

Skyline College
ANTHROPOLOGY PROGRAM
Program Review
Executive Summary



Short Summary of Findings

Anthropology faculty strive to bring to the classroom the most current and relevant material and interactive methods to motivate students and enhance learning. In keeping with the Mission and Goals of Skyline College, faculty are also committed to providing a culturally rich and socially responsible environment that promotes student learning outcomes and academic success.

Students who take anthropology courses are as diverse as the community. For example, approximately 27 percent are Asian, 18 percent are Filipino, 19 percent are Hispanic, 27 percent are white and three percent are African American. Also reflecting college-wide trends, the majority of students taking anthropology courses are female.

In 2000, Skyline College hired its first fulltime Anthropology instructor. While there have been some fluctuations, the weekly student contact hours (WSCH) have grown over the last four years with a high WSCH of 659 (2003). Likewise the faculty LOAD has also increased with a high WSCH of 659 (2003). Both the WSCH/FTE and Load numbers are higher than those of the College's average (528) and the Social Science Division's average (509).

The Anthropology Program's current (2003) Retention and Success rates are (84 percent and 71 percent respectively) which are slightly higher than the college's (83% and 69% respectively). The program's retention and success rate is comparable to the Sociology and History programs.

Three Strengths of the Program

- The Anthropology program provides a broad spectrum of courses that meet General Education, transfer requirements, and requirements toward both a major and a minor in Anthropology. Please see appendix.
- The Anthropology program has faculty with a breadth of preparation and interests to meet the needs of a diverse student population.

Full-Time Faculty Signatures

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Three Suggestions for Improvement

- It is important to develop a laboratory component for ANTH 125, Physical Anthropology.
- There is a need to expand the Honors Anthropology course offerings.
- It would be very helpful to have electronically equipped classroom and expand the video and DVD files.

Li A. Shuter 10-3-05

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Full-Time Faculty Signatures

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**SKYLINE COLLEGE
ANTHROPOLOGY DEPARTMENT
PROGRAM REVIEW SELF STUDY**

PART A: Overview of Program

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

The goal of the Anthropology program is to offer courses which provide a breadth and depth of learning opportunities to a diverse student population. The program provides a solid foundation for Anthropology majors offering over seven courses, two of which (ANTH 110, 125) have been offered as Honors. Anthropology courses meet Social Sciences, Life Sciences and the Ethnic and Cultural Diversity requirements for their AA/AS degrees as well as for transfer to baccalaureate institutions. For example Anthropology 125 meets the Area Requirement 1a Natural Sciences for the AA/AS degree. Anthropology course 110, 150, 155, 165, 180, 360 all meet the Area Requirement 4b for the AA/AS degree.

The Anthropology program provides courses (ANTH 110, 150, 155, 165, 180, 360) that meet the CSU Area D3 Social Institutions requirement. Physical Anthropology (ANTH 125) meets the Area B2 Life Sciences requirement. Additionally, ANTH 110, 150, 155, 165, 180, 360 all meet the University of California IGETC requirement Area 4 Social and Behavioral Sciences.

The Ethnic and Cultural Diversity requirement for the AA/AS degree is met by ANTH 165 and 360. The remaining anthropology courses also meet the criteria for this requirement and are being recommended for such modification at the time of this Program Review.

The Anthropology program encourages students to explore their curiosity about their communities and the world and to introduce anthropological perspectives and analyses. While at present there is no anthropology major, the program prepares students to become anthropology majors at four-year institutions. Moreover, the program provides lower-division classes which prepare students for continued education at four-year colleges and institutions.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

The Anthropology program is housed in both the Social Sciences and Creative Arts Division as well as Science, Math and Technology and coordinates with several programs on campus. The Anthropology program has benefitted from the talents of a scholarly and collegial staff who have offered their time as guest speakers and shared curriculum suggestions and materials. In appreciation, the anthropology program has reciprocated in kind. Over the last six years such exchanges have taken place between the Anthropology program and Psychology, Anatomy/Physiology, Ceramics, Sociology, History, Administration of Justice, Music, Speech, Political Science, Art, Language Arts, Philosophy, Geography, Library Resources as well as the ASTEP, and WIT programs.

The President's Innovation Fund (PIF) encourages the Faculty and Staff at Skyline College to "dream out loud." The overarching goal of the President's Innovation Fund is to provide start-up funding and financial support to faculty and staff developing innovative programs and services for the Skyline College campus and community.

Common Ground, Bridging Community and Ideas was created by Lori Slicton, Anthropology faculty and Rosemary Bell, History professor. The mission of Common Ground: Bridging Community and Ideas is to offer the community the opportunity to come together, inform, discuss, and educate each other not only about local issues, but also about national and global concerns. In October 2003, Common Ground received a \$4500 PIF grant and presented: Images and Words that Wound, an interactive exhibit. In conjunction with this exhibit, a panel discussion entitled, "I Can't Believe You Said That" which included former Skyline College students and other community professionals was provocative and educational.

In the Spring of 2004 Common Ground presented a lecture and Powerpoint presentation by Lori Slicton, Anthropology, and Anthropology student Raymond San Diego (now at UCLA) on the subject of cross-cultural sex and gender. Writing assignments in connection to these presentations were distributed to other disciplines on campus and programs such as the English, Sociology, Psychology, Early Childhood Education used the presentations in their class assignments.

For 2004-2005, Common Ground received a \$6500 PIF grant. That year focused on the presidential election and voting. An interactive exhibit in the Gallery Theater entitled "What Do You Mean You Don't Vote!" in conjunction with an October Political forum entitled "How Do You Know They're Telling the Truth?" presented by Mark Simon, former San Francisco political writer and Bob Marks, Director of Peninsula TV. This forum was moderated by Phyllis Taylor of the Language Arts Division.

Additionally the Anthropology program (in conjunction with the college's Anthropology Club) frequently hosts guest speakers who give scholarly presentations on a diverse range of topics, such as Health and Politics in Haiti, Forensic Work of Medical Examiners, Cross-cultural Sex and Gender, Native Americans and Archaeology, and Reintroducing Lemurs in Madagascar. These presentations are open to the college providing an opportunity for learning and dialogue. The Anthropology program also participated in a multi-disciplinary course (SOSC 680: Brown v. Board of Education), celebrating and reflecting on the U.S. Supreme Court's decision to desegregate schools.

The Anthropology program also promotes and utilizes several Student Services programs, including the Learning Resource Center, Disabled Student Program Services Program (DSPS), Counseling, the Writing Center, Extended Opportunity Program and Services (EOPS), and tutorial services.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Not applicable.

4. Explain how this program meets the needs of our diverse community.

The student population at Skyline is approximately 55% female and 45% male; 27% Asian, 18% are Filipino, 19% are Hispanic, 27% white, 3% African American, with approximately 6% other. Additionally, both the U.S. Census of 1990 and 2000 indicated that the single largest growing ethnic groups are people who are of mixed ancestry. This is also reflected in the student population in anthropology courses at Skyline based on students' voluntary self-reporting. To support this diverse student body, the Anthropology program is committed to developing and maintaining a curriculum that is engaging and relevant to the discipline and the students' lives. Scholarly course materials are selected to address diverse cultural factors and are incorporated into the curriculum. Assignments are created using anthropological concepts through which students can investigate and articulate their enculturation experiences to better see themselves in their own context and the context of the larger world. As has already been mentioned, the Anthropology program is actively engaged in offering and supporting a broad range of events on campus such as Brown v. Board of Education and Common Ground.

The Anthropology program meets the needs of the student body by offering courses that fulfill the Ethnic and Cultural Diversity requirement for the AA/AS degree.

The program's commitment to offering anthropology courses to all students regardless of physical or learning disabilities, ESOL students, or other special needs students illustrates our commitment to meeting the needs of a diverse student body. For example, Lori Slicton, Anthropology faculty, received a Partnership For Excellence grant to develop an archaeology excavation exercise for ANTH 150. Particular attention was given to adapting (when possible) excavation activities for students with limited mobility.

The Anthropology program also has an active Anthropology Club on campus. The club was founded by Anthropology faculty member, Lori Slicton several years ago out of student interest by non-anthropology majors. Various students had taken anthropology courses as requirements and found the concepts and material very useful. These students wanted to begin the club in part as a means by which they could learn how to take anthropological concepts and apply them at work. Students had experienced an array of cultural misunderstandings and communication in their workplaces and wanted to improve those situations.

In addition to discussions on cultural topics, the Anthropology Club has sponsored many events and guest speakers as well as co-sponsored events with Phi Theta Kappa, the Gay-Straight Student Alliance, and with Puente, ASTEP and WIT programs.

Based on student interest, the Anthropology Club also has gone on numerous fieldtrips to the Asian Art Museum, Rosicrucian (Egyptian) Museum, The Exploratorium to see the History of the Nobel Prize Exhibit, Academy of Sciences, Oakland Museum, lecture series on religion at UC Berkeley, the UCB Archaeology Lab, among others.

The Anthropology program is committed to a pedagogy that all students can make a useful and meaningful contribution to the educational process and the community. Furthermore, the Anthropology program is dedicated to being a safe place to discuss controversial issues such as those pertaining to race, ethnicity, religion, gender, sexual orientation.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

Not applicable.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The goals of the Anthropology program are to provide introductory courses in anthropology, to stimulate and broaden student interest in the anthropological perspective and to prepare students for transfer to a baccalaureate institution. The Anthropology program is keenly interested in promoting Student Learning Outcomes across its curriculum. The program has also, at student request been incorporating Honors sections of some courses. This has undoubtedly impacted the program WSCH and LOAD but has been a positive contribution for students hungry for such opportunities. The seven courses in the Anthropology program satisfy a number of General Education requirements such as:

ANTH 110; 110 Honors; 150; 155; 165; 180; 360 all satisfy requirements for the CSU system (Area D3: Social, Political and Economic Institutions and the Intersegmental General Education Transfer Curriculum (Area 4: Social and Behavioral Sciences). The newest course, ANTH 165 is pending approval.

ANTH 125 satisfies the CSU system (Area B2 Natural Sciences) and the IGETC (Area 5b Biological Sciences).

The Anthropology program provides students with the majority of their core lower division requirements for the baccalaureate degree. Course that fulfill major requirements:

ANTH 110; 125; 125 Honors; 150

The remaining courses, ANTH 155; 165; 180; and 360 overlap with the core course in the discipline and are commonly taken by anthropology majors.

For students who want an additional challenge, the Anthropology program has encouraged interested students to independently pursue an anthropological research topic. Entitled, Anthropology Research Seminar, their work is presented at the college in a conference style format where each student has fifteen minutes to present their work followed by a five minute question and answer period. There is a designated time keeper to manage the event on schedule. Each student chooses an anthropological topic and we meet several times a semester as a group to discuss their progress and frustrations. The presentation topics depend on the student's interest but many have had to do with issues of globalization, race, ethics in numerous areas research such as genetic engineering, cloning, gender, economics, education among others. Students work very hard and present quality work. They do not receive any credit or grade for this work. However, Pacifica Cable TV has taped each session and Skyline students presentations are televised.

2. State how the program has remained current in the discipline(s).

The Anthropology program at Skyline College offers a diverse curriculum and is staffed by one full-time faculty member and occasional part-time instructors. The variety of UC/CSU transferable Anthropology courses that are offered at Skyline is virtually unparalleled when compared with other community college programs with only one full-time faculty member. Yet,

the program has embraced the challenge of delivering the highest quality of curriculum; serving a large, diverse student population; and maintaining currency in the discipline.

In order to keep current with the varied topics in the discipline and to promote Student Learning Outcomes, faculty engage a number of professional activities such as:

1. In addition to reading current professional journals in the field, anthropology faculty review the most current textbooks for the most up-to-date anthropological findings and analyses.
2. Faculty belong to numerous professional organizations such as the American Anthropological Association, Biological Anthropology Division, Archaeology Division, Latin American Anthropology Division, Society for Anthropology in the Community Colleges, Agricultural Division, Society for Feminist Anthropology, Museum Anthropology Division, Society for California Archaeology.
3. Faculty remain current by attending conferences and professional meetings, and developing campus-wide programs such as Common Ground.
4. Because of the fieldwork nature of Anthropology, faculty have maintained relationships with such local anthropology and research institutions as Stanford, UC Berkeley, San Francisco State University, Sonoma State University, California Academy of Sciences, San Francisco Zoo, M.H. deYoung Museum, and Palace of Legion of Honor Museum. These relationships have allowed Skyline students to conduct primate observations, see and hear live cultural presentations, and to examine important material cultural items to better put them into a historical and cultural contexts.
5. Faculty have engaged in numerous seasons of archaeological digs at various historic and prehistoric sites in order to bring the most current material culture information and research methodology to Skyline students.
6. Faculty also advise the Skyline student Anthropology Club. The student members are very curious and elect to bring guest speakers or explore various contemporary topics relevant to the discipline. The students' vitality contributes greatly to the positive and educational dynamics of the anthropology program for all involved.
7. Faculty travel extensively to prehistoric and historic archaeological sites throughout the United States, as well as various sites within Latin America and Europe. Travelling directly to sites and often small local museum provide a rich and unique opportunity to learn new interpretations of data and to acquire curriculum materials not otherwise available even through the internet.

3. If the student population has changed, state how the program is addressing these changes.

The Anthropology program has experienced a shift in the student population in a number of ways. For example:

1. Over the last six years the Anthropology program has grown from a WSCH of 398 and a load of 398 (1997) to a WSCH and LOAD of 659 (2003).
2. In response to the increased interest in anthropology courses, anthropology courses ANTH 125 and 360 were both revitalized and offered for the first times in 25 years.
3. More students have declared anthropology as their major. In response to this, curriculum has been developed to address those transfer needs. For example
 - a. ANTH 150, Introduction to Archaeology: Bones, Beads and the Basics of Material Culture

- b. ANTH 155 Human Prehistory and the Rise of Civilization
- c. ANTH 165 Sex and Gender: Cross-Cultural Perspectives
- d. ANTH 180 Magic, Witchcraft and Religion

4. Students upon entering anthropology courses may demonstrate less academic preparation for college in the areas of critical thinking, reading, writing and research. Students are encouraged to persevere and utilize the services in The Learning Center and the Library for additional assistance. Students are also referred to such mentoring programs as ASTEP, WIT, Puente and Kababayan.

5. Students are more comfortable with the Internet for class assignments and research projects. However, most do not know how to assess the available internet information for scholarly sources. These students are referred to the Skyline College Library website for useful links and to seek help in the library in person.

6. While there seem to be more students who are less academically prepared for college, there seem to be more students at the other end of the spectrum interested in and capable of independent projects and research. The Anthropology faculty have responded by offering Honors anthropology sections, and encourage other interested students to work toward Honors credit by contract. Still other students may opt for Independent study on an agreed upon topics.

7. More students entering anthropology classes express concern over learning about the concepts of evolution and evolution by natural selection. These concerns are earnest and are generally religiously rooted. Anthropology faculty spend more time introducing these concepts through lecture and scholarly articles that demonstrate the scientific method without interfering with a person's religious beliefs.

8. Increasingly more females are enrolling in anthropology courses than are males. This is in keeping with both college-wide and national trends. While the program has not declined in numbers of male students it is attracting more females. This may be in part to do with discipline-wide changes that have broadened the discussion and scholarship in the areas of sex and gender. The new emphases have focused on gender and the positive role of women both culturally and biologically. Hence, a new class was developed, ANTH 165 Sex and Gender: Cross Cultural Perspectives to address such new perspectives and interpretations.

9. Fewer students go through a thorough orientation to the college and do not have an appointed counselor. Students are generally unaware of most services available to them on campus and do not realize the importance of good academic counseling. Faculty have needed to spend more class time referring students to appropriate services.

10. More students express financial difficulty which has interfered with their enrollment. These students are referred to the Financial Aid and EOPS offices. The Anthropology program has created two scholarships as both as economic and academic reward for achievement and they are:

a. Frances Emma Wagner Memorial Anthropology Scholarship (endowed): Each year, two Skyline College students will each receive \$100.

b. Honors Anthropology Scholarship: Each year, one Skyline Honor's student will be awarded \$200.

11. The Anthropology program has become more aware and sensitive to the needs of a growing number of students who are returning from military service and war. Many of these students have voluntarily expressed to faculty that they are troubled and have serious difficulty adjusting to civilian and therefore academic life. A These students are referred to the college (academic as well as emotional) Counseling services.

12. The anthropology program has lost no fewer that two dozen students over the last four years due to unexpepected pregnancies. These young women have voluntarily talked with Anthropology faculty and express being completely unaware of their reproductive cycles and birth control, nor do they protect themselves from sexually transmitted diseases. To complicate matters, many of these students are in what they would describe as "unsupportive" families and are often without health insurance. They are also unaware of the services on campus such as counseling and chilcare. These students are referred to the college Health Center and or college Counseling office.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

All Anthropology courses have been updated and recommended for appropriate modifications where applicable.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not applicable.

6. Discuss plans for future review and program modification.

The Anthropology program has a number of areas that would benefit from modification in the future. Based on student evaluations and the offerings at comparable community college programs, the anthropology program should increase its offerings to include new courses. For example:

1. A one unit Physical Anthropology Laboratory would help both anthropology majors as well as students seeking to complete their General Education laboratory sciences requirement.

2. Offering more Honors sections of anthropology courses will help students complete the Honors Transfer Program and develop their education within their majors.

3. The Anthropology Program will explore any other significant changes in offerings and requirements at baccalaureate institutions to continue to provide a high quality and efficient curriculum.

4. The Anthropology program will explore the possibility of offering an Honors Research course. Such course exist at other community colleges. Furthermore, as has been mentioned, each year a group of students has been voluntarily conducting independent research and presenting papers at our Anthropology Seminar. They have not received credit for this work but have done it for the personal and professional enrichment. It would be well-deserved if they could get formal recognition from the institution and Honors credit for such deserved work.

5. Since written communication is increasingly important in today's society, the Anthropology program would also like to work more closely with the Language Arts Division and the Writing Center to develop and expand student's ability to think and write critically.

6. The Anthropology program has intermittently had tutors in The Learning Center. These students were anthropology majors who had completed a significant number of anthropology courses. This was useful for students but it was not heavily utilized. The Anthropology program would like to work more closely with TLC in this area to promote tutoring for all anthropology students who desire it.

7. The Anthropology program will continue explore means by which Student Learning Outcomes can be strengthened.

8. The Anthropology faculty webpage need to be updated and expanded to reflect the program's growth.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

The Anthropology program is currently staffed by one full-time faculty member, Lori Slicton. The following examples of developmental activities represent her work and not those of adjunct faculty.

1. Curriculum development: ANTH 150; 155; 165; 180.
2. Honors Program curriculum development: ANTH 110; 125.
3. Society for California Archaeology Conference 1999; 2001; 2003.
4. Archaeology Fieldwork (seasons) 1998-2000, 2002-2004
5. Participated in Expanding Your Horizons
6. Diversity Training.
7. Founding faculty advisor for the Skyline College Anthropology Club
8. Society For Anthropology in the Community Colleges Conference.
9. Co-coordinator of Common Ground, Bridging Community and Ideas (2003-2005).
10. Developed Anthropology Faculty website
11. UC Berkeley coursework in Prehistory
12. Participated/presented in the "50 Years of Brown v. Board of Education"
13. Visited many excellent museums such as Manzanar, Andersonville (Georgia), Atlanta History Museum, National Cowboy Museum (Oklahoma), Washita Battlefield, Canyon de

Chelly (Arizona), Zuni Cultural Center (New Mexico) Museum of Culture (Costa Rica) Asian Art Museum, the M.H. de Young Museum and Palace of the Legion of Honor Museums.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

New faculty and staff attend the district-wide orientation process. All full-time faculty are required to attend Social Sciences/Creative Arts Division meetings. We do not have tutors or aides that work directly with the Anthropology faculty. Informal mentoring of new faculty members is provided by senior faculty. The tenure-review process itself but also the portfolios faculty create can serve as an orientation tool.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

The Anthropology program needs to expand its part-time pool to teach the full spectrum of anthropology offerings. This will especially be true if the Physical Anthropology Laboratory and or the Honors Research courses are offered as they create a faculty unit load in excess of the contract specifications.

Outreach to local universities and soliciting applications for a part-time pool can be a potential recruitment technique.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

A. Facilities here will be defined as classrooms and instructor's offices, although this department interacts with the computer lab, the library, the learning center, and other campus facilities. Classroom space is limited, especially during prime time which is between 9 A.M. and 1 P.M. and in the evening. Budget constraints compound this in a number of ways. For example, we have more buildings (and more on the way) but fewer maintenance staff. The lack of Building and Grounds employees has meant that (Anthropology program) classrooms and the faculty office are not being adequately maintained. They are not vacuumed, swept or cleaned. Trashcans get emptied but their plastic liners are not replaced daily. Rotten food sticks to trashcans in many classrooms. There have been numerous rodent (mice) problems in the last six years which have been compounded by these conditions. A more clean and kempt environment is also a more professional teaching and learning environment and would improve morale.

B. The full-time instructor has access to an office for work and meeting with students. However, sometimes the instructor's office environment could be improved upon. Increased cleaning and maintenance would improve this situation. For example, the instructor's office has bookcases and cabinets that are not bolted to the wall for earthquake safety. Over the last five years, faculty have gone through proper channels and submitted work orders through both the Social Science/Creative Arts Division and Building and Grounds. Twice, Building and Grounds employees have arrived at the office to assess the problem. Yet, no work has been completed.

C. In addition to making the necessary earthquake safety improvements, other conditions need to be improved upon. Increased, healthy ventilation into offices and classrooms with proper intake and out-take ventilation systems must be restored and maintained in working order. These systems (at a minimum) are interrupted during various types of construction projects.

D. Equipment expenditures have tended to focus on sophisticated information delivery systems college-wide, but budget constraints have limited this Division and this Department. The Anthropology department recommends that all classrooms utilized by anthropology faculty be computer-ready, including use of the multi-media technology. Not one of the classrooms routinely utilized by the anthropology program has been renovated to include multimedia technology. Anthropology classes and or campus-wide events sponsored by the Anthropology program and Anthropology Club are held in electronically equipped classrooms. These rooms (2306, 1111, 1105) generally do not have proper ventilation and or the ability to modulate room temperature or lighting. This is not conducive to using any of the electronic/computer equipment for which they were purchased. Proper lighting systems with dimmer switches enable students to take notes comfortably while viewing the information projected on a screen. Furthermore, it makes it very difficult to invite outside, quality guest lecturers to present under these conditions. The department thus recommends that ventilation along with the lighting systems be included in all classroom/technology retrofitting.

E. Students have access to classrooms, but continued construction and retrofitting projects have made and will make travel between classrooms difficult for students and instructors as well. Many times, the needs of the workers to engage in projects during prime time hours has negatively impacted anthropology classes in the last five years. Noise, and airborne particulate matter from campus construction had created poor conditions for teaching and learning. Furthermore, the conditions made it an added challenge for student success and retention. (as the students repeatedly expressed).

F. Some classrooms need to be completely renovated. The Anthropology program relies on rooms 2309, 2305, 7215, and 7115, and 1115. The electronic facilities are inadequate and there are no maps available (internet access and powerpoint do not replace the need for wall maps during lectures in classrooms). Room 2309 has broken electrical outlets that shock students and the instructor when trying to plug in necessary equipment. There are no dimmer switches for the lights even if there were computers and the internet available in these rooms.

G. Equipment maintenance is executed by a busy group of hard-working staff. This is compounded by the very nature of sensitive technological equipment that is routinely used by a large group of instructors, making the delivery of the material good, but sometimes problematic

because of adjustment variations. When technology breaks down, instructors rely more on traditional methods of instruction. The maintenance and proliferation of necessary, non-electronic materials such as maps has been neglected.

2. List projected needs.

1. Electronic classrooms with adequate ventilation and lighting systems capabilities including dimmer switches.
2. Increase hands-on materials such as boney and dental remains (replicas) of mammals, primates and hominids.
3. Video and or sound equipment would assist instruction.
4. CD-Rom interactive atlases and maps
5. Mechanical maps
6. Overhead projectors purchased and maintained.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

1. Anthropological concepts often require reinforcement with hand-on activities. These materials (bones, teeth, historic and prehistoric artifacts, measuring apparatuses and the like) are essential to any Anthropology program. These resources are somewhat limited and need expansion
2. Only about one fifth of the classrooms assigned in this department currently are equipped to deliver computer generated information and programs, as well as video and DVD. As time goes on more publishers are providing computer-generated support that requires equipment to deliver them in the classroom. The absence of classroom availability makes the delivery/ accessibility to these modalities impossible.
3. Websites can assist in the communication with students about program expectations. Websites listing course descriptions, resource links are additionally helpful.
4. When applicable, internet sources are used for student investigation and assignments. A Pathfinder has been developed for use in several anthropology courses (ANTH 125, 150, 155) which has been useful in student research projects.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Not Applicable.

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

1. Hands-on materials for in class exercises (ANTH 125, 150, 155, 360) and for the Physical Anthropology Laboratory. These should include, various mammal, primate, and hominid skeletal materials, measuring apparatuses, and CD/DVD visual aids.
2. Expand the Media Center holdings of video/DVD holdings to better support the new curriculum as well as respond to the world's cultural and biological dynamics.
3. Expand the scholarly anthropology sources available students at the Skyline Library.
4. Students and faculty will require clean, well-equipped and maintained electronic classrooms.
5. The Anthropology program will require a part-time faculty pool to cover necessary courses.
6. The program will require new wall maps.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

This program shares resources with a number of departments. As has been mentioned, the Anthropology program and Anthropology Club have sponsored campus-wide events at which representatives from every division or program on campus, including some in administration, have attended.

The Anthropology program has also benefited from having numerous guest speakers from other programs such as Political Science, Philosophy, History, Psychology.

Some educational materials have been shared with Anatomy/Physiology, History and Art.

Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2001	2002	2003
WSCH	413	447	659

Please comment on program enrollment and expected trends.

The first full-time anthropology faculty was hired to begin in the fall 2000. This created more stability for the program and allowed for more development and consistency throughout the curriculum. Based on the above reported WSCH numbers, enrollment in the Anthropology program has increased.

The Census Enrollment Count Follows

Fall 2001

150

Fall 2002

149

Fall 2003

216

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2001	2002	2003
FTE	1.00	1.00	1.00
WSCH/FTE	470	447	659

Please comment on the comparison of this program to College trends.

The load shows some fluctuation but an overall increase. Some of the fluctuation may have to do with the introduction of new anthropology courses. Because of the length of the articulation process, courses are offered before they have IGETC approval and are therefore more limited in the requirements that they fulfill. The most recent data indicate that the Anthropology program WSCH/FTE (659) is above the College's average (528) and the Social Science Division's (509)

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2001	2002	2003
Retention	85%	83%	87%
Success	69%	65%	72%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

The Anthropology program's current Retention and Success rates are (84% retention, 71% success) which are comparable with the College-wide rates (83% retention, 69% success). Anthropology is an interesting course to teach at the community college level because while students may be interested in the subject, they have virtually no academic familiarity with it as a discipline. They have not had any introduction or preparation in high school and have many misconceptions perpetuated by Hollywood. Anthropological vocabulary and concepts are often unique and require a thorough introduction on the part of the instructor as well as consistent and rigorous study on the part of the students.

It has been noted that the number of females enrolled in the Anthropology program is increasing and exceeds those of males. And, as has also been said, this demographic shift is college-wide and nation-wide. In this Anthropology program, female student Retention and Success also exceed those of males. It has also been noted that the Anthropology program is not declining in male student enrollment but it is attracting more females.

	<u>2001</u>		<u>2002</u>		<u>2003</u>	
	%Ret	%Suc	%Ret	%Suc	%Ret	%Suc
Female	78	68	90	78	85	74
Male	76	67	84	74	85	68

The overall count is 1028 student of whom 582 were female and 440 were male. The overall Retention and Success rates were 84% and 72% respectively for female students. Overall male student Retention and Success rates were 80% and 64% respectively.

When considering the data provided on ethnicity, Success and Retention rates are highest among Asians, Filipinos and Whites. Hispanics and Native Americans are clustered closely together followed by African Americans. The starkest contrast is between White Retention and Success rates (82% and 72% respectively) and the Retention and Success rates African American students (70% and 48% respectively). While not demonstrating such a great disparity, the Retention and Success rates of Hispanics (79% and 66%), Filipinos (84% and 66%) and Native American (75% and 67%) there is need for improvement to bring these rates closer to the college average.

The Anthropology program is keenly interested in monitoring and addressing these trends. The Anthropology program will continue to engage in self-assessment and explore the differences in success and retention in terms of ethnicity and gender at other community colleges. In essence—are these outcomes better in comparable programs? If so, how can we implement such changes in our program?

There are also many potential factors that can influence student Retention and Success that are beyond the immediate parameters of the Anthropology program. Some of these include:

The years of 2001-2003 reflected an economic downturn in the national economy. The local Bay Area economy was particularly hard hit because it was at the epicenter of the Dot-Com bubble that burst in 2001. This left many people unemployed particularly young people who had a harder time finding entry-level jobs. Many of those people who would have otherwise been employed found themselves at the community college attempting to gain skills, degrees, or simply to ride out the current economic wave. Many of these students were lacking in academic skills, preparation and in some cases motivation. Some simply didn't know where else to go.

The community colleges serve a wide range of incoming students for whom English is a second language. Many of these students need more preparation before entering in courses in the Anthropology program which requires a good deal of reading and writing.

In some cases it seems that counselors have recommended some anthropology courses because the topic held the student's interest, but often the students have not had the skill to meet the demands of the class. More likely, many students do not follow the recommended eligibility indicated in the catalog course descriptions. Many students probably have an unrealistic assessment of their skills for academic success.

Some students are unaware or do not follow the procedures for dropping classes. When they assume that the instructor will drop them for non-attendance, the student's name remains on the class list and instructors are compelled to assign a letter grade of "F". Assigning an "F" grade to these students for not dropping courses will automatically lower their GPAs. Every effort must be made the anthropology faculty to advise the students at the beginning of each semester of the policy regarding dropping courses. The faculty must make reminders to the students before the final drop date.

Additionally, many students are unaware of and or do not access the excellent support and tutorial network available to them at Skyline. Every effort must continue to be made by the anthropology faculty to inform and encourage students to utilize services such as The Learning Center, Librarians, and programs such as ASTEP, Kababayan, Puente, and WIT.

Furthermore, there is an economically driven demand for higher enrollments in each class. The anthropology program understands the pragmatic nature of this trend. However it strongly believes that it does not necessarily promote the most productive teaching and learning environment. Larger class sizes make it difficult for instructors to identify and assist the students who need it the most.



Program Review Course Outline & Prerequisite Checklist

Discipline: Anthropology

Semester: Fall 2005

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Lucy A. Shelton 10.3.05
Highlight this text & type in name

Highlight this text & type in name

Oct 3, 2005
Date Submitted: Highlight this text & type in date

Division Dean: Donna Bystock

(Additional faculty signature lines may be added to this form as needed.)



Appendix

Anthropology

College of Behavioral and Social Sciences

Dean: Joel Kassiola

Department of Anthropology

SCI 377

415-338-2046

Fax: 415-338-0530

Web Site: <http://bss.sfsu.edu/anthro>

Chair: James Quesada

Undergraduate Coordinator: L. Volk

Graduate Coordinator: M. Griffin

Faculty

Professors—Bruhns, Gabow, Pahl, Wong

Associate Professors—Biella, Griffin, Quesada, Soh

Assistant Professors—Ferreira, Volk

Adjunct Faculty—Caldararo, De Mouthe, Fentress, Lutes, Yamamoto

Programs

B.A. in Anthropology

Minor in Anthropology

Minor in Ethnographic Methods in Anthropology

M.A. in Anthropology



Program Scope

Anthropology is the study of humankind over time and place. Undergraduates majoring in anthropology are exposed to a multi-field approach that examines current cultures, the study of remains of past societies, study of human evolution and variation, etc. all with an aim of further understanding of what it means to be human.

The Bachelor of Arts in Anthropology is designed to serve the needs of students who do not plan to

continue their training beyond the baccalaureate level, as well as those who intend to pursue graduate study leading to the M.A. or Ph.D. degree, either in anthropology or in another academic discipline.

The Master of Arts in Anthropology is offered for those who plan to continue their graduate work elsewhere toward the doctorate as well as those who plan to terminate their training at the master's level and seek employment or obtain a teaching credential.

Career Outlook

Anthropological skills are important for careers in public and private sector social services, health, community organizing and advocacy, cultural resource management, urban planning, international economic development, environmental assessment, education, social work, investigative journalism, and public policy. The principal goals of the department are: (1) to provide an enriched vision of humanity and culture around the globe as well as an increased sensitivity to our everyday experiences of cultural and ethnic diversity at home; (2) to train students to pursue teaching and research careers at the M.A. level while providing a solid basis for those who plan to pursue a doctoral degree; and (3) to prepare students to engage in applied work, especially around urban social problems; e.g., poverty, ethnic polarization, violence, AIDS, substance abuse, homelessness, and social suffering.

BACHELOR OF ARTS IN ANTHROPOLOGY

The program is built around seven required core courses to provide a thorough grounding in the basic concepts of the discipline and to enable maximum flexibility in choice of electives. Although concentration in any particular subfield of anthropology is not required for the baccalaureate degree, several sequences of courses are recommended. Students who wish to plan such concentration are urged to consult with an adviser.

[On-line course descriptions are available.](#)

Required Core Courses		<i>Units</i>
ANTH 100	Introduction to Biological Anthropology	3
ANTH 110	Introduction to Archaeology	3
ANTH 120	Introduction to Social and Cultural Anthropology	3
ANTH 300	Foundations of Anthropology: History	3
ANTH 310	Family, Kin, and Community (recommended for sophomore or junior year)	3
ANTH 680	Seminar in Contemporary Anthropology (to be taken senior year)	4
Select one from the following methods courses		3-6
ANTH 331	Fossil Humans (4)	
ANTH 332	Human Variation Today (4)	
ANTH 491	Archaeological Methods (4)	
ANTH 557	Ethnography of the Inner City (4)	
ANTH 595	Visual Anthropology (6)	
ANTH 651	Ethnographic Field Methods (6)	
ANTH 652	Anthropological Statistics	

Electives	
Upper division units selected on advisement from archaeology, physical anthropology, cultural anthropology, social anthropology, or applied anthropology	11-14
Total	36

MINOR IN ANTHROPOLOGY

Program		<i>Units</i>
ANTH 100	Introduction to Biological Anthropology	3
ANTH 110	Introduction to Archaeology	3
ANTH 120	Introduction to Social and Cultural Anthropology	3
ANTH 310	Family, Kin, and Community	3
ANTH 315	Regional Ethnography (variable topic)	3
Upper division units on advisement		6
Total		21

MINOR IN ETHNOGRAPHIC METHODS IN ANTHROPOLOGY

Program		<i>Units</i>
ANTH 120	Introduction to Social and Cultural Anthropology	3
ANTH 310	Family, Kin, and Community	3
ANTH 651	Ethnographic Field Methods	6
ANTH 652	Anthropological Statistics (or equivalent)	3
Plus any two upper division courses on advisement		6
Total		21

MASTER OF ARTS IN ANTHROPOLOGY

Admission to Program

Students must have completed an undergraduate major in anthropology or preparation in another field, provided their undergraduate study has included work covering the general scope of ANTH 100, 110, 120, 300, 310, 680, and such additional undergraduate courses in anthropology as the graduate adviser deems necessary. Students who do not meet these conditions will be required to make up deficiencies in conditionally classified status. This course work is considered preliminary and is designed to create a sound foundation for the graduate program. It cannot be used as part of the approved program for the Master of Arts. These courses may be taken credit/no credit.

Applicants must furnish the graduate coordinator of the department the following material, no later than 1 February for the following fall semester (no spring admissions): a photocopy of the application form sent to Graduate Studies, a completed Department of Anthropology [Graduate Program Application form](#)

(<http://online.sfsu.edu/~mgriffin/GradApp2.html>), transcripts, GRE scores, three letters of reference, one or more writing samples (no more than fifteen typed pages), and a letter of intent outlining experience, career objectives, and rationale for studying anthropology at the graduate level. It is the responsibility of the student to keep in touch with the graduate coordinator, who deals with documentation and administration.

Each student is assigned to a faculty adviser on the basis of the student's field of interest. An adviser may be changed at the request of either party. The adviser acquaints the student with the department and helps in establishing an initial plan of study.

The faculty graduate committee evaluates applications for admission, assesses the overall program, and reviews student progress. If a student is not making reasonable progress towards the degree, the committee may recommend termination of candidacy.

Written English Proficiency Requirement

Level One: successful completion of ANTH 710 in the first semester of study with a grade of B or better. **Level Two:** completion of a written thesis or completion of a creative work project.

Advancement to Candidacy

By the end of the first two semesters of graduate study, the student is expected to have completed nine units maintaining a 3.0 grade point average as follows:

- ANTH 710, Seminar in Anthropological Theory and Methodology (3 units).
- Six units in upper division or graduate courses as outlined in the curriculum below.

In addition, an applicant for candidacy must successfully complete a written examination in a foreign language or complete ANTH 652, Anthropological Statistics, with a grade of B or better. The choice between a foreign language or Anthropological Statistics is determined by the faculty graduate committee or as recommended by a faculty adviser. The foreign language examination is administered by the Department of Anthropology which may call on specialists from other departments if necessary.

Upon advancement to candidacy, students are required to assemble a committee of at least two faculty members to supervise their thesis research or creative work project.

Online course descriptions are available. Students may select any upper division course with the exception of ANTH 300, 310, and 680.

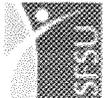
Program		Units
ANTH 710	Proseminar in Anthropological Theory and Method	3
ANTH 740	Seminar in Archaeological Problems	3
ANTH 760	Seminar in Biological Anthropology	3
ANTH 770	Seminar in Problems in Cultural Anthropology	3
Upper division or graduate units in anthropology or allied fields upon advisement		15
One of the following:		3
ANTH 894	Creative Work Project	

ANTH 898	Master's Thesis	
	Minimum total	30

Thesis or Creative Work Project. Students may satisfy this requirement either by writing a thesis or, after consultation with the student's advising committee, and subject to the approval of the department graduate committee, a creative work project. This could involve a community or academic service area project, a museum catalog, or an anthropological film.

Those who elect to write a thesis will meet with an adviser to select an appropriate topic and establish an advisory committee. Normally the committee will consist of at least two anthropology faculty members who are themselves concerned with the areas of interest to the student. However, if the thesis is to deal with material from a discipline related to but outside the field of anthropology, then a faculty member from that discipline may serve on the student's committee. Unanimous approval of the proposed topic and thesis outline, and advancement to candidacy, are required before thesis research begins. During the period of research, progress reports are to be made to the committee. If a student is unable to select or maintain a committee, the student will be asked to withdraw from the graduate program. Upon completion of the thesis, it will be read and approved by each member of the student's graduate committee before submission to the Division of Graduate Studies.

Master's Oral Examination. Very occasionally an oral examination may be required of master's candidates. The oral examination is designed to test verbal and explanatory abilities and to evaluate apparent areas of weakness as revealed in course work performance, the creative work project, or the thesis. The examining body is the student's committee and may include other interested departmental faculty. The examination can be repeated only once.



San Francisco
State University

[SFSU Bulletin Search](#)

Last modified June 23, 2005 by bulletin@sfsu.edu