

Anthropology PUR 2018-19 Latest Version

Anthropology PUR 2018-19 (Transfer Programs)

I. PROGRAM/UNIT OVERVIEW

Program or Unit Description : Version by **Clifford, Donna** on **02/22/2019 22:51**

Describe the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic areas and degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

- The Anthropology Program is currently housed in the Division of Business and Social Science. The Associate of Arts degree in Anthropology is designed for students seeking careers in anthropology or related fields. As of Spring, 2018, students enrolled in the AA Anthropology degree numbered 70. The program includes two full-time faculty and a pool of 11 part-time lecturers. The degree requirements include general education requirements to gain a breadth of knowledge in a wide array of disciplines. Students will also obtain fundamental knowledge in the theoretical, methodological, and topical frameworks of anthropology. This course of study is designed as a university transfer degree or can be tailored for those wishing an emphasis in anthropology for entering the workforce in entry-level positions. The AA degree in Anthropology is fully accepted at any four-year institution in the NSHE system and is fully transferable to most four-year schools in the nation.

Program or Unit Mission : Version by **Williams, Amy** on **01/03/2019 00:04**

State the department's or unit's mission, and describe how it aligns to the College's Mission and Core Themes (<http://www.tmcc.edu/about/>). If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

- Mission Statement:** *The anthropology program supports student success by providing quality, affordable, and accessible educational opportunities in anthropology designed to serve the needs of our students. We prepare students in a changing world by promoting an appreciation of the values and wisdom inherent in culturally diverse societies and communities.* Our anthropology mission statement strongly aligns with the College's mission of promoting "student success, academic excellence, and access to lifelong learning by supporting high-quality education and services within our diverse community."
- In addition, the anthropology program aligns with all four Core Themes (1. Student Success, II. Academic Excellence, III. Access to Lifelong Learning, and IV. Stewardship of Resources). A number of objectives and strategies outlined in the TMCC Strategic Master Plan 2017-2022 are outlined below under the Five-Year Plan Summary. Some of the strategies have been slightly reworded to better apply to the Anthropology program. Details will be discussed in the appropriate sections of this report below.

Degrees and/or Certificates Offered : Version by **Clifford, Donna** on **12/04/2018 17:40**

Degree and/or Certificates Offered
Associate of Arts in Anthropology

Program Learning Outcomes : Version by **Clifford, Donna** on **12/07/2018 17:26**

Program (Degree or Certificate Learning Outcomes)
Anthropology
Associate of Arts, Anthropology
Discuss core concepts of the discipline including stewardship of cultural heritage, the differences between ethnocentrism and cultural relativism, and why anthropologists assert race as a social construct.
Conduct research, data analysis, and report writing on specific topics within anthropology.
Understand the theory and methods used by anthropologists.

General Education Learning Outcomes : Version by **Namie, Joylin** on **10/09/2018 00:31**

General Education Learning Outcomes Assessed by the Department/Unit
Truckee Meadows
ISLO
Quantitative Reasoning
Students will construct a generalized model based on the specifics of a system being investigated.
Students will deduce the consequences of a particular model under different contexts, scenarios and/or constraints
Students will evaluate mathematical and/or logical results for issues of validity, accuracy and/or relevance to the real world
Students will make hypotheses and/or predictions
Students will modify models based on new information
People and Cultural Awareness
Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.
Critical Thinking

General Education Learning Outcomes Assessed by the Department/Unit

Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies

Five-Year Plan Summary : Version by Williams, Amy on 01/03/2019 00:04

What are the major objectives that the department/unit hopes to accomplish, including an estimated time to completion?

- Continue program level assessment. Continue to improve teaching and learning by requiring every instructor to assess every section of every course taught every semester and to increase engagement of part-time faculty in the assessment process (ongoing).
- Ensure mapping of General Education (GE) course outcomes to current GE assessment rubrics (Spring-Fall 2019).
- Align GE courses with UNR Silver Core where appropriate, contingent upon UNR approval (ongoing).
- Move forward on remodeling the Anthropology Teaching Lab (RDMT 244) to expand classroom teaching space (ongoing).
- Work with Nevada State Historic Preservation Office and industry partners to develop a Skills Certificate in Cultural Resource Management (CRM) (Spring-Fall 2019).
- Increase mentoring of part-time anthropology faculty and students in the anthropology program to improve teaching and learning (ongoing).

How does the department/unit plan to improve student learning?

- **Ongoing assessment to measure Student Learning Outcomes and adjust assignments and instructions where appropriate.** Specifically, with regard to **Strategic Master Plan (SMP) Indicator 2.1.1** "number of students performing at the level of "Proficient" or above," our program offers six courses (101, 102, 110L, 201, 202 and 205) that meet General Education (GE) requirements for Critical Thinking, People and Cultural Awareness, and/or Quantitative Reasoning. Our GE assessment results for 101 and 201 from AY2016-17 indicate results closely matching those reported for TMCC as a whole. The program has also consistently submitted PURs and APRs in accordance with **SMP Indicators 2.1.2 and 2.1.3.**
 - Revise new standardized assignment in 101 to ensure full alignment with PSLO (Fall 2021-Spring 2022).
 - Develop a standard grading rubric for 110L laboratory essays (underway).
 - Revise/adjust course outcomes for 102 and 202 to better match GE rubrics (201-Spring 2019; 202-Spring 2021).
 - Move away from writing assignments for assessment tools in 100-level General Education courses (Spring-Fall 2020).
- **Reconfigure/renovate the Anthropology teaching labs to improve student success and student learning.**
 - Reduce lab space and expand classroom space to accommodate additional students and provide the necessary space to teach and conduct the labs (underway).
 - Complete the process of digitizing the technical anthropology library using student workers (RAP request).
 - Return majority of loan materials to Stanford, etc.
 - Remove non-bearing wall inside teaching lab to enlarge teaching space (RAP request at proper time).
 - Re-configure teaching lab so that the projection screen is not over the whiteboard (IT request).
 - Currently the limited natural lighting and lack of air circulation in the classroom side of the room do not lend themselves to group work, lecture, or learning in general.
 - Obtain long (e.g. 2 X 6 foot) tables (with wheels) more appropriate for a dry lab where students can examine learning materials, take measurements and notes with a partner or re-configure tables for teams or small groups. (RAP request at proper time).
 - Obtain chairs with wheels (RAP request at proper time).
 - Request a computer table cart to be dedicated to the teaching lab (Lab fees or tech fees).
 - Obtain a cabinet to protect the model skeleton at the Meadowood Teaching Lab (Lab fees or RAP request).
- **Develop a Skills Certificate for Cultural Resource Management Technicians.**
 - Continue to develop community partners to help develop the curriculum and to generate internship opportunities for program students (ongoing).
 - Develop and revise Skills Certificate course offerings and get CRC approval (Spring-Fall 2019).
 - Ensure Skills Certificate courses align with AA Anthropology degree and GE transfer requirements to ensure financial aid for students in the program.

How does the department/unit plan to improve degree and/or certificate completions or course completions?

- **Degree Completers.** The number of degree completers in anthropology has increased almost five-fold from our last PUR cycle, from 5 to 24. We have noticed that this number has had a process of eb and flow through the years, but we do believe that some of this increase is a result of our focus on continuous improvements to the courses, our program, and our outreach to students and our colleagues. For example, as a result of our last PUR cycle we removed the internship as a core degree requirement, and then more recently after consultation with our advisory partners we reduced the contact hours for internship credit to be more consistent with national and NSHE standards. We will continue our current strategy of reaching out to anthropology majors, both for advisement and also for creating a student club to better engage anthropology students through the development of cohorts and to encourage more active mentoring and advisement.
- **Anthropology Program Graduate Survey (Appendix B).** We recently conducted a "customer satisfaction" survey of our recent grads (since last PUR cycle). We received a 20% return rate. 80% of graduates indicated they were very satisfied or extremely satisfied with the program and 80% said courses fit in their schedules. In the comments one respondent suggested we could do a better job of helping them to transition to employment. We hope the proposed Skills Certificate will help some of our students in obtaining employment. Another student noted that we didn't have a lot of preparation for cultural anthropology students. We used to have an applied track to our program, but the student interest was so low that we could not support the track due to the current funding formula. We plan to delete the Applied Anthropology course which was core to that track. Now that we have a tenure-track faculty member who is a cultural anthropologist, Dr. Joylin Namie, we are hopeful to be more successful in providing better preparation for students who desire to specialize in cultural anthropology.
- **Continue ongoing monitoring of course completion and retention data.** Each semester all anthropology instructors are expected to collect and reflect on the number of students who have received F, FN, and W in each of their classes. We have built into the standardized Course Assessment Report (Appendix C) a set of formulas for calculating retention and completion rates for each class with the hope that faculty will reflect on their numbers and compare them semester to semester and develop strategies to improve in their own classrooms. Also, we collect, aggregate and reflect on these numbers in our CARs. When appropriate the coordinator or lead faculty member reaches out to faculty, mentoring them and helping them with strategies to improve these numbers.
- **Reduce number of written assessment measures.** With the exception Physical Anthropology (ANTH102) and its co-requisite laboratory (ANTH110L), all three other General Education (GE) courses currently use writing assignments for key course outcome measures. Yet, none of the Anthropology courses currently offered have English prerequisites as requirements for taking our courses. There is a reasonable assumption that most transfer students will complete their English course requirements as Gateway courses during their first year. However, some students take other GE courses such as ANTH101 and even ANTH201 in their first year. Therefore, we have students in our GE courses who are not necessarily prepared to succeed. Even with the help of the TMCC Tutoring Center, students struggle with the writing requirements and often fail to complete the course. On the other hand, one of our PSLO outcomes is to "Conduct research, data analysis and report writing on specific topics within Anthropology." While we strongly want to support the idea of "writing across the curriculum" when instructors are able to do it, we don't think it works for too many of our Anthropology assessments to be so strongly dependent upon the writing skill of our students. Therefore, we plan on moving away from a writing-based Master Course Outcome for ANTH101: Introduction to Anthropology and moving towards more emphasis on a pre- and post-test course assessment. We also plan to have conversations with our Anthropology faculty regarding writing-based assignments for other courses.

How does this departmental/unit level plan align to the College's mission (<http://www.tmcc.edu/about/>) and Strategic Master Plan (<http://www.tmcc.edu/media/tmcc/departments/accreditation/documents/reports/2014/ACCRStrategicPlan2014.pdf#search='strategic master plan'>) ? Specifically, to which core theme(s), objective(s), and indicator(s) does (do) the departmental/unit level plan align?

- The Anthropology program faculty are committed to continually improve teaching and learning by requiring every instructor to assess every section of every course taught every semester and to increase engagement of part-time faculty in the assessment process. Independent course assessment data and instructor's self reflections are compiled and

reported through the Course Assessment Reports (Appendix C). Each course assessment report has prefilled course objectives; each faculty member collects and fills in the student scores, attaches their assessment instruments, and comments on their student score averages, retention and completion numbers, and anything else they want to comment about or change for the future. Then the coordinator and lead faculty aggregate data from the respective course sections and evaluate the results to make sure benchmarks are being met. When there are shortfalls, strategies are developed to improve numbers using disciplinary email threads and “closing the loop” meetings. This process strongly aligns with *TMCC Strategic Master Plan Core Theme 2: Academic Excellence: Objective 1: Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.*

- A number of objectives and strategies outlined in the TMCC Strategic Master Plan 2017-2022 are outlined below. Some of the strategies have been slightly reworded to better apply to the Anthropology program. Details are discussed in the appropriate sections of this report below and in the detailed version of this same question near the end of the report.
- **I: Student Success. Objective 1:** Improve successful completion of student's educational goals, including graduation, transfer, and (course) completion
 - Examine and increase course completion, retention, and persistence rates.
 - Implement a part-time faculty mentor program for new faculty.
 - Encourage and support development of student cohorts by revitalizing the anthropology club.
 - Enhance embedded tutoring and supplemental instruction.
 - Provide additional training and resources for part-time instructors.
 - Explore a stackable Skills Certificate within our degree.
 - Schedule courses in an effective, student-centered, and completion-oriented manner.
 - Ensure that a full complement of General Education courses is offered each semester.
- **I: Student Success. Objective 2:** Provide high quality student support through library resources, tutoring, advising, and information services
 - Work with Learning Commons staff to provide tutoring for difficult classes.
 - Work with librarians to provide key reference materials (e.g. films).
 - Increase faculty mentoring of students.
- **I: Student Success. Objective 3:** Provide student engagement opportunities that provide interpersonal, intrapersonal, and practical skills
 - Promote out-of-class learning opportunities such as work experiences, volunteer opportunities, and student leadership.
 - Host an annual Meet and Greet for Anthropology for both majors and students who are interested in Anthropology to have the opportunity to learn more about the program, meet the faculty and hear from experts in the field.
- **II: Academic Excellence. Objective 1:** Maintain and improve the quality of course, general education, and offerings through systematic assessment and review.
 - Hold regular assessment trainings.
 - Host Assessment Day to “close the loop.”
 - Encourage continued dialog about assessment results at each department meeting.
 - Create and display visual communications/reminders of when courses are scheduled for assessment.
 - Continue to revise the assessment website and digital materials to make assessment more of a resource for program faculty.
 - Maintain close ties between PUR/APR recommendations and budget/resource allocation.
 - Implement a comprehensive and annual assessment process linking assessment to planning and evaluating student development/learning outcomes.
- **II. Academic Excellence. Objective 2:** Offer high-quality programs that meet workforce educational needs of the community;
 - Ensure degrees and certificates meet employer needs and transfer requirements.
 - Continue to work closely with employers and advisory boards to identify new opportunities for student training.
 - Seek student and program support from state and federal entities.
 - Seek grants and continue partnerships with agencies that have educational funding.
 - Schedule programs efficiently to accommodate working students.
 - Develop an employer-defined pathway (CRM Skill Certificate).
- **II. Academic Excellence. Objective 3:** Create a learning environment that promotes academic growth for a diverse student population.
 - Include new classroom technology options during planning stages.
 - Maintain paid internships with industry partners.
- **II. Academic Excellence. Objective 4:** Nurture and celebrate a culture of intellect and professional growth among faculty and staff.
 - Provide professional development opportunities to encourage the use of innovative pedagogies and teaching spaces.
 - Incentivize training by offering stipends to faculty.
- **III: Access to Lifelong Learning. Objective 1:** Function as an Open Access Institution.
 - Implement part-time faculty mentoring program.
 - Increase the number of late-start and accelerated courses.
- **III: Access to Lifelong Learning. Objective 2:** Cultivate a welcoming, safe, and inclusive environment.
 - Ensure information and communications technology are accessible.
- **III: Access to Lifelong Learning. Objective 3:** Encourage alumni to be persistent in their engagement with the institution.
 - Encourage former students to become tutors in anthropology classes and at the Learning Hub.
 - Encourage graduates to apply for part-time teaching positions.
 - Encourage former students to guest lecture in our classes.
- **IV: Stewardship of Resources. Objective 1:** Optimize State-funded revenue.
 - Schedule classes based on data and with students in mind.

What resources does the department/unit anticipate needing in order to complete the 5-year plan?

- **Faculty and Staff Positions:**
 - Request 1: New Anthropology Tenure-Track Instructor position.
 - Request 2: Funding for student workers to help us continue digitizing our technical library and preparing archaeological collections for return to home institutions.
- **Capital Improvement (Facilities):**
 - Request: Remodel and reconfiguring of Anthropology teaching lab (RDMT 244) to improve student success and student learning.
- **Technology or Specialized Instructional Resources:**
 - Request 1: A computer/tablet cart for the Dandini Anthropology teaching lab (RDMT 244).
 - Request 2: Secure cabinet to protect the model skeleton at the Meadowood teaching lab (MDWS 103).
- **Professional Development:**
 - Request 1: Professional development funds for part-time lecturers for assessment processes.
 - Request 2: Training for all Anthropology faculty who participate in student mentoring.

II. CURRENT STATUS OF THE PROGRAM/UNIT

Summary of Previous PUR Findings and Annual Progress Reports (APRs) : Version by Williams, Amy on 01/03/2019 00:04

Program/Unit	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Anthropology	PUR	APR	APR	APR		

Describe the major findings and recommendations for the program/unit from the last PUR and any APRs.

- **Strategy #1:** Review and revise Student Learning Outcomes as recommended.
- **Strategy #2:** Continue program level assessment.
- **Strategy #3:** Define and implement department strategies to improve retention.
- **Strategy #4:** To address the low completion numbers, faculty should develop an aggressive advising program to track students with a declared Anthropology-emphasis goal to identify and support pathways to degree-completion or a reverse transfer degree with early transfer. Success could be measured by successful transfer, reverse transfer degrees, or AA degrees.
- **Strategy #5:** Develop realistic plan for Anthropology lab, RDMT 244, including materials, remodeling, and future instructional use.
- **Strategy #6:** Explore possibilities for offering labs at the Meadowood Center.
- **Strategy #7:** Explore workforce demand for Certificate of Achievements or Skills Certificate if faculty members have indications that there is need. The creation of an industry advisory committee for any movement toward workforce credentials would be necessary.

Which findings and recommendations has the program/unit addressed?

- **Strategy #1 Action - Ongoing:** Each semester Anthropology assesses their Student Learning Outcomes for every course as a means of evaluating the learning of students enrolled in anthropology courses, as well as teaching methods for each faculty member. This is done on our standardized assessment worksheet (attached). Historically, Anthropology has generated CARs annually for every course taught. In Fall 2014, all general education course Student Learning Outcomes were revised and mapped as per the requirements of the Curriculum, Assessment, & Programs (CAP) Committee. Then in Spring 2016 we were asked by the VPAA and Accreditation to "close the loop" on including part-time faculty in the assessment process. We have now acquainted part-time faculty with the mapping process. In Spring 2017 we began the process of developing standardized rubrics for key outcome measures. We include all of our anthropology faculty in the assessment process, expecting them all to complete the assessment worksheets for their courses. In addition we hold annual "closing the loop" voluntary meetings but we believe their participation in this part of the process as well as participating in discipline-wide assessment should be contingent upon providing them modest stipends/honorariums for their time.
- **Strategy #2 Action - Ongoing:** We continue to do assessment by collecting data on every class every semester and completing CARs every year. This process enables both individual faculty-based assessment and program-level assessment.
- **Strategy #3 Action - Ongoing:** As part of assessment process and reporting on Student Learning Outcomes, each instructor in the Anthropology program is required to track their enrollment and retention rates and to discuss how they intend to improve them (as necessary) on the Course Assessment Reports (attached). These data are then aggregated on the CARs.
- **Strategy #4 Action - Partially Accomplished:** Recently we have been provided a list of Anthropology majors with contact information. We had a "meet and greet" with Anthropology majors in Spring 2018 and plan another in the coming Spring. Also, there is sufficient interest to develop a student club. We have requested "training" in order to be able to have full access to our students so that we can advise them effectively but thus far this has not been accomplished. We plan to pursue this more aggressively in the next year, in part to recruit students for the potential new Skills Certificate.
- **Strategy #6 Action - Accomplished:** We have now established a lab space at Meadowood (MDWS 103) which is a space we share with various WDCE classes. We have a storage in back of the lab space which is also shared. We will be using lab fee funds this year to purchase a cabinet to secure and protect the plastic human skeleton which is very fragile.

Which have yet to be accomplished? Which are no longer relevant, and why?

- **Strategy #5 Action - Not Yet Accomplished:** We have successfully used student workers in the past to help us with small lab projects and to downsize our library holdings by digitizing our technical library of anthropology and cultural resource management reports, so that we can increase our teaching space. We requested funding for this, which was technically approved by the VPAA but we were not able to complete this request in part due to the economic downturn. We have only been able to accomplish a fraction of this goal through work-study students. This year we plan to work to complete this materials digitization goal as well as request a remodel of the lab classroom.
- **Strategy #7 Action - Not Yet Accomplished:** A few years ago we put the Skills Certificate on hold while we hired a new tenure-track anthropologist at TMCC to learn more about their strengths and interests within the program. We did a Needs Assessment Survey in 2015. We surveyed 40 professional archaeologists who work for federal or state agencies or are private consultants. 32.5% provided feedback and strongly supported the idea of a Tech certificate.
 - Technically, we have had an Anthropology Advisory Committee for nearly two decades. Current members include Dr. Laura Jones, Director of Heritage Services at Stanford University, Dr. Ann Tippitt, Director of the Schiele Museum, Gastonia, NC, Dr. J. Alan May, County Archaeology, Gastonia, NC, and our newest member Karyn De Dufour, Deputy SHPO, Nevada State Historic Preservation Office, who we added after a previous member retired from NV BLM. All of our current members have helped fund student interns or have providing materials or resources for program or fieldwork or lab work opportunities for our students.
 - Two years ago the administration defined an Industry Advisory Committee as something meeting every semester or at least annually. We are very mindful of our industry partner's heavy work schedules and have historically met as needed in consultation for significant changes in the program. Also, our committee is comprised of colleagues across the nation because there are no a great number of professional anthropology positions within the local region. This is also helpful for our students to network outside of the region to learn about graduate programs and to work in regions where there are more opportunities for them moving forward. We see no reason to change the composition of our committee or the frequency of meetings at this time, however, once we move forward with the Skills Certificate there may be a valid justification to formalize the Advisory Committee.
 - We plan to move forward with the Skills Certificate in Spring 2019. We have consulted with Dean Amy Williams, and upon her advice, we have reached out to Geography/GPS/GIS and are working with faculty in that program to develop a course that would serve the needs of students pursuing the Skills Certificate as well as students in Geography or Environmental Sciences. We want to stress that this Skills Certificate is in no way intended to compete with the existing Historic Preservation program at UNR which is focused on graduate students. Our intent is to focus on entry level students who would be technicians in the field.

Describe any major changes that the program/unit has undergone since the last PUR.

- Removal of the internship as a core requirement for the AA Anthropology degree.
- In the previous PUR cycle we changed the internship from 6 credits @ 75 hours per credit to 3 credits @ 75 hours per credit. Since that last PUR we have changed the internship to 3 credits @ 45 hours per credit based on national best practices and also to be more consistent with other internships at TMCC.
- Expansion of our presence at the Meadowood Center to include the first science course with a lab that is offered there (ANTH102/110L).
- Began digitizing the anthropology technical reports in the teaching lab and returning archaeological materials that were on loan for teaching purposes.

External Review : Version by Williams, Amy on 01/03/2019 00:04

If applicable, describe the major recommendations made by external reviewers, such as advisory boards, articulation committees, program accreditors, etc. What progress had the department/unit made towards those recommendations?

- Technically, Anthropology at TMCC does not have a formal advisory board, however, we do have a group of colleagues at institutions that have partnered with the program over the years to support some of our students with internships, travel, room and board and field and lab opportunities. We consult with them when appropriate regarding changes in the program. Since the last PUR, we received feedback related to changing the internship contact hours to make the number consistent with other internship opportunities nationally and

at TMCC, and also for removing the internship as a core requirement for the AA Anthropology degree. More recently, they participated, along with other professional colleagues within the region, in a Needs Assessment Survey for a possible Skills Certificate for "Cultural Resource Management-Section 106 Compliance Technicians" for TMCC (Appendix D). Our colleagues within the Nevada State Historic Office of Preservation are actively engaged in our discussions related to the possible development of this Skills Certificate and also providing fieldwork opportunities to our students. Our AdHoc Skills Certificate Exploratory Task Force includes Karyn de DuFour (Nevada Deputy SHPO), Art Krupicz (TMCC P/T Lecturer and Nevada Parks Archaeologist), Amanda Williams (TMCC P/T Lecturer), and Julia Hammett (TMCC Anthropology Professor and Program Coordinator).

- Anthropology Advisory Committee members Karyn De DuFour, Deputy SHPO, Nevada State Historic Preservation Office and Dr. Laura Jones, Director of Heritage Services at Stanford University were actively engaged in aspects of this program unit review and respective recommendations herein.

III. CURRICULUM

Transfer Programs (AA/AS Degrees) : Version by Williams, Amy on 01/03/2019 00:04

Which Bachelor's degrees(s) does the program's AA or AS degree(s) align with, especially within the Nevada System of Higher Education (NSHE)?

The Associate of Arts degree in Anthropology is designed for students seeking careers in anthropology or related fields. The degree is fully accepted at any four-year institution in the NSHE system and is fully transferable to most four-year schools in the nation.

Does the program's suggested course sequence allow for efficient completion of the AA or AS? Explain.

Our current course sequence allows for timely completion of the degree. We consistently schedule courses to offer all required classes every semester, and the majority of our courses are also offered online. Since the previous PUR, we have also developed a hybrid section of ANTH102: Physical Anthropology and its accompanying ANTH110L lab, which features online lecture instruction accompanied by eight on-campus lab experiences. We also obtained the necessary space and materials to offer a section of 102/110L on the Meadowood campus every semester. Lastly, the majority of our courses also qualify as General Education (GE) classes, which allows students to fulfill GE requirements while completing their degree.

Are there any hidden prerequisites (courses which have 1 or more pre-requisites that are not listed as part of the program)?

There are no hidden prerequisites to meet the requirements of the AA in Anthropology. The Anthropology suggested course sequence does suggest four semesters of foreign language to allow students to transfer to UNR having completed all of their lower division requirements. These four semesters of language constitute electives for the Anthropology AA degree.

Does the AA or AS transfer seamlessly in a 2+2 agreement without a loss of credits or a substantial amount of courses counting only as general electives? Explain.

Currently the AA Anthropology transfers seamlessly with UNR.

Is program and course information up-to-date in the catalog? Explain.

The program and course information is up-to-date in the catalog. We do plan to add information to various course descriptions indicating which ones fulfill various UNR Silver Core requirements.

Accessibility of Instructional Materials : Version by Williams, Amy on 01/03/2019 00:04

What is the department/unit currently doing or plan to do to help ensure that instructional materials are accessible to students with disabilities? For example, have you attended or participated in any accessibility training? Have you used the accessibility pre-purchase checker when purchasing new curricular materials?

- According to a report issued by TMCC's DRC, only three books used in Anthropology courses are currently inaccessible. The DRC will be emailing information regarding which books those are in December, 2018 and we will be delivering copies to the DRC to scan for students with disabilities.
- We are moving to Open Educational Resource (OER) texts in required courses when they are available and appropriate.
- Currently, all ANTH101 sections are using an open access text published by the Society of Anthropology in the Community Colleges, which is affiliated with the American Anthropological Association. However, the initial OER for ANTH101 is seriously flawed. The list of concerns is too detailed and complicated to report here, however, it is our current plan to stick with the OER as a core text and then replace or supplement some of the chapters with materials from other texts or sources, while ensuring we comply with the letter of the law in this matter. Also we are currently in the process of creating support teaching materials for this customized OER.
- When it becomes available in Spring, 2020, we will be moving all ANTH102/110L sections to an OER text in biological anthropology. Joylin Namie is a current co-author of this new OER and is able to provide updates to the program faculty regarding it's development. There is a concerted effort on the part of the editors of the ANTH102 OER text to not repeat the mistakes of the ANTH101 OER. Both Namie and Hammett have been engaged in those conversations to ensure these materials are accessible for students with disabilities.

IV. PROGRAM/UNIT ASSESSMENT

Evidence of Program Assessment : Version by Williams, Amy on 01/03/2019 00:04

What is the evidence of student learning in the program as a result of course-level assessment? Please review past course assessment reports (CARs) and follow the outline below:

1. Program Student Learning Outcome (PSLO)
 1. List a course and CSLO that aligns to this PSLO
 1. Summarize the most significant CSLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.
 2. List a second course and CSLO that aligns to this PSLO
 1. Summarize the most significant CSLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.
 3. Repeat until all courses and CSLOs that map to this PSLO are included . . .
 1. Repeat until all assessment result and improvement plan summaries are complete. . .

PSLO 1. Discuss core concepts of the discipline including stewardship of cultural heritage, the differences between ethnocentrism and cultural relativism, and why anthropologists assert race as a social construct.

- ANTH101: Introduction to Cultural Anthropology
- CSLO 1: Students will apply key anthropological principles by differentiating between the attitudes associated with "cultural relativism" and "ethnocentrism."
 - The outcome measure for this is an essay and the benchmark is at least 75% of students scoring 70% or better. Per the CARs from Fall, 2010 - Spring, 2018, the percentage of students achieving the benchmark has consistently been 78% or higher. In AY2017-2018, we piloted a common assignment across all sections and instructors, and normed the scoring of essays across instructors, resulting in 90% of students achieving the benchmark.
- ANTH101: Introduction to Cultural Anthropology
- CSLO 2: Students will deconstruct the concept of "race" by identifying "race" as a sociocultural construction rather than a biological "fact."
 - The outcome measure for this is an essay and our benchmark is at least 75% of students scoring 70% or better. Per the CARs from Fall, 2010 - Spring, 2018, the percentage of students achieving the benchmark has ranged from 72% to 89%. The low mark of 72% occurred in AY2014-15. The assignment was discussed and clarified at that time, after which time the percentage of students achieving the benchmark was 85% or above.
- ANTH102: Introduction to Physical Anthropology
- CSLO 1: Students will deconstruct "race" by differentiating between "race" and clinal variation or biodiversity.
 - The outcome measure is a common essay question used by all instructors and the benchmark is at least 75% of students scoring 70% or better. All instructors score the essays using a common rubric. Since 2010, the percentage of students achieving the benchmark has varied from 69% to 93%. For the preceding three academic years it has

not been lower than 91%. This is attributed to all instructors teaching the course devoting more time to the concept prior to the assignment.

- **ANTH205: Ethnic Groups in Contemporary Societies (crosslisted as SOC205)**
- **CSLO 2: Students will deconstruct “race” in relation to ethnic identity.**
 - The outcome measure varies across instructors, from an essay to a short answer exam question to a discussion board post for online sections. Our benchmark is at least 75% of students scoring 70% or better. Since 2010, the percentage of students achieving the benchmark has varied from 65% to 88%. The variation is attributed to the wide variety of assignments instructors use when teaching the course, as well as the point in the course at which students' understanding of the concept is measured. There has been ongoing discussion of changing the textbook, but instructors have not agreed on a new text. Moving forward, a common assignment administered at a similar point in the semester may be a possibility.
- **ANTH208: Fundamentals of Cultural Diversity**
- **CSLO 1: Students will recognize diversity in its many manifestations as crucial to the construction of the self.**
 - The outcome measure for this is an essay or short answer graded according to department standards explaining how identity is a social and cultural construct. The benchmark is at least 75% of students scoring 70% or better. Since 2014, when this course began, the percentage of students achieving the benchmark has varied from 62% to 84%. The low was attributed to a new instructor taking on the course at the last minute in Fall, 2016 and assigning the essay too early in the course. This was corrected the following semester and has continued to improve.
- **ANTH208: Fundamentals of Cultural Diversity**
- **CSLO 2: Students will recognize diversity in the workplace, community, nation, and world and be able to express the richness inherent in environments that foster diversity to individuals and ideas.**
 - The outcome measure for this is an essay or short answer graded according to department standards discussing three benefits of a diverse community. The benchmark is at least 75% of students scoring 70% or better. Since 2014, when this course began, the percentage of students achieving the benchmark has varied from 84% to 92%, meeting the benchmark across all semesters in all years.
- **ANTH208: Fundamentals of Cultural Diversity**
- **CSLO 3: Students will recognize the experience of individuals associated with or belonging to a specific social group or class.**
 - The outcome measure for this is an essay or short answer graded on department standards explaining how self-identification within groups and subgroups may lead to negative labeling practices against individuals perceived as members of minority or marginalized groups. The benchmark is at least 75% of students scoring 70% or better. Since 2014, when this course began, the percentage of students achieving the benchmark has varied from 65% to 95%, meeting the benchmark across all semesters in all years. Low scores occurred in the first year it was taught, but have consistently improved across semesters and years since then.
- **ANTH225: Archaeological Field Methods: Survey**
- **CSLO 2: Successful students will collaborate as a team member in the survey of an archaeological research project.**
 - The outcome measure for this is participation in an archaeological survey. The benchmark is that 80% of students will complete the tasks assigned to them in the time allowed, and will show a sincere effort to work collaboratively with team members to achieve project objectives. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.
- **ANTH226: Archaeological Field Methods: Excavation**
- **CSLO 2: Successful students will collaborate as a team member in the excavation of an archaeological research project.**
 - The outcome measure for this is participation in an archaeological excavation. The benchmark is that 80% of students will complete the tasks assigned to them in the time allowed, and will show a sincere effort to work collaboratively with team members to achieve project objectives. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.
- **ANTH227: Foundations of Archaeological Lab Methods**
- **CSLO 2: Successful students will collaborate as a team member in the laboratory work of an archaeological research project.**
 - The outcome measure for this is participation in an archaeological laboratory, in which students inventory, process, and catalogue artifacts and prepare them for analysis and curation. The benchmark is that 80% of students will complete the tasks assigned to them in the time allowed, and will show a sincere effort to work collaboratively with team members to achieve project objectives. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.

PSLO 2. Conduct research, data analysis, and report writing on specific topics in anthropology.

- **ANTH110L: Physical Anthropology Laboratory**
- **CSLO1: Students will analyze data, solve problems and analyze findings in key areas identified by the lab topics.**
 - The outcome measure for this is a set of lab problems from one of the eight laboratory experiences that form this course. A different lab is used for assessment each year. The benchmark is at least 75% of students scoring 70% or better on the lab questions. Since Fall, 2012, when assessment began, the percentage of students meeting the benchmark has ranged from 63% to 94%, depending on the lab chosen for assessment. The program has yet to make it through the assessment of all eight labs, but there has been ongoing, collaborative revision of all eight labs to render them more consistent in the level of difficulty across a wide range of topics.
- **ANTH201: Peoples and Cultures of the World**
- **CSLO 2: Students will collect, compile, and synthesize research findings about a specific ethnic group.**
 - The outcome measure for this CSLO is a research paper of no less than five pages. The benchmark is at least 75% of students scoring 70% or better on the final draft of the paper. Since 2010, the percentage of students achieving the benchmark has varied from 77% to 90%. This assignment is also used for GE assessment of Critical Thinking and People & Cultural Awareness. In the process of norming GE assessment across instructors and assignments for AY2017-18, a dialogue began about the possibility of a common assignment to fulfill both the CSLO and the GE requirement. This has now been established and is currently being piloted.
- **ANTH205: Ethnic Groups in Contemporary Societies (crosslisted as SOC205)**
- **CSLO 3: Students will collect, compile, and synthesize research findings about a specific ethnic group.**
 - The outcome measure for this CSLO is a research paper of 8 - 10 pages. The benchmark is at least 75% of students scoring 70% or better on the final draft of the paper. Since 2010, the percentage of students achieving the benchmark has varied from 67% to 85%. The variation is attributed to turnover in instructors and to the different approaches that have been used to work students through the steps to a successful research paper. There is also no English prerequisite for this course, so students come to the course with significantly different levels of skill in academic writing. It is hoped the current Gateway initiative will help in better preparing students to succeed in courses like this one.
- **ANTH225: Archaeological Field Methods: Survey**
- **CSLO 2: Successful students will collaborate as a team member in the survey of an archaeological research project.**
 - The outcome measure for this is participation in an archaeological survey. The benchmark is that 80% of students will complete the tasks assigned to them in the time allowed, and will show a sincere effort to work collaboratively with team members to achieve project objectives. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.
- **ANTH226: Archaeological Field Methods: Excavation**
- **CSLO 2: Successful students will collaborate as a team member in the excavation of an archaeological research project.**
 - The outcome measure for this is participation in an archaeological excavation. The benchmark is that 80% of students will complete the tasks assigned to them in the time allowed, and will show a sincere effort to work collaboratively with team members to achieve project objectives. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.
- **ANTH227: Foundations of Archaeological Lab Methods**
- **CSLO 2: Successful students will collaborate as a team member in the laboratory work of an archaeological research project.**
 - The outcome measure for this is participation in an archaeological laboratory, in which students inventory, process, and catalogue artifacts and prepare them for analysis and curation. The benchmark is that 80% of students will complete the tasks assigned to them in the time allowed, and will show a sincere effort to work collaboratively with team

members to achieve project objectives. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.

- **ANTH281: Introduction to Language (crosslisted as ENG281)**
- **CSLO 3: Students will demonstrate ability in the methods of sociolinguistics.**
 - This course is taught for one semester each year by Anthropology faculty and the other semester by English faculty. English does not participate in assessment of the CSLOs. Assessment data is available for the semesters in which Anthropology teaches the course. The assignment used to measure student achievement of this CSLO is as follows: "Students will successfully complete ethnographic research in the ethnography of speaking through the collection, transcription and analysis of at least one "living" linguistic encounter. Students performance will be assessed against a rubric centered on documentation, analysis and presentation." The benchmark is students achieving a score of 70% or better. Since, Spring, 2015, when the first assessment data was collected, 90% - 100% of students in the sections taught by Anthropology have met this benchmark.

PSLO 3. Understand the theory and methods used by anthropologists.

- **ANTH202: Archaeology**
- **CSLO2: Students will locate, understand, and synthesize complex information related to archaeology.**
 - This course is an examination of the research goals, theoretical foundations, and methods of anthropological archaeology. The assignment used to assess CSLO2 is an essay summary of a published article in a peer-reviewed academic journal that is evaluated with a standard rubric. The benchmark is 75% of students scoring 70% or better on the assignment. Since 2010, the percentage of students meeting the benchmark has ranged from 75% to 100%.
- **ANTH110L: Physical Anthropology Laboratory**
- **CSLO2: Students will apply methods and models of the natural sciences to define, solve, and evaluate physical anthropology problems.**
 - The outcome measure for this is the essay from one of the eight laboratory experiences that form this course. A different lab essay is used for assessment each year, but all are scored with a common rubric across all sections. The benchmark is at least 75% of students scoring 70% or better on the essay. Since Fall, 2015, when assessment of the essay began, the percentage of students meeting the benchmark has ranged from 61% to 96%, depending on the lab essay chosen for assessment. The program has yet to make it through the assessment of all eight lab essays, but there has been ongoing, collaborative revision of all eight labs and their essays to render them more consistent in the level of difficulty across a wide range of topics. A common scoring rubric was also put in place beginning Fall, 2017.
- **ANTH225: Archaeological Field Methods: Survey**
- **CSLO 1: Successful students will understand and implement scientific methodology through their participation in an archaeological field survey**
 - The outcome measure for this is to compare students' ability and approach at the beginning of archaeological survey with 1/3 of the way through to assess them for an increase in understanding, aptitude, and skills. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.
- **ANTH226: Archaeological Field Methods: Excavation**
- **CSLO 1: Successful students will understand and implement scientific methodology through their participation in excavation of an archaeological site.**
 - The outcome measure for this is to compare students' ability and approach at the beginning of archaeological survey with 1/3 of the way through to assess them for an increase in understanding, aptitude, and skills. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.
- **ANTH227: Foundations of Archaeological Lab Methods**
- **CSLO 1: Successful students will understand and implement scientific methodology through their participation in excavation of an archaeological laboratory.**
 - The outcome measure for this is to compare students' ability and approach at the beginning of archaeological survey with 1/3 of the way through to assess them for an increase in understanding, aptitude, and skills. This has not been measured consistently as the course has not been taught regularly; it is only taught as needed, however it is anticipated it will be needed more regularly if the Skills Certificate is approved.
- **ANTH281: Introduction to Language (crosslisted as ENG281)**
- **CSLO 3: Students will demonstrate ability in the methods of sociolinguistics.**
 - This course is taught for one semester each year by anthropology faculty and the other semester by English faculty. English does not participate in assessment of the CSLOs with anthropology faculty. As such, assessment data are available for the semesters in which Anthropology teaches the course. The assignment measures student achievement of this CSLO as follows: "Students will successfully complete ethnographic research in the ethnography of speaking through the collection, transcription and analysis of at least one "living" linguistic encounter. Students performance will be assessed against a rubric centered on documentation, analysis and presentation." The benchmark is students achieving a score of 70% or better. Since, Spring, 2015, when the first assessment data was collected, 90% - 100% of students in the sections taught by anthropology faculty have met this benchmark.

Do you use any other assessment tools, such as cumulative licensure exams, to assess PSLOs? If so, please summarize the most significant PSLO assessment results and plans that were implemented to try and improve teaching and learning.

This does not apply to the AA Anthropology degree.

Were there any courses and CSLOs that did not align well to current PSLOs? If so, please list them.

All of the courses that we teach regularly are aligned well to current PSLOs. There are several courses that are only available upon student demand. Of these, we intend to delete ANTH229 and ANTH279.

What is the evidence of student learning in the program as a result of General Education assessment? Please review past general education assessment reports (GEARs) and follow the outline below:

1. **Program Student Learning Outcome (PSLO)**
 1. **List a course and General Education SLO that aligns to this PSLO**
 1. **Summarize the most significant General Education SLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.**
 2. **List a second course and General Education SLO that aligns to this PSLO**
 1. **Summarize the most significant General Education SLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.**
 3. **Repeat until all courses and General Education SLOs that map to this PSLO are included . . .**
 1. **Repeat until all assessment result and improvement plan summaries are complete. . .**

PSLO 1. Discuss core concepts of the discipline including stewardship of cultural heritage, the differences between ethnocentrism and cultural relativism, and why anthropologists assert race as a social construct.

- **ANTH101: Introduction to Cultural Anthropology**
- **CSLO 3: Students will compare two or more cultures in terms of their social institutions (i.e., political, religious, economic, etc.).**
- **GE CSLO: Students will develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process.**
- **GE SLO: People and Cultural Awareness: Students will compare economic, historical, political, cultural, and/or social dynamics of world cultures.**
 - The outcome measure for this is an essay and the TMCC competency benchmark, per the Strategic Plan, is at least 70% of students scoring at the level of proficient or better. The TMCC average for People and Cultural Awareness published in the Strategic Plan was 70.7%. Per the Anthropology GEARs from Spring, 2018, the percentage of students achieving the benchmark was 69%. This was calculated from a normed sample randomly collected across all sections and scored according to the General Education (GE) rubric by instructors other than those who taught the sections the samples came from.
 - The assignment used for GE assessment is the same one developed to meet CSLO 3 for ANTH101.

- **ANTH201:** Peoples and Cultures of the World
- **CSLO 2:** Students will conduct research and write ethnographically about cultures of the world by describing customs and issues related to a specific culture or cultures of the world.
- **GE CSLO:** Students will develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process.
- **GE SLO: People and Cultural Awareness:** Students will compare economic, historical, political, cultural, and/or social dynamics of world cultures. The outcome measure for this is an essay and the TMCC competency benchmark, per the Strategic Plan, is at least 70% of students scoring at the level of proficient or better. The TMCC average for People and Cultural Awareness published in the Strategic Plan was 70.7%. Per the Anthropology GEARs from Spring, 2018, the percentage of students achieving the benchmark was 66.7%. This was calculated from a normed sample randomly collected across all sections and scored according to the GE rubric by instructors other than those who taught the sections the samples came from. The assignment used for GE assessment is the same one developed to meet CSLO 2 for ANTH201. A common assignment was not used across all instructors and sections; this was half of our GE pilot and after this first endeavor, we resolved to use a standardized instrument moving forward.
- **ANTH205:** Ethnic Groups in Contemporary Societies (crosslisted as SOC205)
- **CSLO 1:** Students will apply key concepts pertaining to the study of ethnic groups by being able to distinguish between "minority" and "majority" groups.
- **GE CSLO:** Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives and adapt ideas and methods to new situations.
- **GE CSLO:** Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.
- **GE SLO: Critical Thinking.** The program will be assessing this course for GE in Fall 2019/Spring 2020 and we have not yet decided which of the criteria for Critical Thinking we will be using from the GE rubric. Our GE strategy has been to agree upon criteria, rubrics, and pilot a standardized rubric in the Fall and collect data in the spring of that year.
- **ANTH205:** Ethnic Groups in Contemporary Societies (crosslisted as SOC205)
- **CSLO 2:** Students will deconstruct "race" in relation to ethnic identity.
- **GE CSLO:** Students will develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process.
- **GE SLO: People/Cultural Awareness.** The program will be assessing this course for GE in Fall 2019/Spring 2020 and we have not yet decided which of the criteria for Critical Thinking we will be using from the GE rubric. Our GE strategy has been to agree upon criteria, rubrics, and pilot a standardized rubric in the Fall and collect data in the spring of that year.

PSLO 2. Conduct research, data analysis, and report writing on specific topics in anthropology.

- **ANTH101:** Introduction to Cultural Anthropology
- **CSLO 3:** Students will compare two or more cultures in terms of their social institutions (i.e., political, religious, economic, etc.).
- **GE CSLO:** Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.
- **GE SLO: Critical Thinking:** Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.
 - The outcome measure for this is an essay and the TMCC competency benchmark, per the Strategic Plan, is at least 70% of students scoring at the level of proficient or better. The TMCC average for Critical Thinking published in the Strategic Plan was 66.1%. Per the GEARs from Spring, 2017, the percentage of students achieving the benchmark was 69.4%. This was calculated from a normed sample randomly collected across all sections and scored according to the GE rubric by instructors other than those who taught the sections the samples came from. The assignment used for GE assessment is the same one developed to meet CSLO 3 for ANTH101. A common assignment was not used across all instructors and sections; this was half of our GE pilot and after this first endeavor, we resolved to use a standardized instrument moving forward.
- **ANTH102:** Introduction to Physical Anthropology
- **CSLO 1:** Students will deconstruct "race" by differentiating between "race" and clinal variation or biodiversity.
- **GE CSLO:** Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives and adapt ideas and methods to new situations.
- **GE SLO: Critical Thinking** The program is assessing this course for GE in AY 2018-19 and we are currently deciding which of the criteria for Critical Thinking we will be using from the GE rubric.
- **ANTH102:** Introduction to Physical Anthropology
- **CSLO 1:** Students will deconstruct "race" by differentiating between "race" and clinal variation or biodiversity.
- **GE CSLO: Students will apply appropriate computational strategies or geographical interpretation to solve application problems.**
- **GE SLO: Quantitative Reasoning.** The program is assessing this course for GE in AY 2018-19 and this course was originally approved to meet the GE criteria for Quantitative Reasoning. Upon further reflection, we feel it maps onto Information Literacy and we will be going through the process to change the GE area to that competency.
- **ANTH102:** Introduction to Physical Anthropology
- **CSLO 2:** Students will demonstrate their knowledge and understanding of key areas in physical anthropology.
- **GE CSLO:** Students will apply scientific reasoning to make predictions, solve problems, and test hypotheses or to evaluate the validity of mathematical or logical conclusions.
- **GE SLO: Quantitative Reasoning.** The program is assessing this course for GE in AY 2018-19 and we are currently deciding which of the criteria for Quantitative Reasoning we will be using from the GE rubric.
- **ANTH101L:** Physical Anthropology Laboratory
- **CSLO 1:** Students will analyze data, solve problems and analyze findings in key areas identified by the lab topics.
- **GE CSLO:** Students will apply appropriate computational strategies or geographical interpretation to solve application problems.
- **GE SLO: Quantitative Reasoning.** The program is assessing this course for GE in AY 2018-19 and we are currently deciding which of the criteria for Quantitative Reasoning we will be using from the GE rubric.
- **ANTH101L:** Physical Anthropology Laboratory
- **CSLO 2:** Students will apply methods and models from the natural sciences to define, solve, and evaluate physical anthropology problems.
- **GE CSLO:** Students will apply scientific reasoning to make predictions, solve problems, and test hypotheses or to evaluate the validity of mathematical or logical conclusions.
- **GE SLO: Quantitative Reasoning.** The program is assessing this course for GE in AY 2018-19 and we are currently deciding which of the criteria for Quantitative Reasoning we will be using from the GE rubric.
- **ANTH201:** Peoples and Cultures of the World
- **CSLO 2:** Students will conduct research and write ethnographically about cultures of the world by describing customs and issues related to a specific culture or cultures of the world.
- **GE CSLO:** Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.
- **GE SLO: Critical Thinking:** Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.
 - The outcome measure for this is an essay and the TMCC competency benchmark, per the Strategic Plan, is at least 70% of students scoring at the level of proficient or better. The TMCC average for Critical Thinking published in the Strategic Plan was 66.1%. Per the GEARs from Spring, 2018, the percentage of students achieving the

benchmark was 69.5%. This was calculated from a normed sample randomly collected across all sections and scored according to the GE rubric by instructors other than those who taught the sections the samples came from. The assignment used for GE assessment is the same one developed to meet CSLO 2 for ANTH201.

PSLO 3. Understand the theory and methods used by anthropologists.

- **ANTH102:** Introduction to Physical Anthropology
- **CSLO 2:** Students will demonstrate their knowledge and understanding of key areas within physical anthropology.
- **GE CSLO:** Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information
- **GE SLO: Critical Thinking.** The program is assessing this course for GE in AY 2018-19 and we are currently deciding which of the criteria for Critical Thinking we will be using from the GE rubric.
- **ANTH202:** Archaeology
- **CSLO 1:** Students will apply key archaeological concepts by distinguishing between "absolute" and "relative" dating.
- **GE CSLO:** Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives and adapt ideas and methods to new situations.
- **GE SLO: Critical Thinking.** The program will be assessing this course for GE in AY 2020-21 and we will decide which of the criteria for Critical Thinking we will be using from the GE rubric at that time.
- **ANTH202:** Archaeology
- **CSLO 2:** Students will locate, understand, and synthesize complex information related to archaeology.
- **GE CSLO:** Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.
- **GE SLO: Critical Thinking.** The program will be assessing this course for GE in AY 2020-21 and we will decide which of the criteria for Critical Thinking we will be using from the GE rubric at that time.
- **ANTH202:** Archaeology
- **CSLO 1:** Students will apply key archaeological concepts by distinguishing between "absolute" and "relative" dating.
- **GE CSLO:** Students will develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process.
- **GE SLO: People/Cultural Awareness.** Given that this course and CSLO maps more effectively onto the GE outcome of Information Literacy, we will be undertaking the necessary measures to changes its GE outcome measure.

Do you use any other assessment tools, such as cumulative licensure exams, to assess General Education SLOs? If so, please summarize the most significant assessment results and plans that were implemented to try and improve teaching and learning.

This does not apply to the AA Anthropology degree.

Were there any General Education SLOs that did not align well to current PSLOs? If so, please list them.

- At the time the course was originally put through the General Education (GE) approval process, CSLOs 1 and 2 for ANTH102 were approved as mapping onto the GE outcome of Quantitative Reasoning, and CSLO 1 for ANTH202 was approved as mapping onto People/Cultural Awareness. Unfortunately, these course outcomes do not map onto current criteria for Quantitative Reasoning or People/Cultural Awareness which were only developed a few years ago. They do, however, map onto the current criteria for Information Literacy. We will be correcting this through Curriculum and assessing Information Literacy GE outcomes as they come up in our approved assessment cycle.
- The GE SLO of Communications did not readily map onto current PSLOs and was not assessed in our courses as it was not indicated as a GE requirement our courses met.

Additional Assessment Levels : Version by Williams, Amy on 01/03/2019 00:04

Is the department or unit conducting any other levels of assessment, such as assessing gateway and pre-requisite courses for other programs as a group? If so, please summarize the most significant assessment results and subsequent plans to improve teaching and learning.

This does not apply to the AA Anthropology degree.

Course Review : Version by Williams, Amy on 01/03/2019 00:04

Course	Last Time Course Had Enrollments	Do you plan to review and update or delete course?	Semester you will submit to CRC for review or deletion
ANTH 225 - ARCHAEOLOGICAL FIELD METHODS: SURVEY	(no data available)	Course will be needed for new skills certificate being proposed.	undefined
ANTH 226 - ARCHAEOLOGICAL FIELD METHODS: EXCAVATION	(no data available)	Course will be needed for new skills certificate being proposed.	
ANTH 227 - FOUNDATIONS OF ARCHAEOLOGICAL LAB METHODS	Spring 2014	Course will be needed for new skills certificate being proposed.	
ANTH 229 - FUNDAMENTALS OF APPLIED ANTHROPOLOGY	Spring 2010	DELETE	Spring 2019
ANTH 279 - PARA-PROFESSIONAL SKILLS IN SOCIAL SCIENCE	Spring 2010	DELETE	Spring 2019

Course Assessment Cycle : Version by Hammett, Julia on 12/03/2018 22:37

Anthropology Gen Ed Cycle as of May, 2017

	GENERAL EDUCATION CYCLE					TMCC	TMCC	UNR
	SP18	SP19	SP20	SP21	SP22	GenEd APPROVED	Diversity APPROVED	SILVER CORE APPROVED
ANTH 101					X	Y		CO6
ANTH 102		X				Y		CO4
ANTH 110L		X				Y		CO4L
ANTH 201	X					Y	Y	CO11
ANTH 202				X		Y		CO6
ANTH/SOC 205			X			Y	Y	*
ANTH 208				X		*	Y	Pending?***
ANTH/ENG 281				X		*		Pending?***

*- Anticipate submitting in the next two-three years; ***-In the process of being submitted

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
ANTH101 - Introduction to Cultural Anthropology	Sp22
Students will apply key anthropological principles by differentiating between the attitudes associated with "cultural relativism" and "ethnocentrism"	
Students will compare two or more cultures in terms of their social institutions ,(i.e. political, religious, economic, etc.).	
Students will deconstruct the concept of "race" by identifying "race" as a sociocultural construction rather than a biological "fact."	
ANTH102 - Introduction to Physical Anthropology	Sp19
Students will deconstruct "race" by differentiating between "race" and human variation.	
Students will demonstrate their knowledge and understanding of key areas within physical anthropology.	
ANTH110L-Physical Anthropology Laboratory	SP19
Students will analyze data, solve problems and analyze findings in key areas identified by the lab topics.	
Students will apply methods and models of the natural sciences to define, solve and evaluate physical anthropology problems.	
ANTH201 - Peoples and Cultures of the World	Sp18
Students will apply key concepts to address historical and contemporary issues pertaining to cultures of the world by demonstrating their knowledge of the role of colonialism in interaction between state and non-state peoples of the world.	
Students will conduct research and write ethnographically about cultures of the world by describing customs and issues related to a specific culture or cultures of the world	
ANTH202 - Archaeology	Sp21
Students will apply key archaeological concepts by distinguishing between absolute dating and relative dating.	
Students will apply key archaeological concepts distinguishing between treasure hunting and professional archaeology centered on ethics and science-based data analysis.	
Students will locate, understand, and synthesize complex information related to archaeology.	
ANTH205 - Ethnic Groups in Contemporary Societies	Sp20
Students will apply key concepts pertaining to the study of ethnic groups by being able to distinguish between "minority" and "majority" groups.	
Students will collect, compile, and synthesize research findings about a specific ethnic group.	
Students will deconstruct "race" in relation to ethnic identity.	
ANTH208 - Fundamentals of Cultural Diversity	Sp21
Students will recognize diversity in its many manifestations as crucial to the construction of self.	
Students will recognize diversity in the workplace, community, nation, and world and be able to express the richness inherent in environments that foster diversity to individuals and ideas.	
Students will recognize the experience of individuals associated with or belonging to a specific social group or class.	
ANTH 225-Archaeological Field Methods: Survey	As Taught
Successful students will collaborate as a team member in the survey of an archaeological research project.	

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
Successful students will understand and implement scientific methodology through their participation in an archaeological field survey.	
ANTH 226-Archaeological Field Methods: Excavation	As Taught
Successful students will collaborate as a team member in the excavation of an archaeological research project.	
Successful students will understand and implement scientific methodology through their participation in excavation of an archaeological site.	
ANTH 227-Foundations of Archaeological Lab Methods	As Taught
Successful students will collaborate as a team member in the lab work of an archaeological research project.	
Successful students will understand and implement scientific methodology through their participation in an archaeological laboratory.	
ANTH 229-Fundamentals of Applied Anthropology	As Taught
Obtain, synthesize and share data related to cultural diversity and human dilemmas worldwide, and explore anthropological strategies for addressing these challenges.	
Successful students will collaborate as a team member in the development of an applied anthropology research project.	
ANTH 279-Para-Professional Skills in Social Science	As Taught
Successful students will develop a set of paraprofessional skills related to anthropology or a closely aligned discipline.	
Successful students will make a positive contribution to the class applied anthropology research project through, background research, data collection, analysis and writing and editing portions of a draft research report.	
ANTH281 - Introduction to Language	Sp21
Students will be able to correctly define characteristics and decipher differences between at least two extant languages of the world. ,(Assessing Learning Objective #1)	
Students will be able to identify and replicate places and types of phonetic articulation , (Assessing Learning Objective #2).	
Students will demonstrate ability in the methods of sociolinguistics ,(Assessing Learning Objective #3).	
ANTH290 - Internship in Anthropology	As Taught
Students will demonstrate the ability to obtain and practice effective workplace skills.	
Students will synthesize existing knowledge, skills, and abilities with new practical skills gained in the work site.	
Students will work alongside their instructor and internship supervisor to develop a minimum of three mutually agreed upon learning outcomes that are appropriate to their specific internship.	

Curriculum Strategies : Version by Williams, Amy on 01/03/2019 00:04

Using the most significant curriculum and assessment-driven findings, discuss strategies to sustain or improve the quality of your program(s) going forward. This may also include deactivation of existing programs or introduction of new programs to meet student and/or industry demand.

- Removal of courses mentioned above.
- Revise outcome measures for 202 and 281 (in consultation with English department faculty), as discussed elsewhere in this report.
- Develop and obtain approval for CRM Skills Certificate.

Are there any internal or external factors anticipated to impact future curriculum development or offerings? If so, how does the department/unit plan address these factors?

- The General Education requirements in the Board of Regents Handbook were revised in 2010 and a change was made to the 9 credits that used to be required in Social Sciences or Humanities/Fine Arts to become a requirement for 3 credits in each. This factor, along with continuing decreases in college enrollments, has had a profound impact on our program enrollment numbers. We think that instead of the way the College requires general education at the present time, tracks should be developed in which some students could increase their Social Science requirements, for example, and decrease the Fine Arts/Humanities, or do the opposite. This would allow us to keep a strong Social Science Department instead of all vying for enrollment for a single course requirement. We would like to see students have more options in choosing their liberal arts curriculum so that it is not so prescribed and students are allowed to explore areas of interest to them.
- Another curricular challenge has been aligning to UNR's Silver Core. We have strived to get our courses through their process, but we've found it is much more challenging for courses that they do not teach or to get them aligned to a second Silver Core criteria once UNR faculty have had it assigned to a first criteria. For example, ANTH201 has been used to cover both Social Science and Diversity requirements at UNR in the past, but now is only used for Silver Core 11. This has decreased our enrollments for all of our GE courses across the board, but especially for ANTH208 and ANTH/SOC205 which are not taught at UNR and we are struggling to get through the Silver Core process. We tried to get ANTH/SOC through their process two years ago and they aborted our attempt. We are now trying to get ANTH208 through their Silver Core process.
- We recently learned from UNR Anthropology colleagues that they may be offering a course similar to ANTH/SOC 205 but as a 100-level course without a required research paper. If they do this, it is likely we will have a conversation about no longer teaching ANTH/SOC205 and picking up the course they teach.
- Regarding the proposed Skills Certificate in Cultural Resource Management, we anticipate this will be a recruiting tool and we will revise the curriculum to develop this Skills Certificate and upon feedback from industry as we move forward.

V. ENROLLMENT AND DEMOGRAPHICS

FTE, Section Count, and Course Fill Rate : Version by Williams, Amy on 01/03/2019 00:04

Enrollment in ANTH Sections			
Fall Term	FTE	Section Count	Avg. Course Fill Rate
Fall 13	151.6	31	90%
Fall 14	159.9	27	92%
Fall 15	167.8	31	82%
Fall 16	152.9	31	76%
Fall 17	127.9	30	65%

	5 yr change / average		
	FTE	Section Count	Avg. Course Fill Rate
ANTH	-16%	-3%	81%
Division	40%	62%	78%
TMCC	-4%	6%	77%

Average Fill Rate by General Education Category		
GE Category	College Wide	Anthropology
Science	82%	91%
Social Science	78%	71%
Diversity	77%	N/A
Social Science/Diversity	68%	67%

Please discuss the trends you see, including how they compare to those of the division and College. What might these trends or shifts mean? Discuss any factors that could have led to significant trends or shifts in enrollment and sections offered.

- The NSHE change that reduced the number of Social Science GE requirements from 6 to 3 credits is what has made the largest impact on our downward trends in enrollment and fill rates. We believe this factor, along with continuing decreases in college enrollments in general, have had a profound impact on our program enrollment numbers.
- Institutional Research was asked to help us drill down on the fill rates in order to obtain more comparative data for our Anthropology numbers (Table labeled "Average Fill Rate by General Education Category"). From this we learned that, within specific General Education (GE) categories, our Course Fill Rates are better than average for GE Science courses and the college overall, and Anthropology is on par with other Social Science/Diversity GE courses and below average on Social Science GE courses. The FTE and Course Section counts provided in the tables above could be badly skewed due to a number of factors including the fact that some of our courses are double listed with other disciplines in which most of the enrollment is generated.
- This data does make it clear that sections have not been reduced as FTE went down and the department is committed to reducing sections which will improve fill rates. We have also realized through this that we need to change the caps on some of the courses that cannot possibly serve students at the capacity they are currently set due to the hands-on nature of these courses. When those caps are adjusted this will also improve fill rates.

Unsuccessful Enrollment Attempts : Version by Williams, Amy on 01/03/2019 00:04

Unsuccessful Enrollment Attempts		
Course	5 yr average fill rate	5 yr # of Unsuccessful Enrollment Attempts
ANTH101	77%	9.89
ANTH102	91%	25.90
ANTH110L	91%	8.90
ANTH201	86%	19.20
ANTH202	78%	2.00
ANTH205	50%	0.00
ANTH208	73%	2.33
ANTH227	50%	0.00
ANTH281	44%	0.00
ANTH290	13%	0.00

Please discuss the trends or shifts you see. What might these trends or shifts mean? Discuss any factors that could have led to significant trends or shifts in course fill rate and unsuccessful enrollment attempts.

- ANTH205 and ANTH281 are crosslisted with other disciplines. Roughly half the 205 students are enrolled through Sociology and the great majority of 281 students are enrolled through English. This skews the data in the table above and so the fill rates and enrollment attempts would be different if the data from those disciplines were taken into consideration.
- ANTH 227 is offered only as needed and so this course will always have a low fill rate and will not show any unsuccessful enrollment attempts. This is a course that will be utilized in the proposed new skills certificate and so need may increase for this class thus increasing fill rate.

- ANTH 290 is an internship course and again offered as needed by students and so will always have a low fill rate and will not show any unsuccessful enrollment attempts.
- All other courses have appropriate fill rates and there is nothing alarming in the unsuccessful enrollment attempts data that would suggest a change to what we are doing.

Evidence of Student-Centered Scheduling : Version by Williams, Amy on 01/03/2019 00:04

Describe your department/unit's scheduling and faculty teaching assignment practices. Using the enrollment data provided in the previous sections and/or other data within your department/unit, what is the evidence that the department/unit engages in student-centered and equitable scheduling?

- We consistently schedule courses to offer all required classes every semester, and the majority of our courses are also offered online. Since the previous PUR, we have also developed a hybrid section of ANTH102: Physical Anthropology and its accompanying ANTH110L lab, which features online lecture instruction accompanied by eight on-campus lab experiences. We also obtained the necessary space and materials to offer a section of 102/110L on the Meadowood campus every semester. Lastly, the majority of our courses also qualify as General Education classes, which allows students to fulfill General Education requirements while completing their degree. Courses are offered day, evening and online ensuring opportunity for student to fit these classes into their schedule.
- Our main challenge offering a student-centered schedule is that of staffing it. An increasing number of our part-time faculty are only available for evening or online sections. Every semester we struggle to find sufficient numbers of part-time faculty to staff daytime traditional classroom course sections. Our strategy is to continually consult the HR pool of applicants, which is only eleven at the time of this writing. Also, every semester we reach out to our colleagues at UNR and ask them to have grad students who have completed their MA degrees contact us. At some point this difficulty in staffing may result in the need to hire a third full-time faculty member. Part-time instructors have taught an average of 69% of the student credit hours since the last PUR cycle.

Student Demographics: Credit Load, Status, Age, Gender, and Ethnicity : Version by Williams, Amy on 01/03/2019 00:04

Demographics of Anthropology Majors					
	Fall 13	Fall 17	% Change		
ANTHRO-AA	38	24	-37%		
Total	38	24	-37%		
TMCC Headcount	11686	11110	-5%		
Fall 2017					
Credit Load	ANTH Majors	TMCC	Status	ANTH Majors	TMCC
part-time	62.5%	72.3%	New	8.3%	14.0%
full-time	37.6%	27.2%	New Transfer	8.3%	9.9%
			New High School	0.0%	3.8%
			Continuing	83.3%	69.8%
			Cont. High School	0.0%	2.5%
Age	ANTH Majors	TMCC	Gender	ANTH Majors	TMCC
under 18	0.0%	5.5%	female	70.8%	53.7%
18-24 yrs	62.5%	56.3%	male	29.2%	46.3%
25-34 yrs	8.3%	23.8%			
35-49 yrs	25.0%	10.3%			
50+ yrs	4.2%	4.4%			
Ethnicity	ANTH Majors	TMCC			
International	0.0%	0.4%			
Native Am	8.3%	1.3%			
Asian	0.0%	6.0%			
Black	4.2%	2.5%			
Hispanic	29.2%	28.8%			
Hawaiian/PI	0.0%	0.1%			
2+ Races	12.5%	3.5%			
Unreported	0.0%	1.7%			
White	44.8%	55.7%			

Briefly describe the typical student profile in terms of credit load, status, age, gender, and ethnicity in your program/unit. In cases where the demographics of your students noticeably differ from those of all TMCC students, please discuss the reasons as you understand them. Please note any potential underserved student populations.

- In 2008 our ratio of part-time/full-time (PT/FT) students (≥ 12 credits for FT students) was 82/18 and the majority (80%) were first-time college students seeking a transfer degree. At that time 13% of TMCC students were first-time transfer degree seeking. Now our PT/FT ratio is 62/37 as compared to 72/27 for the College. We have increased our number of full time students over this time period but are still below the level of the College as a whole. From our engagement with our students we are aware they are struggling with balancing school and other life obligations. Virtually all of them are working part-time or full-time and do not have the ability to take a full time load, particularly because Anthropology is one of the College's more intensive programs. We recognize the need for a safety net for our students and the importance of providing student resources and ensuring our students know about them.
- In 2008 our ratio of female/male students was: 59/41 (vs. 55/45 for TMCC). This has changed to 71/29 in 2017 which is drastically more divergent than it had been previously. As in our other PURs, our anthropology students tend to be more female than the overall number for the college. This is consistent with the field of anthropology overall. According to the National Center for Education Statistics, 71.7% of Anthropology degrees are granted to females so TMCC is almost exactly on track with national statistics in this area. As Anthropologists however, we believe we should be questioning the logic and ethics of our binary gender distinctions and consider how we should collect these data moving forward.
- Anthropology has more Native American, Black, Hispanic and 2+race students and fewer white and Asian students, and otherwise our ethnic distribution is similar to TMCC. Given TMCC's commitment to diversifying the faculty to better reflect our student diversity, and given that TMCC is now an HSI college, the college has made significant strides towards increasing diversity and the data demonstrate this in the Anthropology population as well.

- Compared to last self-study report (2012/2013) we have made notable increases in our student diversity, but then so has the college as a whole. In 2013, our enrollment for Latinos in our AA was 16%. It was one of the goals of our 2013 program review to improve enrollments numbers for Latinos. That goal has been achieved for the Anthropology program and for TMCC overall. Corresponding to that trend, the percentage of white students in the major has dropped from 67% in 2013 to 56% in 2017.
- As a final note, as anthropologists, we would like to express that the idea of deconstructing race is integral to an anthropological perspective. Scientifically and biologically, there is only one race, the human race. The idea of multiple human races is a social construction; there is no biological evidence of so-called multiple races. All the science indicates there is more genetic diversity within so-called races than between them. Therefore, we find it troubling and inaccurate for the PUR to contain the categories of "International", "2+ races" and "White" in the "Ethnicity" list. We would be pleased to work with our colleagues to obtain more accurate categories moving forward.

Student Recruitment Activities : Version by Williams, Amy on 01/03/2019 00:04

Describe any recruitment activities in which the program/unit participates. These may include campus events such as Day on the Hill, external events, or special activities organized by the program/unit. If applicable, describe any partnerships with local high schools or efforts to help high school students enter the program. These might include Career and Technical Education (CTE) agreements, assisting or offering courses for JumpStart, accepting or offering credit by examination, etc. To the best of your knowledge, have these recruiting efforts been successful?

- Anthropology, like the rest of the social and physical sciences, is primarily a transfer program training undergraduate students to prepare for their upper division, and in the case of anthropology, anticipated graduate work. Therefore, our declared majors are primarily geared to obtaining anthropological training and pursuing a 4-year degree with an eye on graduate work. We recognize that our degree is an ideal stepping stone for an anthropology 4-year degree in many fields, however, we also acknowledge that the majority of our students are not pursuing a degree in anthropology. Instead, the program serves students across the TMCC campus in pursuit of general education, diversity, social science and science requirements.
- According to the State of Nevada Department of Employment, Training & Rehabilitation Research & Analysis Bureau, the job growth rate for anthropologists in our area is less than 1% with only 7 total annual openings in this field. This is not a field we are actively recruiting students into as that would be irresponsible as a community college that is focused on ensuring our students are able to find viable employment upon graduation. We offer this degree for students who do know this is a field they want to go into and will be moving on through graduate school.
- In spring 2018 we held an Anthropology Meet and Greet event and had the Anthropology faculty and guest speakers present about the field and answer questions. We did have some perspective students attend this event which was excellent. We plan to continue this event annually as a benefit to current and prospective majors.

Enrollment Strategies : Version by Williams, Amy on 01/03/2019 00:04

Regarding the most significant enrollment findings, discuss strategies, if needed, to improve enrollment in your program(s)/unit. These may include improving recruitment efforts, especially to underserved students, more efficient scheduling, streamlining pathways to completion, etc. Include an estimated timeline of proposed actions.

- The program is in the process of trying to get ANTH 208 approved for general education and the UNR Silver Core which will help increase enrollment in that course.
- Many Anthropology courses qualify for general education in areas of science, social science and diversity and the program believes it can do a better job of promoting these courses and the benefits of taking them and will work on fliers and other informational concepts over the course of the next year.

Are there any internal or external factors anticipated to impact future enrollment? If so, how does the department/unit plan to address these factors?

Our partners in the community have identified the need for entry-level archaeological technicians who would have a fundamental understanding for the process for evaluating archaeological sites for consideration for National Register Eligibility. After completing a Needs Assessment Survey (discussed above) we have determined the curriculum should be developed as a Skills Certificate in Cultural Resource Management (CRM) or Cultural Heritage, which we will begin developing in Spring 2019. The development of this skills certificate will increase enrollment in some Anthropology courses and revitalize the program.

VI. STUDENT SUCCESS

Course Pass Rate : Version by Williams, Amy on 01/03/2019 00:04

Course Pass Rate in ANTH Sections	
Fall Term	Avg. Course Pass Rate
Fall 13	74%
Fall 14	70%
Fall 15	74%
Fall 16	73%
Fall 17	74%
5 yr change / average	Avg. Course Pass Rate
ANTH	73%
Division	78%
TMCC	80%

Please describe any substantial trends or shifts that you see. What might these trends or shifts mean? Discuss any factors that could have led to these trends or shifts in the data.

Anthropology is slightly below the Division average pass rate, but we suspect we are on par with the social sciences. We are below the average course pass rate of TMCC as a whole. In our analysis of this data we believe that there are a few reasons for having a lower than average pass rate. First of all, most Anthropology courses are part of general education which are generally more challenging courses. Anthropology courses are writing intensive and yet we do not have English prerequisites and so often students come to these classes unprepared for the rigor and the complex writing assignments and critical thinking that is required and expected of them and thus score lower on assignments resulting in lower passing rates. Finally, Anthropology courses have a larger time commitment than many courses and many students do not put in the time required to complete assignments or excel in the courses. We do plan to compare the rigor and expectations across the social sciences to ensure that we are on par with other similar disciplines.

Graduation and Transfer : Version by Williams, Amy on 01/03/2019 00:04

Degrees Awarded		
AY	ANTHRO-AA	TOTAL
12-13	2	2
13-14	7	7
14-15	5	5
15-16	8	8
16-17	2	2
Total	24	24

Transfer Rate of Grads			
	Program	Transfer Degrees	Terminal Degrees
Degrees Earned Fall 12 - Summer 17	24	4128	2805
# Transferred after graduation	14	2455	821
% Transferred after graduation	58%	59%	29%

Transfer Schools	
# of students	Transfer Institution
1	Humboldt State University
12	University of Nevada - Reno
1	Western Governors University

Please discuss any trends or shifts that you see. Do your degrees and/or certificates appear to be preparing students to transfer or enter directly into the workforce as intended?

As discussed above, our current AA Anthropology degree is designed to transfer seamlessly as an AA degree and specifically for anthropology majors at UNR. This data shows that 86% of our graduates are transferring to UNR which leads us to believe the degree is meeting its intended purpose for students wishing to pursue higher level education and graduate degrees in anthropology.

The proposed Skills Certificate in CRM or Cultural Heritage is more intended to develop archaeological technicians for the private sector as well as state and federal agencies, ideally so that young archaeologists can begin their professional career and also to work their way through the rest of college.

Student Success Strategies : Version by Williams, Amy on 01/03/2019 00:04

With respect to the student success indicators of credits earned (completion), retention, graduates and transfers, discuss strategies to enhance student success. These may include improving advising and mentoring efforts, improving retention efforts, streamlining pathways to completion, etc.

We are one of the most rigorous data-driven programs in the College for course offerings and scheduling. A number of our faculty, including both full-time faculty, have served as Promise mentors. As stated above, we are increasing our mentoring of students, we plan to have "meet and greets" annually and also to help students to create an anthropology student club. We hope these increasing efforts will help improve our student success indicators for Anthropology.

Are there any internal or external factors anticipated to impact future student success in your program or unit? If so, how does the department/unit plan address these factors?

Changes to general education requirements both at TMCC and at UNR can have an effect on the Anthropology program as the vast majority of our students are not Anthropology majors but rather students who take our courses as part of their general education requirements. While we do not anticipate changes to general education at TMCC that might affect general education anytime soon, UNR seems to make regular changes to their Silver Core requirements that could potentially have an impact. Our strategy for dealing with this is to stay on top of their requirements and to respond to them as needed to best support our students.

VII. RESOURCES

Faculty Achievement : Version by Clifford, Donna on 04/05/2019 16:30

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

Faculty name

FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)

Number of years teaching at TMCC

Total number of years in academia

Primary courses taught

Significant activities or contributions made to TMCC (Please try to limit to 3)

Faculty name

...

FULL TIME TEACHING FACULTY:

Julia E. Hammett, Ph.D.

FTE: One FTE/semester

B.A., Anthropology, San Jose State University (1980)

M.A., Anthropology, University of North Carolina, Chapel Hill (1986)

Ph.D., Anthropology, University of North Carolina, Chapel Hill (1991)

Significant accomplishments outside of academia:

- 24 Hour Hazmat Training Certification (not-renewed)
- Member, Reno Ward 2 Neighborhood Advisory Board (2nd term)
- Commissioner, Reno Urban Forestry Commission

Number of years teaching at TMCC: 23

Primary courses taught: ANTH 101, 102, 110L, 201, 201, 205, 229, and 279

Significant activities or contributions made to TMCC (limit to 3):

Dr. Hammett is an archaeological anthropologist with specialties in North American paleoethnobotany, ecological anthropology, and North American archaeology. She has conducted research in four regions of North America: the Southwest, California, the Southeast, and the Great Basin. Her research combines ecological, archaeological, and historical data to investigate cultural landscapes and land use patterns. She continues to collaborate with researchers in the San Francisco Bay Area in cooperation with the Muwekma Ohlone Tribe and Stanford University. Currently, she is pursuing research as a Citizen Anthropologist in the Occupy movement that is sweeping cultures worldwide connected through social media.

Joylin Namie, Ph.D.

FTE: One FTE/semester

B.A., Anthropology, Skidmore College (1996)

M.A., Anthropology, University of California, San Diego (1998)

Ph.D., Anthropology, University of California, San Diego (2001)

Number of Years Teaching at TMCC: 3

Total Years in Academia: 17

TMCC Courses Taught: ANTH101, 102, 110L, 208, and ANTH/SOC 205

Significant contributions to TMCC:

- Dr. Namie serves as TMCC's Designee for approval of Student Recruitment for Human Research Studies and as a member of the Institutional Review Board at the University of Nevada, Reno. In those capacities, she assisted the CCSSE Task Force with IRB application, approval, and documentation for conducting focus groups with student and faculty.
- Nominated for the Phi Theta Kappa sponsored Teacher of the Year Awards in Spring, 2018.
- Authored a chapter in an upcoming OER textbook in Biological Anthropology to be published by PressBooks and available for students in Fall, 2019.
- Completed Delivering Effective Online Courses (2018)

Dr. Namie is a biocultural anthropologist whose research centers on the intersection of food, gender, health and media. She began her ethnographic career interviewing women in Costa Rica regarding beliefs about breast cancer and investigating the ways these affected engagement with cancer screening. She then moved to food studies, publishing on a variety of topics, including the cultural reasons why mothers feed their children junk food, how images of successful athletes are used to market unhealthy foods as "fuel" for athletic pursuits, and feminine representation in sports nutrition advertising. Her research often involves collaboration with students, including exploring plastic surgery among Latter-day Saint (Mormon) women in Utah, which resulted in a documentary film and an article that won the award for best paper in Social Science from the Utah Academy of Sciences, Arts, and Letters for 2013. She also co-researched and co-authored an article with students on the ways Mormon masculinity promotes involvement with child-feeding.

PART-TIME LECTURERS for Fall, 2018:

Suzanne Amodio, M.A.

Part Time Lecturer

B.A., Anthropology, University of California, Berkeley (1993) with a minor in Southeast Asian Studies

M.A., Anthropology, University of California, San Diego (1997)

Ph.D. Candidacy, University of California, San Diego (1999)

Number of years teaching at TMCC: 15

Primary courses taught: ANTH101 and 205

Significant Contributions to TMCC:

- Completed Delivering Effective Online Courses

Ms. Amodio's master's research on international migration of women from the Philippines led to her ongoing dissertation study of the psychological and cognitive effects of mothers' migration on children. Her interests include issues of identity, imagination (religion, play, etc.), cross cultural human development, enculturation, and culture change. She has conducted research in Indonesia (ethnic identity of Toba Batak, Sumatra), Malaysia (street artists as agents of acculturation), and in the U.S. (theatre as ritual) and participated in group research in Zimbabwe (mother and infant health/nutrition), South Australia (ecology), and Borneo (orangutan behavior and conservation).

Andrew Carey, Ph.D.

Part-time Lecturer

B.A., Anthropology, University of Nevada, Reno (1991)

M.A., Anthropology, University of Nevada, Reno (1996)

Ph.D., Anthropology, University of New Mexico (2016)

Number of years teaching at TMCC: 19

Primary courses taught: 101, 202, and 201

Dr. Carey specializes in North American ethnography and studying relations between American Indians and the national government and states. He has conducted research in two regions, the Great Basin and the Southwest. Working with the Pyramid Lake Paiute Tribe, he has conducted research on tribal sovereignty and tribal policing. He conducted the archival research and prepared the documentation for the permanent historic exhibit at the Pershing County Court House in Lovelock, Nevada. He has also conducted historic and ethnographic research on Pueblo and Hispanic communities in the Santa Fe, NM area.

Janeal Godfrey, M.A.

Part-time Lecturer

B.A., Anthropology and Certificate in Forensic Human Identification, California State University, Chico (2010)

M.A., Anthropology, Wichita State University (2013)

Significant accomplishments outside of academia:

- Established the Kansas Cemetery Project;

Years teaching at TMCC: 3

Total Years in Academia: 3

TMCC Courses Taught: ANTH 101, 102, and 110L

Significant contributions to TMCC:

- Part-Time Professional Development Certification (2017)
- Completed Delivering Effective Online Courses (2017)
- Creating Accessible Content in Your Online Course (2018)
- Assisted in revising ANTH110L labs and in the creation of a forensics lab for ANTH110L.

Ms. Godfrey's research and training emphases include osteology, forensic anthropology, zooarchaeology, mortuary anthropology, and paleodemography. She has worked with law enforcement in both California and Kansas as a forensic anthropologist and her master's research on pioneer cemeteries in rural southeast Kansas led to the development of the Kansas Cemetery Project.

Verla Jackson, M.A.

Part-time Lecturer

M.A. Anthropology, University of Nevada, Reno (2012)

B.A. Anthropology, University of Nevada, Reno (2009)

Significant Contributions outside of TMCC:

- Program Officer 1, HR and Fiscal Officer for the School of Social Work, UNR

Years Teaching at TMCC: 5

Total Years in Academia: 4

TMCC Courses Taught: ANTH201, 202, and ANTH/SOC 205

Significant contributions to TMCC:

- Part-Time Faculty of the Month for September, 2017
- Part-Time Professional Development Certification, 2017

Ms. Jackson's master's research combined prehistoric archaeology with physical anthropology to study two sets of remains from Pyramid Lake, one dated to approximately 9400 BCE and the other 6000 BCE. Her primary anthropological foci are physical anthropology, in particular skeletal remains and what they can tell us about how a person lived and died ; cultural anthropology, in particular how culture influences a person's ethnicity and issues of race/racism to form who they are; and lastly, archaeology, in particular how the archaeological remnants of a culture or society can be indicators of what the culture/society was like through time.

Arthur Krupicz, M.A.

Part-time Lecturer

M.A. Anthropology, University of Arkansas (2000)

B.A. Anthropology, University of Maryland (1996)

Significant accomplishments outside of academia:

- Grants and Project Analyst II with Nevada State Parks;
- First staff archaeologist hired by Nevada State Parks;
- Founding coordinator of the New Mexico Archaeological Site Steward Program (NM SiteWatch);
- Recipient of: Inaugural Hester A. Davis Award in Public Archaeology (2000), Outstanding Service Award (Nevada Site Steward Program, 2010)

Years Teaching at TMCC: 11

Total Years in Academia: 11

TMCC Courses Taught: ANTH101, 202, and ANTH/SOC 205

Significant contributions to TMCC:

- Currently developing a Certificate of Cultural Resource Management, with fellow faculty
- TMCC Anthropology Lecturer of the Year, 2012-13 and 2013-14; College Lecturer of the Month, October 2014
- Member of search committee for tenure-track anthropology faculty (2016)
- Completed Delivering Effective Online Courses

Mr. Krupicz's research and practice have focused upon public education and outreach, particularly to children and young adults. Art has worked with numerous museums, including the American Museum of Natural History (New York), Denver Museum of Nature and Science; and most recently he served as Executive Director of the Children's Museum in Carson City, NV. In addition to his work in the non-profit sector, Mr. Krupicz initiated a statewide, archaeological site steward program for the New Mexico Historic Preservation 20 Division (SHPO) and has conducted archaeological fieldwork in 20 states and the Caribbean.

Judy Lawrence

Part-time Lecturer

M.A., Anthropology and Archaeology, University of Nevada, Reno (2009)

Years teaching at TMCC: 8

Total Years in Academia: 10

TMCC Courses Taught: 101, 202, and 201

Ms. Lawrence's masters thesis was entitled Prehistoric Use of Hot Rock Cooking Features: Archaeological Investigations at the Webber Gravel Pit, Sierra Valley, California. Her main interests are the ancient groups that inhabited the Great Basin region of North America, and she emphasizes these groups in her archaeology curriculum.

Erienne (Aria) Overli, M.A.

Part-time Lecturer

B.A., Political Science, UCLA (2011)

M.A., Anthropology, University of Nevada, Reno (2016) with a Graduate certificate in Gender, Race, and Identity

Significant accomplishments outside of academia:

- National certifications in Community Organizing
 - PICO National: National Leadership Training
 - Impact Project Certified
- International Women's Day 2018
 - Outstanding Community Service Award

Years teaching at TMCC: 1

Total Years in Academia: 1

TMCC Courses Taught: ANTH/SOC 205

Emma Patten, Ph.D. Candidate (Princeton University)

Part-time Lecturer

Ph.D. Candidate in Anthropology, Princeton University (begun 09/2014)

M.A., Anthropology, Princeton University (2016)

MTS, Master of Theological Studies, Harvard University (2014)

B.A., Religious Studies, with Cultural Anthropology minor, University of California, Santa Barbara (2011)

Significant accomplishments outside of academia:

- Published in three poetry journals

Years Teaching at TMCC: 1

Total Years in Academia: 3

TMCC Courses Taught: ANTH101 and 201

Significant contributions to TMCC:

- Part-Time Professional Development Certification (2018)
- Completed Delivering Effective Online Courses

Laura M. Wilhelm, Ph.D.

Part-time Lecturer

Ph.D., Anthropology, University of Nevada, Reno (2016) with a Graduate certificate in Gender, Race, and Identity

M.A., Anthropology, University of Nevada, Reno (2011)

B.A, Interdisciplinary Social Science, Florida State University (2005)

Significant accomplishments outside of academia:

- Co-Chair of the Anthropology Program for the Southwestern Social Science Association 2013-2017

Years teaching at TMCC: 2

Total Years in Academia: 2

TMCC Courses Taught: ANTH 101, 201, and 281

Significant contributions to TMCC:

- Excellence in Teaching Award (TMCC 2017);
- Faculty & Staff Innovation Grant (TMCC Foundation 2018);
- Part-Time Professional Development Certification (2017)
- Completed Delivering Effective Online Courses (2017)
- Creating Accessible Content in Your Online Course (2018)

Dr. Wilhelm received her Bachelor of Science degree in Interdisciplinary Social Science from Florida State University in the Republic of Panama and her Master of Arts and Doctoral degrees in Anthropology from the University of Nevada, Reno with specialties in Cultural Anthropology; the Built Environment; Gender, Race, and Identity; and Transnational Social Organizations. Dr. Wilhelm has conducted research in the Republic of Panama, The United States, and Colombia. She has served as a programming chair for the Southwestern Social Science Association and is currently a mentor for Nevada Promise Scholarship students while also teaching Anthropology and crosslisted language courses at Truckee Meadows Community College. Dr. Wilhelm has an ongoing interest in the practical application of academic research and is particularly interested in promoting competency-based education models which bring higher education within reach of a wider range of learning styles and utilizes students' individual strengths in the process. She also believes that instructors can be full contributors in the learning process and that a culture of active learning is enhanced by a culture of multi-level participation.

Amanda Williams, M.A.

Part-time Lecturer

B.A., Anthropology & Sociology, University of Tennessee, Knoxville (2010)

M.A., Forensics, University of Montana (2013)

Significant accomplishments outside of academia

- Work in Cultural Resource Management (fieldwork and reports)
- Northern Nevada Disaster Recovery Team Member

Years teaching at TMCC: 3

Total Years in Academia: 3

Primary courses taught: ANTH102, 110L, and 201

Significant contributions made to TMCC:

- Part-time Professional Development Certification (2017)
- Completed Delivering Effective Online Courses (2017)
- Creating Accessible Content for Online Courses (2018)

Ms. Williams' research interests focus on forensic anthropology and the taphonomic processes affecting the human body after death. She is primarily interested in how these processes can be used to answer broader questions surrounding time since death estimates and used to reconstruct in situ conditions of death events. In addition to teaching, Amanda also works in Cultural Resource Management, where she actively engages in fieldwork, lab work, and serves as an osteological consultant for several different firms in the Reno area.

Faculty Workload : Version by Williams, Amy on 01/03/2019 00:04

	Faculty FTE and Headcount			
	Full-Time Anthropology		Other Instructors	
	Headcount	FTE	FT	PT
Fall 2013	2	1.7	2	9
Fall 2014	1	0.7	2	12
Fall 2015	2	1.9	1	9
Fall 2016	2	1.7	1	11
Fall 2017	2	1.7	1	10

	Student Credit Hours Taught					
	Full-Time Anthropology		Full-Time (other Dept)		Part-Time	
	SCH	% SCH	SCH	% SCH	SCH	% SCH
Fall 2013	678	30%	132	6%	1464	64%
Fall 2014	325	14%	93	4%	1980	83%
Fall 2015	777	31%	42	2%	1698	67%
Fall 2016	755	33%	15	1%	1523	66%
Fall 2017	628	33%	9	0%	1281	67%

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What impact, if any, have these trends or shifts had on the program/unit?

The low point for Full-time faculty FT was Fall 2014 when one of our full time faculty was on sabbatical, so her teaching slots were filled by part-time lecturers. The last official faculty workload report for TMCC was in 2016, at which time 52% of classes were taught by FT faculty and 48% by part-time faculty. With only two full-time faculty, the Anthropology program is well below TMCC as a whole for classes taught by FT faculty, and well above the number for PT faculty.

Support Staff : Version by Williams, Amy on 01/03/2019 00:04

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

Other than teaching faculty, there is a 3-credit/semester additional assignment for a discipline coordinator. One of the duties specified in the Additional Assignment is to manage the lab (see below in Facilities and Technology). The lab manager must have the credentials to oversee archaeological collections which are on loan from other institutions. Typically this person must have at least a masters degree and expertise in archaeology and collections management. The current coordinator, Dr. Julia Hammett, has those credentials. In the past when someone has taken over the coordinator duties who does not have that expertise, directing the lab has fallen to Dr. Julia Hammett who has those credentials. There are no support staff dedicated exclusively to anthropology. Anthropology is in the Social Science department and there is an elected department chair and one full-time administrative assistant who is assigned to the department. The number of staff is currently adequate to support the program as long as we can hire part time faculty who are able to instruct during the day on site.

Facilities and Technology : Version by Williams, Amy on 01/03/2019 00:04

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc.

- Currently we have a two dedicated lab spaces, the largest being on the main campus in RDMT 244 which contains the following: 1) teaching casts and materials for the ANTH102/110L class; 2) on loan archaeological materials and teaching materials, and equipment for the archaeology courses; 3) two computer stations and a printer and scanner and 4) several bookcases full of cultural resource management reports and professional journals and monographs.
- In addition, in Fall 2017 we obtained access to a space that serves as a bio lab (ANTH102/110L) at Meadowood Campus. Both classroom/labs have linoleum flooring and access to storage. The main campus room has cabinets in the room and additional storage across the hall. The Meadowood room has an adjacent storage room that we share with other programs.
- Neither space is ideal. The Dandini campus lab has insufficient space dedicated to the classroom. The class space is cramped, with sled desks making it difficult for students to work in groups or to move around the space during lab sessions. Airflow is minimal, and when the A/C is on it is difficult to hear from the back of the room. The lighting is also poor for showing films and PowerPoints and, the screen is positioned on top of the whiteboard, making it impossible to show slides and work out problems on the board simultaneously. The Meadowood space is also challenging in that we only have access to it for specified times for the one class, as we share it with WDCE. Also, in the storage area, we have had more than one incident where staff from another discipline moved our items or placed something up against our skeleton cast, which is very fragile (and expensive).

Are the program's/unit's facilities and technology adequate to support the program? Explain.

- In our last PUR we requested funds to pay for student workers so that we could digitize the technical library in the main campus lab and thereby could reduce the space dedicated to shelving and expand the classroom space. That would also allow us to replace the sled desks with tables which are preferable in a lab setting. However, while the VPAA at the time supported our efforts in her findings, we have moved through so many administrators that our requests were never fulfilled. We have only been able to digitize a few shelves of the library using work study students, of which we currently have none. We hope to resume this work this year.
- For the Meadowood Teaching Lab, it would be good to purchase a cabinet to store the model skeleton out of harm's way if we cannot have a more dedicated lab and storage space at Meadowood. We have experienced situations where faculty or staff from other disciplines have pushed their items up against the model skeleton which is very fragile. We have posted signage for the time being in the shared storage room.
- In addition, we will be requesting a computer laptop or tablet cart dedicated to the Anthropology Teaching Lab on Dandini Campus (RDMT 244) so that we don't have to ask and schedule around other disciplines. There is only one lab in the Red Mountain Building and scheduling is sometimes a challenge. We use computers for our pre-test/posttest assessment for ANTH102/110 and also for several labs (e.g. genetics, populations genetics, osteometrics, and forensics).

Funding and Instructional Expenditures : Version by Williams, Amy on 01/03/2019 00:04

Working with your academic dean, describe the most significant funding source(s) and part-time faculty dollars allocated to the program/unit. These may include regular operating budgets, grants, lab fees, differential tuition, etc. Are funding sources adequate to maintain or grow the program? Should enhanced lab fees or differential tuition be explored?

- The Anthropology program shares an operating budget with several other programs in Social Science, providing basic necessities such as copies, emergency text book expenditures, and office supplies and equipment. The part-time budget reflects the Anthropology program's enrollment decline and reduced sections as the program has responded to it.
- Lab fees are collected to help support costs associated with the program. However, the program plans to explore lowering the lab fees, at least for a time, as there are sufficient funds in the account to cover program needs for the next few semesters.
- Budgets are available in a software program called WorkDay which allows us to parcel out the operating budgets of the different programs in Social Science so we can provide a better understanding of the use of these funds for each program. Current funding is sufficient to cover all program needs outside of the remodel of the lab space that will be requested after materials have been digitized.

Discuss how part-time faculty dollars have been allocated and used in the program, and discuss their impact on the program/unit's FTE. Was the program/unit able to offer more sections and/or increase FTE? Were part-time faculty hired to meet student demand for courses?

- This fall semester 68% of the Anthropology courses were offered by part time faculty. This is typical for this program. Part-time lecturers allow us to offer more sections, potentially increase FTE and meet student demand. Without part time faculty we would be unable to meet student demand for courses in this discipline with the two full time instructors that are in the program.

VIII. FUTURE DIRECTIONS

Five-Year Plan : Version by Williams, Amy on 01/03/2019 00:04

Using your curriculum, enrollment, and student success strategies, and after evaluating your proposed resource needs, develop a 5-year plan for the program or unit. Please address the following questions.

What are the major goals that the department or unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion.

- Continue Program Level Assessment. Continue to improve teaching and learning by requiring every instructor to assess every section of every course taught every semester and to increase engagement of part-time faculty in the assessment process (ongoing).
- Ensure mapping of GE Course Outcomes to current GE assessment rubrics (Spring-Fall 2019).
- Continue to align GE courses with UNR Silver Core where appropriate, contingent upon UNR approval (ongoing).
- Move forward on remodeling the Anthropology teaching lab (RDMT 244) to expand classroom teaching space (Spring 2019-Spring 2020).
- Work with Nevada State Historic Preservation Office and industry partners to develop a Skills Certificate in Cultural Resource Management (CRM) (Spring-Fall 2019).
- Increase mentoring of part-time Anthropology faculty and students in the Anthropology program to improve teaching and learning (ongoing).

How does the department or unit plan to improve degree/certificate completion and/or course completion if the department or unit does not offer any degrees/certificates?

- In Anthropology we have an AA Anthropology degree, but we are also committed to teaching general education and ensuring articulation with other NSHE institutions. Virtually all of the courses that we offer regularly fulfill general education (GE) requirements for TMCC and some also fulfill Silver Core requirements at NSHE, although the process of getting courses aligned with the Silver Core has been challenging. Our goal for the future is to increase the number of our Anthropology course offerings which fulfill not only TMCC GE and diversity requirements but also the Silver Core at UNR as well as fulfilling both will increase our enrollment.
- In addition, we actively participate in any course articulation queries and monitor changes in the curriculum or degree requirement changes within Anthropology at our sister institutions.

How does the department or unit plan align to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)? To which Core Themes and Objectives does the program or unit plan align?

- The Anthropology program faculty are committed to continually improve teaching and learning by requiring every instructor to assess every section of every course taught every semester and to increase engagement of part-time faculty in the assessment process. Independent course assessment data and instructor's self reflections are compiled and reported through standardized Course Assessment Worksheets (Appendix C). Each course assessment worksheet has prefilled course objectives; each faculty member collects and fills in the student scores, attaches their assessment instruments, and comments on their student score averages, retention and completion numbers, and anything else they want to comment about or change for the future. Then the coordinator and lead faculty aggregate data from the respective course sections and evaluate the results to make sure benchmarks are being met. When there are shortfalls, strategies are developed to improve numbers using disciplinary email threads and "closing the loop" meetings. This process strongly aligns with *TMCC Strategic Master Plan Core Theme 2: Academic Excellence: Objective 1: Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.*
- A number of objectives and strategies outlined in the TMCC Strategic Master Plan 2017-2022 are outlined below. Some of the strategies have been slightly reworded to better apply to the Anthropology program. Details were discussed in more detail in the appropriate sections of this report. All items are ongoing unless otherwise noted.
- **I: Student Success. Objective 1:** Improved successful completion of student's educational goals, including graduation, transfer, and (course) completion
 - Examine and increase course completion, retention, and persistence rates. (Ongoing)
 - Implement a part-time faculty mentor program, especially for new faculty. (Ongoing; we focus on new faculty but full time faculty are accessible to part-time instructors as needed)
 - Encourage and support development of student cohorts by revitalizing the anthropology club (Ongoing).
 - Increase faculty professional development and training.
 - Enhance embedded tutoring (ANTH 102/110L; considering 201).
 - Provide additional training and resources for part-time instructors. (This is done through Professional Development; six part-time faculty have completed the Part-Time Teaching Certification; three have completed the Delivering Effective Online Classes, for which they received a monetary stipend through Web College, and three have completed the course in Creating Accessible Content for Your Online Course.)
 - Explore a stackable Skills Certificate within our emphasis degree. (This is the CRM Skills Certificate we are proposing to develop)
 - Schedule courses in an effective, student-centered, and completion-oriented manner. (We are vigilant in monitoring scheduling and fill rates. We also solicited feedback from our graduates in the feedback survey).
 - Ensure that a full complement of GE courses is offered each semester. (Virtually all of our anthropology course offerings are GE courses)
- **I: Student Success. Objective 2:** Provide high quality student support through library resources, tutoring, advising, and information services
 - Work with Learning Commons staff to provide tutoring for difficult classes (e.g. ANTH 102/110L).
 - Work with librarians to provide key reference materials (e.g. films)
 - Increase faculty mentoring of students (Student club, and encouraging advisement and scheduling)
- **I: Student Success. Objective 3:** Provide student engagement opportunities that provide interpersonal, intrapersonal, and practical skills
 - Promote out-of-class learning opportunities such as work experiences, volunteer opportunities, and student leadership. (Ongoing: Working with industry partners to provide fieldwork and lab experiences and internships)
- **II: Academic Excellence. Objective 1:** Maintain and improve the quality of course, general education, and offerings through systematic assessment and review; Anthropology offers six courses (101, 102, 110L, 201, 202 and 205) that meet General Education requirements for Critical thinking, People and Cultural Awareness, and/or Quantitative Reasoning.

Our GE assessment results for 101 and 201 from AY2016-17 indicate results closely matching those reported for TMCC as a whole. The program is pursuing the strategies identified below:

- Hold regular assessment trainings (Ongoing; online and also meet with part-time faculty upon request)
- Host Assessment Day to "close the loop." (Annually)
- Encourage continued dialog about assessment results at each department meeting. (Annually at closing the loop meeting)
- Create and display visual communications/reminders of when courses are scheduled for assessment. (Regularly revised and updated, accessible through Anthropology Program Google docs)
- Continue to revise the assessment website and digital materials to make assessment more of a resource for program faculty.
- Maintain close ties between PUR/APR recommendations and budget/resource allocation. (Annually; required for coordinator)
- Implement a comprehensive and annual assessment process linking assessment to planning and evaluating student development/learning outcomes. (Ongoing)
- **II. Academic Excellence. Objective 2:** Offer high-quality programs that meet workforce educational needs of the community;
 - Ensure degrees and certificates meet employer needs and transfer requirements. (Developing CRM Skills Certificate)
 - Continue to work closely with employers and advisory boards to identify new opportunities for student training
 - Seek student and program support from state and federal entities (Ongoing; we've obtained support for student interns and field experiences from various partners)
 - Seek grants and continue partnerships with agencies that have educational funding.
 - Schedule programs efficiently to accommodate working students. (ongoing)
 - Develop an employer-defined pathway (CRM Skill Certificate)
- **II. Academic Excellence. Objective 3:** Create a learning environment that promotes academic growth for a diverse student population.
 - Incentivize training by offering stipends to faculty.
 - Include new classroom technology options during planning stages. (Remodel of lab)
 - Maintain paid internships with industry partners. (Ongoing)
- **II. Academic Excellence. Objective 4:** Nurture and celebrate a culture of intellect and professional growth among faculty and staff.
 - Strategy 1: Provide professional development opportunities to encourage the use of innovative pedagogies and teaching spaces. (Anthropology Materials Canvas page for all anthropology faculty to access for trainings, critical information and to share with colleagues, Closing the loop days, pushing out links from journals, online best practices)
- **III: Access to Lifelong Learning. Objective 1:** Function as an Open Access Institution

- o Strategy 1: Implement a part-time faculty mentoring program (Especially for new part-time faculty)
 - o Strategy 2: Increase the number of late-start and accelerated courses (Ongoing)
- **III: Access to Lifelong Learning. Objective 2:** Cultivate a welcoming, safe, and inclusive environment (Ongoing)
 - o Strategy 1: Ensure information and communications technology are accessible (We teach one ANTH 201 in a computer lab and we often borrow laptop carts; We are planning to submit a RAP request for a laptop/tablet cart for the Anthropology Teaching Lab)
- **III: Access to Lifelong Learning. Objective 3:** Encourage alumni to be persistent in their engagement with the institution
 - o Strategy 1: Encouraging former students to become tutors in anthropology classes and at the Learning Hub (ANTH 102/110L)
 - o Strategy 2: Encourage graduates to apply for part-time teaching positions (Ongoing, also reaching out to current Grad students at UNR to help provide their students, some of whom are our former students, with teaching experience.)
 - o Strategy 3: Encourage former students to guest lecture in our classes (Ongoing)
- **IV: Stewardship of Resources. Objective 1:** Optimize State-funded revenue.
 - o Strategy 1: Schedule classes based on data and with students in mind. (Ongoing)

Resource Requests : Version by Williams, Amy on 01/03/2019 00:04

Faculty and/or Staff Positions

1. Request
 2. Estimated time to hire or time the request will be made
 3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
 4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
 5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)
 1. Core Theme(s)
 2. Objective(s)
- Request 1: New Anthropology Tenure-Track Teaching Position.
 - Timeline: We anticipate that there may be need for a new tenure-track teaching faculty position to support the Skills Certificate, and to cover daytime course sections, which we struggle each semester to fill. We anticipate that would happen after the establishment of the Skills Certificate once we determine any changes in enrollments, possibly by 2020 or 2021.
 - Projected Measurable Outcomes: A) Reduction of the time investment in recruiting, hiring and mentoring of part-time lecturers specifically to staff daytime sections, and B) A dedicated person to manage the Skills Certificate including outreach to industry partners and monitoring of students engaged offsite in field and lab experiences.
 - Institutional Funding Priority: we think the justification is there with the ratio of FT/PT faculty, our overall FTEs, and the difficulty we have staffing daytime sections. This would be based on "Improving Efficiency and Effectiveness." In addition there may be "Compliance with Mandates and Requirements" based on the need of staff who are approved by the Nevada SHPO for training students in the Skills Certificate program.
 - Alignment to the College's Strategic Master Plan: The justification is promoting "Student Success" and "Academic Excellence."
 - Request 2: Funding for student workers to help us continue digitizing our technical library and preparing archaeological collections for return to home institutions (see below).
 - o At the recent American Anthropological Association Annual Meeting in San Jose, Julia Hammett was able to obtain a tentative commitment from one of our Advisory Partners, Dr. Laura Jones at Stanford University to help with the budget for employing students to process archaeological samples and to prepare them for their return to Stanford. However, we would need funding from the College for digitizing the library and other tasks in the lab prior to the remodel.
 - Timeline: Spring 2019-Spring 2020
 - Institutional Funding Priority: Improve Efficiency and Effectiveness and "Leverage Resources, Investments, and Returns."
 - Alignment to the College's Strategic Master Plan: "Student Success" and "Academic Excellence."

Capital Improvement (Facilities)

1. Request
 2. Estimated time to hire or time the request will be made
 3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
 4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
 5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)
 1. Core Theme(s)
 2. Objective(s)
- Request: Remodel and reconfiguring of Anthropology teaching lab (RDMT 244) to improve student success and student learning:
 - o Reduce lab space and expand classroom space to accommodate additional students and provide the necessary space to teach and conduct the labs (underway).
 - Remove non-bearing wall inside teaching lab to enlarge teaching space (RAP request at proper time).
 - Return majority of loan materials to Stanford, etc.
 - Complete the process of digitizing the technical anthropology library using student workers (RAP request).
 - Re-configure teaching lab so that the projection screen is not over the whiteboard (IT request).
 - Currently the limited natural lighting and lack of air circulation in the classroom side of the room do not lend themselves to group work, lecture, or learning in general.
 - Obtain long (e.g. 2 X 6 foot) tables (with wheels) more appropriate for a dry lab where students can examine learning materials, take measurements and notes with a partner or re-configure tables for teams or small groups. (Rap request at proper time).
 - Obtain chairs with wheels (Rap request at proper time).
 - Estimated Timeline: This needs to be in two phases.
 - o Spring 2019-Spring 2020: We need funding for student workers to help us continue digitizing our technical library and preparing archaeological collections for return to home institutions (see above)
 - o Fall 2020: The basics of the remodel include taking down the wall in the middle of the lab, relocating the projection screen, improved window coverings, and switch from sled desks to tables and chairs.

- Projected Measurable Outcome: Greater utilization of the Anthropology Teaching Lab college-wide by instructors who currently request to be scheduled out of the space whenever they are assigned the space for their classes.
- Institutional Funding Priority: "Improve Efficiency and Effectiveness" and "Leverage Resources, Investments and Returns."
- Alignment to the College Strategic Master Plan: "Student Success" and "Academic Excellence."

Technology or Specialized Instructional Resources

1. Request
 2. Estimated time to hire or time the request will be made
 3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
 4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
 5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)
 1. Core Theme(s)
 2. Objective(s)
- Request 1: A computer/tablet cart for the Dandini Anthropology teaching lab (RDMT 244). We anticipate using lab fees or requesting tech fees.
 - Estimated Time: Fall 2019
 - Projected Measurable Outcomes: To ensure necessary resources for students in our lab classes we anticipate: A) Less difficulty scheduling around other disciplines for the computer carts for which they have first preference, and B) An increased use of the computers for lab exercises in ANTH102, 110L and 202 in the Anthropology Teaching Lab.
 - Institutional Funding Priority: Improve efficiency and effectiveness
 - Alignment to the College's Strategic Master Plan: Academic Excellence and Student Success
 - Request 2: Secure cabinet to protect the model skeleton at the Meadowood teaching lab (MDWS 103). We anticipate using lab fees.
 - Estimated Time: Fall 2019
 - Projected outcome is to ensure necessary resources for students in our lab classes
 - Institutional Funding Priority: Improve efficiency and effectiveness
 - Alignment to the College's Strategic Master Plan: Academic Excellence and Student Success

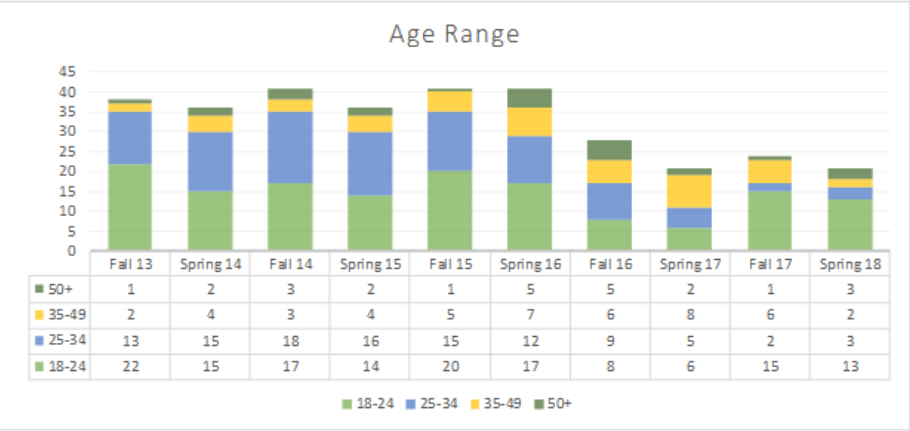
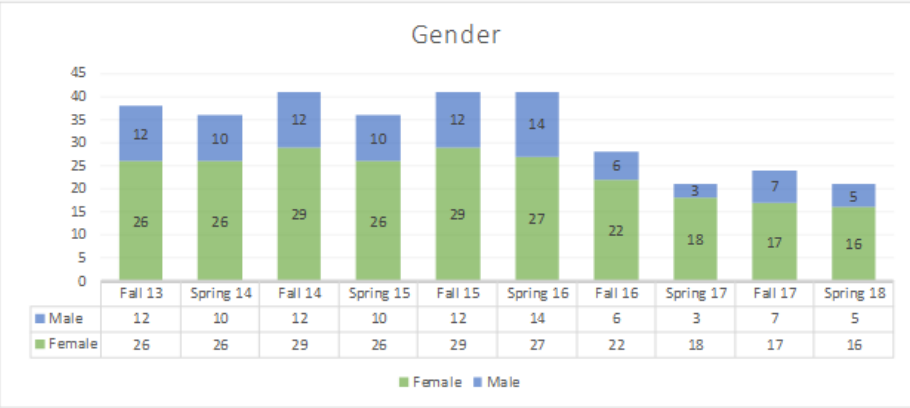
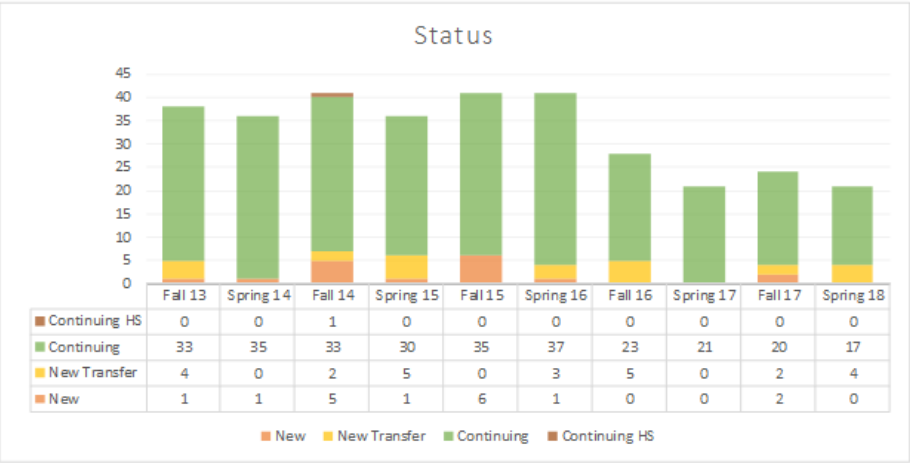
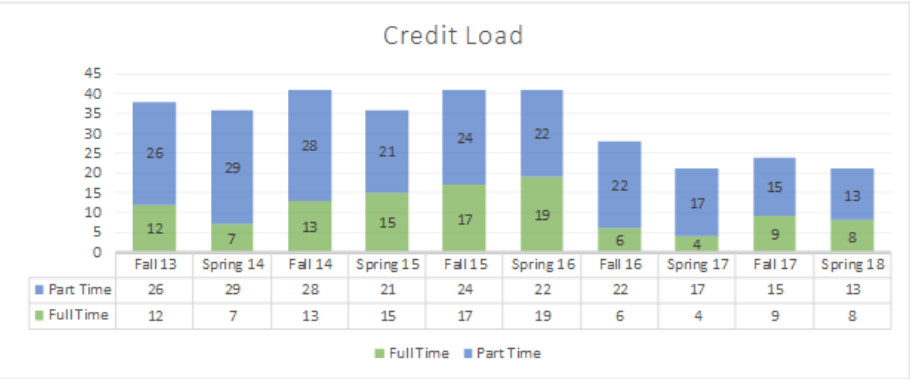
Professional Development

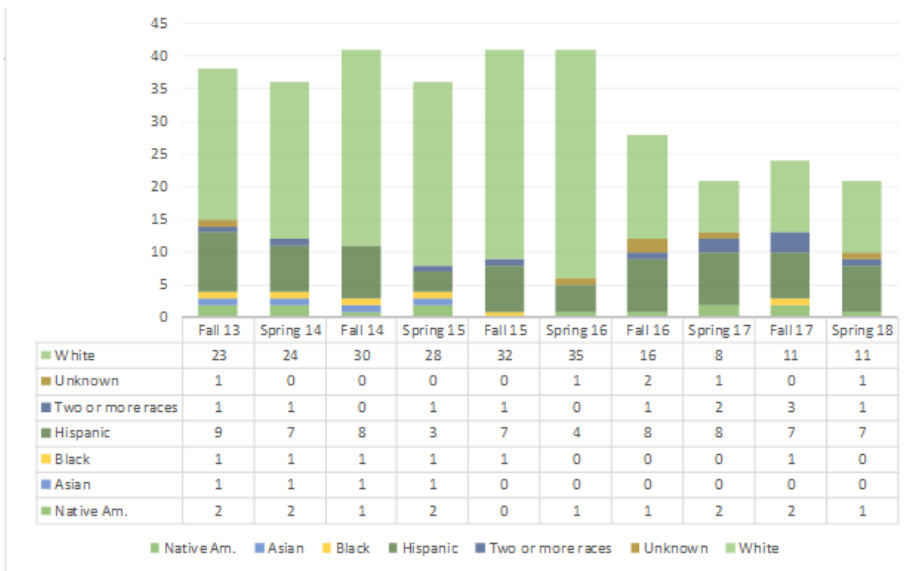
1. Request
 2. Estimated time to hire or time the request will be made
 3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
 4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
 1. Compliance with mandates and requirements.
 2. Address and/or mitigate issues of liability.
 3. Address compensation equity.
 4. Improve efficiency and/or effectiveness.
 5. Leverage resources, investments with returns.
 6. Promote professional development.
 5. Alignment to the College's Strategic Master Plan (<http://www.tmcc.edu/accreditation/strategic-master-plan/>)
 1. Core Theme(s)
 2. Objective(s)
- Request 1: Professional development funds for part-time lecturers for assessment processes. This would be consistent with Accreditors' charge that we "Close the Loop" by getting part-time faculty more involved in assessment.
 - Timeline: Ongoing, modest stipends for part-time faculty for their time in helping to create standardized rubrics and for taking a Lead role on a CARs (Course Assessment Report). Expense: \$50/part-time faculty member for rubric development and lead on CAR. Up to \$100/part-time faculty, up to \$500 total.
 - Projected Measurable Outcomes: Increased engagement by part-time lecturers resulting in: A) Improvements in course persistence, completion, and possibly course pass rates; B) More consistency throughout the Anthropology curriculum in teaching techniques; C) More consistency and more thorough self-reflective course assessments.
 - Request 2: Faculty Advisor Training for all Anthropology faculty who participate in student mentoring; Training and data access for program and discipline coordinators and key faculty so they can engage in more "aggressive" advisement of their students. Expense: NSHE or TMCC staff training and allowing access to Peoplesoft database related to student records: No extra cost.
 - Timeline: Ongoing as needed for new faculty.
 - Institutional Priority: Improve Efficiency and Effectiveness
 - Alignment to the College's Strategic Master Plan: Academic Excellence and Student Success

APPENDICES

Appendix A: Detailed Enrollment and Demographics : Version by Williams, Amy on 01/03/2019 00:04

Appendix A
Demographics for Anthropology Majors
(Fall 13 - Spring 18)





Additional Appendices : Version by Clifford, Donna on 02/22/2019 22:54

List of Appendices

- A. Detailed Enrollment and Demographics
- B. Anthropology Program Graduate Survey
- C. Standardized Course Assessment Worksheet
- D. TMCC Needs Assessment for a Skills Certificate: "Cultural Resource Management-Section 106 Compliance Technicians"
- E. Images of Dandini Campus Anthropology Teaching Lab (RDMT 244)
- F. Anthropology Program Unit Review Advisory Committee Members.

Appendix B:

TMCC Anthropology Student Grad Survey 2018

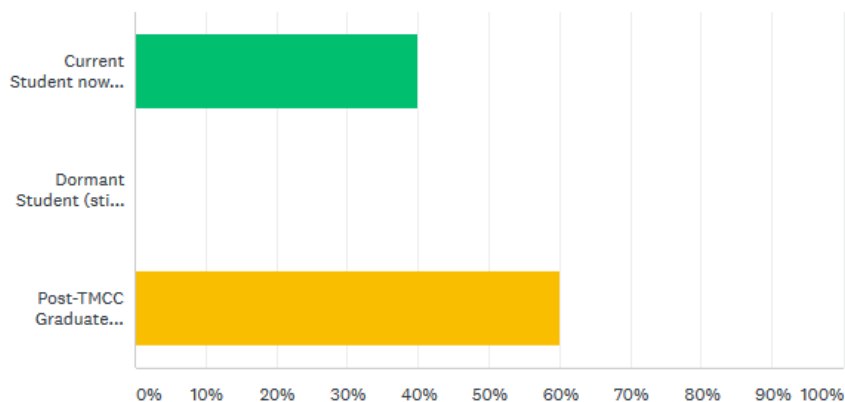
Dear Graduate,

The Anthropology Program at TMCC is going through our self-study and program unit review and we are assessing the effectiveness of our program and reviewing our curriculum in anthropology. As a graduate your input will be tremendously valuable for helping us to evaluate our program and to make it better for students in the future. We would like to hear about your experience and any suggestions you might have. Attached you will find a short survey that we ask you to complete as soon as possible, preferably by Monday November 5, 2018.

Thank you very much for your time.

1. What is your current academic status?

Answered: 5 Skipped: 0

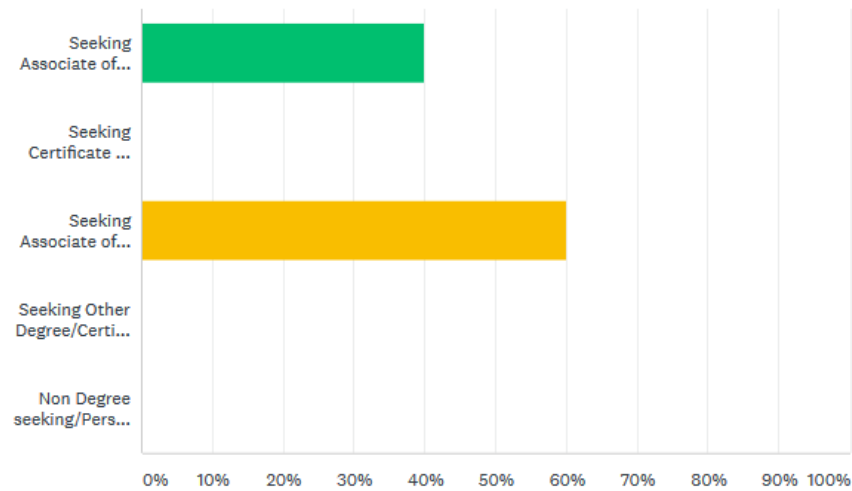


ANSWER CHOICES	RESPONSES
▼ Current Student now taking classes (please specify your current institution in comments below)	40.00% 2
▼ Dormant Student (still a student but not taking classes at this time)	0.00% 0
▼ Post-TMCC Graduate (received degree beyond AA-Anthropology degree--please specify in comments below)	60.00% 3
Total Respondents: 5	

[Comments \(5\)](#)

2. What were your goals while at TMCC? Mark all that apply.

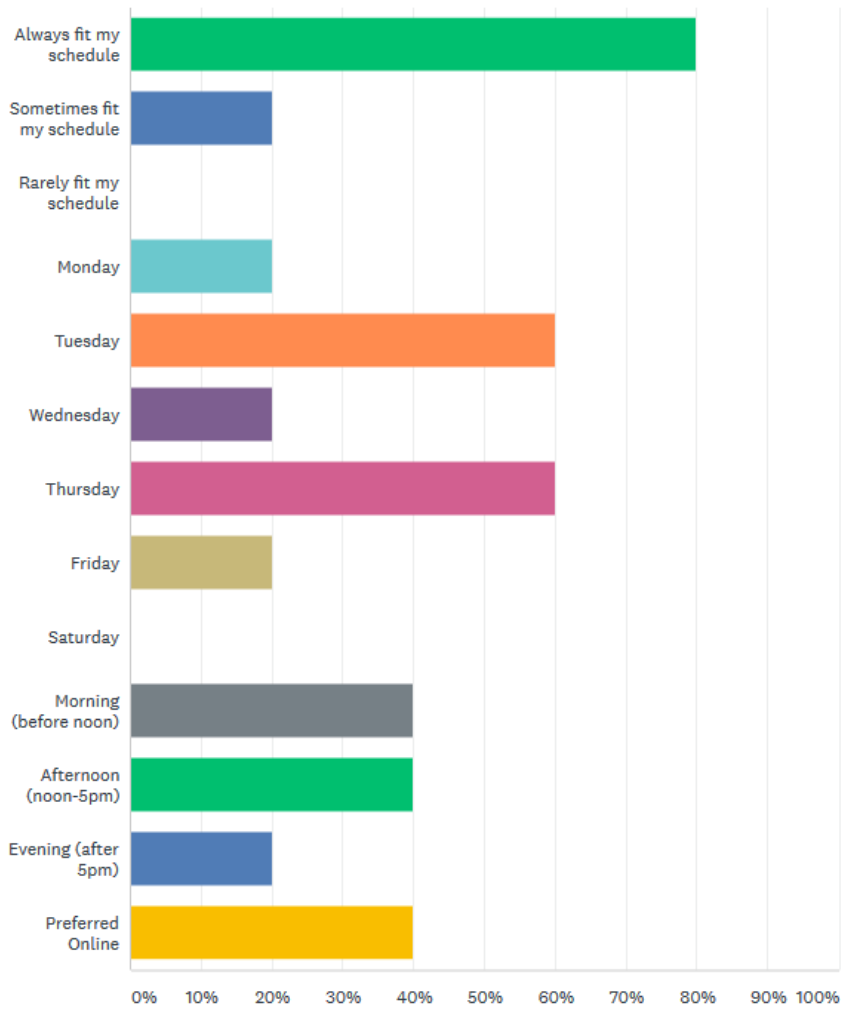
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Seeking Associate of Arts Applied Anthropology	40.00%	2
▼ Seeking Certificate in Applied Anthropology/Diversity	0.00%	0
▼ Seeking Associate of Arts Transfer Degree	60.00%	3
▼ Seeking Other Degree/Certificate	0.00%	0
▼ Non Degree seeking/Personal Interest	0.00%	0
Total Respondents: 5		

3. Were classes offered on days and times that fit into your schedule and what were the best days and times for you to attend classes at TMCC? Mark all that apply.

Answered: 5 Skipped: 0



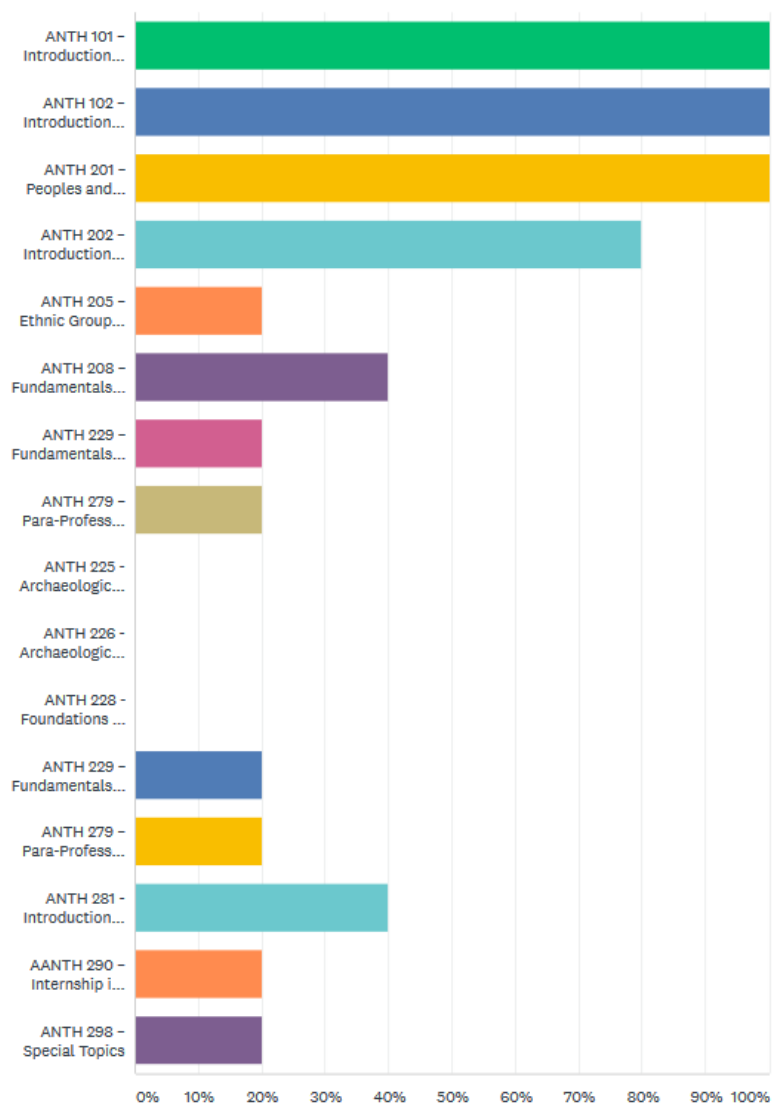
ANSWER CHOICES	RESPONSES	
Always fit my schedule	80.00%	4
Sometimes fit my schedule	20.00%	1
Rarely fit my schedule	0.00%	0
Monday	20.00%	1
Tuesday	60.00%	3
Wednesday	20.00%	1
Thursday	60.00%	3
Friday	20.00%	1
Saturday	0.00%	0
Morning (before noon)	40.00%	2
Afternoon (noon-5pm)	40.00%	2
Evening (after 5pm)	20.00%	1
Preferred Online	40.00%	2

Total Respondents: 5

[Comments \(3\)](#)

4. What Anthropology classes have you taken at TMCC? Mark all that apply.

Answered: 5 Skipped: 0

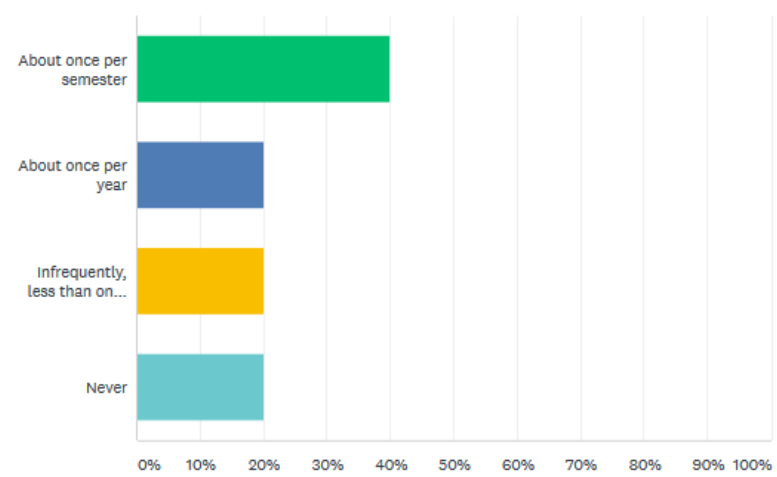


ANSWER CHOICES	RESPONSES	
▼ ANTH 101 - Introduction to Anthropology	100.00%	5
▼ ANTH 102 - Introduction to Human Evolution and Prehistory	100.00%	5
▼ ANTH 201 - Peoples and Cultures of the World	100.00%	5
▼ ANTH 202 - Introduction to Archaeology	80.00%	4
▼ ANTH 205 - Ethnic Groups in Contemporary Societies	20.00%	1
▼ ANTH 208 - Fundamentals of Cultural Diversity	40.00%	2
▼ ANTH 229 - Fundamentals of Applied Anthropology	20.00%	1
▼ ANTH 279 - Para-Professional Skills in Social Science	20.00%	1
▼ ANTH 225 - Archaeological Field Methods Survey	0.00%	0
▼ ANTH 226 - Archaeological Field Methods Excavation	0.00%	0
▼ ANTH 228 - Foundations of Archaeological Lab Methods	0.00%	0
▼ ANTH 229 - Fundamentals of Applied Anthropology	20.00%	1
▼ ANTH 279 - Para-Professional Skills in Social Science	20.00%	1
▼ ANTH 281 - Introduction to Language	40.00%	2
▼ AANTH 290 - Internship in Anthropology	20.00%	1
▼ ANTH 298 - Special Topics	20.00%	1
Total Respondents: 5		

Comments (0)

5. How many times did you make an appointment with an advisor (either a TMCC advisement counselor or an Anthropology faculty advisor)?

Answered: 5 Skipped: 0

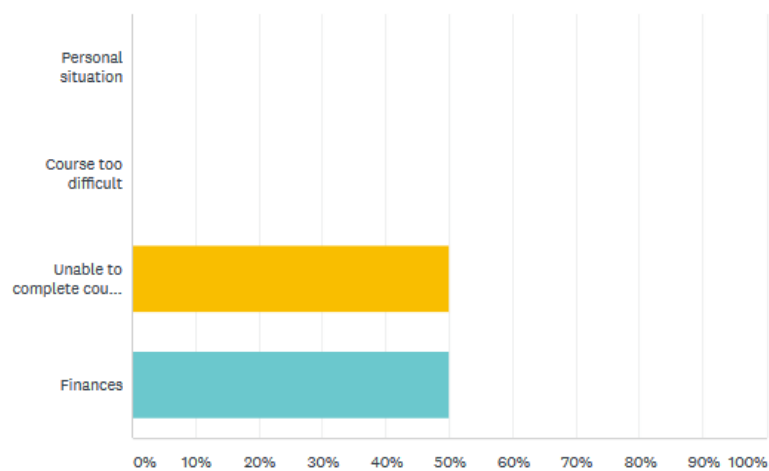


ANSWER CHOICES	RESPONSES	
▼ About once per semester	40.00%	2
▼ About once per year	20.00%	1
▼ Infrequently, less than once per year	20.00%	1
▼ Never	20.00%	1
Total Respondents: 5		

Comments (1)

6. If you have had to withdraw from an Anthropology course which of the following factors led to that decision? (mark all that apply)

Answered: 2 Skipped: 3

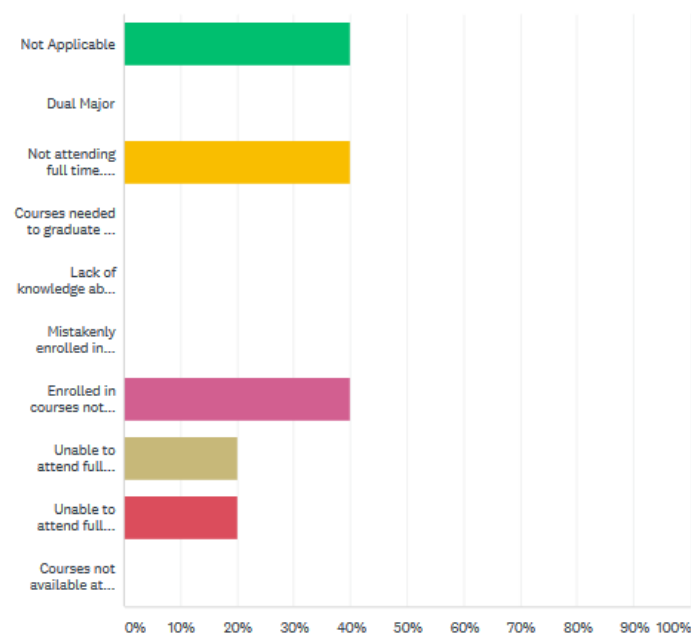


ANSWER CHOICES	RESPONSES	
Personal situation	0.00%	0
Course too difficult	0.00%	0
Unable to complete course due to work/job demands	50.00%	1
Finances	50.00%	1
Total Respondents: 2		

Comments (3)

7. If it took you more than 2 years to complete your Anthropology degree which of the following factors interfered with your ability to complete your degree in 2 years? (mark all that apply)

Answered: 5 Skipped: 0

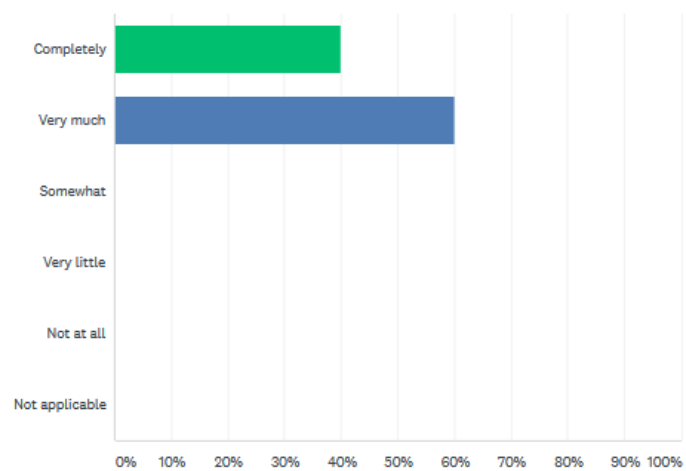


ANSWER CHOICES	RESPONSES	
Not Applicable	40.00%	2
Dual Major	0.00%	0
Not attending full time. Please specify main reason for this:	40.00%	2
Courses needed to graduate not available	0.00%	0
Lack of knowledge about degree requirements	0.00%	0
Mistakenly enrolled in courses that were not directly related to the anthropology degree	0.00%	0
Enrolled in courses not directly related to the anthropology degree due to personal interest	40.00%	2
Unable to attend full time due to financial constraints	20.00%	1
Unable to attend full time due to family obligations	20.00%	1
Courses not available at times that I could easily fit into my schedule	0.00%	0
Total Respondents: 5		

[Comments](#) (2)

8. If you have or are seeking a bachelor’s (or higher) degree has the TMCC Anthropology program prepared you for the demands of your current program?

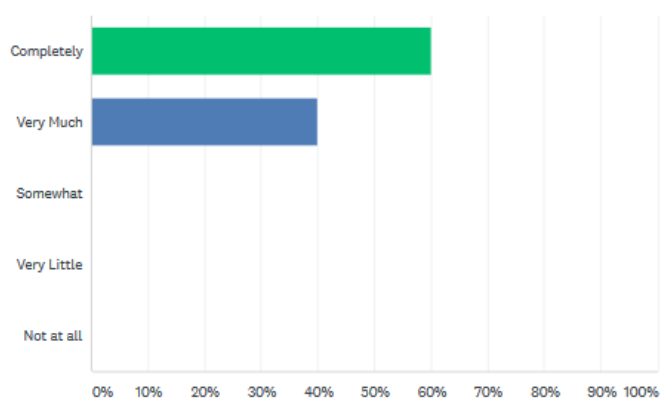
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Completely	40.00%	2
Very much	60.00%	3
Somewhat	0.00%	0
Very little	0.00%	0
Not at all	0.00%	0
Not applicable	0.00%	0
TOTAL		5

9. Has your participation in the Applied Anthropology program enhanced your life and your interaction with others on a personal or work related level?

Answered: 5 Skipped: 0

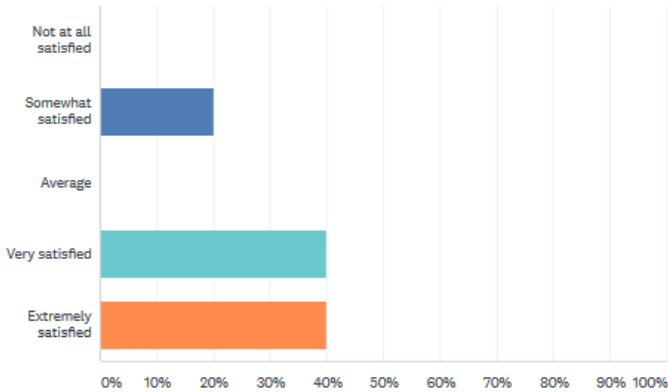


ANSWER CHOICES	RESPONSES	
Completely	60.00%	3
Very Much	40.00%	2
Somewhat	0.00%	0
Very Little	0.00%	0
Not at all	0.00%	0
TOTAL		5

Comments (1)

10. How would you rate your overall satisfaction with TMCC Anthropology Program?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not at all satisfied	0.00%	0
Somewhat satisfied	20.00%	1
Average	0.00%	0
Very satisfied	40.00%	2
Extremely satisfied	40.00%	2
TOTAL		5

Comments (3)

COMMENTS TO ALL QUESTIONS:

1. What is your current academic status?

Post-TMCC Graduate (received degree beyond AA-Anthropology degree--please specify in comments below)

Other Comments (please provide specifics regarding your current field, degree sought, and institution):
After graduating from TMCC, I went on to received my BA in Anthropology with a minor in Cultural Anthropology from UNR.

2. What were your goals while at TMCC? Mark all that apply.

Seeking Associate of Arts Transfer Degree

3. Were classes offered on days and times that fit into your schedule and what were the best days and times for you to attend classes at TMCC? Mark all that apply.

Always fit my schedule

Other (please specify):
I was fortunate to have a job where I could change my schedule around my classes, regardless of time and format.

4. What Anthropology classes have you taken at TMCC? Mark all that apply.

- ANTH 101 - Introduction to Anthropology
- ANTH 102 - Introduction to Human Evolution and Prehistory
- ANTH 201 - Peoples and Cultures of the World
- ANTH 202 - Introduction to Archaeology
- ANTH 205 - Ethnic Groups in Contemporary Societies
- ANTH 208 - Fundamentals of Cultural Diversity
- ANTH 229 - Fundamentals of Applied Anthropology
- ANTH 279 - Para-Professional Skills in Social Science
- ANTH 229 - Fundamentals of Applied Anthropology
- ANTH 279 - Para-Professional Skills in Social Science
- ANTH 298 - Special Topics

6. If you have had to withdraw from an Anthropology course which of the following factors led to that decision? (mark all that apply)

Other (please specify):

I have not withdrawn from an Anthropology course.

7. If it took you more than 2 years to complete your Anthropology degree which of the following factors interfered with your ability to complete your degree in 2 years? (mark all that apply)

Not attending full time. Please specify main reason for this:

Enrolled in courses not directly related to the anthropology degree due to personal interest

Other (please specify):

I did not fully decide on Anthropology for several years. I took a few classes from several different degrees before choosing Anthropology. I also went to school part-time because of personal reasons for several semesters through my time at TMCC.

8. If you have or are seeking a bachelor's (or higher) degree has the TMCC Anthropology program prepared you for the demands of your current program?

Completely

9. Has your participation in the Applied Anthropology program enhanced your life and your interaction with others on a personal or work related level?

Very Much

Other (please feel free to elaborate if appropriate):

The Applied Anthropology program has given me a better understanding of people and diversity. It has definitely enhanced my interaction with the very diverse population is currently work with.

10. How would you rate your overall satisfaction with TMCC Anthropology Program?

Extremely satisfied

Please provide any additional comments you might have and thanks for your time.:

If I could repeat the whole program, I would in a heartbeat.

C. Standardized Course Assessment Worksheet

APPENDIX C: ANTH 101 OUTCOME ASSESSMENT SUMMARY WORKSHEET

PLEASE COMPLETE ITEMS HIGHLIGHTED IN BLUE BELOW:

Instructor Name: ?????	Section: ?????	Term: ?????
------------------------	----------------	-------------

PLEASE LEAVE ALONE THE FORMULA CELLS (HIGHLIGHTED IN

DO **NOT** DELETE THEM OR REPLACE THEM WITH A VALUE.

→ Use "MyTMCC" Final Rosters to Record Total Students, Ws, Fs and FNs

Total Students based on "My TMCC" Final Roster	Number Who Withdrawn	Number Who Failed	Academic Failures (F)	Non-Attendance Failures (FN)	COMPLETION RATE (per NSHE formula)	RETENTION RATE	Number of Audits (AD)
					#DIV/0!	#DIV/0!	

INSTRUCTIONS: Throughout the form you fill in info where you see **blue ink**. 1) At top of form, please fill in your name, section, and the term. 2) In the next section (**red**) complete numbers based on your official final roster in "MyTMCB gradebook": **Total enrollments**, **Ws**, **Fs** and **FNs**. **FNs** are students who **have stopped attending class by the official last date to withdraw**. 3) In the section immediately below these instructions briefly indicate the type of **outcome measure instrument** used (i.e. short answer or essay) and then note the **possible score** for each assessment instrument you use. 4) Then list the **names of students** in your class and **scores** for various measures. **NOTE: On tests and in class assignments** record "0" score **if test was taken and no points were earned on that task whether they attempted that test item or not**. For papers and other "stand alone" essay assignments assign "0" score **ONLY if a student attempts and fails to earn points; if the student fails to complete a "stand alone" assignment leave the blank empty for that score**. 5) After you post the scores, the worksheet will calculate the numbers and percentages of students who fall within the percentages below the scores. 6) Beneath the scores and calculations please insert specific info about the type of instrument you used for each assessment. 7) Remember to provide a discussion in the "**Outcome Summary**" about what you think worked, what didn't work and what you might change for next semester at bottom of form (you can pull down the cell to increase the size at bottom for more comments if you wish). 8) Finally remember to **attach copies** of your assessment instruments when you submit this assessment information at the end of the semester / You can either paste them (if they are relatively brief) next to "**attach assignment**." If you prefer please paste all the various instruments into one MS Word document that you can submit along with this worksheet to the coordinator / course leader.

THANKS!

Outcome Measure # →	1	2	3	Other?	Other?	Other?
---------------------	---	---	---	--------	--------	--------

Outcome Measure Instrument →						
------------------------------	--	--	--	--	--	--

POSSIBLE SCORE →						
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Student's Name↓	Score→
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Sum of Scores	0	0	0	0	0	0
Percent Total Score	#####	#####	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total # of Students	0	0	0	0	0	0
Total # scores >70%	0	0	0	0	0	0
Total % scores >70%	#####	#####	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
70% =	0.00	0.00	0.00	0.00	0.00	0.00
Total # scores >60%	0	0	0	0	0	0
Total % scores >60%	#####	#####	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
60% =	0.00	0.00	0.00	0.00	0.00	0.00
Total # scores >50%	0	0	0	0	0	0
Total % scores >50%	#####	#####	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
50% =	0.00	0.00	0.00	0.00	0.00	0.00

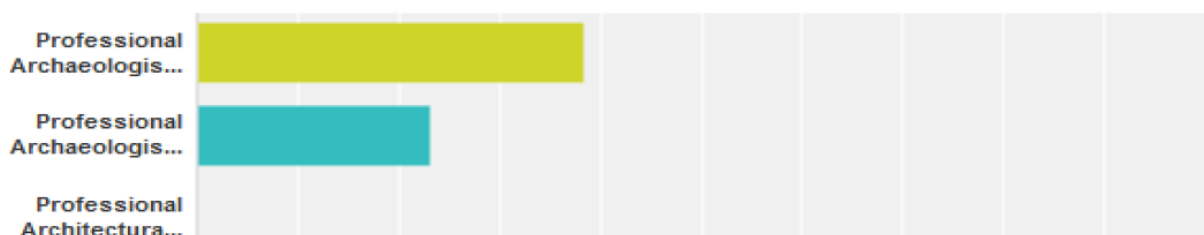
APPENDIX C, page 2				
Student Learning Outcome #1: Successful students will be able to define and apply key anthropological concepts.				
Outcome Measure #1: 75% of students will be able to distinguish between cultural relativism and ethnocentrism in an exam short answer or essay.				
Indicate if Instrument is →	Short Answer	Essay	Attach Assignment->	here
Indicate if Essay is →	In Class	Take Home	Open Book	Closed Book
Student Learning Outcome #2: Successful students will be able to deconstruct "race."				
Outcome Measure #2: 75% of students will identify "race" as a social construct rather than a biological fact, in an exam short answer or an essay.				
Indicate if Instrument is →	Short Answer	Essay	Attach Assignment->	here
Indicate if Essay is →	In Class	Take Home	Open Book	Closed Book
Student Learning Outcome #3: Successful students will compare cultures in terms of their social institutions.				
Outcome Measure #3: 75% of students will compare social institutions (i.e. political, religious, economic) between two or more cultures in an essay.				
Indicate if Instrument is →	Short Answer	Essay	Attach Assignment->	here
Indicate if Essay is →	In Class	Take Home	Open Book	Closed Book
Other Class Assessments? (please specify and attach assignment)				
Indicate if Instrument is →	Short Answer	Essay	other (specify)	
Indicate if Essay is →	In Class	Take Home	Open Book	Closed Book

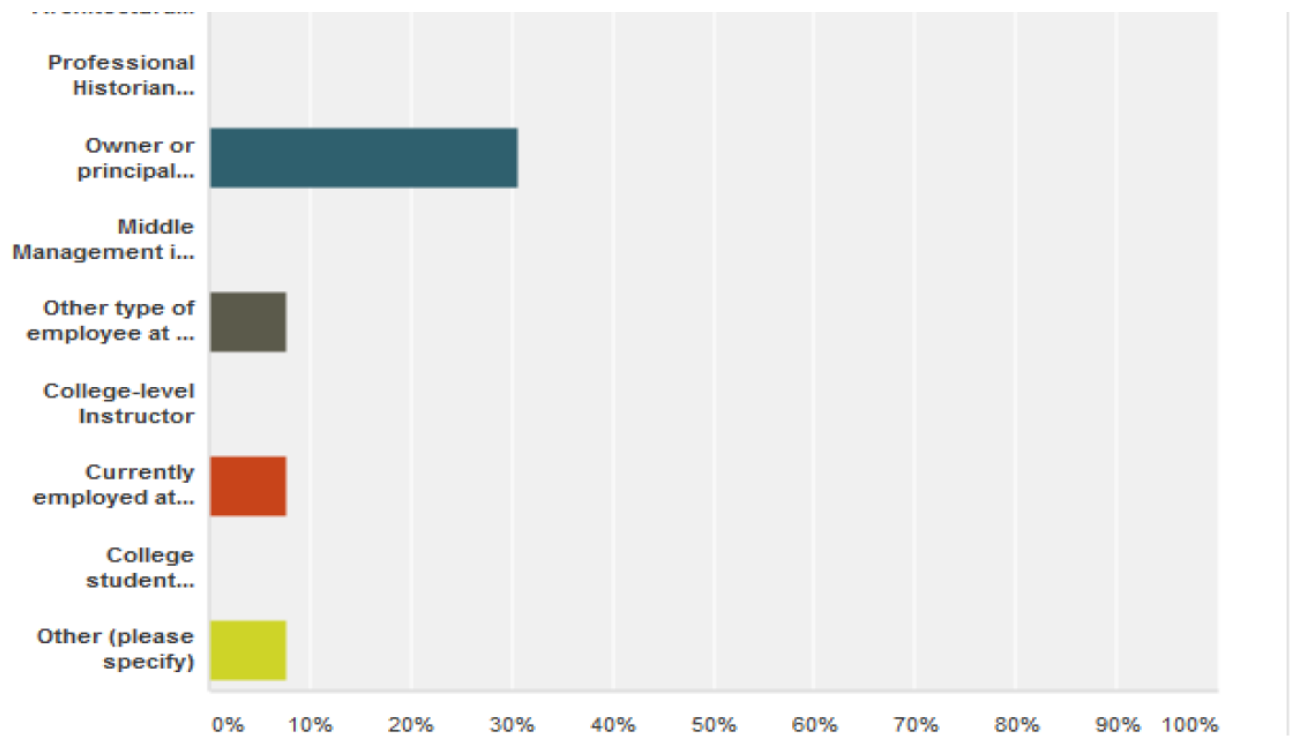
OUTCOME SUMMARY: 1. Were OUTCOME MEASURES Obtained? 2. What did you learn from your assessment and what do you plan to change (if anything) to improve outcomes in the future? 3. Have your retention/completion rates improved since last time you taught this course and do you have a strategy to do so?

Appendix D: TMCC Needs Assessment for a Skills Certificate: "Cultural Resource Management-Section 106 Compliance Technicians"

Survey released 3/28/15, responses through 4/15/15; total of 13 responses

Question 1: Your Professional Status (please choose all that apply):

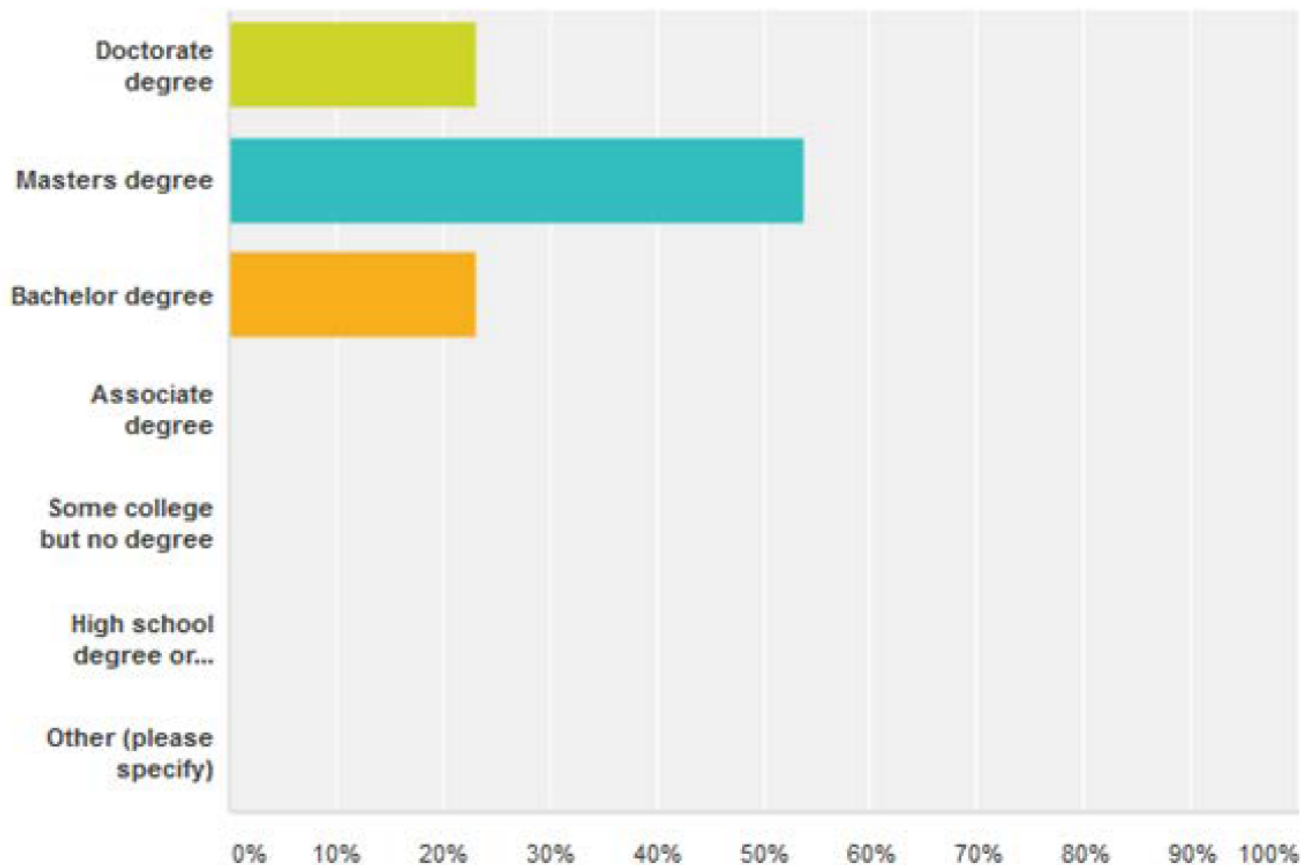




Answer Choices	Responses
Professional Archaeologist employed by a State/Federal Agency	38.46% 5
Professional Archaeologist employed by a State/Federal Agency	23.08% 3
Professional Architectural Historian employed by State/Federal Agency	0.00% 0
Professional Historian employed by a State/Federal Agency	0.00% 0
Owner or principal (i.e., officer or partner in) a CRM firm	30.77% 4
Middle Management in a CRM firm	0.00% 0
Other type of employee at a private CRM firm	7.69% 1
College-level Instructor	0.00% 0
Currently employed at academic or research institution	7.69% 1
College student pursuing CRM as a career	0.00% 0
Other (please specify)	7.69% 1

Total Respondents: 13

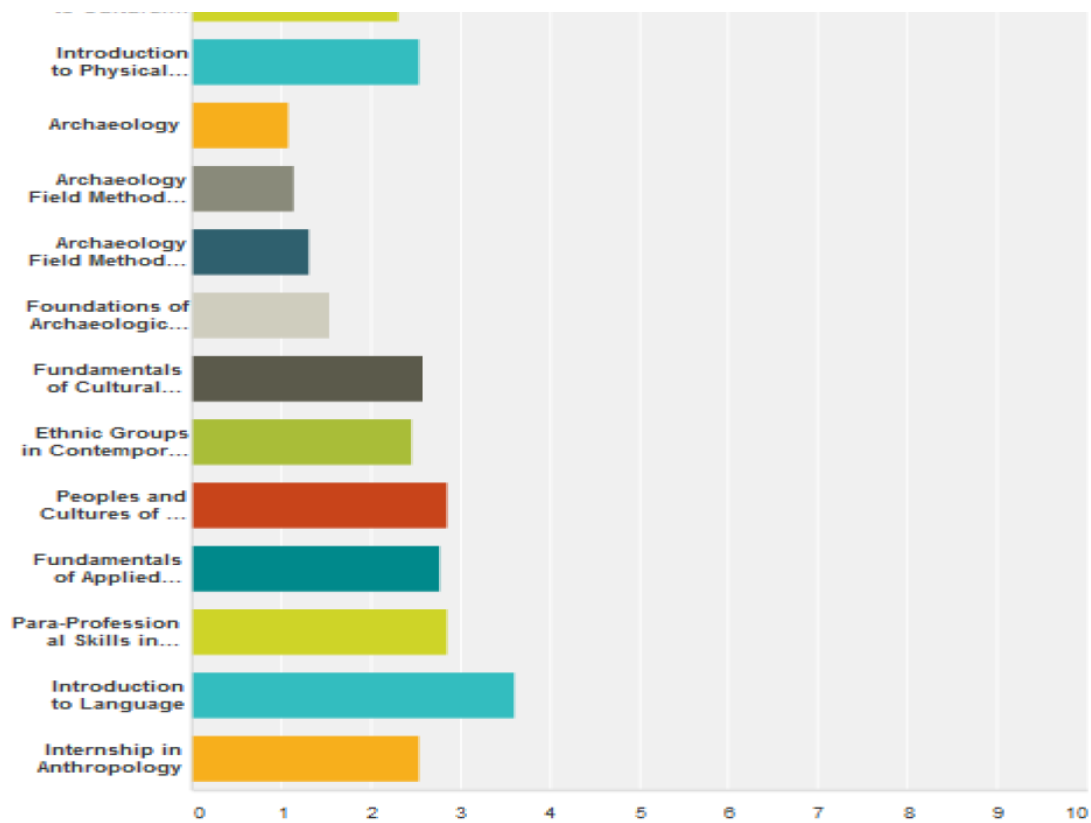
Question 2: What is the highest level of school you have completed of the highest degree you have received?



Answer Choices	Responses
▼ Doctorate degree	23.08% 3
▼ Masters degree	53.85% 7
▼ Bachelor degree	23.08% 3
▼ Associate degree	0.00% 0
▼ Some college but no degree	0.00% 0
▼ High school degree or equivalent (e.g., GED)	0.00% 0
▼ Other (please specify) Responses	0.00% 0
Total	13

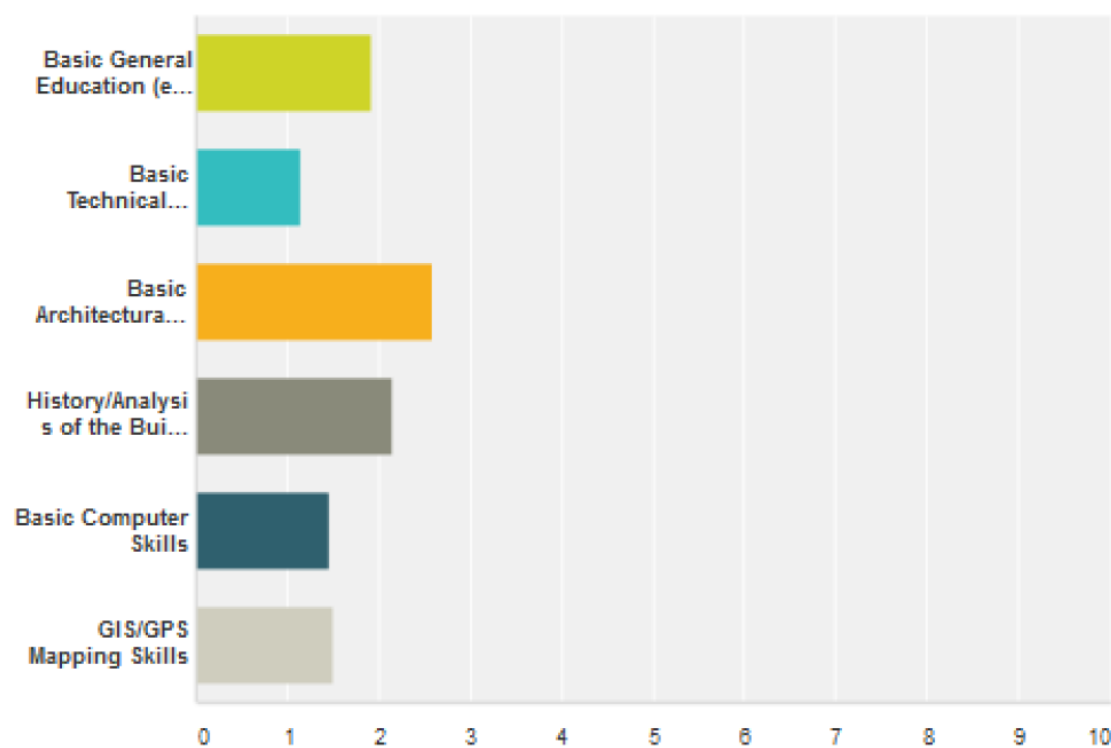
Question 3: Listed below are anthropology courses currently provided at TMCC. Please rate how important these are for a CRM technician focused on Section 106 Compliance:





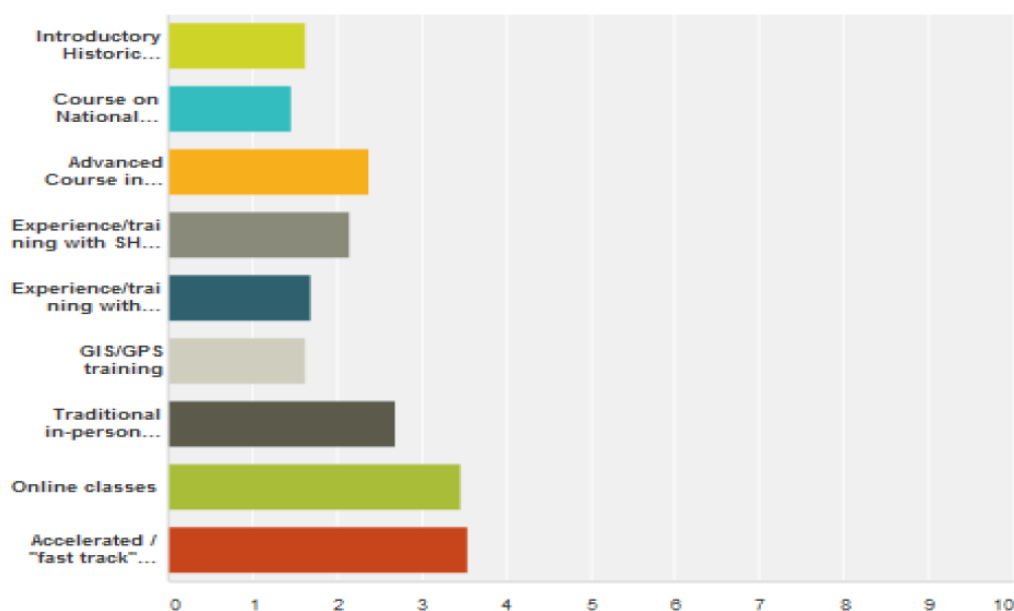
	VERY IMPORTANT	IMPORTANT	HELPFUL	UNNECESSARY	DON'T KNOW	Total	Weighted Average
Introduction to Cultural Anthropology	30.77% 4	15.38% 2	46.15% 6	7.69% 1	0.00% 0	13	2.31
Introduction to Physical Anthropology	15.38% 2	30.77% 4	38.46% 5	15.38% 2	0.00% 0	13	2.54
Archaeology	92.31% 12	7.69% 1	0.00% 0	0.00% 0	0.00% 0	13	1.08
Archaeology Field Methods: Survey	92.31% 12	0.00% 0	7.69% 1	0.00% 0	0.00% 0	13	1.15
Archaeology Field Methods: Excavation	76.92% 10	15.38% 2	7.69% 1	0.00% 0	0.00% 0	13	1.31
Foundations of Archaeological Lab Methods	53.85% 7	38.46% 5	7.69% 1	0.00% 0	0.00% 0	13	1.54
Fundamentals of Cultural Diversity	16.67% 2	16.67% 2	58.33% 7	8.33% 1	0.00% 0	12	2.58
Ethnic Groups in Contemporary Society	23.08% 3	23.08% 3	38.46% 5	15.38% 2	0.00% 0	13	2.46
Peoples and Cultures of the World	7.69% 1	15.38% 2	61.54% 8	15.38% 2	0.00% 0	13	2.85
Fundamentals of Applied Anthropology	15.38% 2	15.38% 2	53.85% 7	7.69% 1	7.69% 1	13	2.77
Para-Professional Skills in Social Science	15.38% 2	23.08% 3	30.77% 4	23.08% 3	7.69% 1	13	2.85
Introduction to Language	0.00% 0	7.69% 1	38.46% 5	38.46% 5	15.38% 2	13	3.62
Internship in Anthropology	23.08% 3	23.08% 3	38.46% 5	7.69% 1	7.69% 1	13	2.54

Question 4: Listed below are some non-anthropology courses currently provided at TMCC. Please rate how important these are for a CRM technician focused on Section 106 Compliance:



	VERY IMPORTANT	IMPORTANT	HELPFUL	UNNECESSARY	DONT KNOW	Total	Weighted Average
Basic General Education (e.g. Humanities, Math, English, and Science)	30.77% 4	46.15% 6	23.08% 3	0.00% 0	0.00% 0	13	1.92
Basic Technical Communications (Writing)	84.62% 11	15.38% 2	0.00% 0	0.00% 0	0.00% 0	13	1.15
Basic Architectural Design Courses	0.00% 0	58.33% 7	33.33% 4	0.00% 0	8.33% 1	12	2.58
History/Analysis of the Built Environment	23.08% 3	38.46% 5	38.46% 5	0.00% 0	0.00% 0	13	2.15
Basic Computer Skills	61.54% 8	30.77% 4	7.69% 1	0.00% 0	0.00% 0	13	1.46
GIS/GPS Mapping Skills	66.67% 8	16.67% 2	16.67% 2	0.00% 0	0.00% 0	12	1.50

Question 5: In your opinion, which of the following possible new courses, experiences, and delivery options do you think would be beneficial for a Skills Certificate geared toward CRM technicians focused on 16 Compliance?



	VERY IMPORTANT	IMPORTANT	HELPFUL	UNNECESSARY	DON'T KNOW	Total	Weighted Average
Introductory Historic Preservation Course	53.85% 7	30.77% 4	15.38% 2	0.00% 0	0.00% 0	13	1.62
Course on National Historic Preservation Act as amended	69.23% 9	15.38% 2	15.38% 2	0.00% 0	0.00% 0	13	1.46
Advanced Course in NAGPRA and other pertinent regulations and legal training	15.38% 2	38.46% 5	38.46% 5	7.69% 1	0.00% 0	13	2.38
Experience/training with SHPO or other regulatory agency	23.08% 3	38.46% 5	38.46% 5	0.00% 0	0.00% 0	13	2.15
Experience/training with private sector archaeological firm	46.15% 6	38.46% 5	15.38% 2	0.00% 0	0.00% 0	13	1.69
GIS/GPS training	61.54% 8	15.38% 2	23.08% 3	0.00% 0	0.00% 0	13	1.62
Traditional in-person classes	0.00% 0	53.85% 7	30.77% 4	7.69% 1	7.69% 1	13	2.69
Online classes	0.00% 0	15.38% 2	38.46% 5	30.77% 4	15.38% 2	13	3.46
Accelerated / "fast track" courses	0.00% 0	9.09% 1	54.55% 6	9.09% 1	27.27% 3	11	3.55

Comments (2)

Showing 2 responses

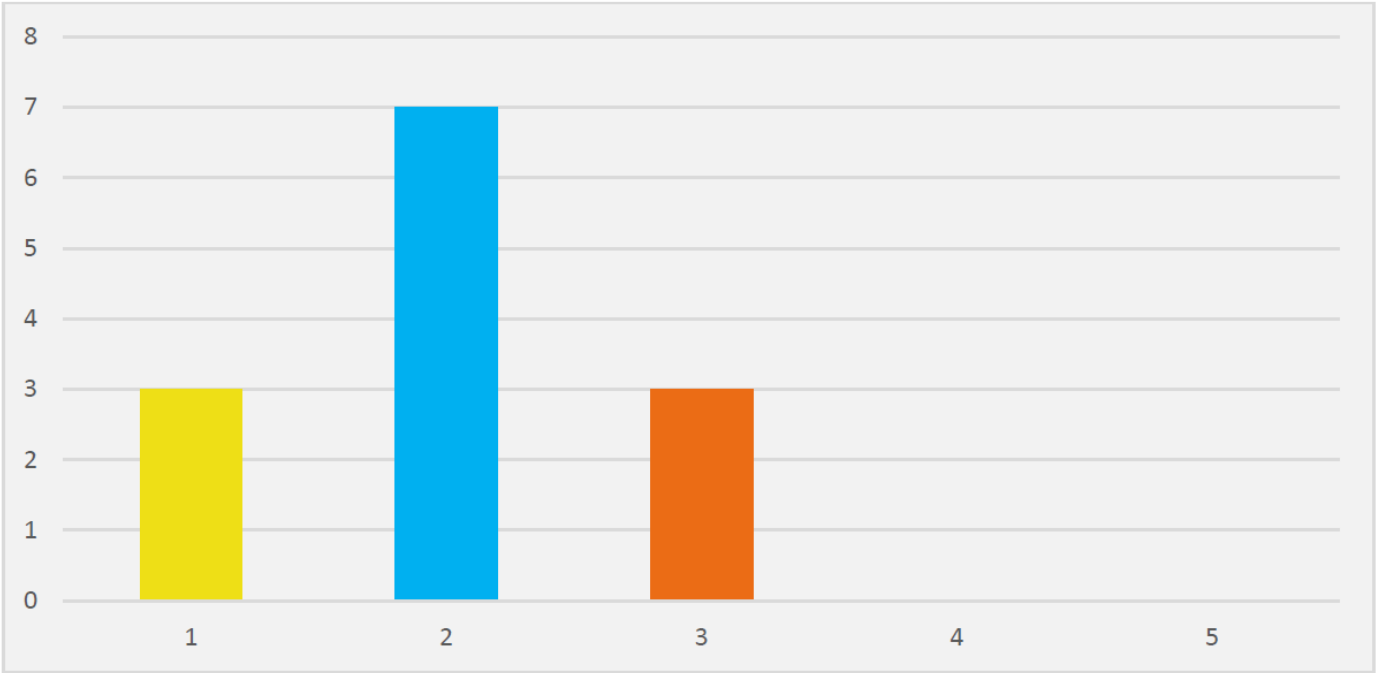
map and compass use with GIS/GPS

3/31/2015 11:21 AM [View respondent's answers](#)

course focused on the 106 compliance process, rather than all of NHPA

3/31/2015 11:17 AM [View respondent's answers](#)

Question 6: In your opinion, how beneficial would it be to offer a Skills Certificate for CRM technicians which focused on Section 106 Compliance training?



	VERY IMPORTANT	IMPORTANT	HELPFUL	UNNECESSARY	DON'T KNOW	Total	Weighted Average
(no label)	23.08% 3	53.85% 7	23.08% 3	0.00% 0	0.00% 0	13	2.00

Question 7: Do you have any additional comments, concerns or suggestions related to this survey?

Showing 6 responses

- Writing, communication, and spatial skills (beyond computer-based tools) are of utmost importance. Priorities, techniques, theory and regulatory practices vary from area to area and person to person, basic writing and orienteering skills are forever. I'd take someone with these creative skills over someone who's memorized Section 106 implementing legislation or SHPO protocols in a split-second. Basic skill-sets of basic inventory and site recording procedures; safety awareness; cultural sensitivity, would be expectations if someone showed me a Technical Certification.

4/16/2015 9:42 AM [View respondent's answers](#)
- A technician doesn't need to have detailed knowledge of the NHPA or Section 106. They DO need to have good knowledge of what they can and can't do under ARPA regarding collection and recordation and should have good skills working with Native Americans who are being encouraged to work on archaeological field crews.

4/2/2015 10:31 AM [View respondent's answers](#)
- My only concern regarding a certificate is that it won't meet the Secretary of Interior standards. In looking at positions open with the federal government, it is somewhat unlikely that a certificate in CRM will be viewed favorably for employment. In most cases, positions of GS-5 and above require

at least a bachelor's degree. Having a certificate in CRM most likely won't help applicants get

at least a bachelor's degree. Having a certificate in CRM most likely won't help applicants get through the initial application process since USA Jobs and other federal hiring sites are not set up to recognize certificates. While there is a section in the federal resume to highlight relevant courses and certificates, I'm not sure that those sections are reviewed closely by hiring officials. However, if the applicant makes it to the interview process, a certificate may be looked on favorably. I approve of what you're attempting to do but my fear is that it may not accomplish much for individuals attempting to enter the federal work force. I myself, as a CRM professional, would be likely to view someone with a CRM certificate favorably but oftentimes the hiring decision is left to managers who have little to no understanding of CRM or the Section 106 process. BUT - I think the program you're proposing is a great idea. I left college with a bachelor's degree in Anthropology with absolutely NO knowledge of Section 106 or any of the other federal laws. The skill sets that you are proposing are great and will go a long ways in preparing college graduates with the knowledge necessary to work in the field of CRM. Having worked in CRM for nearly 20 years, I can tell you that CRM and archeology are not the same thing. We learn anthropological/archaeological theory in college but there often isn't much in the way of practical knowledge included. Please do develop the certificate in CRM so that we are producing professionals with a useable skill set. Sorry for the disjointedness of my comment but the teeny little box we're given to write in isn't conducive to editing or lengthy discourse.

3/31/2015 3:01 PM [View respondent's answers](#)

Good archaeological technicians are difficult to come by. Having worked extensively in both public and private sectors, it has always been difficult to find technicians who can go into the field, produce the necessary site/TCP documentation, and put that all together in the office. This problem becomes more pronounced during the academic year, when many qualified people are taking courses.

3/31/2015 1:10 PM [View respondent's answers](#)

An understanding of Section 106 and 110 should be a standard part of a Bachelors degree so I think it is unnecessary and possibly a burden to have another certificate that people should get if they went the Bachelors route. If however this is a standalone certificate then it could be useful to prove you have the ability to help in this regard even without a BA/ BS. I think technical writing courses and a strong understanding of Microsoft Word would be helpful as well. There are plenty of people who know what they are talking about but just can't write or format a scientific report.

3/31/2015 12:49 PM [View respondent's answers](#)

Technicians will have supervision and the most basic skills (survey methods, site recording, writing site descriptions, filling out Nevada and California site forms) are more important than the management skills that will come later in a technician's career.

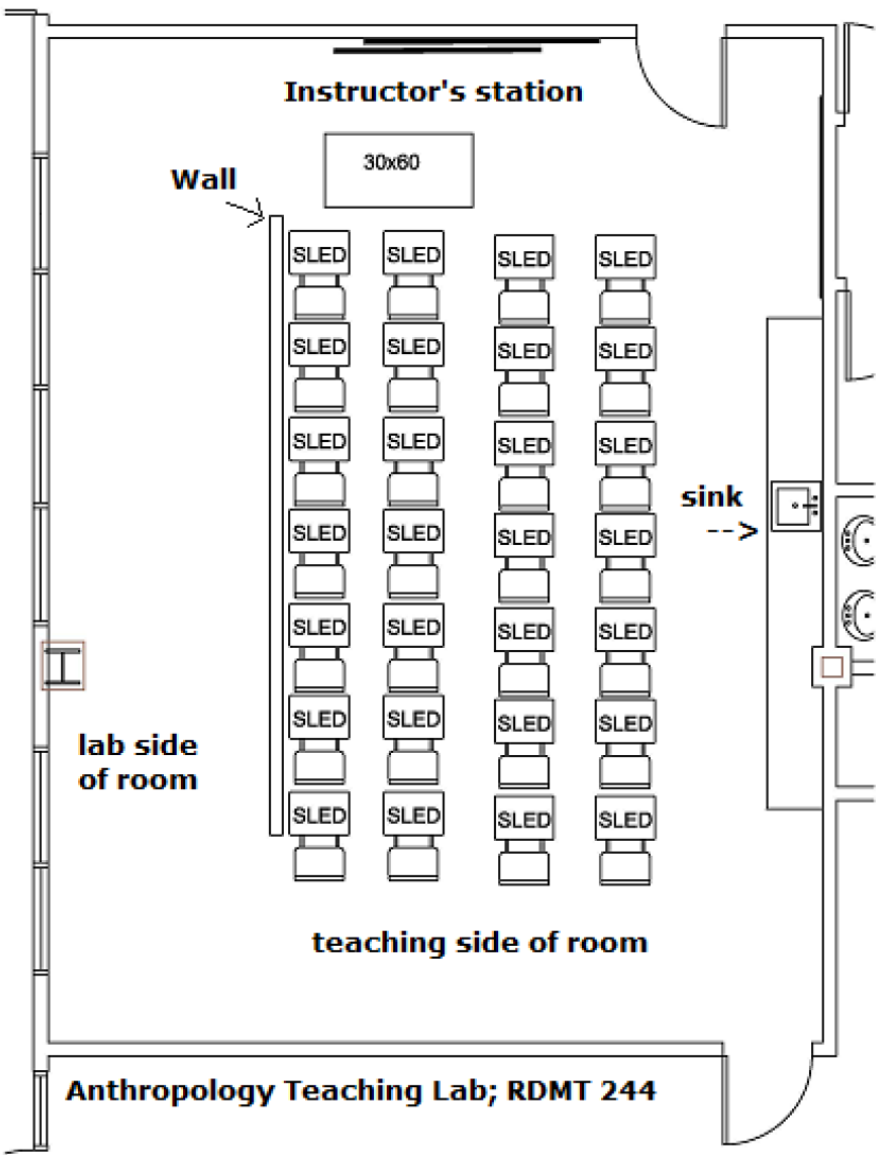
3/31/2015 11:31 AM [View respondent's answers](#)

APPENDIX E: Images of Dandini Campus Anthropology Teaching Lab (RDMT 244)

Facilities

RDMT 244 Anthropology Teaching Lab Remodel—The anthropology program has a teaching lab located in Red Mountain 244. The room consists of a multipurpose space bisected with a self-standing wall that separates the classroom seating 28 students from a modest lab space with computer and microscope work

stations and a library:



The wall bisecting the lab space was initially built to provide intern lab space where up to five students could work on lab projects while the classroom side was being used for classes. However, over the last ten years it has been removed. For more than ten years students have been using the lab space for classes and projects.

ten years it has been very rare for more than two students at a time to be actively working in the lab at any given time and generally students work on the lab during Fridays when no classes are scheduled into the lab except for ANTH 290: Anthropology Internship:



Anthropology Teaching Lab showing lab and library on left side of wall and teaching space to the right.



Lab side from other direction (class to left)

This has limited us to using “sled desks” in the classroom to allow 28 seats which has made the space less than optimum for a teaching lab:



In keeping with our college, department and program mission, we want to make our lab space a welcoming environment but recently several serious concerns have arisen regarding our ability to accomplish this. Current concerns include meeting ADA compliance while also addressing health and safety concerns. TMCC is an [EEO/AA](#) institution and the anthropology program willingly makes accommodations for students with teaching disabilities include larger desks and chairs when needed and wheelchairs access so our students can complete certain laboratory exercises:



Another related issue is the instructor's station. Given the space being utilized with the ADA compliant desks, we are now limited to about 3 feet from white board to podium with virtually no opportunity to effectively circulate and actively work with students. This would be unacceptable in any classroom but in a lab space it has become insurmountable. Furthermore, the computer cables also restrict the layout so that the teaching space has become a health and safety concern:



**Anthropology Teaching Lab:
Front of classroom has limited
space for lecturing; lab side of
room visible in background.**

Our proposal is to initially have student assistance in digitizing the library and then to remodel the lab in order to correct the safety code concerns by removing the self-standing wall that bisects this lab and classroom space. This will allow us to replace the desks with tables which are a much more advisable design for a laboratory, and will allow students with disabilities to be more fully integrated into the space.

Meadowood Lab Space Potential—To absorb the increased student demand, one proposed change is to offer ANTH 102/110L at a satellite campus. The anthropology program has already successfully established a clientele for course offering at the Meadowood campus. We recognize that TMCC is beginning a new space utilization study and it is hoped this will include a full audit of space at Meadowood which should identify new transfer college classroom space. Once completed the space utilization study will be assessed from the standpoint of potential physical space that could support the

utilization study that be assessed from the standpoint of potential physical space that could support the possible expansion our offerings at Meadowood to include the use of a room as a possible science classroom and dry lab.

E.4

Appendix F: Anthropology Program Unit Review Advisory Committee Members:

Committee Members:

Dr. Andrew Carey, TMCC Part-Time Lecturer

Ms. Karyn De Dufour, Deputy SHPO, Nevada State Historic Preservation Office

Ms. Verla Jackson, TMCC Part-Time Lecturer and Program Officer 1, HR & Fiscal Officer for the School of Social Work, UNR

Dr. Laura Jones, Director of Heritage Services, Stanford University

Mr. Arthur Krupicz, TMCC Part-Time Lecturer and Grants and Project Analyst II, Nevada State Parks

Ms. Ellie Wilkins, Administrative Assistant III, TMCC Social Science Department

Ms. Amanda Williams, TMCC Part-Time Lecturer

Committee Co-Chairs:

Dr. Julia Hammett, TMCC Anthropology Discipline Coordinator

Dr. Joylin Namie, TMCC Anthropology Instructor

Academic Dean's Findings and Recommendations : Version by Deadmond, Melissa on 07/03/2019 20:27

Academic Dean's Findings:

The Anthropology program at TMCC is primarily focused on providing General Education coursework for students in Social Science and Science. Additionally an AA transfer degree is offered but this is not the primary focus of the program as this is a small and not growing career field.

The program assesses every course every semester and even part time faculty are required to participate in this assessment which seemed like a bit too much assessment to me. However, I spoke to the two full time faculty about this practice and they explained that they do not do the CAR process every semester but have an internal process that allows them to look at new courses, changes to courses, evaluate effectiveness of each course and instructor and watch for anomalies so that they are on top of what is happening in the program and work towards continuous improvement. With this reasoning it does seem like a good practice. I encourage them to ensure that they are using the results of the assessment effectively to improve the program so that this is not just a practice that takes time but one that makes a difference.

Strengths:

The program has worked hard on their assessment practices and in aligning their course outcomes to program outcomes to College goals as a whole.

They are to be commended for striving to move toward open access resources to help save students money.

The program has a team of advisors in the industry throughout the US that they can go to for advice, help with students who need field experience and more which is great.

The program serves students with General Education coursework primarily and they are staying on top of changes to UNR Silver Core requirements to try to align with them as well which will help increase enrollment.

Last year Anthropology held a successful Meet and Greet event which they plan to continue. This is a nice way to connect and reach out to current and potential majors and students with interest in the field.

Areas for Improvement:

The program identified in the last PUR that they needed to digitize all materials and revamp the lab space for better utilization and student learning environment but the project was put on hold and did not get completed. The program needs to move forward with making this happen over the course of the upcoming year.

The program proposes a skills certificate but there is not a lot of data to support a high need to back this up. Before moving in this direction the program should really analyze the employment potential to ensure that there is plenty of opportunity for students who do complete this certificate.

The PUR expresses a need for a cabinet to hold the skeleton at the Meadowood Center and this has been an issue for well over a year. The program has lab fees that could cover this purchase and so this is something that should just be purchased and done rather than put off and listed as a challenge when it's so easily solved.

The Anthropology program has lower retention and pass rates than the division and College and although they have some ideas of what might be behind this, I encourage them to really dive into this and try to work on improving this. That does not mean they need to change the level of rigor but perhaps a look at how they can improve their efforts with student support to aid retention and to help students be more successful in these courses.

Summary Action Recommended (Continue program, significantly revise, etc. followed by explanation):

I recommend that the program continue to focus their energy on the provision of general education coursework as this is the primary need and it supports a liberal arts education. As this is not a growing career field, I support the comments about this being their focus rather than in growing their program majors as there is not a high need for anthropologists and this would be irresponsible of TMCC to do. I encourage the faculty to work towards improving their outcomes, retention and pass rates and to follow through with the recommendations in their PUR,

particularly in regard to improving the lab space.

Recommendations and Implementation Timeline:

I support the recommendation to hire a student worker to digitize materials and prepare collections for return to home sites. Timeline of Spring 2019-Fall 2019 is recommended.

I support the recommendation of a remodel of the lab space, RDMT 244, to make it a more usable space and improve the learning environment and the capacity of the room. Timeline of Summer 2020 is recommended.

The PUR requests professional development funds to cover assessment work required of part timers. As this is a College-wide issue, I do not believe this is something I can recommend at the dean level but I do believe it is something the leadership team should consider.

I will consider supporting the request for the computer/tablet cart for RDMT 244 but would like to see more details of the problem with current options and or the intended regular use of the equipment if we do make this purchase to ensure responsible use of funds. I suggest the faculty present a proposal that expresses the issues, needs and uses with a timeline of Spring 2019 for potential purchase and funding prior to Fall 2019.

At the present time I believe we have sufficient full time faculty so I do not currently see an urgent need to meet the request for an additional full time faculty member. However, I acknowledge the issues of finding instructors who can teach daytime, in-person courses and recommend that we keep an eye on this situation and determine the need in a future APR. Enrollment in this program has been on a decline and we may be able to adjust course offerings to work with the current staffing situation until we can see a decisive trend.

Resources Necessary for Implementation of Recommendations:

Funding for a part time student worker will be needed. If the department is able to hire a work study student, the cost to the department will be minimal and can be absorbed into existing budget.

The remodel of the lab space will be a project that will need a construction bid so cost of this project is currently unknown. The department/division does not have the funding to cover these costs and would have to make a RAP or some other request for this project.

The possible laptop/tablet cart, if determined to be needed, will be requested through Tech Fees and/or supported by lab fees in the account.

Should a full time faculty member be needed in the future, this would be a new budget request that would have to receive full leadership approval based on demonstrated need and data.

Impact of Recommendations on Division Planning:

None of the recommendations will have a large impact on Division planning.

Impact of Recommendations on Program/Unit Faculty:

The recommendations will all have a positive impact on the program and faculty. None should require a great deal of their time other than the oversight and guidance that will be needed as the lab space and materials are digitized and remodeled.

Academic Standards and Assessment Committee Findings and Recommendation : Version by Deadmond, Melissa on 07/03/2019 20:27

Academic Standards and Assessment Committee's Findings:

The Anthropology program at TMCC was the first program to complete the new revised PUR, and the first to do so using the eLumen software application. In addition, the Anthropology PUR was the first to be evaluated by the Academic Standards and Assessment Committee using an assessment rubric. The committee acknowledges that both the PUR and the rubric can still be improved. The ASA Committee aims to move TMCC away from assessing courses in isolation and toward program learning outcomes assessment. Furthermore, the committee acknowledges that "programs" can be defined as degrees and certificates as well as general education courses if departments serve more students in general education than in their majors. The committee plans to make this distinction clearer in further revisions of the PUR template.

With that in mind, The ASA Committee acknowledges that the Anthropology program at TMCC is primarily focused on providing General Education coursework for students in Social Science and Science.

The ASA Committee found that Anthropology clearly mapped course student learning outcomes (CSLOs) to program student learning outcomes (PSLOs) as well as to general education learning outcomes, and that the Anthropology program mission is well-aligned to the TMCC mission. The department as a whole practices frequent, consistent, and meaningful assessment with an impressive degree of participation from full and part-time faculty. The committee agreed that learning outcomes could be more clearly articulated to enable assessment by measurable criteria, and that specific assessment instruments could be more clearly described or that samples of specific instruments and criteria could be presented in the report. In addition, the committee recommends a more complete analysis of specific assessment benchmarks presented in the report. Finally, the committee recommends updating a new needs assessment for a proposed Skills Certificate.

Program Strengths:

The program (AA Anthropology) aligns in a way that it allows for efficient and effective transfer, and it is reflected accurately in the catalog.

Anthropology courses offered align with many TMCC General Education learning outcomes which are clearly mapped and assessed with regularity.

The department is engaged in a number of activities to support accessibility, such as providing the DRC with copies of texts to scan, or using OER materials. In addition, the department uses OER materials to make course texts more affordable for students.

The department has a long history of completing data collection and benchmark analysis towards assessment.

The department makes a concerted effort to include part-time faculty in assessment efforts including designing and using instruments, collecting and interpreting data, and closing the loop on assessment activities.

The department appears to be scheduling in a way that meets student demand and is equitable to faculty.

Areas of Concern or Improvement:

The department could better demonstrate, or if being done, document analysis of any gaps in specific areas of student learning and subsequent plans for program improvement.

Enrollment appears to be declining at a greater rate than the College according to FTE and section count data.

The original needs assessment for the Skills Certificate was done over four years ago. The needs for the Skills Certificate should be more clearly articulated based on recent data and to address concerns that there will be sufficient enrollment in this program.

The committee is concerned about the plan to reduce number of written assignments from the curriculum and as assessment measures in light of the demonstrated success of the essay as an assessment measure for many courses, as well as the identification of "basic technical communication (writing)" as a very important skill in the survey of Anthropology professionals conducted by the department.

Recommendations:

Supplement Skill Certificate needs assessment from 2015 with more recent data to determine whether the need still exists, and identify a specific state, national, or disciplinary certifying/licensure exam for which the proposed certificate will prepare students.

Focus assessment analysis and department discussion of where there might be gaps in areas of learning, and plans for improvement. Or, if already doing, document more clearly.

Develop a visual curriculum map of AA Anthropology PLO to CLO alignment using the description and assessment data outline in the PUR self-study.

The ASA Committee recognizes that the current PUR template focused on degree and/or certificate PLOs disproportionately to general education SLOs (GELOs), and Anthropology affects a larger number of students through its GE offerings. Given its impact on general education, the ASA committee also recommends that the Anthropology department develop a visual curriculum map of GELOs to CLOs in classes that have been designated as GE classes (i.e. ANTH 101, 102/110L, 201, 202, 205, 208,)

Formalize, or create an Anthropology Advisory Committee composed of state and local professionals in the field that meet on a regular basis.

Delete ANTH 229 and 279 as proposed.

The ASA Committee upholds the planned renovation of the Anthropology Lab in RDMT 244.

The Committee was split regarding the request for a full-time faculty member. There are concerns that the small size of the existing Anthropology program, coupled with changes at UNR that may further negatively affect student enrollment may not warrant a full-time hire.

Other comments:

Explore the idea for TMCC to treat even credit distribution in Social Science/Humanities/Fine Arts differently so that more focus could be on Social Science in Social Science degrees: BOR does define a minimum of 9 credits in Social Science **or** Humanities/Fine Arts, but current NWCCU Standards state that Humanities and Fine Arts have to be part of General Education. Programs can require more social science (e.g. AA Business) but still must meet Humanities and Fine Arts minimums within 60-credit limit.

The committee appreciates the Anthropological perspective on categorizing student enrollment data; the categories used on the PUR to collect and categorize student data are mandated by federal reporting guidelines and designed to help students access financial aid and other student support services, as well as identify potential disparities in different student populations.

Vice President of Academic Affairs' Findings and Recommendations : Version by Clifford, Donna on 07/30/2019 20:23

VPAA's Findings:

I am impressed with the focus on assessment as led by the coordinator and supported by full time and part time faculty. As suggested, showing direct impact of this assessment would be beneficial. The strength of the General Education component of the discipline should be the focus at this point. The faculty do an excellent job inspiring enthusiasm for the discipline within their students. Anthropology's mission aligns well with TMCC's mission and supports the overall goals of the institution

Strengths:

The department does many things well. Its faculty are well qualified and have excellent experience. The department's focus on and long history of assessment has established it as one of the institution's leaders in fostering the culture of assessment that is so important. The efforts to engage part time faculty in all aspects of the department are excellent as is the department's work on ensuring accessibility. I am especially pleased with the move to OER to provide affordable options for our students.

Areas for Improvement:

The declining enrollment is a concern and efforts to determine the main contributing factors and address them should be undertaken. In addition, the reasons behind the low pass rates and retention rates need to be examined and a plan put in place to rectify the problem without compromising rigor and standards.

I echo the ASAC's concern regarding the department's plan to reduce written assignments. It may be beneficial to work with the English department to explore writing across the curriculum or additional learning community opportunities to enhance writing options.

The following recommendations made by the Academic Standards and Assessment Committee and Dean are upheld, and/or additional recommendations include the following: (Please include an implementation timeline.)

I agree with the following recommendations:

1 (but note that the timeframe should be Spring 20- Fall 20),

2 (depending on available funds. The VPFA requested a list of classrooms for upgrades – we should consider moving this up higher on the list)

3 (PT faculty receive a stipend for attending closing the loop day at this time. A formal request on behalf of all deans would have to be made for funding beyond this)

5 (with limited resources for positions and the number of unfunded mandates from NSHE, I cannot foresee a new position for Anthropology in the near future)

I support the following ASAC's recommendations:

1 (in addition, I would like to see a full needs analysis that includes student input regarding interest and the anticipated enrollment)

2

3

4

6

7 (see item 2 above)

For Recommendation #4, I would like the department to see if they may share a cart with another department that already has one and may have complementary scheduling.

The following recommendations made by the Academic Standards and Assessment Committee and Dean are not upheld: (Please provide an explanation.)

Although the committee was split on item 8 re the addition of a full time faculty line, I do not support this at this time (please see item 5 relating to the Dean's recommendations above).

In order to implement recommendations towards program improvement, the following resource requests are upheld, and/or additional recommended resources include the following:

No Value

The following resource requests are not upheld: (Please provide an explanation.)

No Value

Summary Action Recommended (Continue program, significantly revise, or discontinue, followed by explanation):

No Value