Administrative Response
Anthropology Program Review
February 3rd, 2012

We thank you for your tireless dedication to your profession, students and the community as you’ve created, maintained and improved the outstanding quality of Anthropology offerings at PCC.

Your presentations were also interesting, engaging and enthusiastic.

This response contains 5 sections: 1) Commendations, 2) areas for further consideration, 3) suggestions/observations, 4) response to recommendations/areas of SAC needs and 5) Closing comments.

1. Commendations

- A comprehensive background and introduction to the discipline of Anthropology
- Adherence to principles set forth by the American Anthropological Association
- Alignment of program, course sequences and content with other colleges and universities in Oregon, thus facilitating student transfers
- Faculty engagement in professional development
- Use of technological innovations in the classroom
- Use of both online and teleweb modalities
- Progressively strong enrollments
- Inclusion of a variety of teaching techniques including: in-class lecture, participant-observation exercises, field research, and distance learning
- Integration of PCC Reads into course offerings
- Encouragement of students to participate in PCC’s Pow-wow
- Acknowledgement of different learning styles, making adjustments accordingly
- Use of self-reflection as a form of feedback
- Use of WSU rubric to evaluate student performance in class, and inclusion of data
- The systematic reading of student essays to evaluate student performance
- Incorporation of Service Learning
- High retention and success rates within first year courses
- Exploring and working to correct lower retention and success rates for some 200 level courses
- Assessment of PCC’s Core Outcomes using your 'Anthropological Survey' of students
- Robust description of how the Outcome are addressed in courses
The development of Dual Credit opportunities for Sherwood High School students
Expansion of select course offerings to PCC's newest Center, Newberg.
Faculty cross over with Women's Studies
Notation of assessment driven changes including, increased in class participation and use of exercises
Concept of participant observations
Anthropology as a vehicle for achieving cultural literacy
Love talking
Kinship diagrams
Culture from multiple perspectives: matrix, comics, and synectics
Teaching classes to both content and PCC Core Outcomes

2. **Areas for further consideration**

We appreciate your efforts of connecting your program to PCC Mission statement, but noticed you referenced an out of date statement. When referring to PCC’s Mission, please use the current statement: “Portland Community College advances the region’s long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.”

It is unclear whether the Core Outcomes course mapping matrix has been reviewed. There are two Anthro courses (ATH 212 and 234) missing from the matrix, so ask that they be added with the appropriate notations.

3. **Suggestions/Observations**

* You noted lower retention and success rates for select 200 level courses, particularly those not requiring Anthroplogy prereqs. Please consider adding prereqs to these courses, as they likely will improve the retention and success rates while increasing demand for your lower level offerings.

4. **Recommendations for Improvement**

While the Anthropology SAC is strong and contributes a great deal to Portland Community College, we still have a number of areas to address, or develop, in order to improve our program within the college, as a department and for ourselves as faculty.

**Institutional**

At the institutional level, we would like to:
1. Increase reflection on the health and effectiveness of the program and its role at the college and throughout the district. We need to more fully assess whether more sections of required courses are needed at centers which are new or expanding in enrollment.

   This is an admirable goal which has, in part, been accomplished through your Program Review and presentation. We agree, it is critical to fully assess the viability of expanding offerings to centers, as doing so could take away from these offerings at other locations.

2. Monitor the full-time/part-time ratio. Currently, we have two full time anthropology professors and five part-time faculty members serving three PCC campuses and two centers. Over time, we hope to expand our course offerings at Rock Creek and Cascade campuses and the Southeast and Newberg Centers.

   We understand your concern as this relates to many SACs throughout the district. We suggest that equally important to the FT/PT ratio, is the quality of instruction provided. Your review pointed out differences in retention and success rates between courses, but didn't differentiate between sections taught by FT Faculty compared to PT faculty. If there are documented differences between these groups, it will be important to determine what drives them and then take steps to make corrections.

3. Decrease the strain on full-time faculty, who have increasing administrative work and SAC chair responsibilities without compensation or course-releases. Because we are a small department with only two full-time faculty, we are not able to divide administrative work up as manageably as larger SACS.

   We appreciate your sensitivity to this, though see it as a double edged sword in that, providing course-releases for FT faculty who serve as SAC chairs could be helpful, however it further erodes the FT/PT ratio.

4. Provide an anthropology resource room that adjoins a designated anthropology class room. Having resources such as skulls, artifacts and other instructional materials more convenient and accessible would facilitate better class instruction and student retention.

   We understand that this would be ideal, but regrettably are unable to make this change through the current Bond at Sylvania. Your Campus Executive Leadership team has noted this request, capturing it for further consideration in future bonds. We very much appreciate your thoughtful approach to creating and proposing intermediate steps to help address these needs. In particular, the concept of a Division classroom which could be used by Anthropology, History and Geography could help ensure that a dedicated room is fully utilized. In post review discussions with your Division Dean, I’ve learned that program faculty determined this intermediate step to be non-viable. More specifically, having a dedicated classroom with cabinetry to house critical materials won’t work. According to feedback I received, here isn’t adequate time between classes to retrieve, set up, and then return items to storage. The desire is to leave current arrangements as they are until such time that a resource room adjacent to a dedicated classroom is possible.
District

At the district level, we need to:

1. Continue to consider student needs related to book access and affordability. Suggestions include using more library reserves, articles and other materials that are accessible online.

   *We applaud you for this thoughtful consideration as this could be a viable way to help contain student costs, thus helping make education more affordable for our students.*

2. Continue to consider how to integrate different modes of instruction, given continuing changes in technology, college demands and student access concerns that provide a good balance of online and on campus courses.

   *This is an excellent idea and encourage that you continue to explore these options.*

3. Support part-time faculty involvement and knowledge in the program by offering more resources, connections and training and making an effort to schedule meetings when they can attend.

   *This is an important and much needed service to help support the work of our Part Time instructors. This issue was just recently discussed with Linda Blanchette, Director Staff and Organizational Development, as being one of the key concerns we must address in the near future to help ensure the on-going, high quality of instruction we are known for.*

4. Assess enrollment trends and expand our retention efforts, to increase success and completion rates in our classes.

   *As State funding transitions from being based on enrollments to retention and completion, this is becoming increasingly important. You've begun that process through the assessment work you've been doing regarding retention and success rates. You've already noted that 'communications', as relates to terminology is an important factor in student success and have taken steps to address this. We applaud you for this. You, also, noted lower success rates of some 200 level courses, in particular those not having Anthro prereqs. We urge that you consider prereqs for these courses.*

5. Continue to improve integration and communication between campuses on scheduling of courses, so courses do not conflict or compete for enrollment.

   *This is always an important factor to consider and will become increasingly important as enrollments begin to level off and possibly decline. We urge that you begin these discussions amongst the respective Faculty Department Chairs and, as needed, you respective Division Deans.*
6. Continue to support faculty interest in developing new subjects that the discipline, faculty and our students are interested in, such as participation in the PCC honors program or cross-disciplinary courses.

   This is a vital part of keeping offerings viable and current. During a time of peak enrollments, it is relatively easy to do this without running the risk of taking enrollments away from other courses. We caution, though, that you monitor closely course developments to ensure they are at the 100 and 200 level and don’t spill over to upper division offerings.

   As the environment is dynamic and multifaceted, including the desire to expand offerings in other parts of the district, enrollments, and coordination of scheduling we urge that you develop plans to both grow and reduce offerings as needed. In other words, adding new courses now may result in a future need to reduce the number of other sections, to help maintain fill rates. In addition to the possible cross-disciplinary partners mentioned during your presentation, we urge that you contact Jan Abushakrah, Faculty with Gerontology at Sylvania.

7. Continue to work cooperatively with high schools offering dual credit programs.

   This is an excellent goal and is to be commended. We acknowledge your relatively recent addition of dual credit offerings at Sherwood High School and support your interests in continued expansion.

Individual

The following individual level goals are all important and you are to be commended for including them.

At the individual level, we need to:

1. Stay current on technology for work expectations and SAC, division and college communication.

2. Integrate technological innovations into our course, when appropriate, given changes in the discipline and the advanced technological knowledge of most of our students.

3. Stay current in our fields. This may include being members of professional organizations, attending conferences and reading current literature and research.

Resources Needed for Success

The Anthropology SAC appreciates the opportunity to identify and request resources from the administration which would help us meet our goals, facilitate our work and better serve our students. The following list of requested resources and services represent our needs and our ideals, which fall into a number of categories.
Full-time/Part-time Concerns:

Develop more support for faculty release-time, and professional development for all faculty.

As noted previously, course releases are a two edged sword. Currently there is the equivalent of 50.00 FT faculty positions throughout the district on various forms of course releases. Consequently, the request for additional releases can be difficult to approve.

Regarding additional support for professional development, as you know there are limited funds available both through your Division and the Office of Staff and Organizational Development headed by Linda Blanchette. Additionally, while enrollments remain strong, your Division Dean could request some funding through margin dollars to support specific development activities.

As a small department, the administrative load on the full-time faculty is very high; especially on the designated SAC chair. With the rise in SAC chair responsibilities, we also request some reasonable monetary compensation, or perhaps a one course release per term to provide time to attend to these duties. This change would increase opportunities for more contact hours with students, time to develop new curriculum or better support the needs and concerns of part time faculty.

We understand and acknowledge this concern and note that a request of this nature and magnitude exceeds the scope of an administrative response to a single SAC. It is our understanding that other, small SACs have experienced similar issues and share your proposed solutions. I understand, through Kendra Cawley, that a recent survey was sent to all current and recent past SAC chairs and is in the process of being tabulated. We recommend that you review the survey results, as they may contain ‘best practices’ used by others to lighten their loads and/or make their work less time consuming.

More Classes at Different Campuses, Centers and High Schools:

Offer more classes at Cascade, Rock Creek as well as Newberg and the Southeast Centers as demand for our classes increases.

Please refer to previous response to this recommendation.

Currently, the bulk of the anthropology course offerings are taught at Sylvania. As the Rock Creek and Cascade campuses increase in size, the number of course offerings at these campuses should be gradually increased to keep pace with the demand. Currently, no anthropology classes are being offered at the Southeast Center. Adding one introductory anthropology course a term to the schedule at the Southeast Center would allow us to serve a wider population of students. Currently, Sherwood High School is the only high school in the area participating in the dual credit program.
Designated Class Room and Adjoining Resource Room:

Support the future assignment of a dedicated anthropology classroom with an adjoining resource room at the Sylvania campus.

In the past the anthropology program at Sylvania had a designated classroom with an adjoining resource room. This arrangement allowed us to store materials such as stone tools and a variety of different artifacts, plastic skulls and other cultural materials safely and securely. Currently, the materials are kept in a storage room that is located apart from class rooms. This situation requires professors to use a cart to transport needed materials back and forth from the lab to the class room and has resulted in some of the materials being broken and damaged. Having an adjoining resource room would facilitate class exercises involving the comparison of fossils, bones and stone tools that form a regular part of instruction in archaeology and physical anthropology classes. The resource room would also foster an increased sense of community among anthropology students and encourage student retention.

Please refer to previous response to this recommendation.

Team teaching and cross-disciplinary classes:

Support team teaching and cross-disciplinary classes with other PCC social science faculty.

Currently, the anthropology program teaches one cross-disciplinary course with sociology on the Sylvania campus. This course is popular with students and allows faculty of different disciplines to share their knowledge and learn from one another. Anthropology faculty are also interested in exploring additional team teaching opportunities in the areas of psychology, political science, philosophy and religious studies.

We applaud you for your interest in this arena.

Improvement Plan:

The Anthropology SAC has identified the following priorities for improvement based on SAC discussions and the above analyses. This plan will need to be revisited over time and revised as needed given continued SAC discussions, administrative feedback and new information and analyses.

Goal 1: Develop more support for faculty release-time, and professional development for all faculty.

Actions:

- provide monetary compensation or a one course release per quarter for the SAC chair to compensate them for their work starting fall 2012

Please refer to previous response to this issue.
Increase the amount of monetary support for all faculty to travel, do research or attend conferences starting fall 2013

*Funding for these activities is housed in a combination of your Division/Department budgets, Staff and Organizational Development, and limited, one-time margin dollars. We recommend that you work with your respective Division Deans and Linda Blanchette to explore these options.*

Identify additional professional development opportunities for faculty starting fall 2014

*This seems to us to be an activity internal to your Departments/SAC, so encourage you to explore this. Once opportunities are identified, we urge you to work with your Division Deans and the office of Staff and Organizational Development.*

Goal 2: Offer more sections and a great variety of classes at Cascade, Rock Creek as well as Newberg and the Southeast centers or high schools.

- Offer one new section of ATH 103 in the fall of 2012 at the southeast center
- Continue to monitor enrollment at all PCC campuses and centers to determine whether additional courses are needed at other sites
- Continue attempts to coordinate complimentary scheduling of anthropology classes at all PCC campuses
- If current increasing enrollment trends continue, offer more sections of ATH 101-103 classes at all the PCC campuses and centers starting in fall 2013
- If current increasing enrollment trends continue, offer more 200 level classes at all the PCC campuses and centers starting in the fall of 2014
- Expand dual credit program to include additional high schools in the future

*Please refer to responses made earlier in this document regarding the 6 items noted above.*

Goal 3: Create a dedicated anthropology classroom with an adjoining resource room on the Sylvania campus.

- Start a discussion with the division dean and college administration about the possibilities of creating a dedicated anthropology classroom and adjoining resource lab as a part of the planned remodel of the ST building starting in 2012
  
  *Please see previous response to the recommendation.*

- Begin teaching classes in a dedicated anthropology classroom and adjoining research room once the remodel of the ST building or some other appropriate space on the Sylvania campus is completed
  
  *If/when dedicated facilities are available we support this recommendation.*

- Assess the impact of the dedicated classroom and research room upon student retention and success in anthropology courses
Assessment is an important component of continuous improvement. Therefore, we encourage you to conduct these assessments if/when dedicated spaces become available and their use begins.

- Create other dedicated classrooms and labs at other PCC campuses and centers as needed in the future

Dedicating instructional spaces isn’t easily achieved and is further complicated by limited space available. It is important that these ideas/requests are captured early in anticipation of future bonds. As indicated previously, this request has been noted by the Sylvania Executive Leadership team. We urge you to make these needs known to your respective leadership teams at other campuses in anticipation of future bond opportunities.

Goal 4: Increase team teaching and cross disciplinary opportunities for faculty.

- Discuss the possibilities of team teaching more cross disciplinary course with faculty in other social science programs in 2012.
- Continue discussions and develop pilot courses to be taught starting fall 2013
- Begin offering new team taught cross disciplinary courses starting fall 2014

Please refer to previous response.

5. Closing Comments

It was immediately obvious to us that you take great pride in your department and course offerings and have dedicated countless hours to continuously improve both.

In closing, we want to thank you for an engaging, informative and enthusiastic presentation. Additionally, the inclusion of students and their testimonials provided a dimension of depth and realism to the discussions.

Administrative Response submitted by Jeff S. Triplett on behalf of the Deans of Instruction and Dean of Instructional Support.

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Admin Response Anthro 2/3/2012