

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, bennettd@smccd.edu

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DEPARTMENT OR PROGRAM:

DIVISION:

I. DESCRIPTION OF PROGRAM

During the Spring 2010 semester, the CSM Anthropology Department was staffed by two faculty, one a full-time faculty who has divided his teaching responsibilities between ESL and Anthropology and an Adjunct faculty teaching between two to three courses during the regular semester.

In the past, four different courses, all of which are transferable to CSU and UC, were offered:

- ANTH 110 Cultural Anthropology
- ANTH 180 Magic, Science, and Religion
- ANTH 350 Introduction to Archaeology (CSU only)
- ANTH 370 Aztecs, Olmecs, and Maya

Within the last year ANTH 370 was held out of the schedule due to lack of enrollment and ANTH 350 has been removed from the offerings due to lack of enrollment and the need to update the material.

Thus, in the past, until FA 2010, the Anthropology Department has offered four sections each semester for a total of eight sections for the academic year.

This semester ANTH 370 was put back into the schedule, and students enrolled in healthy numbers. One section of ANTH 110 was offered on Tuesdays and Thursdays, and one section of ANTH 180 was being given on Tuesdays and Thursdays during the day and another one on Monday night for a total of four sections.

In the future, beginning in FA 2010, only three sections will be offered per semester for a total of six sections for the academic year due to the financial crisis and resultant budget cuts.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

The Following courses have SLOs included in their Syllabi:

- ANTH 110
- ANTH 180
- ANTH 350
- ANTH 370

ANTH 110 has had three assessments (SP '08/FA '09/FA '10). This assessment involves a 25 item, multiple-choice survey of basic vocabulary, principles, and methodology embedded in questions that are representative of the concepts in anthropology; human diversity; families in society; equalities and inequalities; symbols and meaning; and culture change. The findings (e.g., FA '09) showed that the first-meeting survey had an average median score 11.56/25 and a positive improvement of 16.43/25, or a 19.72% increase as indicated by comparing the exit survey with the initial survey for SP 2010.

ANTH 180 has been surveyed once but the results and the survey instrument are not available, so they will have to be developed anew to continue evaluating the SLO for this course.

ANTH 350 has an SLO but no evaluation has been done because the course is on hiatus status.

ANTH 370 has had one evaluation as even though the course was held out of the schedule due to lack of enrollment recently. The next time that ANTH 370 is offered, as it is not scheduled every semester, will be the next opportunity to evaluate the SLO.

- b. Briefly evaluate the department’s assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Based on the assessment of ANTH 110, the Anthropology Department does not feel a need to either change the SLO or add a new one as the results of the present SLO meet the expectations set out in the learning outcomes.

In terms of the ANTH 180, the Anthropology Department needs to develop an evaluation instrument and evaluate its findings.

Regarding the ANTN 350, despite an existing SLO for this course, the class needs to be revised and updated.

Based on the evaluation of the SLO for ANTH 370, there are no changes under consideration and no resources needed to implement these.

- c. Below please update the program’s SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
ANTH 110	X		X	X	X
ANTH 180	X		X	X	X
ANTH 350			X	X	X
ANTH 370			X	X	X

III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

The data on enrollment and WSCH are as follows:

- Enrollments:
 - From 2006/07 to 2007/08 a 11.6 % (or 111.6%) increase
 - From 2007/08 to 2008/09 a 31.3% (or 131.2%) increase
- WSCH:
 - From 2006/07 to 2007/08 an 13.3% (or 113.3%) increase
 - From 2007/08 to 2008/09 a 32.3% (or 132.3%) increase

This double digit positive increase from SP 2006 to FA 2009 is remarkable in light of the following conditions:

- That the teaching staff consists of two part-time instructors.
- That course offerings are very limited.
- That one part-time instructor was cut recently.
- That there was the removal of two courses from the schedule (ANTH 350 and 370 recently).
- That the most recent and significant round of budget cuts has recommended the complete removal of all anthropology courses from the schedule.
- That a number of beaurcratic tasks have not been completed, the results of which provide data to make scheduling adjustments or changes in methodology, etc.(e.g. SLO evaluations and Program Review).

Yet Enrollment and WSCH have increased significantly from 11.6% to 31.3% (146.5%) and from 13.3% to 32.3%(149.9%) respectively from the SP 2006 semester to the FA 2009 semester. This being the case, some changes would be the following:

- Programmatic Changes:
 - That at least two more courses per semester be offered with an eye to improving the evening offerings to more than just one course, as is the case now.
 - That, of these two new offerings, one or both be new offerings, e.g., Physical Anthropology, Medical Anthropology; Ethnography; Human Diversity; Cultural Anthropology of Mexico; or the revival of Anthropology 350, Introduction to Archaeology, by rewriting the course outline, adopting a new text and perhaps offering it in a different format.
- Schedule Changes:
 - Day
 - Ensure that offerings cover both MWF and TTh.
 - Add a new course to the offerings.
 - Evening
 - Enhance the evening offerings by one course, either a new

course or one of the current courses. Fall 2010 has no evening offerings in anthropology, due to current budget constraints, in spite of full enrollment of the Spring 2010 evening class in ANTH 180.

- Major Changes:
 - No major changes are anticipated, and no minor changes will negatively affect the enrollment and WSCH.
- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

Looking at the data regarding full-time FTEF and adjunct FTEF, and overload FTEF, the totals $1.7 + 1.9 + 1.6 = 5.2 / 3 = 1.73$ average suggests the following observations and conclusions:

- Observations:
 - That the 1.9 spike and 1.6 decline are currently inexplicable.
 - That the average FTEF of 1.73 suggests the need for one full-time faculty based on the potential of increasing enrollment and WSCH numbers.
 - That the department is one section per semester away from reaching a 2.0 FTEF.
 - That there is no FTEF responsible for the myriad duties:
 - faculty evaluations
 - Program Review
 - SLO coordination and tasks (e.g., Datrack)
- Conclusion:
 - That one full-time faculty member should be hired to vary course offerings, be responsible for administrative work, coordinate and plan future changes, and integrate the Anthropology Department in collegial activities.
- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

The LOAD data offer some interesting observations:

- Observations:
 - That there was only a very modest increase 1.2% (or 101.2%) from FA 2006/07 to FA 2007/08, 412 to 417.
 - That there was a significant increase of 57.3% (or 157.3%) from FA 2007/'08 to FA 2008/'09.
 - That the FA 2008/'09 LOAD number for anthropology is 9.8% more than the LOAD number for the Social Science Division of 597.

- That the anthropology LOAD number for FA 2008/'09 is 24.9% more than the State's productivity measure of 525. However, the average LOAD for FA2006/'07 to FA 2008/'09 was 495, or 30 points below 525.
- Conclusions:
 - That hiring a full-time faculty member will not diminish Enrollment, WSCH, and LOAD numbers.
 - That the FTEF consistently, semester after semester, does not go below the lowest academic year results of FA 2008/'09 (1.6) or above the highest of FA 2007/'08 year (1.9).
 - That the full LOAD for one FTEF is short 3 courses in a period of 6 semesters from FA 2006/'07 to FA 2008/'09.
 - That the projected target numbers are unrealistic because the Anthropology Department is hobbled by the lack of a full-time instructor, limited class offerings, no coordination, budget constraints, and perhaps an overall declining student population.
 - That the projected target numbers do not take the economic, political, and socio-cultural environments into consideration when projecting numbers.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)
 - Observations: Retention
 - Current retention rates (i.e., FA 2006 to SP 2009) show rates of 87%, 85%, and 90% for these three academic years respectively.
 - The rates were stable, being no more than 2% to 5% percentage points from each other, where the mean average was 87.33% for the three academic years.
 - The retention rates, more or less, increased from FA 2006 to SP 2009 from a low of 85% (FA 2007/'80) TO 87% (FA 2006/'07) to 90 % (FA 2008/'09).
 - That this overall increase is parallel to the Social Science Division which attained a high of 87% (FA 2006/'07) to 86 % (FA 2007/'08) to 85% (FA 2008/'09).
 - That the retention rates in anthropology were **first** among the various departments and programs mentioned below for the Social Science Division.
 - The retention numbers for anthropology match the first year of the state's projected retention numbers to 90%, 91%, and 92% from FA 2009 to SP 2012.
 - Observation: Success

- o The success rates were also stable but at a lower average mean of 65.0%, where the three rates were never more than 2.5% to 7% percentage points from the average mean.
- o The success rates in anthropology from FA 2006 to SP 2009 were 5% percentage points less than those in the Social Science Division as a whole, i.e., 70% vs. 65%.
- o That the average success rate in anthropology ranked **third** among various programs and divisions in the Social Science Division:

Success Rates Retention Rates

• Social Science Div.	70.0%	86.0%
• Economics	66.6%	81.3%
• Political Science	66.0%	83.0%
• Anthropology	65%	87.3%
• Psychology	62.3%	86.3%
• Philosophy	60.0%	79.0%
• Sociology	58.6%	81.6%
• Geography	58.6%	83.0%
• History	54.6%	80.0%

- Conclusions:
 - o Retention Rates:
 - That the retention rates are fairly high, suggesting that students felt they had a chance of passing the course rather than withdrawing from it.
 - o Success Rates:
 - That students succeeded at a rate of 65% ($63\% + 60\% + 72\% / 3 = 65\%$) median average for three academic years.
 - o That the Success rates for Blacks, Filipino and Hispanics are 0%, 28%, and 58% respectively.
- Action Items:
 - o That the given "success" rates for Black, Filipino, and Hispanic students are so glaring that the anthropology faculty should meet to brainstorm ways to boost success rates for these three groups and other groups as well.

b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

- Observations:
 - Number of students per ethnicity:
 - the four largest ethnic groups taking anthropology classes are:

	Number	Percentage
o Whites	138	(41%)
o Hispanics	65	(19%)
o Others	57	(17%)
o Asians	42	(13%)

-the four smallest ethnic groups taking anthropology classes are:

	Number	Percentage
o Native American	2	(1%)
o Blacks	3	(1%)
o Pacific Islanders	10	(3%)
o Filipino	18	(5%)

-Number of students according to gender:

-the number of female, male and unrecorded students taking anthropology are:

	Number	Percentage
o Female	181	(54%)
o Male	135	(40%)
o Unrecorded	19	(06%)

-the Success rates and Withdrawal rates of these groups are as follows:

o Success Rates	Number	Percentage
-first, females	136	(75%)
-second, unrecorded	14	(74%)
-third, males	91	(67%)
o Non-Success Rates		
-first, males	44	(33%)
-second, unrecorded	5	(26%)
-third, female	45	(25%)
o Withdrawal Rates		
-first, males	17	(13%)
-second, females	16	(09%)
-third, unrecorded	1	(05%)

-Number of students according to age taking anthropology classes:

-The largest age groups are:

	Number	Percentage
o Students 20 to 24	158	(47%)
o Students 19 or less	103	(31%)
o Students 25 to 29	30	(09%)
o Students 30 to 34	15	(04%)
o Students 35 to 39	08	(02%)
o Unrecorded students	08	(02%)
o Students 40 to 49	07	(02%)
o Students 50+	06	(02%)

-The most successful age groups by count:

- o Students 20 to 24 106
- o Students 19 or less 77
- o Students 25 to 29 22
- o Students 30 to 34 11
- o Unrecorded students 08
- o Students 35 to 39 07
- o Students 40 to 49 06
- o Students 50+ 04

-The most successful age groups by percentage:

- o Unrecorded students 100%
- o Students 35 to 39 88%
- o Students 40 to 49 86%
- o Students 19 or less 75%
- o Students 25 to 29 73%
- o Students 30 to 34 73%
- o Students 20 to 24 67%
- o Students 50+ 67%

-The most non-successful age groups by count:

- o Students 20 to 24 52
- o Students 19 or less 26
- o Students 25 to 29 8
- o Students 30 to 34 4
- o Students 50+ 2
- o Students 35 to 39 1
- o Students 40 to 49 1
- o Unrecorded students 0

- Conclusions:
 - o That the number of students in the four smallest ethnic groups in anthropology do not form a large enough statistical sample (average 9 students per group) to evaluate.
 - o That, even though there are fewer males (a difference of 46 students), they are as unsuccessful as females, given the raw number count (44 males, and 45 females).
 - o That the largest age groups have the largest non-successful age groups.
- Action Items:
 - o That the strategies to improve the success rate for the lowest achieving students in general is a way to improve it for all students. The faculty will brainstorm strategies to improve the success rate for fall students.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community

and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<ul style="list-style-type: none"> -Professors who are popular, excellent, and dedicated. -Anthropology is a holistic science with numerous interdisciplinary connections. -A fairly steady and increasing Enrollment, WSCH, and LOAD factors. -Anthropology continues to be an attractive social science transfer course perhaps because of its relevance to diversity awareness, the work community, and transferability to UCs and/or CSUs. -Enrollment, WSCH and FTES have grown steadily during the last three academic years, with all three increasing more than 33.2%, 46.5%, and 50.2% respectively. -Data show that students have a positive experience in anthropology classes even if there are fewer successful completions. The Retention rate ranges from 85% to 90%, while the Success rate varies from 60% to 72%, or in other words, the Retention rate is 22.3% higher than the Success rate. Students choose to stay in the class because of its transferability, its relevant content, and the expertise of the instructions in clarifying and managing the material. 	<ul style="list-style-type: none"> -Many four-year transfer institutions nearby, all of which have Anthropology Departments. -Demographics of the community requires knowledge, understanding, and examples of cultural conflict, resolutions and cooperation. -Anthropology is an important part of the General Education requirements for A.A./A.S. Degrees and for many specific majors, e.g., nursing. -Anthropology can also be used for G.E. courses for transfer to many independent colleges and universities.
Weaknesses	<ul style="list-style-type: none"> -Two courses have been cancelled due to low enrollments. -An Adjunct faculty (Ggisela Nass) was recently not offered a night class 	<ul style="list-style-type: none"> -CSM administration considers Anthropology irrelevant despite its WSCH and LOAD numbers, and its centrality to the social sciences.

	<p>to teach.</p> <ul style="list-style-type: none"> -Some students enroll in the courses without heeding the recommended preparation in terms of writing and reading. Some of these are native speakers of English who have remedial skills. Some are ESL students who elect to take the native-speaker placement test and who place themselves according to their score without being aware that low placement in native English speaker classes is an indicator that reading and/or writing problems loom on the horizon. -There are fewer support services available to students to remedy student academic weaknesses as of late. -There is not a lot of communication between the full-time faculty teaching part-time in anthropology and the Adjunct faculty who is at CSM during times that do not facilitate exchange of ideas. -Lack of a full-time faculty to coordinate the curriculum, follow up on program data, expand and develop course offerings. 	<ul style="list-style-type: none"> -There is a decrease in the number of students who come explicitly with transfer goals.
<p>Opportunities</p>	<ul style="list-style-type: none"> -The anthropology faculty is anxious to implement and evaluate the SLOs to see if the results indicate further changes or modifications to the curriculum, offerings, scheduling or methodology. -The fact that WSCH and the LOAD are good in Anthropology, despite limited offerings and part-time staffing, suggests the potential for growth by offering more sections, different courses, in more time slots. -The revival or creation of one or two new courses would add to the limited variety of courses now offered with the aim of directing registered anthropology students to enroll in 	

	<p>these newly added courses.</p> <p>-Initiate faculty meetings to improve the quality and effectiveness of the SLOs.</p>	
<p>Threats</p>	<p>-The lack of a full-time faculty member threatens the success and viability of the Anthropology Department. By not hiring a full-time faculty now, while numbers in Enrollment, WSCH, and LOAD are still healthy, will make it more difficult to justify a full-time position later if the are numbers less positive.</p> <p>-Without a full-time faculty for the Anthropology Department, no one properly manages the responsibilities and advocacy for the department.</p> <p>-A general lack of funding has had and will continue to have a negative impact on the Anthropology Department.</p> <p>-The general frustration level of students and faculty has increased as classes are cut or departments eliminated.</p> <p>-The reduction of release time for faculty puts an undue burden on small departments like Anthropology. This means that there are few opportunities for faculty to pursue professional and/or curriculum development, while faculty are expected to spend extra time on a greater number of non-teaching duties than in the past.</p> <p>-A decrease in student readiness results in finishing less of the class material and in having lower retention and success rates.</p> <p>-An emphasis to increased LOAD, with less concern for the pedagogical impact of this factor on the students.</p>	<p>-The proposed fee increases will probably have a negative effect on enrollment.</p> <p>-The decreasing number of students that live in the CSM service area because of the high cost of living in San Mateo County.</p> <p>-The cost of housing limits the number and quality of the applicant pool for part-time and full-time replacements.</p> <p>-Significant competition from other community colleges in the area because it is hard to differentiate CSM from the other schools.</p> <p>-A decreasing number of graduating high school students in the district.</p> <p>-The economic recession has lead to budget cuts and lower enrollment, a situation that affects all departments at CSM.</p>

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

No new positions or resources have been asked for within the last 10 years, yet the program has survived with healthy numbers, due to, I believe, the relevancy of the material, the expertise of the instructors, the transferability of the courses, and the appeal of the holistic nature of anthropology.

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

The Anthropology Department should undertake the following tasks:

- Update course outlines.
 - Continue evaluating the SLOs for each course.
 - Expand the offerings by adding two sections or two new course offerings or one of each.
 - Hire a full-time faculty for the Department.
- b. Identify the action steps your program will undertake to meet the goals you have identified.
- Update course outlines.
 - ANTH 110 in SP 2010
 - ANTH 180 in FA 2011
 - ANTH 350 in SP 2012
 - ANTH 370 in FA 2010
 - Evaluate the SLOs for each course.
 - ANTH 110 done every semester.
 - ANTH 180 done only once previously (but no documentation).
 - ANTH 350 has an SLO, but no evaluation.
 - ANTH 370 will be done the next time it is offered.
 - Expand the sections by adding two sections or new course offerings.
 - Request two additional sections for the SP 2011 semester, or
 - Plan and submit a new course offering for SP 2011.
 - Hire a full-time faculty for the Anthropology Department.
 - A request will be submitted at the appropriate Division meeting.
- c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.

- Update course outlines.
 - See EMP Action Steps for Instruction: #29.
 - Evaluate the SLOs for each course.
 - See EMP Action Steps for Instruction: #1, #3, #25, #28, and #31.
 - Expand the sections by adding two sections or two new course offerings (or one of each).
 - See EMP Action Steps for Instruction: #8, #29, and #31.
 - Hire a full-time faculty for the Department
 - Three of the four goals mentioned above in “a” depend extensively on having a full-time faculty to coordinate and accomplish these goals.
- d. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the goals are reached.
- Update course outlines
 - When the COI approves the course outlines in SP 2010 or later.
 - Evaluate the SLOs for each course
 - By the time ANTH 370 is offered again (SP 2011) and its SLO is evaluated, all other anthropology courses should be done too.
 - Expand the sections by adding new sections or two new course offerings
 - When the Dean of the Social Science Division next asks for scheduling
 - Ask for and justify the hiring of a FTEF at the appropriate time of the semester.
 - When the position is authorized for anthropology.
- b. **Briefly describe the program’s response to and intended incorporation of the ACT report recommendations.**

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
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Anthropology, full-time instructor	<p>-Expected Outcomes if Granted:</p> <ul style="list-style-type: none"> -Advocating for departmental needs such as facilities, DVDs, and equipment. -Promoting of courses to increase enrollment. -Compiling departmental data and maintaining departmental records such as Program Review, SLOs, and ISLOs, course curricula. -Participating in Adjunct and faculty evaluations. -Strengthening curriculum through pedagogical improvements. -Developing additional course offerings, such as online courses in Anthropology. -Broadening connections among related departments. -Building a strong student following in order to attract as many students as possible to the Anthropology Department. 	N/P
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Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
N/A	N/A	N/A

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational

software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: N/A Number: N/A Vendor: N/A Unit price: N/A Total Cost: N/A Status*: N/A	N/A	N/A

*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
ANTH 110	Spring 2010	Spring 2016
ANTH 180	Fall 2005	Fall 2011
ANTH 350	Fall 1997	Spring 2012
ANTH 370	Fall 1992	Fall 2010

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

This Program Review was completed at the beginning of Summer 2010, so full-time faculty were not available to do the report.

Attach or paste ACT report here.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person:

Phone and email address:

Full-time faculty:

Part-time faculty:

Administrators

Classified staff:

Students:

Primary Program Contact Person's Signature *Date*

Full-time Faculty's Signature *Date*

Part-time Faculty's Signature *Date*

Administrator's Signature *Date*

Classified Staff Person's Signature *Date*

Student's Signature *Date*

Dean's Signature *Date*

**Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

Section 1

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183

Section 2

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website at page for Instructional Program Review.

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

I. DESCRIPTION OF PROGRAM

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

II. STUDENT LEARNING OUTCOMES

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. DATA EVALUATION

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *other department records*

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS

- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*

- College Index, 2009-2010
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department records

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

VI. Action Steps and Outcomes

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- College Index, 2009-2010
- GE- or Certificate SLOs
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- previous Program Review and Planning reports

VIII. Course Outlines

- Department records
- College Catalog
- Committee On Instruction
- Course Outlines (online)
- Office of the Vice President of Instruction
- Division Dean