recent data on Success Rate shows an average of 68% for Spring 2009. (The full data is appended to this document.)

**Description of the Program**
The Anthropology Program seeks to provide students with quality preparation for majors in a wide array of social and behavioral sciences as well as an understanding and appreciation of cultural diversity on a world scale and human and cultural evolution. Our program offers introductory general education course in archaeology, cultural and physical anthropology, providing the general education student with a keen awareness of, and value for, the diverse richness and continuity of human society on a global scale. We seek to prepare students to actively understand and engage in the complex world we inhabit. Our archaeology class provides students with an understanding of the depth and breadth of our history as a species. Biological/Physical anthropology provides students with an understanding of human evolution and an appreciation of the variation and unifying features of our species. Archaeology provides an historical context for past societies and civilizations. The Cultural Anthropology classes expose students to the cultural diversity that surrounds us and provides an appreciation as well as a means of understanding of the variety of ways societies organize their lives.

Physical anthropology fulfills an AA and transfer Life Sciences requirement. When taken with the 1-unit Anthropology 1 Lab, it provides an AA and transfer Laboratory Science requirement. All Anthropology classes fulfill Social and behavioral Sciences AA and transfer requirements. The U.S. Cultures class meets the American Cultures requirement at UC Berkeley. The core courses also constitute typical lower division preparation for a major in anthropology, sociology, psychology or other behavioral sciences.

**Alignment with the Chabot College Strategic Plan 2009-2012**
Hiring a new full-time anthropology member is necessary to allow us to continue to engage and support the following efforts detailed in the Chabot College Strategic Plan, including:

**A1 Reach out to populations underrepresented in higher education.**
c. Focus efforts on increasing completion for underrepresented students.  
*Having full-time faculty will allow more access to faculty outside the classroom as well as faculty working together to develop support systems for students who are not currently succeeding.*

**A4 Find multiple ways to deliver instruction and services for all.**
a. Increase online enrollment  
c. Evaluate the accessibility of course offerings and provide new configurations as needed.  
*Our online offerings have been limited to a few course sections. The presence of full-time faculty member will allow for development of this and other modalities of course delivery.*

**B4 Assess student learning outcomes to improve and expand instruction and services.**
a. Develop student learning outcomes and appropriate assessments for each college-wide learning goal by 2009.  
b. Implement a comprehensive plan and timeline for developing and evaluating student learning outcomes.  
c. Assess the effectiveness of student support services using relevant data, including student learning outcomes and use assessment results in making improvements.  
*Currently all faculty in the discipline are teaching part-time loads. Under these conditions it is difficult to coordinate and address the numerous efforts necessary to fully participate in these college-wide efforts.*