

PROGRAM REVIEW Fall 2019

Program: Anthropology

Division: Social Science, Library, Public Safety & Career Education (SLPC)

Date: 10/18/19

Writer(s): Daniel Cearley and L.H. Hasten

SLO/SAO Point-Person: Daniel Cearley

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The ANTR Program is a five-field discipline that studies the human condition focused on its origin, development, and behavior. It encompasses biological anthropology, cultural anthropology, linguistics, archaeology, and applied anthropology. Biological anthropology and archaeology are laboratory sciences, and archaeology includes fieldwork and excavation. LPC provides students with the tools to transfer to CSU as third year anthropology majors.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Anthropology served 1,463 students in the 2018-19 academic year, this is an increase of 96 students from the previous year. As a five year trend, anthropology has increased our numbers by 366 representing a 33% expansion. In the last three years, our success rate is on an upward trend from 71.5% to a current 82.9%. The 2016 to 2019 data shows that our percentage of withdrawals and non-success have shank with withdrawals lowering 11% to 9% and non-success 17% to 8%. Our demographics reflect college wide trends with slightly higher Latino enrollment, 2%, and slightly lower multiethnic enrollment. In other demographic categories, anthropology is represented in the following ways; 3% versus 1% low income, 9% increase for full-time students, and a higher rate of younger students.

In terms of how many majors are transferring with an AA-T, our numbers remain consistent with an average of three a year over a five year period. Based on information from the UC system data base, anthropology has transferred 23 students to UC schools since 2012. In the past three years we have doubled our total transfers to approximately 6 students a year to all UC schools. UCD being the most often transferred school followed by UCSC, UCLA, and UCSB. Since 2009, we have transferred 43 students to CSU campuses represented at nearly 5 per year on average with 2018-19 year being the highest year with 8 transfers. In comparison to Chabot, our program is transferring at more than three times the rate with 5 transfers a year versus 1.5 transfers. This data also reveals that the published information on the LPC website for transfers does not necessarily offer an accurate picture of the number nor the destination of where our students are heading.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Based on the Bureau of Labor Statistics, social scientists and specifically anthropologists and archaeologists are in a growth industry. Employment for these areas are expected to grow 10 percent from 2018 to 2028. This is at nearly double the rate of other occupations. For archaeology in particular, the Sacramento Metro area has the highest employment numbers with San Francisco Bay Area ranked third.

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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

The ANTR Program is entering its second year with the majority of our courses taught in our dedicated Lab/Lecture space in new Building 1000 Room 1061. This space has been a welcome change with increased storage areas, movable/storable lab tables, and access to water with two sinks. These have been increased our ability to offer an expanded range of activities and acted as a central place for students to gather.

A request that has been a constant theme in past program reviews was finally approved recently with the anthropology program now having a yearly laboratory budget for consumable materials. This is a major accomplishment since in the past many of these items have been purchased by both full-time and part-time instructors.

The anthropology program made a significant step forward in updating our web presence, Prof. Hasten directed a complete rebuild of our website that in stark contrast now acts as a substantial resource for students that includes information about careers, professional associations, and courses descriptions. Most importantly, it reflects our efforts in Guided Pathways and now offers a clearer understanding of our course rotation, which has been a common question asked by our students. We plan to continually edit and expand this work to include suggested courses for the different sub-disciplines: social anthropology, biological anthropology, archaeology, and forensic anthropology. A highlight of our webpage is the inclusion of unique and inspiring student work of Quip Johnson who, as part of an Independent Studies project, developed an a graphic novel-style excerpt from Jean Briggs's classic 1971 ethnography, *Never in Anger*, which includes the application of theories discussed in ANTR 3 - Cultural Anthropology.

The anthropology program in partnership with Carol Edson in Geology, have been successful in repatriating the paleontological remains from UCB that were recovered in 2012 during construction of the performance art building. This was the result of a renewed effort began in 2017 and which took a considerable amount of coordination between institutions. The remains are currently on display in the Anthropology lab and are housed in temporary wooden crates. Anthropology is now working among numerous disciplines to develop an appropriate permanent display in the 1600 building. It is our intention that curriculum will be developed around these remains and act as a focal point for the campus speak to the unique local history of our campus.

Prof. Cearley ran a successful archaeological/anthropological field school in Ireland with 4 LPC students enrolling and completing the process in the Summer 2019. Students who participated in last summer's program are now acting as mentors to current students through co- lecture presentations. Data

generated in this program are being actively incorporated into our archaeology curriculum as lecture topics and as the basis for in-class exercises.

The archaeology program met with the Facilities and Sustainability committee to propose a plan to allow students to conduct archaeological field methods on-campus. Upon direction of the committee, anthropology met with the biology department to address concerns of ensuring that there would be appropriate protections for endangered wildlife, reduction of impacts to existing foliage, and potential problems with erosion. After a walkthrough of the area a revised plan will be re-submitted. This effort will create a significant step forward for creating opportunities to practice skills in archaeology.

In a collaborative venture, Prof. Cearley has been working with Administration of Justice, Fire Service Technology, and Viticulture & Winery Technology. Together the working group has crafted a multi-program proposal leveraging work force development funding to purchase drone or more technically terms, an Unmanned Aerial Vehicle (UAV). This process included training by Drone University and the participation in the 2019 Bay Area Drone Symposium at Santa Rosa Junior College covering in UAV policy, FAA regulations, and community college drone curriculum. As a result the working group is currently drafting a drone policy for the LPC that will be available for discussion among administration and the wider campus community.

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E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

There are two aspects of the anthropology program which are ongoing and uncompleted. The first concerns the anthropology lab itself which will be addressed in detail in the next section and the second involves the development of a Cultural Resource Management (CRM) focus for the program. Prof. Hasten recognizes that CRM offers a clear path for employment for anthropology majors and Prof. Cearley has extensive experience working in the CRM industry. Over the past two academic years considerable time has been spent to better understand how LPC can develop a CRM training program.

Cultural Resource Management is a well-established and growing field within archaeology. As the result of environmental laws, NEPA (Federal) and CEQUA (California), the development of lands must take into account environmental impacts which includes areas of cultural and historic significance. Currently, federal lands and state agencies employ archaeologists to manage the cultural and historic landscape, and in the private sector there is a robust number of private archaeological companies, called CRM firms, which are hired to address impacts during development. This includes field surveys to locate significant sites prior housing development, new buildings, and infrastructure like roads, highways, and mass transit. If there are known sites or ones that are discovered during construction, CRM firms are contracted to mitigate these impacts through selective excavations and other recovery efforts to gather information that can be stored in perpetuity for future reference. The San Francisco Bay area and central valley have many CRM firms which are actively seeking trained individuals to fill positions during these projects.

The Society for California Archaeology (SCA), in partnership with CRM firms, have developed a tiered hierarchy for these positions with clearly outlined Professional Qualifications. Traditionally CRM firms have tended to hire individuals with a bachelor's degree and field experience usually gained from a five to eight week course based format that is run by a university in a research setting. Fortunately for community colleges, the SCA and CRM community have recognized that entry level positions, Technician I through III, do not necessitate a BA/BS in anthropology and only requires specific course work and field experience. As a result, there are a small number of community colleges which offer courses and training that can lead to entry level positions. This does not negate the transfer to a four year college, however creates opportunities for anthropology majors to build their skill set at an earlier junction in their career.

There are currently at least four community colleges which offer certificates in CRM; Cabrillo College, Fresno City College, San Diego City College, and Foothill College. All have courses that reflect the criteria as a Field Crew Technician III. This criteria is described by the Society for California Archaeology as, "Field experience equivalent to two weeks of survey, two weeks of excavation, and two weeks of laboratory processing and analysis; survey and excavation should include production of location maps on a USGS 7.5-minute quadrangle, site sketch map, excavation unit plan, and excavation unit profile." Currently our program has a 1 unit course in Archaeology Field Laboratory and would need to augment this course by creating at least two additional courses focusing on Field Survey, Excavation Methods, and Environmental Law.

In order to accommodate these courses, a field location needs to be identified where students can gain practical hands-on experience either in a prehistoric, historical, or experimental setting. Traditionally, programs work in partnership with a land holding agency such as State Parks, an open Space District, or a federal agency such as the Bureau of Land Management. This is a permitted process which requires a research design and a long term commitment involving a semi-dedicated space to process, store and analyze artifacts. It also necessitates a research, writing, and publication commitment on the part of our staff and potentially administrative support in the form of a laboratory technician as a classified staff position.

Currently, the anthropology program accommodates students who wish to gain field experience by facilitating their involvement in programs run by other institutions, As mentioned previously, Prof. Cearley is a co-director of a 5 week summer study abroad archaeological/anthropological field program based in Ireland and administered by Foothill College. In addition, he is part of a National Science Foundation grant with UCSC where he has been asked to help direct a field program in Haiti in 2020. Both of these programs are not necessarily affordable nor accessible for all students, although in the case of Ireland there is financial aid available. In contrast to these types of opportunities, it would be more likely that LPC identifies a local site for a field school that is accessible, affordable, and part of a LPC program.

Pro. Cearley has been considering local options for a local field site which include the Parks Military base and state parks lands. These would be off campus and necessitate to be run as a summer session. Prof. Cearley has directed these types of programs and has experimented with various formats, some of the more successful are weekend driven to allow students to continue to work while participating in the course. Although locally based, these remain logistically challenging involving coordination with the land holding agencies, transportation for students, and the moving of equipment.

Another option would be to create a dedicated space on-campus which would act as an experimental space, where the field experience is created in a non-sensitive setting. This would require a unique approach and research design where soil stratigraphy and artifact assemblages would be created by students themselves, then subsequently excavated by the following cohort of students. This approach is part of a growing field in archaeology termed experimental archaeology, where students create field experiments themselves based on actual archaeological evidence. This past summer, Prof. Cearley toured a field project in Ireland run by the University of Dublin which is one of the leading international institutions in this area. One example witnessed was based upon the observation of small burned

features that are common in European archaeological sites, however are not well understood. In response, students constructed small clay forges in the same size using local materials and were able to process raw iron rich soil into workable iron products. When the footprint and resulting features of the forge experiment were compared to what was being found archaeologically, there is a strong evidential basis that these burned features are the result of forging types of activity. An activity that was once thought to be carried out by specialists on a large scale, may also have been conducted by individuals and not as labor intensive as once thought. These sorts of activities which are able to be completed in a short amount of time may offer solutions to more traditional field experiences.

Whether the field program is traditional or experimental, the more successful CRM certificate programs have strong relationships and internship programs with local CRM firms. Internships would allow students to experience archaeology in real world settings. Identifying willing partners is an ongoing process and will require a continued effort over the next academic year. In addition to CRM firms, the Tri-Valley area is home to one of the leading survey equipment manufacturers, TopCon. LPC has a relationship with this company and plans are in motion to develop a more formal partnership with anthropology.

Lastly, this program would greatly benefit from securing a TOP code that would open up opportunities for strong work force funding. This is a lengthy process and would require significant coordination with Vickie Shipman to complete the application process.

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X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

The ANTR Program is entering its second year with the majority of our courses taught in our dedicated Lab/Lecture space in new Building 1000 Room 1061. This space has been a welcome change with increased storage areas, movable/storable lab tables, and access to water with two sinks. Although these have been increased our ability to offer an expanded range of activities, after two semesters of use there are a number of areas that are a concern and need to be addressed. As discussed in our previous program review, the design of the space mimicked other lecture rooms in Building 1000 which is not conducive to a laboratory and in-class exercise environment. After our two semesters, it has become clear that carpeting was a poor choice for a wet lab scenario. The sinks, each have low kitchen style fixtures instead of common high neck spouts which make it difficult to fill high rimmed buckets. Despite requesting adequate ventilation hoods and fans for the classroom in previous Program Review document, these items were not included in the construction of the building.

As discussed in the next section the new anthropology lab in building 1000 was only partially built out with cabinets needing to be installed above the sinks and counter area. The laboratory resembles a lecture space with increased storage and access two sinks. This means that although there is water for

washing artifacts, the flooring is carpet which is not conducive to a wet lab environment. Labs generally have a ventilation system allowing fumes to be off gassed safely which this room is not equipped and has limited our ability to conduct certain experiments due to improper ventilation.

A challenge which is currently being addressed is the lack of storage for our excavation equipment (sifting screens, shovels, and picks). As this equipment becomes more utilized under field conditions, soil will be undoubtedly begin to enter the classroom in 1061. The previous mentioned carpeting in the room will be adversely affected. By moving the field equipment to another location, this would free up much needed space. Currently, we have a photography equipment which does not fit on the existing counter, which is at a height which is difficult for many students to adequately access. A moveable and low positioned cart needs to be ordered to address this problem.

As mentioned in the previous section, our courses require an outdoor area for field exercise. This issue has been discussed with the facilities and sustainability committee, however a more clearly defined proposal needs to be outlined by anthropology and resubmitted.

Lastly, both for archaeology and our course in forensic anthropology. A policy for acquiring and utilizing human remains needs to be addressed. Currently, students are utilizing plastic castes which understandably do not adequately prepare students to real world situations. These castes do not have the ability to discern certain anatomical features that are fundamental to training in the forensic sciences. A policy would be similar to how human cadavers are utilized in the biology department for anatomy courses.

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G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

As a distillation of previous mentioned activities, the anthropology program will be addressing adding curriculum for a CRM certificate, including additional courses in archaeological survey and excavation. Prof. Cearley will be continue efforts to work with college committees and administration to draft curriculum, guidelines, and policy concerning the usage of drones by anthropology and other disciplines. We will actively engage with various departments to develop and enact a proposal for the display for the Colombian mammoth remains. Anthropology will develop options and a proposal for a local archaeological field school. Lastly our program will draft a plan to address the previously mentioned issues with the anthropology lab.

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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Over the next 3 to five years anthropology will concentrate on building a CRM program. This will include advocating for a dedicated outdoor lab space complete with storage, a lab facility, and a demarcated area on-campus that has sufficient space to perform short and long term archaeological and forensic experiments. As discussed in previous sections, this process will involve developing an internship program with local CRM firms and manufactures. In a similar way, anthropology will seek ways to expand opportunities for forensic anthropology through internships with local forensic labs and creating spaces either on-campus or with coordination with local law enforcement for forensic decomposition experiments.

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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): ANTR 1
SLO or SAO: Upon completion of ANTR 1, students will be able to explain how natural selection works.
Describe the quantitative or qualitative results: Currently 78.41% of students are scoring above average.
Discuss any actions taken so far (and results, if known): This SLO will continually be assessed, however the assessment method is under review. Although this number is above average, it is a formative assessment in the first third of the course and may not represent further growth and success for those who initially scored below average.
Discuss your action plan for the future: As a program we are not necessarily being consistent in how this SLO is being assessed. An option that is being considered is to create an entry level assessment as a bench mark which then can gauge change throughout the course.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AA-T
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future: The anthropology is in the process of reassessing our SLO methods and practices will provide meaningful data for our PSLOs.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

One of our courses is new, ANTR 2L, and it has recently been updated with an SLO. All of our courses currently have SLOs, however we are in the process of updating all of our SLO to match the current campus wide format. This process is ongoing and will be completed by the November date. Anthropology does have a number of courses with a single SLO, these will have to be updated to reflect the minimum number of two per course.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

As mentioned previously, we are in the process of developing a certificate program in CRM, an internship program, and updating our website with a focus on guided pathways.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Many of our students ask about the best schools to transfer based upon their interests, this may be an area of our website that can be developed.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)

Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

As a program, anthropology remains committed to addressing equity, however we have not consciously created action plans for our faculty to enact.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

We appreciate all your support, even though we were not able to attend any of the info sessions. A suggestion would be to move the due date another few weeks until after midterm exams or in early Spring Semester.

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

None

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

None

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

None

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?