



Skyline College

Comprehensive Program Review

2024 - 2025

SKY Dept - Anthropology

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04/14/2025

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Instructional Comprehensive Program Review

Submitter Name:

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Submission Date:

09/30/2024

BACKGROUND

1.A. DIVISION:

Social Science and Creative Arts (SS/CA)

PROGRAM NAME:

Anthropology

1.B. YEAR OF REVIEW:

2024 - 2025

1.C. PROGRAM REVIEW TEAM

Lori Slicton, Charles Cecil, Kim Saccio (Assistive Technology Support)

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

Anthropologists seek to investigate, record, and understand cultures and subcultures from their own perspectives, in all times and places. In so doing, anthropologists play crucial roles in contemporary social and political debate and advocacy, helping us better understand and engage with our multicultural world. This discipline empowers students to cultivate the skill set needed to effectively engage with critical issues and concerns that impact our diverse community.

The Anthropology program meets the mission and vision of the college in a number of ways, including:

- Degree AA-T Anthropology Completion
- Guided Pathways Degree Completion
- Transfer to 4-Year Institutions
- Meet Nursing Program Requisites: ANTH 110, Cultural Anthropology is a required course for all nursing programs

ii. Alignment with the College Values:

Open Access

Social Justice

Academic Excellence

Sustainability

For each chosen Value, provide a concrete example of how each connects to your program.

Open Access: ANTH 360, Indians of North America, is the first Anthropology course to use Open Educational Resources (Zero Textbook Cost); others are planned. In addition, all course materials have been converted to digital format, with hard copies available at the Skyline Library. So even though only ANTH 360 formally uses OER, Anthropology students have no-cost access to all learning materials via the Library. Social Justice: the Anthropology curriculum is social-justice driven. Academic Excellence: In the Anthropology program, there is a serious commitment to the four fields in this discipline for transfer. Students engage in a rigorous curriculum that includes primary sources and critical thinking. Sustainability: The discipline of Anthropology is deeply committed to sustainability and biodiversity.

1.E. PROGRAM PERSONNEL**i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:****Full-time Faculty FTE:**

1

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Adjunct Faculty FTE:

0.6

Classified Professionals FTE:

2

Manager/ Director FTE:

0

Dean FTE (if applicable):

1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

- a. Pivot toward more online instruction. This was originally driven by COVID-19. Now it is clearly driven by student demand and instructional preference.
- b. Now have fewer adjuncts teaching in our Department
- c. We need to develop and diversify our pool of adjunct faculty.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

- QOTL 1 and 2 certified
- Course Modifications and updates in collaboration with the Articulation Officer
- CTTL Micro Courses:
 - o Grading for Equity
 - o Rethinking Your Syllabus
- Unconscious Bias Training: Completed 2019 and 2024
- Academic Senate California Community Colleges , Legislation and Advocacy Committee 2022-2024
- CCC Accessibility Training Summer 2024
- Paleolithic Cave Art archaeological exploration (19 caves) Spain, 2024
- Historic Preservation/Archaeology: Gettysburg, Antietam, Presidio de San Diego, Casa de Estudillo, Sugar Plantation Pu'u nene Hawaii,
- Museum of Civil War Medicine
- Archaeology of Latin America, UCB, Annual Conference 2015—2024
- Academic Senate California Community Colleges : Academic Freedom Conference, LACCD, LGBTQ student voices (2023).
- AFT Anti Oppression Committee: Collaborate with Chancellor Moreno, Julie Johnson in HR, and Mwanaisha Simms, Compliance Officer to develop clear, accessible Title IX policies and procedures.
- Gender Equity Task Group member; GETG formed by President Moreno in response to problems indicated in McPhail Group Report of Skyline College. GETG abruptly disbanded.

FLEX Activities:

- AI, ChatGPT and other CG Information
- Asian American Students: Not a Model Minority (correct title?)
- Officer Brian Tupper Campus Public Safety response to August 30, 2024 gunman/threats to employees

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

- a. Faculty need consistent Assistive Technology Support to meet essential functions and contractual obligations.
 - i. SMCCD documents are inaccessible to Anthropology faculty. These include, but are not limited to, Nuventive Platform, CurricuNet, PRIE data sheets, SMCCD applications for employment, HR Benefits enrollment documents, Book order forms, electronic signed documents and timesheets...
 - ii. FT anthropology faculty, as of the writing of this CPR, are unable to successfully participate in hiring committees. They are also unable to complete CPR without support from an Assistive Technology /Disability Specialist.
 - iii. To date, our SMCCD does not have a dedicated Assistive Technology/Disability Specialist for faculty.

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CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

- 2019-2023 Anthropology Dept had significant growth of 141%
- QOTL 1 and QOTL2 Trained
- Canvas Pilot Program participant for SLO/PSLO-ISLO assessments
- Added ANTH 127 Biological Anthropology Lab
- Diversified Anthropology course offering modalities by offering online sections of all department courses and offering variety of Late Start courses
- Faculty moved in the direction of ZTC/OER to increase equitable access for students
- Supported Veteran students seeking additional academic opportunities at Stanford Summer Institute for Archaeology Research and American Veterans Archaeological Recovery (AVAR) in Sicily, Italy (Historic archaeology and recovery work on WWII B-25)
- Faculty invited to participate in Pretty Bloody Scary, a College Hour event discussing themes in Stephen Kings horror novel, "Carrie." The event is part of a PIF funded series of events including a Skyline musical production of "Carrie."
- Ohlone community members met with Psychology and Anthropology students on campus for discussion.
- Began implementing Grading for Equity Practices as learned in CTTL Micro courses
- The California Academy of Sciences and UCSF both donated significant collections of skeletal materials (human and non-human) that have greatly enriched our Biological Anthropology, Archaeology and Prehistory curriculum.

In addition:

- o Collaborated with Chancellor Moreno, Julie Johnson and Mwanaisha Sims as a member of the Anti-Oppression committee on developing the SMCCCD's policies and procedures around Title IX
- o Selected by the Academic Senate to work on the Gender Equity Task Force formed by College President Moreno. This task force was formed in response to the data shared in the McPhail Report.
- o Anthropology selected by Librarians to participate in a Pilot Program with Librarians supporting Anthropology courses
- o Ask a Librarian live link featured in Syllabi to encourage students to seek assistance from Library
- o Counseling support from the Health and Wellness Center
- o Anthropology is included in the Society and Education MetaMajor

All of the above changes and collaborations have been positive as reflected in increased enrollments and solid student success rates.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

Class cancellation practices have had a negative impact on the Anthro dept. Many of the cancellations are weeks ahead of the start of classes and with enrollment. These cancellations have remained confusing and unexplained.

Adding needed sections with significant student waitlists has also not taken place. Dean(s) have expressed that "enrollments drive the number of course offerings." This has not been consistently the case in our experience.

Scheduling of departmental courses in healthy, robust rotation to promote student transfer and or degree completion. All anthropology courses need to be offered, per the dean, at least once every two years. This has not taken place since the last CPR.

In Fall 2019, the Anthropology Department was relocated to the new Environmental Bldg 12. The design of the new building made it inaccessible to the head of the Anthropology Dept., who has vision impairment. Additionally, WiFi, cell and desk phone connectivity is poor or nonexistent for students and faculty. Even now, adjunct faculty and students have complained that electrical outlets in classrooms are not functional. The Environmental Bldg, is a rentable event center and has frequent events. The events are very loud and disrupt instruction. Attendees crowd the bathrooms and the hallways making Bldg 12 an undesirable educational space for many students. Additionally, 5 years later there are no services there—no food or even a vending machine for students who may be scheduled

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there for several hours. Any campus services such as the Bookstore, Cafeteria, Health and Wellness Center or Public safety are a significant distance away.

Not surprisingly, the enrollment growth experienced by the Anthropology Dept has been in online courses.

Anthropology faculty have experienced multiple office relocations and or complete loss of work space. This has had a destabilizing impact on faculty and has interfered with conducting work or holding Office Hours in a professional manner commensurate with our academic responsibilities.

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

Anthropology enrollment has grown 35.4% since 2019, thus returning to prepandemic levels. This might be due to student preference for our online courses. The overall headcount for all Anthropology courses over 2019-20 to 2023-24 was 714 face-to-face students and 1,631 online students (asynchronous and synchronous modalities), not including summer courses.

Anthropology enrollment for Gender Unreported grew from 3.2% in 2019-2020 to 5.1% in 2023-24. Compare this to Skyline as whole, where Gender Unreported stayed relatively flat (2.7% to 3.1%). This growth in Anthropology enrollment for Gender Unreported might be due to the content of Anthropology courses, which historically have centered the intersexuality of sex, gender, and race. It is difficult to interpret the meaning of "Gender Unreported." I need more data to interpret this trend, since we do not have access to enrollment numbers for nonbinary students.

3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

- Overall, Anthropology has a lower percentage of Asian students than the overall population. Skyline overall has 21.1% Asian enrollment, while Anthropology has 16.4%.
- Overall, the percentage of Black students is about the same. However, for 2023-2024, Anthropology had 3.7% Black students while Skyline had 2.6%. This difference is interesting, though probably not statistically significant.
- In general, there is a higher percentage of Multirace students in Anthropology compared to the Skyline population. Overall, 7.7% of Skyline students are multirace, compared to 9.4% for Anthropology.
- Interestingly, for 2023-2024 the gap was wider: 8% of Skyline students were multirace, compared to 11.2% for Anthropology.
- Overall, 31.5% of Skyline students are under 18, compared to only 10.4% of students for Anthropology. When dual enrollment and Middle College students are removed from this analysis, 6.4% of students are under 18 college wide and 5% of Anthropology students are under 18. So this means that approximately 25% of Skyline students overall are dual enrollment or Middle College students. It is interesting that only 5% of those students are enrolled in Anthropology classes.
- Overall, 40.9% of Skyline students are between 18 and 22 years old, but for Anthropology that jumps to 62.4%.
- About 73% of Anthropology students are 22 and under.
- Overall, 53% of Skyline students seek Degree/Transfer, compared to 78.8% for Anthropology.

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- Overall, 6.5% of Skyline students are Promise Scholars, while 13.1% of Anthropology students are in the Promise program.
- College wide, 11.3% of students are returning, while 3.9% of Anthropology students are returning.

ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

Courses with declining enrollment over 2019-20 to 2023-24:

- Anthropology 110: Cultural Anthropology (111 to 83)
- Anthropology 127: Biological Anthropology Lab (30 to 21)

Irregular offerings and premature class cancellations have had an impact on Anthropology courses, with ANTH 127 and ANTH 155 (which has had flat enrollment) in particular seeing a negative effect in enrollment. For example, ANTH 155 has not been offered on the two-year cycle that is necessary for degree completion.

Courses with increasing enrollment over the same time period:

- Anthropology 125: Biological Anthropology (44 to 135)
- Anthropology 165: Introduction to Sex and Gender: Cross Cultural Perspectives (12 to 43)
- Anthropology 170: Anthropology of Death (17 to 26)

Consistent online offerings and the increase in variety of late-start courses has been helpful.

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

There has been a move to ZTC/OER to eliminate textbook costs, and we have always had reserve materials available in the library (including digital course materials). Librarians report that these reserve materials see heavy use. Student use of reserve materials has increased since the last program review. We are trying to consistently offer in-person courses, to maintain an Anthropology footprint on campus - for learners who prefer face-to-face courses. We have also continued to offer summer courses. I absorb students on waitlists so that they do not need to wait to take courses that are required for their programs. In addition, I work hard to coordinate with student services, including the EAC, VRC, and the Health Center, to ensure that students are supported as best as possible.

EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. How do the overall course success rates compare to the College and/or Division success rates?

In general, Anthropology success rates are lower than the 76% overall success rate for Skyline College courses. However, ANTH 127: Biological Anthropology Lab has remarkable 86% success rate.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

- Overall, success rates for Veterans are 71% for Skyline, while they are 77% for Anthropology.
- For students with disabilities, the overall success rates are 3% higher for Anthropology students (76%) than they are for Skyline (73%).
- Interestingly, in the Anthropology Program overall success rates are higher for students with disabilities (76%) than they are for students who do not identify with a disability (71%).

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- Across all Anthropology courses, students who identify as female have higher success rates than those who identify as male.
- For ANTH 125 (Biological Anthropology), 2.5% of students chose not to report their gender. Those students have an 80% success rate, compared to a 75% success rate for students who identify as female, and a 69% success rate for students who identify as male.
- In ANTH 165 (Sex, Gender, Cross-Culture Perspectives), students who identify as female have a 62% rate, and those who chose not to report their gender have a 50% success rate. In contrast, students who identify as male have only a 33% success rate.

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

Revisit after data from Ingrid. Requested success data for SKY overall broken down by gender and age.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

Seventy percent is the minimum success rate that I consider to be acceptable. This reflects grace for a lack of preparation for college and minimal support for students (with passage of AB 1705). ANTH 165: Sex and Gender: Cross Cultural Perspectives (52% overall) and ANTH 170: Anthropology of Death (65% overall) are both of concern.

In AY 2020-21, when all Anthropology classes were provided in an online synchronous format, both ANTH 165 (73%) and ANTH 170 (79%) had their highest student success rates.

For ANTH 165, the lowest student success rates were in Fall 2022 (37%) and Fall 2023 (53%), when this course was offered as a late start only. Late-start courses have potential, but it seems that the structure of these Fall short courses needs to be reconsidered to help students manage the pace of these accelerated courses.

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. **What percentage of course SLOs have been assessed during the past five years?**

Number of Course SLOs:

27

Percentage:

56

ii. **How well is the program meeting its PSLOs?**

All of the course SLOs map up to all of the PSLOs. Thus for each of the PSLOs below, 91% of 694 students met the benchmark. Course SLO results from 2023-2024 and 2024-2025 for ANTH 110, 125, 165, 170, 180 rolled up to the PSLOs.

- Anthropological Theories: Summarize and interpret the main theories in Anthropology that offer various explanations and understandings of diverse cultural, archaeological and biological processes that impact societies.
- Coommunity Engagement: Bring back into the community and apply the skills, abilities and knowledge acquired in the Anthropology Program for the betterment of others and themselves, and to further the objectives of a deeper anthropological understanding of our world.

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- Ethical Behavior: Recognize the importance of, and practice ethical behavior in a professional anthropological, both within academia and the community
- Special Issues: Critically consider, analyze, and research special issues in Anthropology and their effects on culture and society.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

I recently reviewed Anthropology PSLOs with our articulation officer, and I do not think that any changes need to be made. The work is in helping students meet the PSLOs, not in the outcomes themselves.

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

Pre-post assessments didn't work so well in the past. Better are current assessments in which students demonstrate their knowledge after exposure, and early enough that the instructor can make changes to support learning.

Restructuring PSLOs helped to identify core knowledge and skills in Anthropology, which in turn are reflected in the updated course outcomes. Ethics was an especially important addition so that students will be mindful of issues such as human subject protocol considerations such as confidentiality and respectful interactions.

An ongoing concern is students understanding the scientific method, particularly distinguishing between beliefs and facts.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

Regarding ANTH 165, student success rates have been significantly low. However, SLOs have been consistently met (at 100%). I have noticed that there is a dichotomy between students who are engaging with the material and succeeding in the course, thus meeting or exceeding the SLOs, in contrast to students who do not significantly engage in the course. For example, in Fall 2024, 8 out of 40 students enrolled are at a grade of 10 percent or lower, but those who are participating in the course are doing very well. At least one of those students is an International student who has not been responding to emails from me or their counselor (and we have been asked not to drop International students). I have not been using the Early Warning System for this class, but instead relying on class announcements and individual emails to students with encouragement and support options, such as meeting with their Academic Counselor. When students miss assignments or exams, I alert them via Canvas gradebook comments. All of these attempts, however, rely on students reading their email. I will familiarize myself with the Pronto text messaging system as another means of outreach. In addition, I will begin checking student participation by scanning time spent on Canvas (shown on the People page) and reaching out to students of concern. Perhaps I should reach out to Counseling more consistently than I have been. In addition, the course materials are not free. I would like to explore moving to OER/ZTC to remove that barrier. Finally, I am concerned that my current method of assessing SLOs may need adjustment. For example, I have been using one assignment to assess multiple SLOs, when perhaps I should spread out SLOs among multiple assessments.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

Anthropology has an AA-T, with 23 degrees earned since 2018. Six students earned the degree in 2019-2020, and 2020-2021, respectively. Fewer than five students earned the degree in 2018-2019, 2021-2022, and 2023-2024.

Students who earned the degree in 2019-2020 took 8 semesters on average, and in 2020-2021 took 11 semesters on average to complete their degree.

The Anthropology Dept has a course offering schedule that guarantees that all courses will be offered at least once over a period of 2 years. The course rotation is designed to assist students in degree completion. Class cancellations (many with good enrollment) have interfered with our otherwise robust curriculum. In turn, this has had a negative impact on degree completion.

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ii. What changes do the data suggest are necessary for the program to explore?

Students are more likely to be referred to Psychology, Sociology, or other social sciences, perhaps because Academic Counselors may not be as familiar with Anthropology or the career options. I would like to conduct outreach to the Counseling Division and perhaps attend division meetings to develop a more robust relationship with the Academic Counselors, to exchange information and answer questions about curriculum and course requirements. The strength in Anthropology course enrollment is not reflected in the number of students who complete the AA-T degree.

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

The Lightcast report shows that the larger Bay Area is a hotspot for Anthropologists and Archeologists, Geographers, Environmental Science and Specialists, Surveying and Mapping Technicians and Conservation Scientists. In 2018, 5,001 jobs were posted. Most jobs are found in the management, scientific and technical consulting services industry sector.

Top skills by demand that are salary boosting are project management and environmental permitting. Other desired skills are environmental planning, Geographic Information Systems, and Surveying, though they're not salary boosting. Top software skills for related positions are the Microsoft Office Suite, particularly Excel, Powerpoint, and Word.

In addition to the skills outlined in the Lightcast report, the study of Anthropology supports key skills required for success in the workforce, such as working in culturally diverse work environments and communities, problem solving, and conflict resolution. With its focus on cross-cultural communication, Anthropology helps prepare students for a variety of careers in public health, business administration, education, technology, and medicine. For example, Cultural Anthropology (ANTH 110) is a prerequisite for nursing programs.

4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

I keep in close touch with students during the course(s). Feedback from course evaluations is generally positive. Responses to course evaluations often ask that all modules be opened at the same time, but the pacing that I have set is important to help students build discipline knowledge. The success rate for most classes is high.

The following feedback is from students who have reached out to me :

1. Wifi is unworkable in Bldg 12 can't complete labs and classwork
2. No coffee cart, snacks in bldg. 12
3. Students get moved out for events and ask to use faculty offices for study space—offices already full
4. Tables arranged so they can't see front of rooms (lab room being used for lecture classes)
5. Can't access floor outlets to charge devices
6. Classroom gets too warm
1. Floor outlets require a screwdriver
 1. Floor outlet covers made of soft pot metal and have been stripped and unusable since 2021
 2. Floor outlet covers need replacement with more durable covers that won't require a screw driver
2. No windows or ventilation in room 120. Room quickly gets too warm/stuffy
3. Lab class enrollment too large and crowded to adequately lay out materials
 1. 20 students is best for lab
4. Lecture classes:

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1. Half the students facing the wrong direction.
2. Too crowded especially on exam days

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

- Anthropology enrollment has grown 146% since 2019. This might be due to student preference for our online courses since the headcount for 2019-20 to 2023-24 was 714 face-to-face and 1,631 online students.
- Anthropology enrollment for Gender Unreported is trending upward, while it has stayed relatively flat for Skyline overall. If students had the ability to self-identify during enrollment, we would have more clarity.
- Adjunct instructor Chuck Cecil has developed a collection of skeletal material that would be the envy of any CCC Anthropology Department. Students are lucky to have access to such rich resources. Perhaps this has contributed to his 88% student success rate!
- Delays in adjunct hiring, in part due to inaccessible job application reports, have amounted to fewer and less diverse course offerings. In addition, issues with physical accessibility have limited the number of on-campus courses.
- Approximately 25% of Skyline students are dual enrollment or Middle College students – but only 5% of students in that age group are enrolled in Anthropology classes. Additionally, as noted in question 4.E, the strength in Anthropology enrollment is not reflected in the number of students who complete the AA-T degree.
- I would like to develop a more robust relationship with the Academic Counselors, to exchange information and answer questions about curriculum and course requirements.
- To support degree completion, the Anthropology schedule is designed to offer every course at least once over a two-year period. Class cancellations have interfered with our otherwise robust curriculum, which has had a negative impact on degree completion.

Goals & Resource Requests

Updating assignments in light of AI / Chat GPT

The program will revisit assignments / assessments for Anthropology courses in light of AI / Chat GPT to demonstrate higher level critical thinking in engaging with the material. Students will be able to demonstrate comprehension of the material while making appropriate use of AI.

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

(A) discuss with students about benefits and drawbacks of using AI, (B) collaborate with instructional designers to create new / revised assignments that align well with the course outcomes in Spring 2024 (Bianca Rowden-Quince/ Andrea Fuentes) to pilot assignments subsequent semesters, (C) attend the Spring Flex Day (Jan. 11) on AI, (D) explore resources pertaining to teaching with AI, (E) engage with colleagues about these assignments/ assessments.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Student Success and Equity:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

03/20/2025

Academic Year Updated

2024 - 2025

Goal Update

On Schedule

Goal Update Narrative

Faculty attended trainings on AI (including the planned Spring Flex Day) and has begun incorporating conversations with students regarding the benefits and drawbacks of using AI. Faculty have begun collaborating with instructional designers and other faculty regarding assignments that align with course objectives. Select assignments and assessments for Anthropology courses have been revised to demonstrate higher level critical thinking in directly engaging with the material.

Increase access through reducing textbook costs

Increase access to courses through reducing textbook costs, focusing on ANTH 110, 125, 150, 165, 170, 180, and 360.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

(A) Partner with a librarian (Jessica), (B) digitize texts when possible, (C) work with the CTTL to add ZTC as an icon to these courses in web schedule (Ame Maloney)...

Mapping

- SKY College Values: (X - Selected)

- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)

Goals & Resource Requests

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

03/20/2025

Academic Year Updated

2024 - 2025

Goal Update

On Schedule

Goal Update Narrative

Anthropology 360 is now a OER course. Anthropology 125 has reduced textbook costs, now requiring one book instead of two.

UPDATE

Goal Update Date

11/21/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

Digitized class materials for ANTH 110, 125, 150, 165, 170, and 180. Presently working on ANTH 360 with the goal of having the course materials for Spring 2024 as an OER/ ZTC.

Increase course offering through adjunct hiring

Hire more adjunct faculty to teach a variety of classes, including in-person and online labs. Student demand is outpacing the number of course sections available. If more sections of core courses were offered, this could accelerate degree completion.

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

We have a pool of Anthropology adjunct faculty applications available, but the HR platform is not visually accessible and the content in the application packets provided to me is not consistently accessible, so I have not been able to review those applications. Action needed: The application packets need to be formatted so that they are visually accessible to me, and then I will review them so that we can begin the hiring process. Timelines: I need these materials as soon as possible so that we can begin hiring for Fall 2026. Application packets may include, but are not limited to: PeopleSoft application, transcripts, cover letter, reference letters, CV, and so on.

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Goals & Resource Requests

Alternate media or accessibility specialist

Resource Description

Hourly pay for trained worker to remediate application packets. which include: PeopleSoft application, transcripts, cover letter, reference letters, CV, and so on.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Enables hiring of adjunct faculty, which supports increasing course offerings, subject, and modalities. Additionally, hiring more adjunct faculty supports students with degree completion. Remediation support for application package ranges from between 2 to 5 hours, depending on the amount of materials submitted.

Cost

4,250

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Increase and secure Anthropology classroom materials

Students are required to interact with a variety of primate remains to support the learning objectives. We have been working to expand our collection of remains available each year. Our goal is to continue to increase the collection with a few pieces. This resource is key to preparing students for transfer. Resources purchased are of significant value to the college, thus must be secured properly to ensure continued access.

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Request next set of materials in the instructional equipment cycle (October 2025). Identify replacement for damaged cabinet, plus new cabinet (May 2025).

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Supplies

Resource Name

Skeletal specimen and secure storage

Resource Description

Orangutan skull (1 female)

Salanthropus tchadensis: #BH029

Two lockable cabinets

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Increased collection of remains is key to preparing students for transfer programs at colleges and universities.

Cost

4,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Goals & Resource Requests

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Supplies

Resource Name

Classroom climate improvement

Resource Description

HEPA filter/fan for Building 12, Room 120

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Building 12, Room 120 (a lab room) gets warm and stuffy, creating an uncomfortable learning environment.

Cost

300

Level of need, with 1 being the most pressing

1

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