

# **CAÑADA COLLEGE**

## **COMPREHENSIVE PROGRAM REVIEW SELF-STUDY**

### **DOCUMENT**

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

**Cañada College's Mission:** It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

**PROGRAM NAME:** Anthropology

Review authored by Barbara Lass, Ph.D.

## **PART A: Overview of Program**

- 1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.**
- 2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

From my perspective, the specific goal of the Anthropology Program is to introduce students to the basic concepts and content of the field of anthropology. Courses should be designed and taught so that students interested in further study in anthropology as well as students interested solely in completing General Education requirements can learn and benefit. A more general goal of the program is to introduce students to a global, comparative, cross-cultural perspective of the world.

- 3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.**  
*No significant changes in student demographics.*

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

Not applicable.

## **PART B: Curriculum**

**1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). [I have taught all of the Anthropology courses at least once so I am familiar with their content.]**

All of the Anthropology courses satisfy General Education/transfer requirements. One of the strengths of the Anthropology Program is that a variety of courses is offered in comparison with the lack of variety often seen at other community colleges of comparable or larger size.

Anthropology 110 (Cultural Anthropology) and 125 (Physical Anthropology) are survey courses that provide a broad introduction to two of the four subfields of anthropology, the other subfields consisting of archaeology and linguistic anthropology. As such, Anthropology 110 and 125 both provide students with a good background in what anthropology is all about, and they are essential for students who want to pursue further study in anthropology.

The role of Anthropology 105 (Peoples and Cultures of the World), 360 (Indians of North America), and 370 (Olmec, Maya, Aztec: People and Cultures of Mexico and Central America) in the Anthropology Program are less clear, and I discuss what I consider to be some problems with these courses below.

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

In my opinion, the Anthropology Program curriculum has not remained current. In fact, the course offerings reflect a somewhat outdated view of what anthropology is and what anthropologists study. In particular, Anthropology 105, 360, and 370 suggest that anthropologists focus on “exotic” and “lost” cultures of the world with a special emphasis on Native Americans and ancient civilizations of Latin America. If it was ever true, this is certainly not true of anthropology today.

Additional information from Mary Gresham is that Anthropology 105 has been updated to focus on indigenous people to include: subsistence, religion, and affects of colonization and globalization.

**3. All course outlines in this program should be reviewed, and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.**

I have the old outlines for Anthropology 110, 125, 360 and 370. The outline for Anthropology 360 is dated January 2000 (six years ago). The other outlines are much older than that. I will start working on updates but will need some guidance as to appropriate forms/format and deadlines.

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

Not applicable.

**5. Describe how your program is articulated with similar departments within SMCCD, the Sequoia High School District and/or other four years institutions.**

All courses currently offered are designated as CSU transferable, meet the CSU general education requirements in Area D, and satisfy the IGETC requirements.

**6. Discuss plans for future curricular development and/or program modification.**

To offer Anthropology 110 along with Anthropology 105 could be redundant as they cover some of the same material. However, with recent changes in Anthropology 105, this may not be the case. Anthropology 360 and 370 are really quite focused and specialized for the undergraduate, community college student. Personally, I enjoy these topics a great deal, and I enjoy teaching these courses, but it is challenging to make the courses interesting and relevant to students who often have no prior anthropology background and usually do not intend to pursue further study in anthropology. Also, as discussed above, these courses do not reflect the current state of the discipline. The opinion of faculty in this department is that enrollments in each course may improve if they are offered alternately in Fall and Spring as well as alternately between day and night.

These courses (especially Anthropology 360 and 370) typically have low enrollments. Because they are of interest to some students and because they do satisfy General Education requirements, I would not necessarily (with the possible exception of Anthropology 105) abolish these classes, but they could be augmented with other anthropology classes that would expand and update the curriculum. Specifically, a course in Medical Anthropology and a course in Applied Anthropology would appeal to students in nursing and other medical/technical programs in the San Mateo District. If the new courses plus Anthropology 360 and 370 were offered alternate years, enrollments in each class would almost certainly be higher.

One of the other adjunct faculty in anthropology recommends developing a Physical Anthropology Lab course. Many community year colleges now offer this, it complements the lecture course of Physical Anthropology and also fulfills lab requirements.

## **PART C: Student Outcomes**

*Please attach all Bi-Annual State of the Department reports from the past six years. Update any analysis to include a summary of all years. Attach sample student learning outcomes here.*

## **PART D: Faculty and Staff**

### **1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

The Anthropology courses at Cañada College are taught by three adjunct faculty; Mary Gresham, M.A., Michelle Titus, M.A.; and Barbara Lass, Ph.D. A telecourse in Anthropology is offered for the San Mateo Community College District.

I will briefly describe only my own qualifications here. I have a Ph.D. in Anthropology with an emphasis on archaeology. My training in archaeology makes me particularly well-qualified to teach Anthropology 370 (Olmec, Maya, Aztec). I have participated in archaeological research on precontact Native American cultures, and I was employed for two years at the Hearst Museum of Anthropology at UC-Berkeley where I participated in a special project that identified and returned human remains and significant objects in the Museum's collections to Native American tribes. Thus, I am well qualified to teach Anthropology 360 (Indians of North America). My graduate training in anthropology (at the University of Minnesota) followed the "four field approach" in which students were required to gain competency in all four subfields of anthropology (i.e., cultural anthropology, physical anthropology, archaeology, and linguistic anthropology), and I have extensive experience teaching introductory cultural anthropology and physical anthropology (as well as archaeology) at the community college level and at other types of institutions. If further information is needed I would be happy to provide my vitae.

Mary Gresham has a Bachelor of Science in Nursing from the University of Arizona and a M.A. in Anthropology from San Francisco State University. Her Master's Thesis focused on the Andes and shamanism and she has a continuing relationship with a rural town in Mexico.

### **2. List major professional 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.**

At Vista College in Berkeley I participated in the formation of a Women's Studies program, and I had a new course approved for inclusion in that program. Also at

Vista College, I began teaching in the PACE program (Program for Adult College Education) designed for returning students, primarily women. This "cohort" program involves extensive interaction with students and other faculty. It also involves teaching an all-day Saturday class that includes field trips, guest speakers, and other activities. The challenges that working in this program present have greatly helped me improve as an instructor. In the last six years I have also published articles and made presentations at professional conferences and meetings. If further information is needed I can provide more details and/or provide a copy of my vitae.

Mary Gresham regularly attends anthropology conferences: Anthropology in Community Colleges for the last four years, a conference hosted by the American Anthropology Association in 2000, and the Society for Anthropology of Consciousness. She has also participated in workshops on Student Learning Outcomes and Pedagogy at Cañada College.

**3. Describe the departmental orientation process for new full-time and adjunct faculty and staff.**

**PART E: Facilities, Equipment, Materials and Maintenance**

**1 Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.**

In terms of facilities, the classroom where most (and sometimes all) of the Anthropology classes meet is in dire need of repair and updating. Also, for Anthropology 125 (Physical Anthropology) a lab instead of a standard classroom would be much more appropriate. Better space is also needed for the display/storage of instructional materials, including fossil replicas and a human skeleton. Currently, these are stored in an unlocked case in the Anthropology classroom and in an electrical closet adjacent to the classroom.

The equipment needed for the Anthropology Program at this time is mostly audiovisual equipment. While this equipment (e.g., video player, slide projector, overhead projector) is currently present in the Anthropology classroom, it also needs to be updated.

The Anthropology Program could use a number of new instructional materials. For Physical Anthropology, more fossil replicas are needed. Currently, there are only four fossil replicas (all skulls) plus two primate skulls. The fossil replicas are outdated, not reflecting new fossil finds and new ideas about human evolution; they are also labeled with outdated names and terminology that confuses the students. A complete, articulated human skeleton (real or replica) is also needed

for the Physical Anthropology class. At the present time, the only skeleton available (a real one) is not articulated, and the individual pieces are fragile and deteriorating. For all of the Anthropology classes more and newer videos/DVDS are also needed. The library collection contains very few videos or DVDs on anthropology. There are additional videos stored in a closet adjacent to the Anthropology classroom, but these are outdated and not in good physical condition. A set of updated world and regional maps for use/display in the classroom could also be used.

**2. Describe the use and currency of technology. List projected needs.**

The main technology that the Anthropology Program needs at the present time is audiovisual technology, discussed above.

**3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

Not applicable.

## **PART F: Budget Request**

### **1. What faculty positions will be needed in the next six years in order to maintain or build the department?**

A full time faculty position in Anthropology would help to build this department and enhance student enrollment.

### **2. What staff positions will be needed in the next six years in order to maintain or build the department?**

### **3. What equipment will be needed in the next six years in order to maintain or build the department?**

Updating of audiovisual equipment is crucial. Also needed are casts of fossil hominids.

### **4. What facilities will be needed in the next six years in order to maintain or build the department?**

Updating of the classroom is crucial. Acquisition of a lab would be desirable.

## **PART G: Additional Information**

### **1. Describe any other pertinent information about the program that these questions did not address.**

(a) If the format of Anthropology 350 (Introduction to Archaeology) could be changed it would benefit the Anthropology Program. Archaeology is one of the subfields of anthropology and one that many students are interested in. It is also (along with physical anthropology) a subfield that emphasizes the study of material objects (e.g., artifacts, architecture). However, at the current time, archaeology is offered only as a telecourse, an extremely poor format for acquainting students with the study of three-dimensional objects. Furthermore, when archaeology is offered as a telecourse (with orientation meetings at another campus) and cultural anthropology and physical anthropology are offered on campus as standard classes, it suggests to students that archaeology is not as "important" as the other parts of anthropology and not worthy of as much attention. In actuality, archaeology is just as much a part of anthropology as cultural and physical anthropology; it also fulfills General Education requirements, and also prepares students who want to pursue further study in anthropology. Also, the archaeology course (350) is not numbered consistently in

relation to cultural anthropology (110) and physical anthropology (125). The higher (3xx) number suggests that the course is somehow more difficult or advanced than an introductory course (which is not true) and also suggests that it is comparable to one of the more specialized courses such as Anthropology 360 or 370 (also not true). In short, students would receive a more accurate and complete education in anthropology if the archaeology course could somehow be integrated into the standard classroom curriculum.

(b) From my perspective, the Anthropology Program could/should have higher visibility on campus. Students seem to acquire information about the classes primarily through word of mouth or by perusing the class schedule. Even many faculty members do not seem aware of what the Anthropology Program involves. Much of this problem stems from the fact that there are only two Anthropology instructors, and they are both part-time instructors with limited time on campus. However, some relatively simple things could be done to publicize the Anthropology Program. For example, an exhibit on some aspect of anthropology (preferably one related to one or more of the courses) could be placed in the display case at the library. Also, anthropology could be represented at the various "majors fairs" or "career fairs" that take place on campus.

## **EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS**

Anthropology  
Barbara Lass

*Estimate the total number of hours to complete your Program Review.* 3 hours

1. *Was the time frame for completion of Program Review adequate?* Yes
2. *Was the instrument clear and understandable? Was it easy to use?* Yes
3. *Were the questions relevant?* Yes
4. *Did you find the Program Review process to have value?* Yes. I've had some ideas about the Anthropology Program for some time, was not sure where/how to express them, and welcomed the opportunity to contribute to the review process.
5. *Was the data you received from administration complete and presented in a clear format?* I did not receive any data. My understanding was that, as a part-time instructor, I was not expected to answer questions that required such data.
6. *Please offer any comments that could improve and/or streamline Program Review.* I welcomed the opportunity to participate, but at the same time, it was somewhat difficult, as a part-time instructor, to know which questions I was expected to be knowledgeable about and which ones I was not expected to answer. Perhaps future versions of the review questions could specify the questions that part-time faculty should answer.

**CAÑADA COLLEGE**  
**BI-ANNUAL STATE OF THE DEPARTMENT**  
**DATA COLLECTION DOCUMENT**

**Program Name:** Anthropology

**I. Program goals and objectives:**

*The goals of the Anthropology Program include (a) familiarizing students with the cultural diversity found around the world, both past and present, (b) enabling students to critically examine, analyze, and better understand Euroamerican/Western culture through comparison and contrast with other, nonWestern cultures, (c) enabling students to better understand many current events from a global and cross-cultural perspective, and (d) providing a good grounding in the basic concepts and terminology of anthropology so that students interested in further anthropological study are prepared for such study.*

*All of the Anthropology courses satisfy General Education/transfer requirements. One of the strengths of the Anthropology Program is that a variety of courses is offered in comparison with the lack of variety often seen at other community colleges of comparable or larger size.*

**II. Student Learning Outcomes:**

**A. List all identified program student learning outcomes:**

Anthropology has not completed the SLO's for our courses.

**B. Attach correlated assessment tools and relevant data:**

Anthropology has no correlated assessment tools.

**C. List a sample of course level student learning outcomes:**

Anthropology has not completed the SLO's for our courses.

**D. Attach correlated assessment documents and relevant data:**

Anthropology has no correlated assessment tools.

**III. Curricular offerings:**

**A. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)**

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce

**B. All current offerings except those previously identified in section A**  
**( check all that apply; attach a separate table as necessary)**

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
ANTH	105	Peoples And Cultures	X	X	X			
ANTH	110	Cultural Anthropology	X	X	X			
ANTH	125	Physical Anthropology	X	X	X			
ANTH	180	Magic, Science & Religion	X	X	X			
ANTH	350	Introduction to Archaeology	X	X	X			
ANTH	360	Indians Of North America	X	X	X			
ANTH	370	Pre-Columbian People/Cults	X	X	X			

**C. Recommended areas of curricular need based on current offerings ( check all that apply; attach a separate table as necessary)**

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Physical Anthropology Lab course	X	X	X		

**IV. Enrollment data:**

**A. Weekly Student Contact Hours – WSCH /FTES**

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2004
WSCH	511	511
FTES	17.022	17.05

**B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD**

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2004
FTE	1	1
LOAD	511	511

**C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.**

Year	2005	2004
Retention		69.1%
Success		55.2%

**D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.**

Year	2005	2004
Certificates		
Degrees		
Transfer		

**E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.**

*Regarding trends, I have noticed in my relatively short time teaching in the Anthropology Program, that enrollments in the anthropology classes seem to be increasing. I have particularly noticed an increase in the number of high school students (Middle College students) in my classes. I have noticed a slight increase in the number of older students. My impression is that the students in the Anthropology Program enroll in the classes for personal interest and/or to fulfill transfer requirements, not for any kind of vocational training, and unless the anthropology curriculum is drastically altered in some way, I do not expect this to change. Regarding retention, most of the students in my classes clearly have heavy loads of course work, jobs, and family responsibilities, but they do seem to be aware of (and using) services such as financial aid, counseling, and tutoring. My impression is that students are more likely to drop Anthropology 360 or 370 if they find themselves overwhelmed than they are to drop the other anthropology courses; it's likely that they find these specialized topics more "expendable" than other classes they are taking.*

#### **V. Faculty and staff hiring recommendations:**

##### **A. List full-time faculty requests and attach formal justification**

Position	Areas of expertise needed

##### **B. List adjunct faculty requests and attach formal justification**

Position	Areas of expertise needed

##### **C. List staff requests and attach formal justification**

Position	Areas of expertise needed

#### **D. List professional development needs:**

#### **VI. Equipment and facilities recommendations:**

##### **A. List equipment, technology, materials needed in the coming year:**

Item	Cost per unit
One dozen casts of fossil hominids	@ \$300.00
Updated videos/DVDs	
Articulated human skeleton	

##### **B. List facilities needs:**

New	Maintenance