Linguistics in Spring 2015, curriculum for Anthropology of Religion in Fall 2015, and curriculum for Primate Socioecology in Spring 2016.</p>	beginning in Spring 2015 and ongoing	Lauren Taylor-Hill, interested adjuncts	NR

4. Hire a professor (adjunct or full-time) with expertise in Linguistics	Discuss with Dean process of submitting hiring request, establish timeline	start date of Spring or Fall 2016	Dean of Social and Behavioral Sciences and Lauren Taylor-Hill	DB
5. PLO Assessment—determine how best to assess ANTH PLOs?	Discuss with Assessment Committee and Dean best course of action	Fall 2015-Spring 2016	Lauren Taylor-Hill	NR
6. Establish common assessment tool for ANTH classes with multiple sections	Discuss with Assessment Committee and Dean best course of action	Fall 2015-Spring 2016	Lauren Taylor-Hill	NR
7. Hire a second full-time professor (expertise in Cultural Anthropology)	Discuss with Dean process of submitting hiring request, establish timeline	start date of Fall 2017	Dean of Social and Behavioral Sciences and Lauren Taylor-Hill	DB
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Find/build a more appropriate classroom for ANTH 1L (Physical Anthropology Lab) that includes secure storage	Discuss with Dean process of requesting Anthro be given space in the new building plans, establish timeline	Fall 2018?	Dean of Social and Behavioral Sciences and Lauren Taylor-Hill	SP?
2. Offer an Associate in Science in Anthropology for Transfer degree	Consult established degree requirements for other CCs, establish timeline	Fall 2018?	Dean of Social and Behavioral Sciences and Lauren Taylor-Hill	NR
3. Hire a third full-time professor (expertise in Archaeology)	Discuss with Dean process of submitting hiring request, establish timeline	start date of Fall 2019 or so	Dean of Social and Behavioral Sciences and Lauren Taylor-Hill	DB

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

## SIGNATURE PAGE

*6.1 Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.*

The undersigned faculty in the Anthropology program have read and concur with the finding and recommendations in the attached program review self-study, dated 11 Feb 2015.

Lauren Taylor-Hill

Faculty Name

Steve Gravely

Faculty Name

Tim Raposa

Faculty Name