

[Plans for Anthropology](#) >> 2024-2025 Anthropology CHC Instructional Program Review 2024-2025

Name : 2024-2025 Anthropology CHC Instructional Program Review 2024-2025

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: Rubric Item ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

A. MISSION

The mission of the Anthropology program is to inspire and empower students to expand their worldview and their understanding of the diversity of humankind. We offer high-quality transferable courses in all four subfields of anthropology that aid student success both personally and academically by exposing them to the tenets of the field including the understanding and appreciation for human diversity.

We encourage and provide tools for students in anthropology to see the world “holistically,” as the sum of biological, social, and cultural parts, and to adopt the viewpoint of cultural relativism, which seeks to understand beliefs and activities of individuals in terms of that individual’s own culture, not by judging them on the basis of their own culture.

B. ALIGNMENT WITH COLLEGE MISSION

The Anthropology program advances the mission of the college by inspiring and empowering our students to succeed academically and professionally. We provide students with opportunities to embrace our community through volunteer work in local museums and to explore our local educational resources through field trips. Our courses help students expand their worldviews by recognizing and understanding the diversity of humankind. We aim to practice inclusion through our curriculum and our hands-on teaching methodologies.

Courses in anthropology help prepare and challenge students to become conscientious global citizens, providing skills and knowledge which is applicable and useful in any industry or career. Anthropology courses help students to relate to others across class lines, ethnic boundaries, and diverse upbringings, bridging communication gaps that can arise in just about any field. We offer an exceptional learning environment through our state-of-the-art lab facility and our highly trained and experienced faculty. Our connections with the community include colleagues at other educational institutions and area nonprofits such as the Redlands Sister Cities International Association and the San Bernardino County Museum.

2. Description of Program

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date, addresses equity and inclusion, and is demonstrably [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

A. ORGANIZATIONAL STRUCTURE AND STAFFING

The Anthropology program at CHC is part of the Social Sciences Department in the Social, Information, and Natural Sciences Division (SINS). Anthropology currently has one full-time faculty member and 5 part-time faculty members. Our primary focus is offering GE requirements and transfer-level courses.

We are one of the few community colleges in the area that regularly offers courses in all 4 subfields of anthropology (Cultural, Biological Anthropology, Linguistics, and Archaeology). We offer 10 to 12 sections per semester and usually 5-6 sections in the summer.

Although Anthropology is a social science and is typically part of social science departments, it also shares the needs of physical and life science disciplines in terms of laboratory space and support. Our course in Biological Anthropology and the corresponding lab course meets the requirements for a lab science for both UC and CSU transfer programs. The Anthropology program has a teaching collection of bone and fossil replicas and related equipment for biological anthropology located in a newly renovated Anthropology Instructional Studio in Central Complex. The program currently lacks a teaching collection for Archaeology.

B. ACTIVITIES

Field Trips: In collaboration with the Sociology department, each semester we offer our students at least one field trip. Since 2022, we have been to the Japanese-American Museum and Little Tokyo, California Science Center, San Juan Capistrano Mission, Cheech Marin Center for Chicano Art and Culture, and Olivero Street. We are planning to attend the Dia de las Muertos's festivities this semester. We greatly appreciate the generous support from the Crafton Hills College Foundation to help fund these field trips.

In the Summer of 2019, the Anthropology Program offered students an 8-day excursion to the archaeological sites of the Grand Canyon, Mesa Verde, Aztec Ruins, and Chaco Canyon. Seven CHC students from a range of backgrounds (majors and nonmajors, students brand new to CHC and seasoned students) took part in the trip. Students were thrilled with the opportunity and have requested more trips, both domestic and abroad, for the future. (see Goals and Objectives).

Anthropology Club: The Anthropology Club was established in Spring 2018 with the full-time faculty member in the program as the advisor. Students have organized field trips, gathered for informal discussions on topics in anthropology, and participated in Club Rush and other student club events.

C. ALTERNATIVE MODES OF INSTRUCTION

We offer a combination of in-person, online, hybrid, day, and evening courses. In-person and online sections of 100, 102, 106, 110, and 116 are offered every semester. ANTHRO 107 and 125 are typically offered online. ANTHRO 116 Biological Anthropology Laboratory is offered online every semester, including summer, as part of CHC's goal of offering a fully online degree pathway for students.

ANTHRO 100 (Introduction to Archaeology), ANTHRO 102 (Cultural Anthropology), ANTHRO 106 (Biological Anthropology), ANTHRO 107 (Native Peoples of North America), ANTHRO 110 (Magic, Witchcraft, and Religion), ANTHRO 116 (Biological Anthropology Laboratory), ANTHRO 125 (Language and Culture) have all been recently updated in CurricUNET and include approved DE addendums.

We offer Honors sections of ANTHRO 102 Cultural Anthropology and ANTHRO 106 Biological Anthropology. The Anthropology Program regularly works with the Honors Program Coordinator and the Honors Steering Committee in reviewing the needs of both programs. ANTHRO 116 Biological Anthropology Laboratory-Honors has been approved through Curriculum and will be offered beginning

Fall 2025. The Honors Steering Committee has requested the addition of ANTHRO 110 Magic, Witchcraft, and Religion Honors curriculum.

D. NEEDS-BASED CURRICULUM

All Anthropology course curricula are up to date and are current on their 6-year revision cycle. ANTHRO 136 Arab Culture and Civilization is in the process of deletion. Both ANTHRO 102 and 106 have been approved as Honors courses, and are offered to students every semester (stacked with the regular sections). The honors course for the ANTHRO 116 lab course has recently been approved in curriculum and will be offered beginning Fall 2025.

CHC Anthropology curriculum aligns with the international standards for the field of anthropology which include integrating diverse perspectives and experiences into course materials, critically examining power dynamics and systemic inequalities within different cultures, and highlighting the work of scholars from marginalized communities. Several of our instructors have completed the USC Equity training, creating syllabi that address and support equity and inclusion.

ANTHRO 116 (Biological Anthropology Laboratory), which fulfills the science with a lab requirement for both IGETC and CSU, includes a DE addendum, allowing the lab to be offered online. Fully online laboratory courses are not commonly offered in California community colleges; CHC is one of the few that do so. Having a fully online lab is critical to offering a fully online pathway, which is an ongoing initiative at CHC. This is one of the first fully online laboratory courses offered at CHC.

All CHC Anthropology courses are transferrable to CSU and UC systems and all Anthropology courses meet graduation requirements as GE courses. Anthropology courses assist students in completing a wide variety of educational plans. Anthropology courses are also approved for IGETC. ANTHRO 100, 102, 106, and 125 are C-ID aligned. Most UC and CSU campuses require Anthropology transfer majors to have completed ANTHRO 100, 102, and 106.

[Associate of Arts Degree for Transfer: Anthropology](#) (AA-T)

[Associate of Arts Degree: Anthropology](#) (AA) (currently in the process of deletion due to data showing it is not needed).

The [US Bureau of Labor and Statistics](#) reports that careers in Anthropology are expected to grow by 8% from 2023 to 2033 (faster than average).

Anthropologists can be found in corporations, all levels of government, educational institutions, and non-profit associations. Today there are four main career paths for anthropology graduates: academic careers, corporate and business careers, government careers, and non-profit and community-based careers. Taking Anthropology courses at CHC helps fill the need for qualified workers in these areas locally and supports a variety of career pathways. ([Source](#))

According to the [NAFSA: Association of International Educators](#), there is a consistently increasing demand for study abroad opportunities, particularly faculty-led, short-term study abroad, where students can take for-credit courses abroad. Short-term summer semesters are ideal for this. Community college students, in particular, are not frequently offered the opportunity to study abroad but the data show they want it. Anthropology courses are perfect for this type of study due to their holistic

and global nature and focus. CHC is a member of the Southern California Foothills Consortium and works regularly with AIFS (American Institute of Foreign Study) which provides well-organized support for faculty who lead excursions abroad. Additionally, the full-time anthropology faculty member is a board member for Sister Cities International for Redlands, a nonprofit that organizes and leads student cultural exchanges with Redland's Sister Cities in Japan, China, and Mexico. There is an opportunity for CHC to meet this demand and expand our alternative modes of instruction by developing short-term, faculty-led, credit-based courses, offered abroad in summer semesters. (see Goals and Objectives).

E. SCHEDULING MATRIX

see attached file.

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

A. BUDGETARY CONSTRAINTS OR OPPORTUNITIES

The Anthropology program has been fortunate to have the relatively recent addition of a full-time faculty position (in 2017) after many years as an orphan discipline with only adjunct faculty. Having a full-time position has allowed the program to gain a solid footing at the college by providing a voice for the program, increasing interest in the program, encouraging students to take multiple anthropology courses, and expanding the program's opportunities for students to get involved outside the classroom through field trips and the Anthropology Club.

Additionally, with funding from the IEPI grant (Institutional Effectiveness Partnership Initiative), the college was able to purchase the teaching collection for biological anthropology in 2020. This purchase allowed us to create the online version of ANTHRO 116 Biological Anthropology Laboratory, by providing the materials needed to create video and images for instruction online. The collection also serves as the heart of the traditional in-person lab. We can now offer the lab, both in-person and online, which was not possible without this funding. The Anthropology program will continue to need support for this lab, including funding for the replacement of lab consumables, a lab technician, and additional equipment as needed. A goal of the Anthropology program is to offer increased student success in archaeology by offering more hands-on activities for student engagement. This will require equipment and supplies for a

teaching collection in Archaeology. This would be beneficial to students, even if the project is funded little by little over several years.

B. COMPETITION FROM OTHER INSTITUTIONS

The CHC Anthropology program is now very strong in terms of competition from other institutions in three areas:

We offer courses in all four subfields of anthropology (many only cover 3)

We offer the Biological Anthropology Lab fully online (very rare, perhaps available in only 3 or 4 community colleges statewide before Covid-19, now only 10).

As of Fall 2024, thanks to Measure CC funding, CHC has a newly renovated space dedicated to the Anthropology program. The room includes plenty of storage for the collection (with room to grow), active learning student furniture and state-of-the-art technology. We now offer the Biological Anthropology Lab in-person. (not all community colleges offer this lab and it is rare for a community college to have such a rich collection of lab equipment)

C. REQUIREMENTS OF FOUR-YEAR INSTITUTIONS

Students who major in Anthropology at CHC meet the transfer requirements for CSU and UC systems. Most UC and CSU campuses require Anthropology transfer majors to have completed ANTHRO 100, 102, and 106, which are the core courses for the AA-T degree in anthropology. Moreover, all CHC Anthropology courses can count as transferrable electives to CSU and UC systems and meet graduation requirements as GE courses. ANTHRO 100, 102, 106, and 125 are C-ID aligned.

D. REQUIREMENTS IMPOSED Not applicable to Anthropology

E. JOB MARKET

i) REQUIREMENTS OF PROSPECTIVE EMPLOYERS

Most of America's professional anthropologists have traditionally worked in higher educational institutions, teaching, and researching, but today there are many other career options for trained anthropologists. Many anthropologists with master's degrees or bachelor's degrees work for contract archaeology firms at archaeological sites, in biological anthropology laboratories, and in museums in a wide range of areas. Similarly, there are many opportunities as social science researchers and in other areas available to anthropologists at every level of training. A doctorate is required for most academic jobs.

Anthropologists fill the range of career niches occupied by other social scientists in corporations, government, nonprofit corporations, and various trade and business settings. Most jobs filled by anthropologists don't mention the word anthropologist in the job announcement; such positions are broadly defined to attract researchers, evaluators, and project managers. Anthropologists' unique training and perspective enable them to compete successfully for these jobs.

ii) DEVELOPMENTS IN THE FIELD

The non-academic employment of cultural anthropologists is greatly expanding as the demand for research on humans and their behavior increases. Since 1985, over half of all new PhDs in anthropology have taken nonacademic positions in research institutes, nonprofit associations, government agencies, world organizations, and private corporations. While the job market for academic anthropologists is relatively steady, demand for anthropologists is increasing in other areas, stimulated by a growing need for analysts and researchers with sharp thinking skills who can manage, evaluate and interpret the large volume of data on human behavior.

4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether the program met its target for each PLO.
- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact (if data is available)? If none, please explain.

PROGRAM LEVEL OUTCOMES

Anthropology Program Level Outcomes: (see catalog [AA-T Degree in Anthropology](#))

PLO 1: Utilize anthropological theories and research methods to "make the unfamiliar familiar, and make the familiar unfamiliar"

PLO 2: Apply archaeological and anthropological research methods, and explain which would be appropriate in the investigation

PLO 3: Identify the components of "culture" and explain the application to the interpersonal and organizational experience of a given case study, covering topics such as the roles of legends, symbolism, rites of passage, linguistics and drug use

PLO 4: Define ethnocentrism and appraise its role in maintaining societal solidarity and its impact on tolerance, pluralism, and diversity

	2023/24	2022/23	2021/22	2020/21
PLO 1	80.73	91.92	92.80	89.60
PLO 2	90.48	81.42	87.67	83.33

PLO 3	96.94	79.59	94.62	100
PLO 4	92.73	93.15	94.44	100

The Anthropology Program set a target of 70% for each PLO and the target has been met consistently. There was a dip in PLO3 for 2022/23, but it seems to have bounced back the following year. Data for PLO 4 was missing in previous years (prior to 2020/21) but has now been corrected. This was probably due to a problem within the cloud, as SLOs are not preassigned to their mapped PLOs. The program had some disproportionate impact in 2022/23 for Hispanic students, but this has improved (63% to 71%). There was no disproportionate impact for 2023/24.

IMPROVEMENTS PLANNED

The curricula for anthropology, including SLOs, have been recently updated. We need to provide preset SLO-PLO mapping within the cloud.

The language of the PLOs, especially for PLO 3, is outdated and needs revision. We use the data from the PLOs to inform instruction: PLO 2 has had the most variation in terms of results over the last 3 years. We plan to incorporate more hands-on activities to increase student success with this particular PLO. (see **Goal 4**)

OBJECTIVES/ACTION STEPS ADDED

The current PLOs should be carefully reviewed and revised so that they better reflect the desired outcomes of the program. The recently revised SLOs and course objectives, particularly for ANTHRO 100, 106, and 116, require additional support in terms of teaching materials and equipment, and personnel (additional lab tech hours). (**Goals 1 and 4**)

In order to provide reliable results for PLO assessment, it would be beneficial to pre-assign PLOs mapped to their appropriate SLOs in the cloud. This way faculty teaching different sections of the same course would report their SLO data in a consistent way. The full-time faculty member will work with the research and planning department to preset these maps in the cloud. (**Goal 4**)

Additionally, we can particularly impact PLO1 and PLO4 with opportunities outside the classroom, such as field trips and short-term study abroad. (**Goal 3**)

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the [Completion & Success Dashboard](#) to access your program specific data.**

ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the [Completion & Success Dashboard](#) to access your program specific data.**

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? **Please visit the [Full-Time/Part-Time Faculty Ratio Dashboard](#) to access your program specific data.**

iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Please visit the [WSCH/FTEF Dashboard](#) to access your program specific data.**

v) **Rubric Item:** The [Fill Rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Please visit the [Fill Rate Dashboard](#) to access your program specific data.**

i) COURSE COMPLETION RATE

Target: 90%

2023/24: 94.8%

2022/23: 93.6%

2021/22: 94%

2020/21: 94.5%

The course completion rate for anthropology was 94.8% for the 2023/24 academic year, an increase of 1.2% from the previous year. The program has met the target for at least the past four years.

The program did see some disproportionate impact in terms of ethnicity, but only for Hispanic students (3% difference from other groups). We have expanded equity and diversity in our course materials, syllabi, and course activities. We will continue to expand the hands-on teaching collection, particularly for collections relating to Hispanic cultural groups (**Goal 1**) with hopes that this improves student engagement, retention, and success for Hispanic students.

ii) COURSE SUCCESS RATE

Target: 75%

2023/24: 82.2%

2022/23: 80.2%

2021/22: 82.6%

2020/21: 77.7%

The course success rate for anthropology was 82.2% for the 2023/24 academic year, which exceeds the target of 75% and is an increase from the previous year, which was 80.2%.

If we look at the data broken down by course for the academic year 2023/24, we can clearly see a pattern.

ANTHRO 100 Archaeology: **78.7% (up from 62.4% the previous year)**

ANTHRO 102 Cultural Anthropology: 82.9%

ANTHRO 106 Biological Anthropology: **87.3% (up from 73.3% in 2019/20)**

ANTHRO 107 Native Peoples of North America: 83.3%

ANTHRO 110 Magic, Witchcraft and Religion: 78.5%

ANTHRO 116 Biological Anthropology Lab: 85.1%

ANTHRO 125 Language and Culture: **73.1% (below target)**

Six courses met the success rate target of 75% (ANTHRO 100, 102, 106, 107, 110 and 116). The course that did not meet the target was ANTHRO 125 Language and Culture.

Overall, the Anthropology program has seen an increase in course success since the last Program Review. The large increase in course success rates for ANTHRO 106 Biological Anthropology could be due to the significant improvement over the past 4 years of the hands-on collection available for students in this lecture class. This collection is used in both the lecture class (ANTHRO 106) and the lab class (ANTHRO 116). It is important that we continue to support the program's need to grow the collection and build a teaching collection for archaeology which will likely improve the success rates of students of ANTHRO 100. **(Goal 1)**

The program did see some disproportionate impact in terms of ethnicity, but only for Hispanic students (3% difference from other groups). We have expanded equity and diversity in our course materials, syllabi, and course activities. We will continue to expand the hands-on teaching collection, particularly for collections relating to Hispanic cultural groups **(Goal 1)** with hopes that this improves student engagement, retention, and success for Hispanic students.

iii) FT/PT FACULTY RATIO

2023/24: 44.1

2022/23: 56.6

2021/22: 51.8

2020/21: 47.1

The FT/PT Faculty Ratio for anthropology was 44.1% for the 2023/24 academic year, which indicates a need for an additional full-time instructor. **(Goal 1)** The Anthropology program has grown significantly over the last 4 years with one full-time instructor and now 5 part-time instructors. The addition of a full-time faculty member in 2017 has impacted the program and degree completion in a very positive way. Students benefit from the presence of permanent full-time faculty members in the discipline in many ways, including transfer and career advice, letters of recommendation, guidance, and opportunities outside the classroom such as the Anthropology Club and Field Trips.

iv) WSCH/FTEF RATIO

Target: 475

2023/24: 513

2022/23: 449

2021/22: 464

2020/21: 508

The WSCH/FTEF Ratio for anthropology for the 2023/24 academic year was 513. The goal ratio for anthropology is set at 475 and this year we have exceeded that goal. The ratio has steadily increased over the last 3 academic years. Anthropology continues to have large course caps (50 for all classes except ANTHRO 100 which has a course cap of 55), which is a factor for both WSCH/FTEF Ratio and Fill rate.

v) FILL RATE

Target: 80%

2023/24: 65.2%

2022/23: 64.6%

2021/22: 61.8%

2020/21: 66.5%

The Fill rate for the 2023/24 academic year for anthropology was 65.2%. A higher fill rate is difficult to achieve for anthropology due to the large course caps as stated above. Our anthropology courses meet several areas of transfer electives, but students are not typically required to take an anthropology course

as they are in history, for example). In order to provide our students with a proper range of offerings in the field of anthropology, some sections will not fill as much as other sections.

Curriculum updates include changes in course titles for both ANTHRO 107 and 110 making them more aligned with nation-wide standards, more reflective of the actual course content, and more attractive to prospective students. ANTHRO 107 is now titled "Native Peoples of North America" (formerly The United States and the North American Indians"). ANTHRO 110 is now titled, "Magic, Witchcraft, and Religion" (formerly titled "Tribal and Ethnic Religions"). These changes are expected to help improve the fill rates as well.

The addition to the schedule of the much-needed laboratory course, ANTHRO 116 Biological Anthropology Lab, newly offered for Spring 2021, is also expected to contribute to improving fill rates. As a typical laboratory course with a cap of 24 students and given that laboratory courses at CHC often have waiting lists due to their high demand, this course is likely to fill to capacity each semester. As expected, the online section course filled to capacity in its first semester being offered and this has continued each semester since then.

As the program grows and data emerge about what works at CHC, adjustments will continue to be made accordingly and the fill rate is expected to continue to climb each year and reach the target. In the meantime, we can improve fill rates by actively recruiting students for the program through the use of advertisements, working with the counseling department, and hosting an annual Open House event.
(Goal 2)

6. Other Unit-Specific Quantitative and Qualitative Results

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **please visit the [Demographics Dashboard](#) to view program and college demographics by year.**

b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.).

Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

A. PROGRAM STUDENT DEMOGRAPHICS

Demographic Measure	Anthropology Program 2023/24	CHC Campus-wide 2023/24
Hispanic	54.58%	53.98%
White	30.17%	28.4%
Two or More Races	5.93%	5.34%

Asian	4.41%	5.71%
Black/African American	3.73%	4.58%
Filipino	.51%	.89%
Native American	.48%	.33%
Pacific Islander/Hawaiian Native	.17%	.19%
Unknown	.34%	.58%

Demographic Measure	Anthropology Program 2023/24	CHC Campus-wide 2023/24
Aged 19 or younger	35.93%	38.13%
Aged 20-24	36.10%	31.71%
Aged 25-29	11.02%	13.48%
Aged 30-34	5.76%	7.59%
Aged 35-39	4.24%	4.37%
Aged 40-49	6.44%	5.65%
Aged 50+	1.19%	2.9%

Demographic Measure	Anthropology Program 2023/24	CHC Campus-wide 2023/24
Female	58.31%	54.74%
Male	39.66%	43.35%
Null	2.03%	1.91%

The demographics for the Anthropology program are fairly aligned with the campus-wide demographics. The **female-to-male ratio** is typical of Anthropology and social sciences nationwide with more females than males taking courses in Anthropology. According to the American Anthropological Association, "Since 2003, 70% of anthropology graduates have been women."

In terms of **race/ethnicity**, the Anthropology program has seen an increase in the number of Hispanic students since the last Program Review cycle, having surpassed the college-wide demographic data. In the previous PPR cycle, the Anthropology program was under the campus-wide percentage, so this has been an improvement.

The Anthropology program could consider recruitment of more Black/African American and Asian students to be more in line with the college-wide demographic data.

In terms of age, we typically see a higher percentage of students in the age bracket of 20-24 years than the college ratio and fewer in the age bracket of 19 or younger than the college ratio. This trend seems to be typical nationwide for students of anthropology. Students are typically not exposed to the field of anthropology until they reach college, as most high schools do not offer classes in anthropology. College freshmen may tend to enroll in more familiar courses when they first begin their education after high school, leading to a tendency to see students of an older cohort in college anthropology courses.

B. OTHER MEASURES

Degree Completion:

	2023/24	2022/23	2021/22	2020/21	2019/20
AA	2	4	1	1	4
AAT	5	5	2	6	13
Total:	7	9	3	7	17

The total number of degrees completed has increased since a low point in 2020/21. The lower numbers from previous years are probably part of the catch-up period from Covid-19 pandemic. The majority of degrees were AAT degrees. This makes sense because careers in the field of anthropology typically require a minimum of a bachelor's degree, so students typically work toward a transfer degree at our college.

The female-to-male ratio for 2023/24 was 5 females to 2 males. In terms of race/ethnicity for 2023/24: 1 was Filipino, 2 were Hispanic, 1 was Two or more races, and 3 were White. For females, 2 students reported as White, 1 as Filipino, 1 as Hispanic, and 1 as Two or more races. For males, 1 student reported as White, and the other student reported as Hispanic.

C. IMPROVEMENTS/CHANGES

Since the data has shown low numbers for the AA degree over the last several PPR cycles, we have decided to eliminate the AA degree and keep the AAT degree plan only. This decision has been part of a campus-wide evaluation of the pros and cons of keeping AA degrees.

In terms of enrollment in anthropology courses, we would like to see more African American, Native American, and Asian students in both the program and the college as a whole. Additionally, we could improve our ratio of Hispanic students, particularly female Hispanics. We can also work to recruit more male students to help improve the gender gap we see in the program. In terms of degree completion, we can work towards having a program that is more reflective of the student population in ethnicity. We will continue to work this into the recruitment plan for advertising Anthropology courses. Additionally, with campus financial support, we can continue to offer our annual Open House event to encourage enrollment for these students. **(Goal 2)**

7. Evaluation

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

ALTERNATIVE MODES AND SCHEDULES OF DELIVERY: The Anthropology program regularly offers a variety of online, seated, late start, and evening courses. Experiments with hybrid courses were not as successful, perhaps because students are unfamiliar with hybrid courses. This could be revisited in the future, especially if the college expands hybrid offerings in other departments and they become more familiar to students.

INTERNAL PARTNERSHIPS: The Anthropology program partners with the Stem Center, the Honors Program, the Library, the CHC Foundation, the Sociology program, and other programs within the social science department. The Anthropology Program also partners with the Geology program, as we share lab prep space in the CNTL building. We work well together in terms of collection storage and collection use for each program. The full-time anthropology faculty member also works with CHC's faculty delegate for Study Abroad, the full-time anthropology faculty at Valley College, and the regional organization, the Southern California Foothills Consortium, in terms of planning and expanding offerings for our students.

EXTERNAL PARTNERSHIPS: The Anthropology program has established an ongoing relationship with the San Bernardino County Museum's Anthropology Division. Anthropology students are frequently recommended as volunteers for the museum's anthropology collection, and the anthropology club has been involved in several events sponsored by the museum including Archaeology Day. As a local board member of Sister Cities International for Redlands, the full-time faculty member serves as a connection to our local community's efforts to offer cultural experiences abroad for CHC students in the future.

INNOVATION AND IMPLEMENTATION OF BEST PRACTICES: The Anthropology program continues to become established with the necessary components of a well-rounded college anthropology program. The addition of a full-time position in anthropology has helped to give the program a solid foundation and a voice. The college has recently acknowledged the needs of Anthropology to have a dedicated space by the addition of a new laboratory facility (thank you!!) and continued support for equipment for biological anthropology. In order to follow best practices in the field, we need to provide more lab tech support (collections and labtech hours) and expand the teaching collections. We have also made progress in terms of curriculum, with updates to the curriculum including SLOs, and in the offering of courses in all four subfields of anthropology.

EFFICIENCY IN RESOURCE USE: The Anthropology program works actively with the Geology department in terms of resource space and daily use of shared common areas. The program maintains appropriate levels of communication with other areas of the college as needs arise.

STAFFING: The Anthropology program currently has one full-time faculty member and 5 part-time faculty members. Data indicate that we can benefit from the addition of another full-time anthropology faculty member. Furthermore, we share the part-time lab tech (20 hours) for Anthropology and Geology. We need this position to be full-time in order to serve students better.

PARTICIPATION IN SHARED GOVERNANCE: The full-time faculty member and several part-time faculty are highly involved in shared governance, including serving on the PPR committee and the Honors Steering Committee.

PROFESSIONAL DEVELOPMENT AND TRAINING: Full-time and part-time faculty in anthropology participate in professional development and training on a regular basis. Several of our faculty are active in the field outside the classroom in areas such as archaeological excavation and museum work. We are fortunate to have an active anthropology network called the CCCATA (California Community College Anthropology Teaching Association) which offers training seminars, meetings, and conferences in addition to the regional and local opportunities available through our college, our district, and our state.

COMPLIANCE WITH APPLICABLE MANDATES: Not applicable

8. Vision

- a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance and align with the vision of the college?**

The vision of the Anthropology program is to continue to offer high quality, engaging transferable courses in all four subfields of anthropology for students in a dedicated and fully equipped classroom and lab space with lab tech support and to offer engaging opportunities for learning and growth outside the classroom.

Teaching collections allow students to experience deep learning and engagement through hands-on activities. While we have a fantastic new laboratory space and highly qualified instructors, we still have some needs to complete and grow the space (3D printer for printing new fossil material, lab laptops for students, and an archaeology teaching collection). By increasing the shared lab technician position from part-time to full-time, we can better serve and support students and faculty. **(Goal 1)**

Opportunities outside the classroom such as the Annual Anthropology Open House event, the Anthropology Club, involvement with local museums and related organizations, Field Trips, and Short-Term Study Abroad offer deep learning, personal growth, and a supportive community. **(Goals 2 and 3)** These opportunities empower students by giving them confidence in their abilities and provide long-lasting connections with the community.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Establish an organized and structured space for the Anthropology Program that is focused on student success**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Part-time Lab tech for ANTHRO 116 Biological Anthropology Laboratory**

Priority Rank: 1

Original Start Date: 01/21/2021 **Original End Date:** 01/21/2025

Revised Start Date: 01/21/2021 **Revised End Date:** 01/21/2025

Responsible Person: VP of Instruction and Dean

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Underway

Progress Description:

Anthropology and geology share a part time lab tech position (20 hours per week). This means each program receives 10 hours each of the lab tech's time. This objective has been changed to request the position to be full-time so that each program receives 20 hours per week each.

Resource Requests:

- **1.1.r1 - Part-time Lab Technician Description**

A lab technician plays a vital role in assisting faculty members for teaching ANTHRO 116 in setup and takedown of lab activities. A lab technician would also help with cataloging, inventory, storage, and general management of the teaching collection of cast materials for Biological Anthropology and Archaeology.

Rationale

The biological anthropology collection currently consists of over 200 skeletal casts and will continue to grow. These items need to be properly stored, inventoried, and managed so that they can be used for the labs and hands-on portion of the anthropology courses. As the archaeology teaching collection becomes established, this collection will also need management. This responsibility is currently being done by the full-time faculty member, volunteer students, and the geology lab

tech on his own time. CHC is one of the few colleges in the region which has such a collection and it needs proper care. Additionally, when the lab course ANTHRO 116 is offered in-person, faculty will need assistance in set-up for each lab as is the case in other science lab courses. It is common practice for college anthropology programs to have lab tech positions to manage their collections and lab preparations.

Resource Type: Ongoing

Expenditure Category: Instructional Aide (Unit) (2203)

Funded: No

Funding Source:

First Year Cost/Savings: \$20,000.00/\$0.00

Second Year Cost/Savings: \$20,000.00/\$0.00

Third Year Cost/Savings: \$20,000.00/\$0.00

○ **1.2 - Objective - Support for Biological Anthropology Laboratory**

Priority Rank: 2

Original Start Date: 01/21/2021 **Original End Date:** 01/21/2025

Revised Start Date: 01/21/2021 **Revised End Date:** 01/21/2025

Responsible Person: VP Instruction and Dean

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Resource Requests:

▪ **1.2.r1 - Equipment
Description**

Request funding for additional equipment for the teaching collection for Biological Anthropology Laboratory including:

Collection storage items and materials for current collection.

Bone casts of hominins, modern human and forensic material, comparative primate material not previously purchased.

Rationale

The teaching collection for Biological Anthropology was recently established (Summer 2020). This collection can be used in both lab and lecture courses (especially for ANTHRO 100, 106, and 116)

The teaching collection has been unpacked and is being stored in North 109. As we have been unpacking and organizing, we are discovering that we are missing some needed items, such as organizational boxes of different sizes and materials to cushion the bone collection.

As new discoveries are made and new cast materials become available, it will be necessary to add to the collection and maintain the current collection.

Resource Type: One-time

Expenditure Category: Instructional Supplies (4300)

Funded: No

Funding Source:

First Year Cost/Savings: \$2,000.00/\$0.00

- **1.2.r2 - Supplies**
Description

Provide replacements for consumable supplies in Anthropology (Biological Anthropology and Archaeology)

Rationale

Many labs and hands-on classroom exercises use supplies that are used up during their use, such as plastic bags, labels, soil and seeds, organic plant material (for DNA extraction), salt, baking soda, etc.

Resource Type: Ongoing

Expenditure Category: Instructional Supplies (4300)

Funded: No

Funding Source:

First Year Cost/Savings: \$300.00/\$0.00

Second Year Cost/Savings: \$300.00/\$0.00

Third Year Cost/Savings: \$300.00/\$0.00

- **1.2.r3 - 3D Printer**
Description

3D Printer for Anthropology

Rationale

Some bone casts can be printed on a 3D printer. Morphosource is a company that provides free digital downloads for 3D printing to educational institutions. Morphosource often provides digital downloads of the most recent paleoanthropology fossil finds, before they are ever available through companies such as Bone Clones. Having a 3D printed model of brand new discoveries would greatly enhance the students' understanding of the field as it continues to develop and change. The printer can be used for the archaeology teaching collection as well.

In addition, 3D printing is an inexpensive way to provide multiple models of the same bone or artifact casts for the lab exercises, so that lab groups do not have to share the same single specimen.

Resource Type: One-time

Expenditure Category: Equipment & Furniture (6400)

Funded: No

Funding Source:

First Year Cost/Savings: \$1,200.00/\$0.00

■ **1.2.r4 - Update furniture in lab room**

Description

Replace fixed lab tables (originally designed for microbiology labs) and wooden stool seating with moveable, appropriate laboratory tables and comfortable seating with back support for students in North 109.

Rationale

The current furniture in North 109 includes large fixed laboratory tables that were originally used for microbiology. These tables are not appropriate for anthropology or geology, for which the room is mostly used now. Lightweight, moveable Laboratory tables with wheels are much more appropriate for both disciplines and would accommodate far more students. Currently, the lab furniture limits student seating to 32, and caps for anthropology courses are commonly 50, with the exception of the lab course.

The existing student seating in North 109 is hard wooden stools with no back support. These are extremely uncomfortable seats for students, especially for students enrolled in 3-hour lab sessions. Many students have complained about how uncomfortable the seats are.

Resource Type: One-time

Expenditure Category: Equipment & Furniture (6400)

Funded: No

Funding Source:

First Year Cost/Savings: \$15,000.00/\$0.00

Actions/Activities:

■ **1.2.a1 - Secure a Dedicated Space for Anthropology Program**

Secure a dedicated space (could be a shared space) for the anthropology program which allows anthropology courses to be offered in the same space as the teaching collections for biological anthropology and archaeology. A dedicated space would put the Anthropology Program on par with the other science programs at the college.

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: VP Instruction, Dean

Status Code: Work is Completed

Progress Description:

CNTL 250 is now the permanent home for the Anthropology program. It's fabulous. Thank you!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Measurements/Documentation of Progress:

We did it.

o **1.3 - Objective - Establish teaching collection for ANTHRO 100 Archaeology**

Priority Rank: 3

Original Start Date: 01/21/2021 **Original End Date:** 01/21/2025

Revised Start Date: 01/21/2021 **Revised End Date:** 01/21/2025

Responsible Person: VP Instruction, Dean

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Underway

Progress Description:

Some items have been added to the collection, but this is still in progress, more funding is requested this time around.

Resource Requests:

▪ **1.3.r1 - Equipment Description**

Purchase storage materials and equipment to establish a teaching collection in Archaeology, offering hands-on learning activities for students in archaeology (including buckets, screens, shovels, trowels, and materials for experimental archaeology).

Buckets, screens, shovels, trowels, and tools for experimental archaeology: 700 (one-time)

Consumable materials for experimental archaeology (salt, seeds, bags, organic remains, fabric): 300 (ongoing)

Storage and cataloging materials: 500 (one-time)

Replica stone tools, pottery, and other artifacts for hands-on learning: 2000 (one-time)

Rationale

Hands-on, experiential learning increases student success and this is especially true in the field of archaeology. The purchase of some basic equipment and supplies will increase student success and engagement in archaeology. The equipment will help in teaching the core principles of archaeological methodology including mapping, excavation, cataloging, and conservation.

The Anthropology program anticipates working closely with the San Bernardino County Museum and other museums and organizations in the region in acquiring some materials for a teaching collection for archaeology through the donation of objects no longer needed from these organizations. Funds are needed to support this acquisition (providing a space for housing it, storage containers, and other materials). Funding is requested to purchase items that are not given through donation to complete the teaching collection.

Resource Type: One-time

Expenditure Category: Instructional Supplies (4300)

Funded: No

Funding Source:

First Year Cost/Savings: \$3,500.00/\$0.00

Second Year Cost/Savings: \$300.00/\$0.00

Third Year Cost/Savings: \$300.00/\$0.00

• **2 - Goal - Promote and Strengthen Anthropology Program**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Review and revise PLOs and preassign PLO-SLO maps in the cloud.**

Priority Rank: 4

Original Start Date: 01/21/2021 **Original End Date:** 01/21/2025

Revised Start Date: 01/21/2021 **Revised End Date:** 01/21/2025

Responsible Person: Cheryl DiBartolo

Strategic Direction :

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.1.a1 - Review SLO measurements for Anthro 110**

SLO assessment for ANTHRO 110 shows that SLO 4 is significantly under the benchmark. SLOs 1, 2, and 3 for the same course met the benchmark consistently for several semesters. We need to look at how SLO 4 is being assessed to be sure we are accurately measuring it. If we are accurately measuring this SLO, then adjustments should be

made so that we can improve student success in this student learning objective.

Start Date: 02/20/2023 **End Date:** 12/31/2023

Responsible Person: Cheryl DiBartolo

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Anthropology faculty will work with the research department to review and revise SLOs

Measurements/Documentation of Progress:

Each SLO will be reviewed and revised if needed

▪ **2.1.a2 - Review SLO measurements for Anthro 110**

SLO assessment for ANTHRO 110 shows that SLO 4 is significantly under the benchmark. SLOs 1, 2, and 3 for the same course met the benchmark consistently for several semesters. We need to look at how SLO 4 is being assessed to be sure we are accurately measuring it. If we are accurately measuring this SLO, then adjustments should be made so that we can improve student success in this student learning objective.

Start Date: 02/20/2023 **End Date:** 12/31/2023

Responsible Person: Cheryl DiBartolo

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Anthropology faculty will work with the research department

Measurements/Documentation of Progress:

Each SLO will be reviewed and revised as needed

○ **2.2 - Objective - To increase enrollment and student success in anthropology courses.**

Priority Rank: 5

Original Start Date: 01/21/2021 **Original End Date:** 01/21/2025

Revised Start Date: 01/21/2021 **Revised End Date:** 01/21/2025

Responsible Person:

VP of Instruction, Dean of Social, Information and Natural Sciences, and full time faculty

Strategic Direction : 1. Increase Student Enrollment

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **2.2.r1 - Provide student support through supplemental instruction**

Description

There is a need for an SI instructor, particularly for ANTHRO 106 Biological Anthropology and ANTHRO 100 Archaeology.

Rationale

As indicated by the data on student success for the anthropology program, there is a need for student support, particularly for ANTHRO 106 Biological Anthropology and ANTHRO 100 Archaeology. Students commonly underestimate the science component of these social science classes. Supplemental instruction has been shown to improve success for students who attend.

Resource Type: Ongoing

Expenditure Category: Part-Time / Overtime / Student (2380)

Funded: No

Funding Source:

First Year Cost/Savings: \$5,000.00/\$0.00

Second Year Cost/Savings: \$5,000.00/\$0.00

Third Year Cost/Savings: \$5,000.00/\$0.00

Actions/Activities:

- **2.2.a1 - Advertisement and Outreach**

Advertise anthropology courses across campus through flyers, events, and colleagues in order to promote increased enrollment, particularly for males and Hispanic females, in response to the fill rate statistics for the program.

Collaborate with the counseling department for ways to increase enrollment for anthropology courses and plan course formats and scheduling times that best serve students.

Start Date: 01/21/2021 **End Date:** 01/21/2025

Status Code: Work is Completed and Ongoing

Progress Description:

We continue to advertise anthropology courses regularly through the Marketing department.

Measurements/Documentation of Progress:

We advertise each course in several ways each semester: social media, emails to students, flyers, and other promotional material

- **2.3 - Objective - Provide professional development for faculty**

Priority Rank: 7

Original Start Date: 01/21/2021 **Original End Date:** 01/21/2025

Revised Start Date: 01/21/2021 **Revised End Date:** 01/21/2025

Responsible Person: VP Instruction, Dean

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed and Ongoing

Progress Description:

Some funding provided in the Anthropology developmental budget

Resource Requests:

- **2.3.r1 - Support professional development for faculty**
Description

Provide annual funds to attend academic conferences and workshops specifically related to teaching Anthropology for the purposes of professional growth and networking.

Rationale

The professional anthropology community is very active, particularly in California. The California Community College Anthropology Teaching Association meets yearly and is an excellent place to network with other faculty, and learn about and share best practices specifically for community college faculty. The Society for Anthropology in Community Colleges offers regional workshops and seminars on a regular basis. Frequently these conferences cover topics in equity, inclusion, distance education, and student success specific to anthropology programs in community colleges.

Resource Type: Ongoing

Expenditure Category: Conference and Travel (5200)

Funded: No

Funding Source:

First Year Cost/Savings: \$1,500.00/\$0.00

Second Year Cost/Savings: \$1,500.00/\$0.00

Third Year Cost/Savings: \$1,500.00/\$0.00

- **3 - Goal - Develop opportunities for student engagement outside the classroom.**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Provide opportunities for students to participate in anthropology related activities on campus and in the community.**

Priority Rank: 6

Original Start Date: 01/21/2021 **Original End Date:** 01/21/2025

Revised Start Date: 01/21/2021 **Revised End Date:** 01/21/2025

Responsible Person: Faculty

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Resource Requests:

▪ **3.1.r1 - Funding for field trips**
Description

Funding for field trips for students to attend area museums and events.

Rationale

Student learning increases with active participation. This area offers a rich variety of local museums, lectures, and other events related to anthropology. Funding to help with field trip travel expenses and admission is requested. Focus will be on organizing low-cost field trips to accommodate as many students as possible.

Resource Type: Ongoing

Expenditure Category: Conference and Travel (5200)

Funded: No

Funding Source:

First Year Cost/Savings: \$1,500.00/\$0.00

Second Year Cost/Savings: \$1,500.00/\$0.00

Third Year Cost/Savings: \$1,500.00/\$0.00

Actions/Activities:

▪ **3.1.a1 - Develop Short Term Study Abroad Opportunities**

Work with CHC Study Abroad faculty, the Southern California Foothills Consortium and AIFS (American Institute of Foreign Study, our district's study abroad partner) to build itineraries that work with existing anthropology curricula for short-term study abroad trips for students during summer semesters.

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: Cheryl DiBartolo

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Anthropology faculty have researched and worked with our study abroad contact at AIFS to develop short-term abroad programs in anthropology. An itinerary was developed for ANTHRO 100 Introduction to Archaeology offered in the Yucatan, but AIFS has pulled out of Mexico as a place to offer a study abroad program. We will start over with plans to develop an itinerary in a different country.

Measurements/Documentation of Progress:

We hope to develop an itinerary by the end of 2025, with a target date of offering the class in Summer 2027.

▪ **3.1.a2 - Advise and Promote Anthropology Club**

Continue being an Advisor for the Anthropology Club.

Promote Anthropology Club by inviting students in anthropology courses to join.

Start Date: 01/21/2021 **End Date:** 01/21/2025

Responsible Person: Cheryl DiBartolo

Status Code: Work is Completed and Ongoing

Progress Description:

Anthropology continue to serve as an advisor for the Anthropology Club.

Measurements/Documentation of Progress:

Each year we aim to charter the Anthropology Club.

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work together.)

• **1 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Purchase 3D printer for Anthropology**

Priority Rank: 1

Start Date: 08/01/2025 **End Date:** 08/01/2026

Responsible Person: Dean, VPI

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Division

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.1.r1 - 3D Printer**

Description

Large format 3D Printer and resin tank for printing replica fossils and artifacts.

[FormLabs Form 4L Large Format 3D Printer](#): Quote: \$11,177 (includes all tanks, taxes and shipping)

Additional Resin Tanks: \$79 each (approx. \$500 per year). Can use the Anthropology Developmental Budget for this.

Rationale

The Anthropology department consistently and steadily prints replica fossils and artifacts using the Computer and Multi-media department's 3D printers and staff. The constant use of the printers for anthropology limits the use of the printers for their own programs. Additionally, these printers are not large format, and thus cannot accommodate some of the skulls and bone casts that we print. Prints have to be completed in parts and glued together, which means that measurements are not accurate for comparative analysis purposes.

Printing replica fossils and artifacts allows students to interact with a wider range of materials than is available through replica companies such as Bone Clones. Newer discoveries are not yet available through replica companies and those that are available are much more expensive than printing. Thousands of free 3D print files are available in both biological anthropology and archaeology. Printing multiple copies of materials is a cost-efficient way to provide duplicate sets for students to work with at the same time.

The college has recently installed the data lines necessary for the 3D printer in the new Anthro/Geo prep room. The space was designed with the plan to add a 3D printer, so there is countertop space and cabinet clearance to accommodate the printer. Having this printer will also

mean that students can learn how to operate and care for it, increasing their technical skills and abilities.

Resource Type: One-time

Expenditure Category:

Computer & Information Technology Equipment (6420)

First Year Cost/Savings: \$11,177.00/\$6,000.00

Second Year Cost/Savings: \$0.00/\$6,000.00

Third Year Cost/Savings: \$0.00/\$6,000.00

- **1.2 - Objective - Improve student equity by providing in-class laptops for student use for Anthropology labs**

Priority Rank: 2

Start Date: 08/01/2025 **End Date:** 08/01/2026

Responsible Person: Dean, VPI

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.2.r1 - Laboratory Laptops**

Description

Set of 25 laptops and charging cart for Anthropology Laboratory

Rationale

Many lab activities for Anthropology require the use of computers. Providing a set of laptops for students to use in class will allow students to complete their work in the lab without having to bring their own devices or complete the work after hours. Providing this resource will increase equity and student success.

Resource Type: One-time

Expenditure Category:

Computer & Information Technology Equipment (6420)

First Year Cost/Savings: \$7,500.00/\$0.00

- **1.3 - Objective - Expand teaching collections and equipment for Archaeology and Biological Anthropology**

Priority Rank: 3

Start Date: 08/01/2025 **End Date:** 05/01/2026

Responsible Person: VPI, Dean

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.3.r1 - Archaeological Teaching Collection**

Description

Replica stone tools, pottery, and other artifacts for hands-on learning with particular attention to collections relating to Hispanic and Native American Cultural groups.

Storage and cataloging materials.

Rationale

Hands-on, experiential learning increases student success and this is especially true in the field of archaeology. The purchase of some basic equipment and supplies will increase student success and engagement in archaeology. The equipment will help in teaching the core principles of archaeological methodology including mapping, excavation, cataloging, and conservation. We currently have some materials and equipment, but it is small and incomplete. In an effort to connect with our Hispanic and Native American student population, it would be helpful for the collection to be focused on Hispanic and Native American Cultural groups. Materials are typically sturdy and can be used over and over with limited needs for replacement. Efforts continue to acquire additional materials through donation from local individuals, CRM firms, and museums.

Resource Type: One-time

Expenditure Category: Instructional Supplies (4300)

First Year Cost/Savings: \$3,500.00/\$0.00

Second Year Cost/Savings: \$0.00/\$3,200.00

Third Year Cost/Savings: \$0.00/\$3,200.00

Actions/Activities:

▪ 1.3.a1 - Biological Anthropology Collection

Continue to expand the Biological Anthropology teaching collection through the yearly Anthropology Developmental Budget.

Start Date: 01/01/2025 **End Date:** 01/01/2027

Responsible Person: VPI and Dean

○ 1.4 - Objective - Expand Anthro/Geo lab tech position to full-time

Priority Rank: 4

Start Date: 08/01/2025 **End Date:** 05/01/2027

Responsible Person: President, VPI, Dean

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Division

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.4.r1 - Increase Anthro/Geo lab tech hours**

Description

Increase current part-time Anthro/Geo lab technician position to 40 hours per week (full-time).

Rationale

The Anthropology and Geology programs currently share a part-time lab technician (20 hours per week). This means that each program gets approximately 10 hours a week of lab support. The staff member is responsible for managing two very large collections and setting up/taking down lab stations for classes for both programs. Most of the time, this means that faculty have to help complete this work each week, taking time away from instruction and other duties. The Anthropology collection is quite large and continues to grow with the addition of 3D print material and other new acquisitions. New items have to be properly labeled, inventoried, and stored. The lab technician is also involved in organizing field excursions for both programs. A full-time position would give each program 20 hours per week of support instead of 10 hours.

Resource Type: Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings: \$33,500.00/\$0.00

Second Year Cost/Savings: \$33,500.00/\$0.00

Third Year Cost/Savings: \$33,500.00/\$0.00

- **1.5 - Objective - Improve FT/PT ratio for Anthropology**

Priority Rank: 8

Start Date: 08/01/2025 **End Date:** 01/01/2028

Responsible Person: VPI and President

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.5.r1 - Additional Full-time position for Anthropology**

Description

Add additional full-time faculty position for Anthropology Program

Rationale

The FT/PT Faculty Ratio for anthropology was 44.1% for the 2023/24 academic year, which indicates a need for an additional full-time instructor. The Anthropology program has grown significantly over the

last 4 years with one full-time instructor and now 5 part-time instructors. We offer approximately 15 classes in anthropology each fall and spring semester and this number increases each year. The number of classes taught by adjunct instructors far outweighs the number taught by the full-time instructor. Students benefit from the presence of permanent full-time faculty members in the discipline in many ways, including transfer and career advice, letters of recommendation, guidance, and opportunities outside the classroom such as the Anthropology Club and Field Trips.

Resource Type: Ongoing

Expenditure Category: Contract Classroom Inst. (1100)

First Year Cost/Savings: \$90,000.00/\$0.00

Second Year Cost/Savings: \$90,000.00/\$0.00

Third Year Cost/Savings: \$90,000.00/\$0.00

- **2 - Goal - 1. Increase Student Enrollment**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Promote and Strengthen Anthropology Program**

Priority Rank: 5

Start Date: 08/01/2025 **End Date:** 08/01/2028

Responsible Person: Dean, Faculty

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: Site

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **2.1.r1 - Support for Anthropology Open House**

Description

Provide funding for an annual Anthropology Open House event tshirts.

Rationale

For the past two years, the Anthropology Program has held an Open House event to welcome students, faculty, staff, and the community to see what the program has to offer. In Fall of 2024, we had over 150 people attend the event. We had Anthropology collection displays, food, a guest speaker, prizes, giveaways, and information about Spring classes. Spring enrollment in Anthropology courses has never been higher. It was a huge success. We would like to continue to offer this event every year. Many departments contributed to the event in terms of time, resources, and funding, including the CHC Foundation, the Stem Center, the Honors program, Student Services, Marketing, and Outreach. While many departments have pledged to continue to help with this event annually, the anthropology program provided the cost of T-shirts last year, a large expense for a small budget. This request will help ensure annual support for this amazing event.

Resource Type: Ongoing

Expenditure Category:

Promotional Products, Giveaways, Awards (5815)

First Year Cost/Savings: \$2,000.00/\$0.00

Second Year Cost/Savings: \$2,000.00/\$0.00

Third Year Cost/Savings: \$2,000.00/\$0.00

Actions/Activities:

▪ **2.1.a1 - Advise and Promote Anthropology Club**

Continue to encourage students to organize and participate in the Anthropology Club.

Continue faculty involvement in the club as advisors.

Start Date: 01/01/2025 **End Date:** 01/01/2027

Responsible Person: Faculty

• **3 - Goal - 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Provide opportunities for students to participate in anthropology-related activities on campus and in the community.**

Priority Rank: 6

Start Date: 08/01/2025 **End Date:** 08/01/2026

Responsible Person: Faculty

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Site

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

▪ **3.1.r1 - Funding for Field Trips**

Description

Funding for field trips for students to attend area museums and events.

Rationale

Student learning increases with active participation. This area offers a rich variety of local museums, lectures, and other events related to anthropology. Funding to help with field trip travel expenses and admission is requested. Focus will be on organizing low-cost field trips to accommodate as many students as possible.

Resource Type: Ongoing

Expenditure Category: Conference and Travel (5200)

First Year Cost/Savings: \$1,500.00/\$0.00

Second Year Cost/Savings: \$1,500.00/\$0.00

Third Year Cost/Savings: \$1,500.00/\$0.00

Actions/Activities:

▪ **3.1.a1 - Short Term Study Abroad**

Work with CHC Study Abroad faculty, the Southern California Foothills Consortium and AIFS (American Institute of Foreign Study, our district's study abroad partner) to build itineraries that work with existing anthropology curricula for short-term study abroad trips for students during summer semesters.

Start Date: 01/01/2025 **End Date:** 08/01/2026

Responsible Person: Faculty

▪ **3.1.a2 - Participate in Outreach opportunities**

Continue to participate and seek out ways for the Anthropology program to be involved in Outreach opportunities, including participation in the Stem Summit, Career Day, Senior Day, and Club Rush.

Start Date: 01/01/2025 **End Date:** 01/01/2027

Responsible Person: Faculty

• **4 - Goal - 5. Foster and Support Inquiry, Accountability, and Campus Sustainability**

Priority Rank: 4

Objectives:

- **4.1 - Objective - Review and revise PLOs and preassign PLO-SLO maps in the cloud.**

Priority Rank: 7

Start Date: 01/01/2025 **End Date:** 08/01/2025

Responsible Person: Faculty and Research

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Department

Institutional Learning Outcome: 4. Society and Culture

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [Anthropology Course Matrix.xlsx](#)

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