

Why Conduct a Program Review?

Program review is a process that asks members of a department to critically assess their programs, identify necessary adjustments and design a mechanism to institute and evaluate proposed changes. It is not a “necessary evil” but a process that will help faculty clarify and achieve program goals. This is no different than how we tell our students to utilize the results of the various forms of assessment we use in class to see where their strengths and weaknesses are and where they need to take some time to strengthen their weakest areas.

To ensure that program review achieves its goals, it should be designed to ensure that there are appropriate linkages with educational planning including curriculum, budgetary processes, and accreditation. An area’s program review should feed into the college’s planning and budgeting processes in order to:

- evaluate how well a program functions in relation to its objectives, the mission of the college, the college’s institutional goals and priorities, and the needs of the community.
- strengthen planning, decision-making, and scheduling.
- encourage program development and improvement.
- improve the use of college resources.
- comply with Title 5, accreditation, and other mandated reviews.

Program Review Process and Timeline

It is expected that the normal timeframe for the review process will be one academic year and will be on a six-year cycle. The process consists of the following steps:

Initial planning – A workshop will be held for representatives of the programs scheduled for review during the preceding spring semester and should include as many of the members of the units as possible. The meeting will cover an orientation to the process, dissemination of basic research data, discussion of the timelines and expectations, and provide answers to any questions representatives have. Each program under review will select two representatives, where feasible, to oversee the review process.

Program Review – During the fall semester, department members will design and conduct, with the assistance of Institutional Research, surveys for additional information needed to complete their report. A draft of the report should be ready in early December

for review and comment by the department members to identify areas that need further attention. The report will be submitted to Academic Affairs at the end of March.

Acceptance – In April, the chairs of the review committees will present their reports to a committee comprised of representatives of the Academic Senate and Academic Affairs. This committee will grant either full or conditional approval of the program review. Conditional approval will require the area to make the necessary revisions to the report to gain full approval.

Dissemination – Approved program reviews will be available in the library and posted on the web if possible. Additional reports will be provided to Cabinet and the Board of Trustees.

Notes for Using Program Review Format

Throughout the design of the process, the Program Review Task Force kept the following questions in mind:

- Where are we now?
- Where do we want to be?
- What do we need to do to get there?
- What evidence do we need to track our progress?

Overview –

Program Description: Provide a brief description of the program including the objectives. Comment on how the activities of your program support the mission and institutional goals of the College.

Status of Previous Recommendations: This represents a history since the last review. Examine previous recommendations and area's responses. What are the relevant institutional issues that impacted the program?

Program Statistics –

This area focuses on basic trends in the areas of *demand, offerings, scheduling, retention and success*, and the impact of these on the program. Normally a three-year cycle is used, but it is recognized that in some disciplines, the cycle may be longer due to fluctuations in the market. Also some areas like Fine Arts and Industry and Technology may want to group types of similar courses like studio art rather than list them individually.

Curriculum –

Course and Content – Examines the current status of the curriculum of a program. Is it in line with current practice in the field? Are there courses that are obsolete? Missing? What is the status of conditions of enrollment?

Articulation – Examines current status of courses with regards to articulation and identifies any problem areas.

Instruction and Assessment – Examines two areas, learning methods and assessment. The focus on learning methods assists in identifying the types of student-centered learning that are occurring on campus. Examples of learning methods include collaborative learning, classroom-based research, student-conducted research, Socratic method, supplemental instruction, and learning communities. Examples of assessment include evaluation of whether the learning objectives, skills, and competencies are being met and how the information gathered in this evaluation is used to improve student learning and the overall quality of the program. This is an appropriate area in which to discuss how learning objectives of the program are reviewed and kept current.

Program Requirements –

This area is a combination of looking at resources such as staffing and facilities and planning.

Instructional support – What other areas impact your program? Student success? What are your needs in this area?

Facilities and Equipment – Comment on facilities the program uses, their adequacy, your immediate needs and long-range needs. What is currency of equipment and technology in the program? How does this impact the program?

Staffing – Examine current staffing. Describe the strengths and weaknesses of staff as appropriate to the program's current status and future development.

Planning - Look both externally and internally to see what changes or trends will impact your program in the next 5 years. What changes in the discipline will impact your program? Where do you want the program to be in five years? What goals and objectives will your program set in relation to the district's mission and goals?

Conclusion –

Not quite an executive summary but asks that recommendations identified throughout the review be prioritized. In addition to the recommendation, major needs are identified and strategies developed to implement recommendations and needs are to be in the conclusions.

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I. Overview

A. Description of Program

The El Camino College anthropology program provides a foundation in the fields of socio-cultural anthropology, physical anthropology, archeology, and linguistic anthropology as they relate to the physical and behavioral aspects of the world's populations of the past and present. Students in this program will be able to discern the basic issues facing anthropologists, apply the methodologies that anthropologists use to approach the problems in the field, critically evaluate the record of past accomplishments and understand the relevance of anthropology in addressing contemporary global issues. This major prepares students for career opportunities in museums, educational, archeological and medical institutions, corporations, international development consulting organizations, social welfare, and state and national management entities.

B. Status of Previous Recommendations

In the 1998 self-study report three recommendations were made: 1) Establish a liaison with the anthropology departments to which our students most often transfer. 2) Expand course offerings appropriate to the changing demands of society and of four-year anthropology department programs. 3) Attract more students to the major by making them aware of the many career possibilities that a degree in anthropology has to offer.

Regarding the first recommendation: We have already established a relationship with the anthropology department at UCLA. Many El Camino anthropology majors have been accepted as undergraduate students in their anthropology program. In addition, our anthropology club was invited to attend an Open House reception offered by the UCLA anthropology department in the spring of 2007. Our department is currently working to establish contacts at other institutions that our students transfer to most often. For example, our faculty members have arranged tours for our students at CSUF in the past. We have also had anthropology faculty from CSUDH, CSUF and UCLA give guest lectures on our campus. In this way we are working to develop and maintain durable relationships with faculty at these locations.

Recommendation two: Our program has developed several courses that were suggested in the previous study. These include Anth 3-Introduction to Archaeology, Anth 9-Women and Culture, Anth 11-Magic, Religion & Witchcraft and Anth 5 Physical Anthropology Lab. In addition to these classes we have also developed Anth 7-Native Peoples of South America, Anth 8-Ancient Civilizations of the Americas, Anth 10-Medical anthropology and Anth 4 Language and Culture. During the fall 2008 semester we will also offer Anth 6 Native Peoples of North America. The only topic that was not addressed since the last study is visual anthropology.

Recommendation three: Our department has shown steady growth in enrollment since the last study. This is evidenced by the hiring of two additional full-time faculty members in the fall of 2005. With the increase in enrollment we have also seen an increase in the number of majors. Some of the contributing factors that have led to the increase in enrollment and number of majors include the following: the formation and the steady growth of the anthropology club from 1998 to the present, along with various workshops focusing on careers in anthropology, transferring as an anthropology major and anthropological fieldwork; Guest Speaker Series; Anthropology Student Research Symposium, which since 2004 has attracted a large audience to support our student speakers who are presenting their original research; Faculty participation in the Puente program and in teaching classes designated as part of the Honors Transfer Program curriculum; the many new courses developed and offered since the last study, including the addition of online sections of Anth 1 and Anth 2, which have generated interest in the discipline. Finally, the most recent activity developed during the spring 2008 semester, the “Anthro Chat” series, provided an informal discussion forum aimed at encouraging active student participation on topics of interest in anthropology.

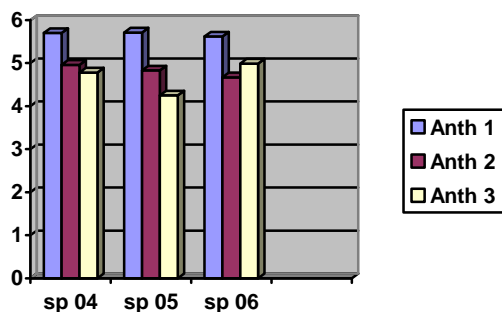
II. Program Statistics

A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1st census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 Spring 2004	Year 2 Spring 2005	Year 3 Spring 2006
Anth 1	5.70	5.71	5.62
Anth 2	4.96	4.83	4.67
Anth 3	4.78	4.25	4.99

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?



The fill-rates for Anth 1 have stayed strong. The mean fill-rate by semester consistently exceeds capacity. In the spring 2006 semester we added an on-line Anth 1 course which is not accounted for in the original data set. The demand for Anth 2 shows a 6% decline over the 3 years in question. This trend is most evident in the MWF offerings; however the decline has not occurred in the TTh offerings. Anth 3 has shown an overall increase of 4% over the three years in question.

2. What are you doing to respond to trends?

Since the demand for Anth 1 has remained strong we have added more sections per semester, increasing from 11 sections in spring 2006 to 19 sections offered in spring 2008.

In turn, we have decreased the offerings in Anth 2 from 10 sections offered in spring 2006 to 9 sections offered during spring 2008. The department is currently working on offering Anth 2 courses on MW or TTh rather than on a MWF schedule.

3. Should a recommendation be written addressing the data? X Yes
 No
 (If yes, list.)

1) Increase the number of MW / TTh offerings of anth 2 courses.

B. Offerings: Fill Rate*

* Percent of fill of each classes at census.

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Spring 2004	Spring 2005	Spring 2006
Sections offered	22	23	25
Enrollment	1086	1094	1144
Fill Rate	113%	124%	99.9%
FTEF	4.4	4.6	5.1
WSCH/FTE	749	655	680
FTES	115.8	116.62	121.93

1. Given the data, is the program in a growth mode? X Yes No
 Comment.

The department has increased the number of sections offered each semester. Enrollment steadily increased and although the fill rate declined in Spring 2006, all classes were filled to 100% capacity. This growth trend has continued, as evidenced by the data from Spring 2007 and Spring 2008, which is shown below.

	Spring 2007	Spring 2008
Sections offered	28	31
Enrollment	1164	1326
Fill Rate	95%	97.1%
FTEF	5.6	6.2
WSCH/FTE	630	729
FTES	123.98	141.10

In fact, the growth experienced by the Department of Anthropology, as evidenced by the enrollment rates, surpasses that of the Behavioral and Social Sciences Division. Comparing the figures from the Spring 2004 semester to those of the Spring 2008 semester, the rate of increase in enrollment for the Department of Anthropology in those four years is 122%, whereas that of the Division is 101%.

2. What adjustments are indicated?
Explain.

As stated above, we have been adding sections. In addition, we have also expanded our curriculum to include new courses.

3. Should a recommendation be written that addresses the data? X Yes ____ No
(If yes, list.)

The steady growth in enrollment together with a consistently fill rate during each semester indicates that the department is healthy and strong. Continuing in this growth mode will require the following:

- 1) The hiring of an additional Full-time faculty member. An estimated budget of \$90,000 would be needed for this position.
- 2) The addition of more sections. The estimated budget for each one of these sections is \$4,500.
- 3) An expansion of the curriculum. The estimate budget for each new course is \$4,500.

C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Course	During the early morning before 10 am	During the late am/early pm 10am – 1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online
Anth 1	X	X	X	X		X		X
Anth 2	X	X	X	X		X	X	X
Anth 3		X						
Anth 7	X							
Anth 9		X						
Anth11		X	X					

1. What (if anything) is indicated by the student satisfaction with scheduling?

There is more interest in classes meeting two days per week than in those scheduled for MWF. Students have indicated they would like to see more sections of online classes. There is also high demand for Honors classes. In addition, there have been requests by students to offer a greater variety of classes in the evenings in order to fulfill the coursework required for an AA degree.

2. Are there time periods of high student demand which are not being addressed?
☒ Yes ☐ No
 How could such demand be addressed?

Student surveys indicated a desire for additional classes in the late morning/early afternoon from 10:00am- 1:55pm. This could be addressed by adding MW and TTh sections in future semesters.

3. Should a recommendation be written addressing this area? ☒ Yes
☐ No
 (If yes, list.)

Recently there has been an increase in student demand for anth 1 and a slight decrease for anth 2. Suggestion: add more sections of anth 1. For anth 2 a MW / TTh schedule would increase enrollment in addition to advertising on campus and with the counseling division.

Based on the survey data the department might consider adding additional online courses for anth 1 and anth 2 and additional evening courses for anth 2.

Due to student interest in more Honors sections, perhaps the department should also consider offering additional sections of anth 1 and anth 2 as part of the HTP curriculum.

D. Retention and Success

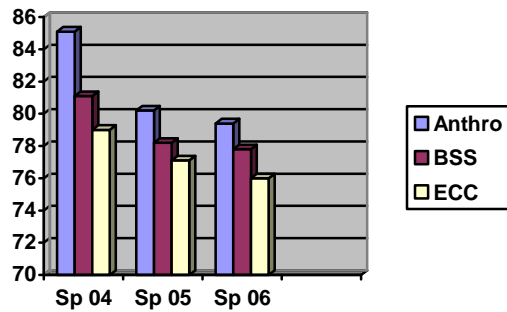
1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?

	Spring 2004	Spring 2005	Spring 2006
Anthropology	85.1%	80.2%	79.4%
BSS Division	81.1%	78.2%	77.8%
ECC	79.0%	77.1%	76%

Retention Rates



Over the 3 year cycle the retention rate has declined overall. This trend appears at the department, division and campus level. However, the retention rates experienced by the anthropology department have remained consistently higher than those of the Behavioral and Social Sciences division and the El Camino campus.

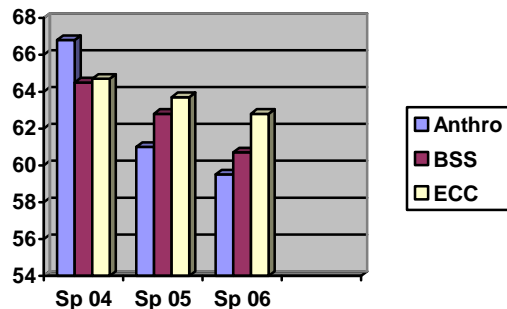
2. Should a recommendation be written addressing the data? _____ Yes _____X_____ No

2. Success Rate

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?

	Spring 2004	Spring 2005	Spring 2006
Anthropology	66.8%	61.0%	59.5%
BSS Division	64.5%	62.8%	60.7%
ECC	64.7%	63.7%	62.8%



Over the three year cycle the success rate in the department has declined, reflecting an overall trend in the division as well as the campus.

2. Should a recommendation be written addressing the data? ☒ Yes ☐ No
(If yes, list.)

Department faculty members are continually working at improving communication between faculty and students with the aim of increasing active and collaborative learning in the classroom. This method of interaction has been shown to be effective in increasing student success. The CCSSE 2008 Institutional Report indicates that active and collaborative learning is one of the benchmarks of effective educational practice. We will continue to track success rates in upcoming semesters in order to assess the effectiveness of these teaching techniques.

III. Curriculum

A. Course and Content

1. Courses Not Offered

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

15 courses total listed in the catalog.

Anth 20B Museum Studies
Anth 50 Special Topics in Anthropology
Anth 96abcd Cooperative Career Education
Anth 99abc Independent Study

1. Given the data, are there courses that should be inactivated? ☒ Yes ☐ No
Comment.

There hasn't been enough interest in Anth 20B Museum Studies or in Anth 96abcd Cooperative Career Education to justify keeping these courses as part of the curriculum.

2. If there are courses not offered in the last three years that you do not wish to inactivate,
what reasons are there to keep them active?

Anth 50: With the growing interest in the issues related to globalization and migration a course on special topics addressing these current issues could be very valuable and highly desirable to students.

Anth 99abc: With the greater awareness of anthropology on campus and the increase in anthropology majors the department feels that some students could benefit by the close examination of a particular topic of their interest. This type of

study would give our students a competitive edge and higher level of preparation for the four-year institution by providing them with valuable fieldwork and research experience.

3. Should a recommendation be written addressing the data? _____ Yes X No
(If yes, list.)

2. Course Revisions and Additions

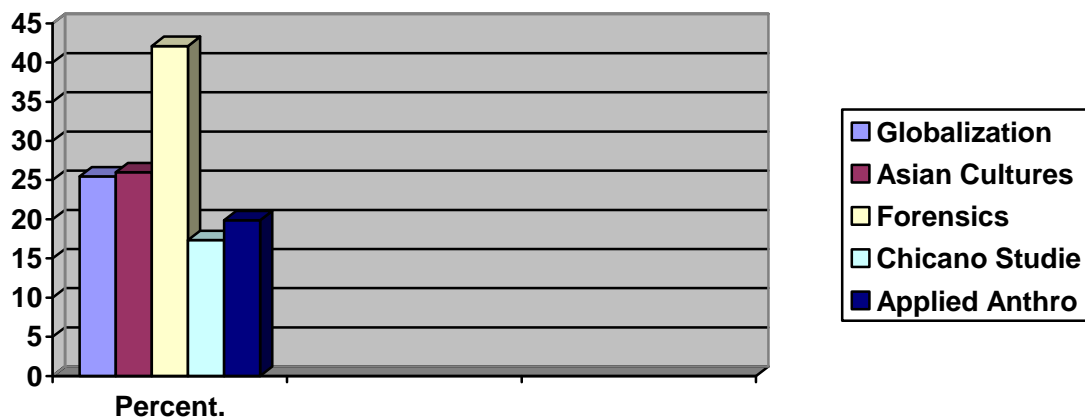
Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised? X Yes _____ No
(If yes, list.)

Anth 7, Anth 9, Anth 11

2. Are there courses inconsistent with current practice in the field? _____ Yes X No
Explain.

3. Should new courses to be added to the program? X Yes _____ No
Explain.



According to the student survey there is a high interest in new courses such as forensic anthropology, followed by courses in Asian Studies, Globalization and Applied Anthropology. At this time we need to determine if a forensic anthropology course will be transferable to both CSU and UC schools. As far as we know the class currently transfers only as CSU elective credit.

The department agrees on an important trend seen on many campuses. This trend points to an increasing demand to teach the Anthropology of Globalization, Applied Anthropology, Asian Cultures, and Latin American Studies. This is due to

issues concerning the global, social and political climate, as well as environmental concerns and economic issues.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?

☐ Yes ☒ No ☐ Uncertain **Comment.**

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (If not applicable, skip to Question 7.)

A.A. degree, last reviewed in 1998.

6. Are these degree and/or certificate requirements inconsistent with current practice?

☐ Yes ☒ No

Explain.

7. Is there a need to create or delete a degree and/or certificate? ☐ Yes ☒ No

Explain.

8. Should any recommendations be written that address the above responses?

☒ Yes ☐ No

(If yes, list.)

- 1) Courses will be developed in the areas of Globalization, Applied Anthropology, Asian Cultures, and Latin American Studies. We also contemplate the possibility of developing a course in forensics (depending on whether the units are CSU/UC transferable).
- 2) The hiring of an additional full-time instructor is required, due to the overall increase in enrollment since the spring of 2004, the increase in the number of sections offered, and the new courses to be developed.

B. Articulation

Instructions: Using the California Articulation Number (CAN) Guide, answer the following questions:

1. Should any of your courses not currently included in the CAN Guide be articulated?

N/A

2. What problems, if any, are there in articulating courses? N/A

3. Should a recommendation be written addressing above responses? ☐ Yes ☒ No
(If yes, list.)

N/A

C. Instruction and Assessment

1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? Explain.

Lecture, discussion, group activity

Use of transparencies, power-point and video/dvd

Club/Department activities: fieldtrips, symposium, anthro chats

Written assignments, focus questions, quizzes, exams, projects

2. Should a recommendation be written addressing above response? ☐ Yes
☒ No
(If yes, list.)

2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

A) Courses: using the course objectives listed on the course outline; quizzes, exams, class activities; written assignments

B) Program: informally via advising students, organizing workshops, symposium presentations by students and advising the anthropology club,

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

For the course level we look at grade distribution and evaluation of written work to determine what level of understanding students have achieved and what material may require more class-time. For the program level the department relies on feedback from students and faculty in regards to symposium presentations, workshops, club activities and the Anthro Chats.

3. Should a recommendation be written addressing this area? ☐ Yes
☒ No
(If yes, list.)

IV. Program Requirements

A. Instructional Support

1. Identify key instructional support areas used by the program.

Libraries & Programs:

X	Library	X	Special Resource Center	Basic Skills Study Center	X	Library Orientation
	Music Library	X	Puente Program	X	Honors Transfer Program	Other (Please list.)
X	Learning Resource Center Media Materials Collection		Assessment/Testing Office	X	Counseling	
X	EOP&S/CalWORKS	X	Transfer Center		First Year Experience	
	Learning Communities		Project Success	X	Honors Transfer Program	

Computer Labs & Tutoring:

LMTC Computer Commons	X	SRC High Technology Center	Other Computer Lab: Please list.	X	Writing Center
CAI MAC Lab		Writing Lab		X	LRC Tutorial Program
CAI Windows Lab		Math & Science Lab			Math Tutoring
TOP Lab		Keyboarding Center			SRC Tutorial Program
Hawthorne BTC Inglewood Center					EOP&S Tutoring

Faculty Support Services:

Graphic Arts	X	Copy Center	X	Distance Education	Other (Please list.)
X	Media Services AV Production	X	Tech Services Help Desk	X	Teleconferences
X	Media Services AV Equipment Distribution	X	Support Staff	X	Webconferences
X	ECC Vehicles	ECC hosted Websites	X	Staff Development	
X	ECC E-mail				

2. Do you have some instructional support needs that are not being met?

___ Yes ___X___ No

Currently there is a student tutor for physical anthropology employed through the LRC.

3. Should a recommendation be written to address your needs? ___ Yes ___X___ No

B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment? **Explain.**

The program makes use of a variety of available facilities. We have used the various campus venues to host our guest speakers, hold our annual Student Research Symposium, the Anthro Chats and Anthropology Club meetings and events. A variety of equipment is also used for multi-media presentations.

2. Are adequate facilities, equipment and supplies available for the program? ____ Yes
 X No
 Explain.

Additional supplies could include world maps, new DVDs, more physical anth lab supplies and perhaps a smart-classroom and additional ceiling mounted LCD projectors.

3. Are the facilities and equipment adequately maintained? X Yes ____ No
 Explain.

4. Should a recommendation be written addressing the data? X Yes
 ____ No
 (If yes, list.)

The department will need to acquire the following items to enhance the program:

- 1) 3 world maps (\$600 total)**
- 2) 20 DVD/film purchases (\$3,000 total)**
- 3) Lab supplies for the Physical Anthropology Lab (\$4600)**
- 4) Museum needs (approximately \$100,000 please see attached letter)**
- 6) 1 Smart-classrooms (\$15,000)**
- 7) 1 ceiling mounted LCD projector (\$500)**

C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

FTEF (full-time equivalent faculty): # 6.433

Number of full-time FTEF: # 4.233 **Number of adjunct FTEF:** # 2.2

FT/PT load ratio: 66% / 34%

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?

Since 1998 we have hired 2 new full-time instructors. During the last study the program had 2 full-time hires and 8 part-time instructors. Since then there was an additional full-time hire. One of the FTEF hires left, leaving a full-time vacancy. This position was not filled until Fall 2005. In addition to the replacement position we also had a growth position to fill. By Fall 2006 we had four FTES and five part-time instructors.

2. What do the program data indicate? Comment on any trends or unusual data.

The increase in full-time hires correlates with the overall increase in enrollment for the department.

3. How does the FT/PT ratio benefit or harm the program?

This benefits the program, in that additional FT faculty provide more contact time for students, an expanded curriculum, more diverse departmental activities, and higher productivity for the department. In addition, new courses have been added to the department's curriculum (Anth 4, 5, 10), additional sections of existing courses have been taught (Anth 1, 7, 8, 11), two additional faculty advisors are available to the student club, and additional speakers for the Anthropology Department Guest Speaker Series have been included.

4. Do you have a faculty mentoring program? X Yes No
Describe.

An informal program in which tenured faculty meet with new faculty to offer guidance and discuss teaching techniques, classroom management strategies, and student disciplinary action.

5. How do faculty maintain currency in their field?

Conference attendance, local museum visits, zoo tours, department meetings and informal discussions as well via preparation for Anthro Chats and through the reading of professional articles, journals and books relevant to the discipline.

6. Fill in the faculty status data below and answer the questions that follow.

Name	Tenured	Currently on leave (check)	Part-time	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Dr. Blair Gibson	X				
Angela Mannen	X				
Rodolfo Otero				X	
Marianne Waters				X	
Greg Simon			X		
Kaoru Oguri			X		
Janiki Parikh			X		
Jill Pfeiffer			X		
Jeff Rigby			X		
Mari Womack			X		

6a. How does this data impact the program?

- 1) new courses added to the department's curriculum (Anth 4, 5, 10)
- 2) additional sections of existing courses have been taught (Anth 1, 7, 8 11)
- 3) two additional faculty advisers to the student club
- 4) additional speakers for the Anthropology Department Guest Speaker Series

6b. Will this data affect the program in the future?

- 1) Additional courses will be developed (globalization, applied anthropology, development anthropology, Latin American cultures, Asian cultures and potentially forensics)
- 2) Student demand is likely to increase with additional sections offered
- 3) Extracurricular activities will be expanded

7. From this information, can you identify present and future staffing needs? X Yes

Additional course offerings in forensic anthropology, globalization, Asian studies and applied anthropology, which will result in an increase in enrollment, will require the hiring of an additional full-time instructor with expertise in one or more of these areas.

8. What is the department doing to address any future staffing needs?

The department is actively trying to generate interest in the discipline every semester through various extracurricular activities and campus involvement in order to continue the trend of increased enrollment.

9. Should a recommendation be written addressing the data? X Yes _____ No

An additional full-time instructor should be hired within the next two years.

D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?

The most important factors affecting societies at the present moment are the social, economic, political, cultural, and environmental changes that result as a consequence of globalization. In order to keep up with these dynamic processes, the anthropology department at ECC understands the need to expose students to topics relevant to today's socioeconomic realities. At the same time, as anthropologists we believe it is very important to interpret the consequences of globalization not only on the urban and rural societies of the modern and the developing worlds, but also on the life-ways of the often unaccounted for small-scale traditional societies.

The full-time faculty are very involved in departmental projects and activities and all seem to have a very good grasp of where the department is headed. We communicate with each other regularly about future changes, the expanding program, increasing our effectiveness, and the overall success of the program. Most part-time faculty, however, are not aware of much that is happening in the department (mainly because they are not on campus on a regular basis).

The significance of the El Camino College museum to the college community is discussed at length in the attached letter. Also outlined are the needs and estimated costs to update the museum.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program?

Our intention is double-fold, that is, to expand the academic scope of the department, and also to continue the upward trend on enrollment we have experienced in the last few years. In view of this, we will need two types of data: first, those that address the worldwide impact of globalization and the appropriate ways in which, through the discipline of anthropology, we could communicate to students the effects of this unique phenomenon; second, we need data that address students' preference with regard to courses to be added to the program in the near future. Results of the student survey we recently conducted provide us with the necessary data on students' preference with regard to new courses. We believe that these preferences closely match the necessary courses we need to offer in order to successfully communicate topics relevant to today's socioeconomic realities.

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

An increase in university programs with a global focus: Globalization, migration, worldwide economic trends, environmental change, Asian studies, Oceania, Latin American studies. Very important as well are two topics: the stability of the nation-state as an “imagined community,” and the importance of religion both as a buffer and as a bridge towards modernization.

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

In order to properly educate and inform students, the department of anthropology should embrace the above mentioned trends mainly by expanding its list of course offerings, and, in addition, by incorporating discussions on these topics to introductory courses in cultural anthropology. This will include curriculum development of anthropology courses with a global or applied focus and/or the updating of existing curricula to include a global component. In order to accomplish this, a fifth full-time instructor with interests in some of the areas mentioned above should be added to the department.

5. Based upon the information above, how would you like the program to evolve within the next five years?

First, in view of the developing trends within anthropology, and the results of the Student Survey, the program should have new courses that address the following areas of interest:

- The Anthropology of Globalization
- Applied Anthropology
- Asian Studies
- Latin American Studies
- Forensics (pending approval of CSU/UC transferable units)

Second, in view of the increase in enrollment and the interest of students in Anth 1, the program should hire a fifth full-time faculty member.

Third, the program should work to expand the Anthropology Club activities.

Fourth, the program should strive to create a system in which full-time and part-time faculty can communicate more effectively.

6. Should a recommendation be written addressing the data? X Yes No

(1) A new full-time instructor needs to be hired within the next two years.
(*The cost for this new hire is indicated in Section V*)

(2) Four new courses that address the topics mentioned above need to be added to the program within the next four years.
(*The cost for these courses are indicated in Section V*)

V. Conclusion

1. Prioritized Recommendations

- 1) A full-time hire within the next 2 years (Estimated cost: \$90,000).
- 2) Four to five new courses will be developed that focus on globalization, applied anthropology, Asian Cultures, Latin American Studies and perhaps Forensics* (Estimated cost: \$4,500 per course).

*Pending approval of CSU/UC transferable units:

This approval would carry an additional start-up cost of approximately \$3000 and an extra \$3000 over the next five years.

- 3) Additional equipment for the physical anthropology lab course must be acquired. (Estimated cost: \$4600 over the next five years)
- 4) Major improvements for the Anthropology Museum.

AC system	estimated \$10,000
Display cases	\$40,000
Moveable walls	\$10,000
Lighting	\$30,000 (requires new bid)
Physical Plant	(see attached letter, requires bids)
Media: tuner/CD	\$300
Staffing	\$4500 (for release time) and
Student help	120 hours per semester
- 5) The program will increase the number of ANTH 1 sections to include additional evening offerings, an additional section designated for the Honors Transfer Program, and day sections as needed (Estimated cost: \$4,500 per section).
- 6) Additional on-line offerings according to demand. (estimated cost \$4500 per section)
- 7) The department will offer ANTH 2 on a MW and TTh schedule and begin to phase out the less popular MWF offerings.
- 8) Faculty will attend on-campus workshops regarding student success.

2. Major Needs

- 1) Full-time faculty to address the increase in enrollment.
- 2) Funding to purchase ANTH 1 Lab equipment needs.
- 3) Funding to much needed Museum improvements.
- 4) Scheduling and room availability to accommodate a shift to MW and TTh schedules for the ANTH 2 courses.

3. Strategies

- 1) Begin looking into the development of new courses regarding globalization, applied anthropology, Asian cultures, Latin American studies and perhaps forensics (pending approval)
- 2) Begin advertising new sections and courses to be offered in order to generate interest in these classes. This will help to further increase enrollment and help to justify another full-time hire within the next 2 years.

The El Camino College Anthropology Museum

The Legacy of the ECC Anthropology Museum

The anthropology museum was established in 1972 by Walter Foster as a crucial part of an educational program that would provide a training ground for students, introducing them to careers in museum work, principally the areas of design and exhibits preparation. The gallery was built into the third floor of the Arts and Behavioral Sciences building as a space dedicated for this purpose, becoming perhaps the only anthropology gallery to exist in a community college in the country. The anthropology museum still enjoys this singular distinction, and is only the third anthropology museum in an educational institution in Southern California, alongside the Fowler Museum at UCLA and a gallery at CSU Fullerton.

For the size of its program, the Anthropology Museum has had a notable track record of success. In my experience over the last decade two students have gone on to win Getty internships, one was employed at the Natural History Museum of Los Angeles County, one received a job at LACMA and several others were hired to give gallery tours. A student out of the first class I taught entered employment with the auction house Butterfield and Butterfield, and one student became employed by the Cultural Arts department of the City of Inglewood. A large number of students who participated in the Introduction to Museum Studies class have gone on to major in anthropology at four year universities.

The Anthropology Museum has celebrated the cultural history of the diverse student body of the college, as well as presenting the community with topics and cultures drawn from the wider Southwest, Latin America, and Europe. Its recent exhibits have showcased the archaeology and history of Vietnam, Korea, China, and Los Angeles, the textile arts and religious practices of Guatemala and Ukraine, the Day of the Dead in Mexico, the ceramic artistry of the Native Americans of the Southwest, and the diverse communities of healers of the Los Angeles region. The current show displays photographic images of modern China (*Changing China*), and arts, cultures, and history of Polynesian peoples. These shows have been invariably accompanied by lectures by notable scholars, live performances, and receptions. These performances and receptions have been well-attended. In this regard the Anthropology Museum has functioned as a high-profile face of the Behavioral and Social Science Division to the public of the South Bay region.

The challenges faced by the Anthropology Museum

The El Camino College Anthropology Museum has been in existence for over thirty years, and as a consequence is showing signs of wear and tear. In order to continue to adequately function as a learning center for students, and to fulfill its fiduciary duties

with respect to providing a showcase for the Behavioral and Social Sciences Division and the college it is in need of improvements in the following areas:

I. Environmental controls – a long-standing issue has been in inability to provide a stable controlled environment for the proper conservation of the artifacts of its collections and entrusted to its care in exhibits by museums and collectors. The museum is limited as to what it can borrow due to the poor environmental conditions that prevail on the third floor of the Arts and Behavioral Sciences Building, exacerbated by the policy of the College to turn off the AC system at night and during weekends and holidays. In the past a dedicated system for the museum was priced at c. \$10,000.00, though it would probably cost substantially more today.

II. Display cases – the present cases are 30+ years old, and have developed problems in the form of deteriorating door seals, scratched glass surfaces, deformed door apertures and frames, stripped screw holes, deteriorating anachronistic lighting systems, and deteriorating, discolored, and deformed façades. They are no longer exhibit quality or up to current standards for use in instruction and should be replaced. To replace these cases would probably cost in the neighborhood of \$40,000.00.

III. Moveable walls – despite having a Unistrut system the gallery never acquired the walls to go with them. Having some custom walls built will probably cost \$10,000.00. Not having these walls reduces flexibility with respect to creating display areas.

IV. Lighting – The track lighting system is 36 years old and has become problematic to use with multiple dead spots in the grid. New fixtures can no longer be purchased for this system, and light levels cannot be modulated. Some years ago cost estimates were obtained for replacing the system, but this project will have to be bid anew. (estimated cost \$30,000)

V. Physical plant – the floor is much deteriorated with gouged and discolored tiles and should be replaced. The wooden surfaces of the cabinets and cases should be resurfaced, and in at least one case a cabinet in the workroom is deformed and should be fixed or replaced.

VI. Media – The modern museum visiting experience is enhanced by the provision of appropriate music and video dimensions. The Anthropology Museum has made a step in this direction by obtaining a television monitor and DVD player. However it still lacks any method of supplying music to the gallery. This would be especially desirable for receptions and other events. Music also helps to draw visitors into the gallery from the outside hallway. To this end a tuner/cd player should be purchased for the gallery. (estimated cost \$300)

VII. Staffing – Mandates have been issued in the past for the museum to make progress in multiple areas: with the accessioning of its holdings, and the repatriation of objects in its possession that were obtained illegally or are now subject to repatriation to descendant groups. Consistent progress has not been made in fulfilling these mandates due to lack of

dedicated personnel to carry them out. The current director of the museum is a full-time faculty member who is asked to manage the museum above his normal teaching duties. Staffing levels should be increased by any and all of the following means: 1) the provision of release time for the director so exhibits can be adequately planned and projects supervised (\$4500) and 2) The hiring of dedicated personnel for the same person, as is the case for the Art Gallery downstairs and/or 3) The consistent provision of funds for the hiring of student workers, at least two, to work in the gallery throughout the semester so that the exhibits and programs of the museum are not disrupted. (240 hours per year)

In the Future

It is a well-known fact that the museum is badly located on the third floor, too close to external doors to maintain a proper environment. The museum also has a work area that is completely inadequate in shape and size, not to mention that it is currently used as an artifact storage area which places further limitation on the work that can be carried out there. Storage areas have been improvised, and as such are scattered and have inadequate capacity for the museum's needs.

In the future it has been planned to relocate the museum to the bottom floor, and when this happens it is hoped that a workshop that is adequate in size and ventilation, and storage areas will be provided. It would then be possible to acquire needed fixed equipment such as a band saw and table saw.