Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part-time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) **Relevancy:** This section assesses the program’s significance to students, the college, and the community.

   1a) To provide context for the information that follows, describe the basic functions of your program.

   The Anthropology Department prepares students for general education at a four-year University, for upper division courses in Anthropology, for nursing programs, and for citizenship in our global community. Our Anthropology 1 and 1L courses satisfy transfer requirements for a lab/biological science courses for both the CSU and UC systems. Our Anthropology 2 course satisfies transfer requirements for a social/behavioral science course at CSU and UC campuses as well as being a prerequisite for the Sierra College Nursing program and other nursing programs around the state. We also offer courses in the additional two subfields of anthropology, Archaeology (ANTH 5) and Linguistic Anthropology (ANTH 6), so that anthropology majors are able to meet all of their lower division requirements before transferring to CSU and UC campuses. The rest of our courses are UC and/or CSU transferable and include such diverse topics as Forensic Anthropology (ANTH 10), Magic, Witchcraft, Ritual and Religion (ANTH 9), The Anthropology of Sex, Gender and Sexuality (ANTH 27) and Globalization Studies (ANTH 14). We also currently offer the only classes on campus which specifically address the history and culture of Native Americans, taught by members of our local Native community and thus contribute to our campuses and other communities within our region in ways that go beyond simply meeting transfer requirements and preparing students for careers (ANTH 4 and 7).

   1b) How does your program support the District Mission, Vision Statement, and Core Values, quoted below?

   **Sierra College Mission**
   The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

   The Anthropology Department serves a diverse student population which includes transfer students preparing for upper division coursework in anthropology, the social sciences, humanities and life sciences at four-year schools as well as students planning to enter into nursing programs and lifelong learners seeking to expand their understanding of the discipline and the critical role it plays in our society.
Diversifying the type of knowledge presented in our classes is major goal within the department. We utilize ethnographic case-studies from around the world, across socioeconomic statuses, age, address sex/gender diversity, race/ethnicity, and sexuality. Diversity in the curriculum and inclusivity amongst the faculty is of critical importance to the department and a focus we maintain in creating the curriculum and in constructing course objectives, student learning outcomes and general assessments.

**Sierra College Vision Statement**
Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

The Anthropology Department is committed to providing an engaging, supportive and inclusive learning environment for students by promoting student-centered and inclusive teaching methodologies. These teaching ideas are frequently exchanged at our “Teaching Tips, Tricks, Ideas, Renovation and Restoration” meeting each Flex Week. The department’s focus on inquiry and critical thinking aligns well with the District's mission to challenge our students in the interests of expanding their potential. Many of the centrally important approaches and methods found in our anthropology courses can, and have, been translated into relevant and practical ideas to improve our everyday lives and assist individuals in the way they engage and contribute to their communities and cultures. The varied courses offered in our program supports a diverse and inclusive curriculum. Our courses also support a diverse and inclusive curriculum with courses that directly address race, ancestry, sex, gender and sexuality. This, combined with our contributions to campus-wide efforts to explicitly close achievement gaps (please see 1E below and Section 2 for more specific details on these contributions).

**Sierra College Core Values**
The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

Through regular department meetings and collaboration, the Anthropology Department strives to promote an empowering classroom learning experience. We challenge our students in terms of the currency and academic rigor of our learning experiences and assessments but also, as anthropology is a unique discipline concerned with the study of the human experience, both past and present, we are able to promote an understanding of both cultural diversity and human evolution. We introduce our students to new world-views and utilize critical approaches in the classroom that challenge students to examine their own lives and the world around them in new and meaningful ways. We encourage our students to share from their own experiences within their own communities to give voice to those that might be missing. We provide a safe and supportive classroom environment to ensure that sharing feels comfortable and is ultimately a positive learning experiences for all.

As a department, Castorena, Archer and Molina are in constant communication formally and informally about our classes, approaches and equity-based practices, but as much as possible we include our outstanding part-time faculty in these conversations as well. It is this collaborative process that has enhanced opportunities to model, for each other and our students, excellence in the classroom. (Please see student comments below which support such classroom experiences.)
1c) Please describe how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

We provide our students with curriculum that is diverse and present students with the foundation for independent learning and for citizenship in our global community. The knowledge presented across the four fields of anthropology provide our students with a holistic worldview and these courses often challenge the way students perceive the world. The department has implemented culturally responsive teaching and created courses utilizing pedagogical approaches that supports creative problem solving, analytical reading and writing. Another example of culturally responsive teaching is utilizing small group work and pair sharing activities to support cultures that value collective work, when work is done collectively the analysis and observations are shared out with the larger class. In line with this approach the department also reorganized each classroom into small group pods, each pod has seats for four to five students. This fosters an inclusive environment wherein the students create their own support groups with the class that may carry over into other college courses or activities.

1d) Program offerings align with which of the following mission categories; check all that apply:

- Transfer
- Career Technical Education
- AA/AS/T/Certificates
- Basic Skills
- Personal Development/Enrichment
- Lifelong Learning

Please analyze your department’s performance in supporting the mission categories marked in 1c above. Provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. Relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
  - The alignment of these awards with the district’s mission and/or strategic goals.
    (See the district “Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program’s awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program’s support for these goals.

The Anthropology Department implemented an AAT degree in the Spring of 2013. We awarded 19 AA-T in the 2018-2019 year and a total of 74 since instituting the degree. That is exciting progress for us, though a terminal degree in Anthropology isn't our program’s goal! The program primarily makes a significant contribution to student transfer. The Anthropology Department is the only department which offers courses which meet transfer requirements in both the natural and social sciences. Since those classes are the majority of our course offerings each semester, and they are almost always over-enrolled, the Anthropology Department clearly plays a critical role in meeting the needs and interests of students transferring from Sierra College to four-year schools.
1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service. Please include specific data and examples when these are available and relevant to the analysis.

The members of our department regularly make relevant contributions to the district mission, vision, and core values. To begin, we make enormous contributions to student equity and success, and diversity. Below is a sampling of Participatory Government Activities by Archer and Molina. Castorena, newly hired, will contribute in future semesters:

- Academic Senate, Senator At-Large
- New Legacy Committee, Co-Chair
- Gender Equity Committee, Co-Chair
- Presidential Equity Advisory Committee, Member
- Presidential Faculty Equity Taskforce, Member
- Participatory Governance Redesign Taskforce, Member
- Equal Employment Opportunity Committee, Former Member
- Equal Employment Opportunity Representative
- Full-Time Administration of Justice Instructor Hiring Committee, Member
- Full-Time Counseling Position Hiring Committee, Member
- Native American Student Equity Workgroup, Facilitator
- Obtained $2500 Patron’s Grant for a fully articulated mountain gorilla skeleton. The purchase of this specimen fits well with our college’s commitment to equity, from a gender/sex-based focus as it highlights the work of female scientists in the field.
- Collaborates with the Natural History Museum—and provides presence at relevant community events such as Celebrate Female Scientists day (Anthropology represented Rosalind Franklin, Jane Goodall, Dian Fossey and Mary Leakey) and Dinosaur Day/Science Fest. Currently working with Rachael Greve to have a primate community day next year!
- Interest Area Formation Group Member (2017-2018) which analyzed/summarized all of the information from various places/feedback opportunities and came up with the initial Interest Areas and names.
- Participated in all aspects of “Get Ready to Map” meetings of faculty, R4S Engagement Training and collaboration with other faculty in recommending potential groups.
- Participates and includes students in campus-activities:
  - Along with our students we support RISE UP/One Billion Rising by congregating to show our support against violence against women and vulnerable individuals and communities (every year since its inception on campus).
  - Attendance and participate in Indigenous Peoples Days/Big Time, People and Culture Days, Earth Days, Black History events, and Cesar Chavez Speaker Series.
- Active member in the Women and Gender Studies Department, attending meetings, providing email feedback and Program Review advice. Collaborating to bring Clemantine Wamariya to campus next year to culminate a campus-wide book read “The Girl Who Smiled Beads.”
- Active member of the Distance Learning Committee and in that role have evaluated countless potential on-line courses over the last few years in order to ensure we have quality offerings for our students.
- On-line Course Reviewer (2020-2021)
• Facilitator for The Scholarship of Teaching and Learning Institute for 8 part-time and full-time faculty members.

• Tenure evaluation committees (Sohnya Castorena, Keri Clemens, Dominic Calabrese, Mary Conway, Todd Jensen, Aviva Shackel) and part-time faculty evaluations in Anthropology.

• Professors in the Anthropology Department are also actively involved community ties, enrichment and partnerships bringing students to exciting places and reaching potential students in our community. Each semester Professor Molina coordinates a fieldtrip to the San Francisco or Sacramento Zoos where students can spend the day conducting primate observations (related to outcomes in our Biological Anthro 1 and 1L courses). She also arranges for a member of CARDA (California Rescue Dog Association) to visit her classes to demonstrate the work of human remains detection dogs in forensic anthropological fieldwork. In return, she and Professor Autumn Cahoon presented at the annual meeting for CARDA volunteers conducting a field workshop in discriminating between human and nonhuman bone in field situations.

• Professor Cahoon regularly runs workshops at the Expanding Horizons in Science and Math Program at CSUS. She also offers a biannual workshop on hominin evolution at Ridgeview Elementary and on forensic anthropology at Caviot Jr. High School. Professor Molina and Cahoon together conduct a “forensics day” to bring local Girl Scouts of America troops to the Rocklin campus of Sierra College to engage in forensic anthropology workshops and activities. Professor Cahoon serves on the Board of Directors of the Society for Anthropology in Community Colleges, a sub-committee of the American Anthropological Association.

• With a generous student volunteer, Professor Molina chaired one of the few People and Culture tables at the first ever Preview Day, 2019. There students and families were able to learn about the Anthropology program, transferability of courses and make connections with potential courses.

2) **Currency:** This category assesses the currency of program curricula and instruction as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Describe any developments in your program’s curricula since the last Program Review, including discussion of any projected changes. Please describe the process and criteria for curriculum development and review, including state and/or professional mandates, for developing, evaluating and revising curriculum, including the use of SLOs. Please note as part of this analysis if you have completed Curriculum Review.

As relevant, please address the impact of the development of Interest Areas and Guided pathways on curriculum and program planning and assessment

Our curriculum is currently up to date having gone through the curriculum cycle in 2015 but we updated our course outcomes in 2020 with the help of our SLO coordinator. We discuss our curriculum and SLOs at our “Planning and Assessment” meeting each semester. These conversations have led to changes such as creating active outcomes in our lab course to encourage faculty to utilize the collection of materials we have. For example, “Using hominin fossil materials, evaluate developments in biology, brain size, cultural adaptations, and migrations of hominids existing from greater than 5mya to early Homo, (comprising mostly the Australopithecines but including Sahelanthropus, Orrorin and Ardipithecus). Every change we make is done collaboratively.

**Native American Studies Degree and Native American Studies Certificate:**

Three professors in the Anthropology Department are members of the Sierra College Native American Student Equity Workgroup (NASEW), namely Dr. Leal, Dr. Castorena and Dr. Archer. Dr. Leal is also the Sierra College Tribal Liaison and plays a critical role in advocating for the needs and interests of Native American student scholars at Sierra College. Based on her expert knowledge and extensive experience, Dr. Leal has proposed the creation of a Native American Studies Degree. Dr. Archer has been working with Dr. Leal to put together a degree proposal to accomplish this important task. Dr. Castorena, newly hired, will likewise join the work and support this effort. This
degree, once proposed and approved, will be similar as the Chicano/a Studies Degree and will help to address the gap of programs and degrees which pertain and appeal to historically underrepresented student populations. Thus, the N.A.S. degree will align with Sierra College’s equity goals. In addition, because the degree proposal will include two anthropology courses, namely Anthropology 4: Native Peoples of North America and Anthropology 7: Native Peoples of California, it will increase the currency of the anthropology department, further align the department with the College’s equity interests as well as help build positive rapport with our local indigenous peoples, communities and organizations.

The NASEW will likewise propose an innovative Native American Studies certificate, again based on the expert recommendation of anthropology professor and Tribal Liaison Dr. Leal and with the assistance of the previously mentioned anthropology professors. The purpose of this certificate is to enable student scholars who intend to work in local Native American communities and Tribal contexts to demonstrate their exposure to Native American topics and issues in their coursework at Sierra College. Thus, this certificate is relevant for students who may want to transfer but are seeking local employment opportunities in “Indian Country.” Further, the certificate program will be relevant for students who are not interested in transfer but may find themselves working with and/or within Native American people, communities and organizations. This certificate will again include both of the previously mentioned anthropology courses (4 and 7) and will thus ensure a career related currency for the department which can sometimes be overlooked within more traditionally transfer-oriented programs.

2b) Student Learning Outcomes Assessment: Analyze your program’s assessment of course outcome, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In the space below, please describe or attach the cycle you have developed for outcomes assessment. You can also attach the cycle as a PDF or other file.

3 Year Course Assessment Plan
Sierra College Anthropology Department

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Our program has a wonderful system for not just evaluating our outcomes but finding meaning and relevance in those results to improve learning and teaching. We call it “Super Tuesday.” We plan which outcomes we will be
evaluating in the prior semester (the choice is always collaborative). When we meet on the Tuesday of Flex Week we share results. Successful results encourage faculty to share teaching and learning methods they have used to address the SLOs. Challenging results provide a chance to discuss and strategize ways to improve the results in the future. The members in our department are committed to student-centered learning to facilitate success in our courses. We plan to continue this pattern of assessment, conversation and suggestions each semester.

The recent changes to submitting the analysis and results through Microsoft Teams, has made the process much easier than the past. The Chair has the control for uploading documents to the folder, while the faculty members submit their materials only in digital form (this is a huge help). It also allows the Chair to check off the assessments as they are uploaded so our current form is totally up to date. Finally, the ability for our Outcome Ambassador to take minor changes to the Curriculum Committee within the first two weeks of the term has been a great addition to making the process much more seamless.

Additionally, one key aspect of Part 2 of the Equity and Inclusion Certificate series is an equity-minded review of course outcomes. Professor Archer is currently (Spring 2020) enrolled in this certificate course and is thus in the process of learning how to review course student learning outcomes and program outcomes with a focus on equity and accessibility in mind. Part of the course involves working with actual outcomes for which Professor Archer has selected his most frequently taught course, Anthropology 2: Cultural Anthropology. Thus, course student learning outcomes for Anthropology 2 are likely to be updated in the near future, once Professor Archer has a deeper and operational understanding of this process. Also, Professor Archer has already indicated to the Anthropology Department that he will bring this training to the department level during regularly scheduled department meetings and is willing to work with colleagues regarding outcomes as well as aligning materials and assessments with equity in mind.

2c) Professional development: Please describe how your department’s individual and group activities and professional development efforts, including Flex activities, serve to improve teaching, learning and scholarship.

Please describe any staff development needs you have identified based on this analysis.

The members of our department engage in a tremendous amount of professional development and fieldwork to improve teaching, learning and scholarship. The following provides a sampling of Anthropology Departmental professional development activities past three years:

Matt Archer
PROFESSIONAL DEVELOPMENT ACTIVITIES
• 2017 National Conference on Race and Ethnicity
• 2019 National Conference on Race and Ethnicity
• Rise Instructor Training
• Equity Educator Intern Training (as well as participation in the Equity Educator Intern program)
• Avoiding Bias in the Hiring Process
• Equity and Inclusion Certificate, Part 1
• Center for Urban Education’s Faculty Equity Laboratory: Equity-Minded Tools for Reflective Teaching Practice
• Creating a Call-In Culture Facilitator Training (in preparation to facilitate the Spring 2020 Friday Forum)
• Equity and Inclusion Certificate, Part 2 (in progress)
• Creating Accessible Course Content (in progress)

Priscilla Loforte
PROFESSIONAL DEVELOPMENT ACTIVITIES
• Student Success Team Institute, Cosumnes River College, Spring 2020
• Equity Summit Participant, Sierra College, Spring 2019
• Distance Education Online Faculty Training, Sierra College, Fall 2018
• Workshop Participant, Cosumnes River College (CRC), Sierra College, Folsom Lake College,
• SLO-centric Course Planning and Grading in Canvas, CRC (Spring 2019)
• Preventing Harassment in the Workplace, Sierra College (Fall 2018)
• DACA & Related Issues [Live Streaming], Folsom Lake College (Spring 2018)
• Harassment Prevention Training, CRC (Spring 2018)
• Anthro Teaching Workshop, CRC (Spring 2018)
• Using Data to Improve Student Success, CRC (Spring 2018)
• Teaching & Learning Strategies, CRC (Spring 2017)
• How to Prepare an Interpretive Program Course, ProValens Learning, Indiana University online, Spring 2018.
• Foundations of Interpretation Course, ProValens Learning, Indiana University online, Spring 2018
• Scholarship of Teaching and Learning Institute, Sierra College, Fall 2017
• Learned strategies to: utilize new learning theory, improve information delivery including technology, improve exam scores, help diverse student populations, facilitate reaching all learning styles, improve motivation and success. Conducted classroom research and evaluated effectiveness of course design and teaching strategies.
• Umoja Community Adjunct Faculty Special Equity Training, San Diego, CA January 2017 Learned strategies that enhance the cultural and educational experiences of African American and other students of color.

PRESENTATIONS
• Technology in the Classroom. Workshop presented at the Anthropology Teaching Workshop. CRC, January 2018.
• Teaching for Higher Level Learning. Presentation to Faculty for the Scholarship of Teaching and Learning Institute, Sierra College, November 2017.
• Follow-up Session: Gender Inclusive Classroom Workshop (Diversity and Cultural Competence).
• Flex Workshop presented at CRC, October 2017.
• The Gender Tool Kit: Creating an Inclusive Classroom (Diversity and Cultural Competence). Flex Workshop co-presented at CRC, August 2017.

Melissa Leal
PROFESSIONAL DEVELOPMENT ACTIVITIES
• American Indian Studies Association Conference February of 2020
• He Au Honua, Indigenous Research Conference in March of 2019
• Native American and Indigenous Studies Association Conference in May of 2018
• He Mana Whenua, Indigenous Research Conference in March of 2017

Jennifer Molina
PROFESSIONAL DEVELOPMENT ACTIVITIES
• American Anthropology Association Professional Meetings (2018) in San Jose, CA
• Chico Forensic Conference (2018) Chico, California.
• NCORE (2019) Portland, Oregon
• Historic Japantown California Museum (2017)
• Accessibility Workshop, Sierra College (2018)
• Annual Edition in Physical Anthropology Academic Advisory Board member.
PRESENTATIONS:


RELEVANT TRAVEL:

- 2020 Currently, I am planning an extensive trip 5 week trip to Kenya, Tanzania, Rwanda and South Africa during Summer 2020 including visits to Arusha National Natural History Museum, Ngorongoro Crater, Olduvai Gorge, Sterkfontein Caves, and the very recent Malapa and Rising Star fossil sites guided by Lee Berger. Additionally visiting the legacy of Apartheid in varied opportunities.

- 2019 I had the chance to visit another place of terrible anthropological relevance, the ESMA Secret Detention Center in Buenos Aires where, during the Dirty War, thousands of men and women went “missing.” With the help of Equipo Argentino de Antropología Forense (at the same site) many children taken from their mothers have been reunited with families using DNA. I was able to integrate this in my Biological and Forensic Anthropology courses during our conversations about Human Rights Violations.

- 2019 I had the great fortune to learn about traditional and contemporary Buddhist practices while in Chiang Mai, Thailand. Visiting numerous temples and participating in Monk chats provided an anthropological perspective into religion. Photos, stories and experiences provide indispensable opportunities for students to see cross-cultural perspectives of faith, humility and peace.

- 2018 I had the good fortune to spend six weeks in Rwanda during two separate trips. My first trip centered around learning to record nonhuman primate behavior in the wild and conducting a study on parenting in multiple nonhuman primate species. During that time I spent four days with the rare mountain gorillas and pursued the tiny nocturnal bushbabies in remote areas at the same time jaguars and large spiders were very active…My second trip centered on knowing the experiences of the people of Rwanda—their experiences before, during and after the genocide and visiting many of the communities where the genocide took place. Through photos and storytelling, these experiences in our global history become real and palpable for students who, like many others, vow “never again.”

CONSULTATIONS:

I maintain a great working relationship with many faculty members at CRC, SCC, ARC, CSUS and Solano. This includes an exchange of resources and ideas about Study Abroad, courses, curriculum and materials. To that end, Sierra is consistently invited to participate in the Anthropology Expos through Los Rios. Keeps regular contact with various professionals such as (1) Fidele Uwimana, gorilla ranger for the most famous gorilla family, Titus (2) Netzin and Dieter Steklis, University of Arizona, and Rwandan primatologists (3) Brianna Pobiner, Smithsonian Institution, Human Origins Field Seminar lead faculty.

Sohnya Castorena

PROFESSIONAL DEVELOPMENT ACTIVITIES

As a new faculty member Sohnya completed the Equity unit 1 series, and the UndocuAlly Training, as well as the New Faculty Academy. She also completed the Faculty Learning Community devoted to Service learning in Fall 2019.
End of semester student surveys indicate that our program is very effective at reaching students not only with our content, which is measurable and quantifiable, but also because we place such an emphasis on quality teaching through our program’s commitment to student-centered learning and talking about teaching together. These student comments (contributed by several instructors after sampling of on-line and on-ground students at the end of Spring and Fall 2019) help get to the areas which are harder to reach with numerical data, but easy to see anecdotally. Here is a brief sampling:

- I LOVED THIS CLASS!!! This was the class that would come up in conversations with friends, in other classes, at the dinner table, or in essays!

- I loved everything I was learning and couldn’t wait to talk about it with anyone that would listen. Your teaching format was the best I have experienced so far, and it was just so great to me because I was terrified coming into this class, afraid I would have difficulty understanding the material or have trouble with lectures in class but it was all so great! Thank you for an incredible semester and have fun on your summer adventure!!!

- I loved having you as my professor! I have recommended you to many people, my boyfriend will actually be taking your class next semester due to my recommendation. Thank you so much for everything you have done. I appreciate the fact that you want everyone to succeed and you give people every opportunity to.

- Have a wonderful break! I’m so glad I had your class this semester, and would recommend this course to everyone! You care so much about your students, and your love for anthropology really shines through whenever you are talking about it! You are so passionate and I appreciate how much effort you put into this course!

- I had the absolute pleasure of being in your class last semester and from the very beginning it was truly an honor. You’re so very knowledgeable about what you teach and I can tell that you absolutely love your job. I just wanted to take the time to thank you properly as you’ve been one of the very best instructors I’ve ever had. Thank you for the wisdom you’ve instilled onto your students and into me and for the laughs and great discussions we’ve had throughout this last semester. Thank you for the joy you brought to the classroom, the engaging topics you brought up, and for the opportunity to learn from a professor who truly cares about her students. That’s something I don’t come across very often, so I’m very grateful that I had this chance to be taught by someone so very unique. Sometimes people feel as if they have yet to make a change in the world, but I hope you never feel like that, you’ve changed me and made me love to learn again and you’re truly a blessing.

- It has been a pleasure working under your instructions. The course is very well structured and provides wonderful resources to help students out. Thank you very much for your dedication to teaching.

- I am returning to the real world with a better understanding of the evolution of our own species. I have gained a greater appreciation of all the science, all of the knowledge shared, and the sacrifices made by many who dedicated passionately to the field of physical anthropology.

- I will be picking up a book or two to read over the "break". I would love to read something related in the field. I just got a copy of Gorillas In the Mist by Dian Fossey in my Kindle that for sure I will be reading!

- Thank you so much for teaching this course! You made the material fun and relatable to our current lives. I also will be taking your on ground forensic anthropology course and I cannot wait! It’s something I’ve been interested in for a while and the small bit of information I got from this course and the coinciding lab made me even more interested to find out more about the topic.
• You have had the best attitude among all my teachers and even though you had all these students you were still able to email me directly about my stuff and I appreciated it.

3) **Effectiveness**: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program’s data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program. If you determine that you need to improve the program’s performance, please describe how you plan to achieve this goal.

As relevant, please address your program’s role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

Please note that all data references below are from the data dashboard on Inside Sierra. The data on the DSR is only up to date through Spring 2018—one year after the last report was submitted. Therefore, three year averages are inaccurate.

For the past three years our program has shown respectable retention and success numbers: 78%/90% respectively across all campuses and modalities.
Our on-line courses also show the wonderful improvement during this time. From Fall 2016 to Spring 2019 our success went from 63.97% to 81.06%—please note that there were variations within this time frame but overall we are pleased with this progress. During those same two semesters our retention went from 80.73% to 92.24%! We attribute the changes (and the ebb and flow of success and retention in general) to continuing conversations formally with the Distance Learning Department and participation in their wonderful bevy of workshops and classes (such Camtasia video screen capture and making images accessible) as well as informally in each of our meetings, particularly our “Outcomes and Assessment” meetings each Flex Week. These opportunities to share and confer best equitable practices in the on-line environment have influenced our progress.

Our on-ground courses also show the wonderful numbers over the past three years. Excluding summer we do not fall below a 90% fill rate and are nearly always closer to 100%. At Rocklin, our main site of enrollment, our average success is 81.29% and average retention 92.01%. At Nevada County we serve a much smaller population of students but have demonstrated 77.5% success and 90.42% retention over the past three years. We will continue to address the best ways to meet help our students learn and succeed in our Flex Week “Teaching Tips, Tricks and Ideas” as a department. These conversations have proved extremely fruitful.

In our most recent meeting we talked about the “attention-span” of students in classes and came up with some great ideas for stumped instructors: interactive lecture, surprise extra credit, hands-on activities in class, syllabi makeovers, aligning assessments with outcomes, a great first day syllabus activity, cultivating a comfortable and positive learning environment, and even rearranging our desks to promote cohesion, cooperation and conversation in our classes. We also discussed how keeping excitement and interest in our department could be facilitated by wearing a collective Anthropology t-shirt at campus events in which we regularly participate such as Museum Saturdays, Make Faire, College Fair and Big Times on campus. We have already identified a student to design these t-shirts!

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program’s DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program. If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

As relevant, please address your program’s role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

During the creation of our Interest Areas and Guided Pathways, Anthropology played an important role with Jennifer Molina serving as an Interest Area Formation Group Member (2017-2018). There the group analyzed/summarized all of the information from various places/feedback opportunities and came up with the initial Interest Areas and names. Multiple members of our department participated in all aspects of “Get Ready to Map” meetings of faculty, R4S Engagement Training and collaboration with other faculty in recommending potential groups. Overall our courses showed strongly on academic maps. Our top three courses Biological Anthropology (1), Biological Anthropology Laboratory (1L) and Cultural Anthropology (2) are currently present on 35, 18 and 29 maps respectively. This correlates with our enrollment trends over the past three years in these classes as well:

- Biological Anthropology (1): 2,858 students (35 maps)
- Biological Anthropology Laboratory (1L): 1,143 students (18 maps)
- Cultural Anthropology (2): 1,977 students (29 maps)

Impressive to have been able to work with so many students and still remember many of their names!!

Waiting lists: Our percentage of courses with waitlists in the last three years is 72%-78%.

Course cancellation: In the past three years we have had to make several course cancellations.
• **Anthro 4 Rocklin** (Spring 2017 and Fall 2018)—*under enrollment*. To address this we did two things: we changed the offering from a three hour evening and/or Friday class to a prime time midday class, 2 days a week. When enrollment was still low, we came up with a 3 semester rotation to ensure that students could still take the class within their degree cycle but that we were not over-offering it.

• **Anthro 1 NCC** (Fall 2018)—*under enrollment*. To address this we cut this section from future semesters. Enrollment in the remaining three sections has been stable!

• **Anthro 5 On-line** (Fall 2019)—*no qualified instructors to teach this course on-line*. To address this we have moved to a fully on-ground offering until more instructors are qualified to teach this course on-line. Realistically, the course is far better in person given the numerous opportunities for hands-on learning.

As a segue into the next section of the report, we wanted to note that although equity has been increasingly on the mind of the college, closing achievement gaps has been at the forefront of our department’s goals for many years. At a meeting in Fall 2016 we collectively sought to “Make Anthropology more attractive to historically underrepresented students.” In order to do so we committed to advertising Sierra’s “Student Success Workshops” making visible tutoring opportunities to students and even before the campus movement (which we love!), advertising our office hours as student hours.

We also wanted to (literally) increase the visibility of traditionally underrepresented individuals in relevant anthropological places. To do so we currently house wonderful artwork depicting female activism through history with notable contributions from Rosa Parks, Shirley Chisalm, Dolores Huerta, Mary Brave Bird and Malala Yousafzai lining the wall outside the classrooms in which we typically teach. Likewise we have depictions of women in science (such as Jane Goodall, Rosalind Franklin and Mae Jemison) and women artists (Frida Kahlo—soon to be joined by others!) and women in sports (Junko Tabei, Serena Williams and Simone Biles) in a different hallway. We are eternally grateful to Sandra McDonald (Social Sciences) for her recent kind gift of posters representing the struggle for freedom during apartheid that she obtained in South Africa. We are currently framing them to line another hallway.

3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

Anthropology is an inherently equity-related field of study. Numerous principles across all areas of the discipline demand anthropologists to adopt an equity mind set in their research, pedagogy, professional endeavors and community engagement. Anthropology professors at Sierra thus engage their work at the College with principles of equity deeply embedded in their professional as well as personal perspectives. This can be demonstrated by the nature of anthropology pedagogy and reflected in the way that the Anthropology Department plays an effective role across the campus in terms of co-curricular programming, collaboration and participatory governance involvement.

The intimate association between anthropology and equity is present even in courses where the connection is not as obvious, but no less important, such as **Anthropology 1: Biological Anthropology**. In that course, the biological variation of the human species is studied in an open-minded and context specific sort of way. Studying human variation is a critical and required element of the Biological Anthropology course. That allows students to understand how human populations differ as well as change over time based on particular (pre)historical, demographic and environmental factors. The point is explicitly not to judge or establish a hierarchy, rather, precisely the opposite. In this way Biological Anthropology serves a critical function at Sierra College, and most other colleges, because it is the only class that directly addresses the evolution of the human species and has the potential to counter numerous dangerous misunderstandings which may be held by many of our student scholars and community members. To speak more directly to the point, Biological Anthropology is the only class at Sierra College which will address in scientific depth and detail problematic thinking with regards to race. Race is not a valid biological categorization of the human species, which is common popular misunderstanding and basic underpinning of racist ideologies. Even when people do realize this basic point about the human species, they may not be able to scientifically understand and explain it in a meaningful way to others in their family, community, workplaces, etc. So, Biological Anthropology is very important for students and others in our learning community in the way that it actively combats racial thinking and racism. Biological Anthropology is similarly effective, critically important
actually, regarding other topics such as sex, gender, sexuality, differently abled individuals, etc. Again, there are frequently held reductionistic misconceptions about human sexes which can lead to a lack of scientific understanding about the complexities of sex as well as its relationship to gender and sexuality. When the complexities of sex are addressed in a scientific way within the Biological Anthropology course it creates the possibility of understanding intersex and non-binary identities in an inclusive way.

The deeply intertwined relationship between equity and anthropology is more obviously, perhaps, revealed in the context of cultural anthropology and linguistic anthropology courses. The basic point of each course is to examine diverse cultural and linguistic phenomenon in a comparative way through a relativistic or cultural humble framework. In both courses, topics such as racism, sexism, heterosexism, ableism, and other forms of discrimination are explicitly addressed. There are few other courses on any college campus which attempt to examine a wide array of human experiences and perspectives in a scientific sort of way. Consider, for example, the student learning outcomes for Anthropology 2: Cultural Anthropology:

1. Demonstrate an understanding of culture, assess its importance and apply cultural anthropological approaches to study our own as well as others’ lives with humility and relevance
2. Comparatively describe and analyze examples of how people in different places know, perceive, become, interact, organize and live in different ways
3. Use specific examples to explain and evaluate culture change as well as intercultural interactions at local and global scales

Thus, anthropological education is extremely effective, downright critical, in terms of fostering the kinds of 21st century skills which current employers are looking for as well as cultivating the kinds of mindsets that lead towards inclusive communities (academic, professional, personal, etc.) with strong intercultural dynamics. Much of what is taught in cultural and linguistic anthropology, for example, can also be found in other programs on campus, such as the Equity and Inclusion certificate course, Ba Fa Ba Fa: An Intercultural Simulation hosted by the Student Engagement Centers, and many others. It seems clear that the Anthropology Department is highly effective in many ways, which includes helping the College fulfill our mission and meet our important equity goals.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

It is due to the effectiveness of anthropological learning in the context of equity that anthropology professors are well-prepared to engage in equity related work on campus. For example, consider the following list of activities, committees and projects which anthropology professors are currently engaged:

- Presidential Equity Advisory Committee (member)
- Presidential Faculty Equity Taskforce (member)
- Gender Equity Committee (current co-chair)
- New Legacy Committee (current co-chair)
- Native American Student Equity Workgroup (facilitator, 2 members)
- Native American and Pacific Islander Club of Sierra College (2 advisors)
- Equal Employment Opportunity Committee (former member)
- Equal Employment Opportunity Representative (member)

Anthropology professors are also deeply involved in numerous equity-related co-curricular events on campus such as:

- Cesar Chavez Higher Education Speaker Series (member of planning workgroup)
- Love Your Body Week
- Spectrum Drag Show (participant)
- Indigenous Peoples Days (numerous lectures, workshops, etc.)
- Big Time (a traditional indigenous Californian celebration)
- Columbus Day Controversy
• Save the Bear River Panel

Further, in the Fall 2020 semester the anthropology department will offer an Umoja specific section of Anthropology 2: Cultural Anthropology which focuses upon the anthropology of the African diaspora.

Finally, our faculty members dedicate time outside of the classroom to influence student success both in their current courses as well as beyond the classroom. Students consistently come back for our teachers who are dedicated and always willing to go the extra mile for students.

• As a recent cross-discipline event in our classes our department held a student contest to name our newly acquired gorilla—he is quite fabulous. In the Introduction to Linguistic Anthropology course, Castorena had students come up with a name using their studies of naming traditions culturally. In the Biological Laboratory course Fayko had her students research individuals who had contributed to preserving the gorilla population and propose names. Ultimately the name “Sadiki” won from over 46 student entries (all voluntary) submitted by five instructors! Such collaboration generated applications of each of our courses to a common goal and resulted in a fun contest for all. The student winner took home a Rwandan basket and naturally, the honor.

• All of our faculty members connect students who appear to be in trouble with counselors. This can be done when sensitive material is revealed in coursework but it is also common for us to walk a student straight to counseling when face to face meetings with students reveal particularly unsettling information which needs an immediate response. We have used this for suicidal students, students with eating disorders, worries about sexual identity and more.

• Professors Archer, Castorena, Molina, Loforte and most recently, Morris, consistently identify internship opportunities and employment positions aligned with specific students and guide them through the process of obtaining them. For example, Professor Morris is currently communicating with students about CRM work in Archaeology for the summer to obtain real world field experiences. Our faculty members also provide numerous recommendation letters and advice about careers, transferring and future studies to students majoring in Anthropology.

3e) Analysis and Planning: Referring to the analysis in 3a-d, your ongoing planning and assessment documents, and any relevant information from section 2 above, please describe your program’s plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

We plan to maintain and increase our effectiveness through continual analysis, evaluation and strategizing about the best ways to improve. Here are a few of the recent goals we made during our outcomes assessment cycle and relevant assessments/evaluations:

• As Matt Archer is currently serving on Presidential Faculty Equity Taskforce and Presidential Equity Advisory Committee, he has agreed to share equity based tips at each of our Department and Flex Meetings. Doing so incrementally will allow us all to make continual improvements in our courses and course materials!

• Continue to encourage part-time faculty members to attend the Friday forums so we all have the opportunity to benefit from expert ideas and good conversation with colleagues.

• Maintain the forum on "Teaching Tips, Ideas, Renovations, Renewal" we have at the start of every term. Perhaps increase the frequency of course specific forums.

• Attend conferences and presentations as funding is available such as National Conference on Race and Ethnicity, American Anthropological Association and the Chico Forensic Anthropology Conference.

• Continue to utilize the natural resources we have on campus to support our in-class topics and student learning objectives (Native courses, Cultural Anthropology, Forensic Anthropology, and Archaeology).
4) **Resources:** This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any relevant analysis of student success, equity goals, and the development of Interest Areas and Guided Pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Our goals for our program are maintenance of the work in which we are currently engaged, incorporation of equity based practices, accessibility of our on-line and Canvas materials and supporting our students by providing reliable facilities, technology and enough full-time faculty members to teach quality biological courses.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

The following resource needs were identified on our Spring 2020 DAA (Departmental Assessment Analysis) form:

**Facilities/Technology:**

- The two rooms we offer courses (even after Ad Astra evaluation) are superbly well used. Almost every hour of every day has students using V-222 and V-229. To accommodate this use, we are in need of new chairs. Although ours are comfortable, they are very worn and frequently breaking. To ensure we can seat classes of 40, plus a few adds—no students on the floor or sharing seats:
  - **We request 88 chairs to be shared between V222 and V229.**

- Our classroom technology is unreliable. The wifi only occasionally works— which makes it hard to rely on educational technology. Our computers take an inordinate amount of time to turn on and the DVD players are hit or miss. We have tried to find digital copies of the films we show but this is not always possible.
  - **We request in-classroom wi-fi in V-229 and V-222.**

- In order for students and teachers to work in a comfortable environment, the heating in Room V222 needs to be adjusted. It is frequently so hot in the winter months that we need to put on portable fans. It is often an unbearable situation that we consistently report to facilities.
  - **We request a heating and air update/analysis in V-222.**

- We want to be able to support our students, faculty and community by supporting the creation of a commemorative garden by our Native Students club.
  - **We support a commemorative garden by our Native Students club.**

- We request maintaining our facilities at a level that is comfortable for students. We are so lucky when our floors are vacuumed and realize that our facilities people are pushed to their max but it really needs to be done more frequently. We also see a need to touch up the paint in our classrooms (V-222 and V-229). This doesn’t specifically fall under our funding, but perhaps will help to increase the ability to hire more facilities individuals to keep up with the demand.
  - **We support hiring more facilities technicians to maintain the V Building.**
**Equipment:**
We are fortunate to be adequately funded. Our equipment needs are currently met and we are able to provide our students with contemporary hominin replicas, replace consumable materials, and have a wonderful breadth of teaching materials to support all of our courses.

**Staff:**
The lowest our FTEF has been in the past three years is 6.17 and the highest, 7.54. Our FT/PT ratio falls well below the district’s mission of 50% at 29.36%. Though we were extremely lucky to hire a new full time faculty member for Fall 2019, Archer and Castorena fulfill our courses that satisfy the social science requirement for transfer. The staffing levels for our Biological program are totally inadequate. Non-science majors often take our Anthropology 1/1L courses to satisfy their natural science requirement and there are not enough qualified instructors in our area to fill our course offerings.

In recent years we have been left scrambling at the last minute to find qualified instructors—we are always grateful to our last minute hires who help us avoid course cancelation. The workload for the department with a continual cycle of hiring is exponential. It involves continuously finding potential candidates, interviewing, hiring, getting new part-time faculty up to speed with our course tempos, our equipment and materials, general onboarding and a seemingly never-ending cycle of evaluations. We evaluate all modalities and formats (lecture and lab). This can mean up to three course evaluations per new faculty member each term. For the Spring 2020 semester we have 6 new evaluations along with our normal rotation of part-time evaluations and tenure review participation. With a quality hire in Biological Anthropology, this time spent can be devoted to more exciting departmental/program goals.

Finally, in many semesters our one full-timer in Biological Anthropology carries multiple overloads to avoid cancellation of classes. Our Biological classes (1/1L) served 4001 students in the past three years. Additionally, as 1/1L classes are the majority of our course offerings each semester, they are almost always over-enrolled. Despite those limitations we remain a highly efficient and effective department. During Fall 19/Spring 20 we offered 15 labs (all fully enrolled) serving 351 students all taught by part-time faculty members. A new full-time faculty member in Biological Anthropology would allow us to accommodate the clearly demonstrated student demand for our core courses.

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<th>FT/PT Ratio (FT%)</th>
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<tr>
<td>TermDesc</td>
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<td>Spring 2019</td>
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4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):
5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities/future directions, and challenges.

I am, as I was when completing Program Review in prior terms, humbled by how outstanding our faculty members are working with one another, working with a common goal to include all students in our class conversations, and to promote equitable practices in the classroom so that all students feel valued and prepped for success. At our Spring 2020 department meeting, where we constructed much of this, there was great excitement about how engaged our faculty members are, how much our program contributes to the District’s mission of closing achievement gaps among historically underrepresented students, and how passionate we are about all students’ success, retention and learning.

We will continue to work collaboratively as a program. This holds true for our Program and Assessment meeting, our “Teaching Tips, Tricks, Ideas, Renovation and Restoration” meeting, our SLO planning, assessment and revision, our curriculum updates and our strategizing about ways to implement equity based practices.

The biggest challenge we have at this point is continuing to offer quality courses in Biological Anthropology with only a single full-time faculty member representing this branch—we are doing great as a program despite this, but it will be wonderful to see what positive changes occur when we can remedy this ratio.

Overall, the Anthropology Department contributes in many positive ways to the college, the students, and the community through our offering of courses for transfer, personal enrichment, and lifelong learning. The members of our department regularly make relevant contributions to the district mission, goals, outcomes and values particularly as it relates to student equity and success, and diversity. Professors in the Anthropology Department are actively involved in our community and contributions to campus climate and enrichment are numerous. Our curriculum is current and meaningfully constructed to represent the breadth of our discipline. The members of our department engage in a tremendous amount of professional development and fieldwork to improve teaching, learning and scholarship and we work together to maintain and increase our success, retention and student and faculty satisfaction as a program.

5b) How has this report integrated the views and perspectives of stakeholders in the program?

The author, Jennifer Molina, sought contributions from all faculty in the Department. She brought various sections of the report to the Department meeting during Spring 2020 Flex Week and both part-time and full-time faculty collaborated and brainstormed together. The author also regularly consulted and conversed with Professors Archer and Castorena, both of which provided helpful comments and expertise on various sections of the report, included here. We would have liked to incorporate more ideas from our part-time faculty, but given their lack of compensation, we were limited to using Flex Week meeting time to converse. Many communicated over email despite these limitations, for which we are supremely grateful. Finally, by including comments from and data representing our students, the true measure of our program, we have a much more complete look at our current successes and the work we still have to do.