

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2014/15 - 2015/16

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The Anthropology program strength is that it introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, and the importance of diversity. The challenge is to attract enough students to take Archaeology, a core course in the AA-T agreement, as the last few years enrollment has been low. Advertising and offering more online sections in Physical and Cultural Anthropology should be offered. Online courses in Cultural and Physical Anthropology fill quickly and the demand is not being met.

Suggested Follow Ups

Date	Suggested Follow Up
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
Anthropology2016_Program Review Feedback Form.pdf	Portable Document Format	589.269 KB	4/14/2017 12:47:20 PM

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Vision: Tell Me and I Forget. Show Me and I Remember. Involve me and I understand. – Chinese proverb
The Anthropology program's focus is on teaching critical thinking through the application of course concepts in student's everyday lives.
Purpose: To introduce students to the basic concepts and content of the field of Anthropology. The program introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, the theory of evolution, and the importance of diversity.
Serves: Career Technical, Transfer and Lifelong Learning students. The courses taught in the department allow students who want to pursue a BA in Anthropology to complete their under division requirements as defined by SB1440 to transfer as a junior to a four-year institution. Students can earn an AA in Anthropology. Courses taught full-full general interest in the community and allow non-majors to complete G.E. transfer requirements. Anthropology is one of the top ten career majors in demand in the United States.

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2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

The program has adapted by applying for C-ID numbers, making sure all courses offered in the department are articulated and transfer to both the UC and CSU systems, reduced course offerings to those that meet the "core" requirements only to be in line with SB1440, and has changed the AA degree to match the AA-T degree.

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3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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Narrative

As the economy has become better, student demand for Anthropology courses has decreased (in line with many other content courses offered at our college). We've adjusted the course offerings in the department to reflect this. However, there is a high demand for online course Anthropology offerings, as these courses have continued to fill quickly while face-to-face course enrollment is much lower. I think it would be in the interest of students and the division to add an additional section of ANTH 125 each semester as it fulfills the science requirement and is the most impacted online course in the department.

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3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

The AA-T was written and approved. The AA degrees were re-written to match the AA-T degree. We now have one AA degree in Anthropology with no specializations as we previously had. ANTH 110 and 351 now have approved C-ID numbers. I have applied for the C-ID numbers for ANTH 125 and 126 but we are still waiting for approval at the state level. All Anthropology courses are articulated to the UC and CSU system. Anthropology courses that were once offered that were not part of the core for the AA-T agreement were deleted. Only core courses are now offered in Anthropology (ANTH 110, 125, and 351) with the exception of ANTH 126, the lab. This course is an elective for the AA-T transfer. ANTH 126 is also in demand by transfer students as it meets the science lab requirement. Once online courses began to be offered in the department, night classes no longer filled so we no longer offer them in the department. Online courses are more popular than face-to-face classes.

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5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

Last feedback given was in the 2013-2014 year. Curriculum development depended upon what happened at the state level in regards to SB1440. Curriculum changes were then made between 2014 and 2016 to reflect changes so that the AA-T agreement matches the AA degree, state numbers are assigned to the courses, and courses offered in the department were deleted that were not core to the AA-T agreement with the exception of ANTH 126, the Physical Anthropology lab, as it is an elective. Offering it also allows non-Anthropology transfer students to take the lecture and lab to full-fill the science requirement. The department is not interested in being in a learning community as when we tried this in the past the courses were under-enrolled. We are not interested in offering specialty courses as the department would like to support the AA-T to match the AA degree for requirements. Unless enrollments increase drastically, specialty courses most likely will not fill as they will not transfer to both the UC and CSU system (with the exception of the travel courses offered in 2011 that did fill). The goal of the department is to offer the core classes in Anthropology so we have a program. Identification and analysis of PLOs data was submitted as part of the Social Science Program. Curriculum Offerings, Status of curriculum updates for all courses- ANTH 351 and the AA degree in Anthropology was updated. ANTH 670 was deleted. The transfer agreement for Anthropology was granted. 1.4. A plan for necessary curriculum development: Keep AA degree and articulation agreements current to reflect transfer agreement to CSU system. Teach courses in the agreement and AA degree yearly, with a cycle of Every fall offer: ANTH 110 (Mon/Wed, Tues/Thurs, and online section), 125 (Mon/Wed, Tues/Thurs, and online section), 126 (online) Every Spring: ANTH 110 (Mon/Wed, Tues/Thurs, and online section), 125 (Mon/Wed, Tues/Thurs, and online section), 126 (online)

At the moment no other Anthropology courses are in demand based on student need or feedback. The department is not interested in being part of a learning community as learning communities in the past were low enrolled.

2. Identification of PLOs- it says they were not included but they were.

3. Reflections on Department/Program needs and goals/action plan- I did include that there are no needs at this time. Currently the department/program goals are to continue to keep curriculum and transfer agreements up to date, and offer courses to all types of students. See goal of course offerings and rotation schedule.

Yes, the department would appreciate more support in outreach to enroll more students. Currently the department advertises upcoming courses online, on the TV screen in Building 9 in admin and records, on the computer screens in the library and learning center, and through flyering on campus.

4. Professional development needs: course work to remain current, funding to go to conferences and give papers/network with colleagues in the discipline, funding for research.

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5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

Action plan was met.

Request for the Office of Planning, Research, and Student Success: I would like to know the retention and success rate of students in ANTH 110 and 125 that have successfully completed Engl 100 and pre-Algebra vs. those who have not.

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6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

The department bought one cranium to update the collection due to a new discovery. This has helped students understanding of early hominid evolution.

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6.B. Impact of Staffing Changes

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Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Full time: Jessica Marshall **Part time: David Leitner**
Additional part-timers since the last annual review have either moved out of the area or found other work in the district.

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4 Current State of the Program

7.A. Connection & Entry - Observation

Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

FTEs have decreased slightly from the previous year, from 46.40 to 41.19. The load has increased from 432 to 461. In 2013/14 we offered 17 sections of Anthropology. Only 14 sections were offered during the 2014/2015 school year. The fill rate has increased 2% from the previous year. Online courses continue to fill and have waitlists, while face-to-face courses are much less popular.

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7.B. Connection & Entry - Evaluation

Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Response Detail

No Response Information to Display

Narrative

Courses are marketed on our website, at the cafeteria, bookstore, library, learning center, admin and records, and during events on campus. Additional marketing ideas would be appreciated. Counselors that help place students in classes are the best advertisers of courses and their help is needed as many students don't know what Anthropology is until they have taken a course in it (unlike other disciplines that they may be familiar with from high school such as Biology or History). The department is still waiting for the C-ID numbers for ANTH 125 and 126.

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8.A. Progress & Completion -Observation

Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

Unique headcount continues to go down slightly, though the decrease in number between the 2013/14 and 2014/15 year unique headcount is much less significant than between the 2012/13 and 2013/14 years and seems to be stabilizing. Student gender, ethnicity, age, and educational goals continue to be the same as in the previous review cycle. Student retention is higher than the previous year and continues to be higher than the college average.

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8.B. Progress & Completion Online - Observation

Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses

Response Detail

No Response Information to Display

Narrative

A little over half of students that take a course in the Anthropology department take it online. The success and retention rate between online and face-to-face courses is almost the same (no significant difference).

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8.C. Progress & Completion - Evaluation

Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Response Detail

No Response Information to Display

Narrative

Since success rate and retention rate are higher than the college average, the department will continue to institute the same practices currently used. The only change would be to add additional sections online as that is where the student demand is.

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9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Yes, every course SLO is being systematically assessed at least once every 4 years. All courses are assessed at least once a year, with most courses assessed twice a year or more.

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9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Slight changes in teaching practice have been implemented. Generally, testing the SLOs has resulted in a large number of students understanding the main themes, leading the department to continue to teach using the same techniques as students are successfully testing on SLOs overall. The main improvement has been the ability to get more equipment (such as updating the skeletal collection) and maintain equipment needs (such as JSTOR and the ethnographic film database).

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10.A. PLO Assessment - Plan

Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

Response Detail

No Response Information to Display

Narrative

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines. Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

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10.B. PLO Assessment - Impact

Describe your program's Program Learning Outcomes assessment plan and summarize the major findings of your assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

This past semester, 27 papers and exams were assessed. 85% (23/27) of the papers/exams received at least a 1 "acceptable" score. The average was 1.44, an increase from the previous assessment. The criterion was met. This was the second year the rubric was used to assess student competency. During the first year, one major area of concern that was discussed during the scoring of the samples: there was some difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt). During the second year, there was some confusion with sampling methods. A few faculty members did not use random sampling to select their examples. This probably altered the results. It was decided all examples need to be randomly selected next semester. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

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5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

The department needs to continue to update the skeletal collection as new discoveries are made. Access to JSTOR, the ethnographic film database, a projector, VHS/DVD player, and Apple laptop are essential equipment. The department also needs space in which to store its equipment.

Faculty should continue to stay current as Anthropologists through travel, taking coursework and/or attending professional conferences. The field changes rapidly with new discoveries and interpretations. Faculty need to stay current in the field to teach it accurately.

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12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

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