INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Department of Anthropology   Academic Year: 2011-2012
Faculty Contact: Michele Titus and Andres Gonzales   Program Review Submission Date: May 1, 2013

I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

Anthropology is a unique field because it crosses over three general education subject areas: Life Sciences (Biological Anthropology/lab), Social Sciences (Cultural Anthropology/Archaeology), and Humanities (Linguistic Anthropology)

The mission of the Anthropology Department is to promote:

Effective Communication by enhancing student ability to write, read and articulate on societal issues. Anthropology students will learn to comprehend, interpret, and analyze written and oral information, express ideas and effectively provide supporting evidence of their learning in writing and speaking.

Anthropology students will learn to perform quantitative analysis, using appropriate resources. Quantitative skills include students learning to solve challenging problems that require quantitative reasoning and interpret graphical representations of quantitative information.

Anthropology students will analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. They should be able to Identify, develop, and evaluate arguments which assess the adequacy of both qualitative and quantitative evidence. Understanding diverse disciplinary perspectives and using appropriate modes of inquiry, including the scientific method, will be important.

Another prominent objective of the Anthropology Department is to develop the ability of students to recognize cultural traditions and understand and appreciate the diversity of the human experience as well as where humans fit in to the rest of the biological world.

Through our course offerings, students are expected to understand and respect the range of diversity, acknowledge the value of divergent opinions and perspectives, work effectively with others of diverse backgrounds, and analyze the interconnectedness of global and local concerns.

Being ethically responsible is a key component of the anthropology program. This translates into the student's ability to make judgments based on a system of values. Students are expected to learn to identify ethical issues and understand the conflicts inherent in them.

Identifying possible courses of action in response to ethical issues and evaluating their consequences, demonstrating ethical behavior in working with students, instructors, and the campus community are goals for this program.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

We performed a complete assessment of all SLOs for all courses in 2012 and determined we were successfully communicating the information. We plan to reassess in 2013-2014.

SLO1 to SLO 6, ANTH 110 Spring, 2012 (A. Gonzales)

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement. The findings for SP 2012 showed that the first-meeting survey had an average median score 13.42 pts./53.68% of 25 items and a positive improvement of 3.31 pts./13.24% of 25 items as indicated by comparing the exit survey with the initial survey for SP 2012. This same survey also showed that 17 (89.4%) students out of 19 received a C grade or higher, while 2 students of the 19 (10.52%) received an F grade or lower. The number of passing students for this Spring, 2012, ANTH 110 section exceeds the percent of success for Academic years 07-08, 08-09, 09-10, and 10-11 (60%, 72%, 72% and 71% respectively) by 29.4%, 17.4%, 17.4%, and 18.4 % respectively.

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SLO1, Anthro.110 Spring 2012 (M. Titus)

Students were measured on their improvement between pretest and post test (A&B). Two methods were used to measure the improvement. First method measured percentage of improvement relative to first test (ex: if score doubled, improvement would be 100%) Formula: 100(B-A)/A. By this measure, average improvement was 117%, starting scores averaged 8.42, ending scores averaged 15.88. Second method measured raw score improvement (ex: if any pretest score improved by 10 points, the percentage of increase = 40% since 10 =40% of 25 questions. Formula: 4(B-A). By this measure, average student improvement was 29.84% which corresponds to a raw score improvement of 7.46 questions out of 25.

SLO1, Anthro.180 Spring 2012 (M. Titus)

75 students completed pretest and posttest comparisons, however 5 students failed to turn the paper over and complete the second half of the test so were eliminated leaving 70 students for SLO comparisons. Two students had lower post test scores and 3 showed no improvement for a total of 5 students who did not improve. 65 students showed improvement of 26% by the raw score improvement and 77% by the improvement by percentage as explained in course assessment plan.

B. *Student Success Indicators*

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

   Enrollment and WSCH are up and retention rates have increased. LOAD (WSCH/FTEF) increased from 742.5 to 767.5 from last year's Program Review. This is higher than average for the college due to large sections and the popularity of these GE courses.

   Eighty seven percent of the students in Anthropology are age 24 and lower. Success rates for the older student group are somewhat higher. Overall success rate increased from 71% to 71.7%. Retention increased from 85.7% to 88.5%. Withdrawal rate dropped from 14.3% to 11.5%. One hundred percent of anthropology classes are UC and CSU transferable.

Regarding ethnicity, African American students have the highest percentage of success, 81.5%, followed by White students at 77.8%, Filipino students at 75%, Asian students at 69.4%, Hispanic at 66.7% and Pacific Islanders at 60%, with overall success rate of all students at 71.7%.

White students have the highest enrollment at 29.8%, the lowest was for Native Americans, with only one student. The success rate for females is only slightly higher than for males, 72.9 vs. 72.5%.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

Anthropology does not offer any distance courses at this time due to the discontinuation of the "telecourses". All courses are currently delivered on campus and in person. Development of new online distance courses should be considered at this time. Archaeology would be a good candidate for online delivery having previously been offered as a telecourse.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

The department's program efficiency has increased steadily over the last three years.

Load=767.5 ('09-'10=669.8, '10-'11=742.5), WSCH=921, FTES=30.7, Full-time FTEF = 0.4, Adjunct FTEF=0.8, total FTEF=1.2, percentage of full-time=33.3% (It is important to note that the full-time professor, Andres Gonzales, has been full-time in the English Department, not Creative Arts/Social Sciences).

D. *Course Outline Updates*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Anth 350 Intro to archaeology (currently not offered but is needed for CSU Transfer Model Cirriculum)	Michele Titus or Andres Gonzales	Was revised and approved Spring, 2013, should be submitted revised for online delivery by Spring, 2014
Anth 370 Pre-Columbian People	Michele Titus or Andres Gonzales	Was revised and approved Spring, 2013, should be reevaluated for applicability to the Transfer Model Curriculum by Spring, 2014
		Tab to add rows

E. *Website Review*

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Michele Titus or Andres Gonzales	Spring, 2014
	Tab to add rows

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Not a CTE program, N/A.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

Not applicable at this time. Click here to update the Advisory Committee information

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

The SLOs for Anth 350 Intro to archaeology (currently not offered but is required for the Transfer Model Curriculum (CSU). This course was previously offered as a telecourse and was dropped when telecourses were eliminated.

Anth 370 Pre-Columbian People may need to be updated in 2014 if this course is going to be modified if the course is changed to meet requirements of the Transfer Model Curriculum (CSU) which lists similar courses: History of Mexico and also Native Peoples of North America.

Anth 180 Magic, Science, Religion SLOs to be itemized rather than a single paragraph.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

The department does not have departmental SLOs however course SLOs will continue to be refined.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

There are no department SLOs at this time, however course SLOs are close to what department SLOs should be when created in the future, particularly if the Transfer Model Curriculum is developed for anthropology. The following is restricted to how course SLOs support Institutional SLO reports.

Effective Communication

The ability of students to write, read, speak and listen in order to communicate effectively. Students should be able to:

Comprehend, interpret, and analyze written and oral information;

Express ideas and provide supporting evidence effectively in writing and in speaking;

Communicate productively as an individual and in a group or team situation.

Quantitative Skills

The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to:

Solve challenging problems that require quantitative reasoning;

Interpret graphical representations of quantitative information.

Critical Thinking

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to:

Identify, develop, and evaluate arguments;

Assess the adequacy of both qualitative and quantitative evidence;

Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to:

Understand and respect the range of diversity;

Acknowledge the value of divergent opinions and perspectives;

Work effectively with others of diverse backgrounds;

Analyze the interconnectedness of global and local concerns, past and present.

Ethical Responsibility

The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to:

Identify ethical issues and understand the conflicts inherent in them;

Identify possible courses of action in response to ethical issues and evaluate their consequences;

Demonstrate ethical behavior in working with students, instructors, and the campus community.

Anthropology 110 SLOs:

Upon completion of ANTH 110 students will be able to:
1) Discuss controversial or sensitive topics in a mature thoughtful manner;
2) Appreciate the similarities of human cultures along with their differences;
3) Identify and understand key anthropological terms as they relate to anthropological methodology and cultural components (e.g. language, subsistence, religion, kinship, etc.)
4) Compare and contrast the way that distinct cultures solve the universal problems of providing for access, production and distribution of goods and services; of organizing relationships among friends, family, and spouses; of providing power and authority; and of choosing, organizing and displaying forms of cultural meanings.
5) Understand, discuss, and analyze how European exploration, industrialism, colonialism, racism, and globalization have shaped the world's nations and cultures into dependent societies;
6) Identify, appreciate, and explain the anthropological techniques that anthropologist use to describe and analyze cultural groups.

A review of both sets of SLO's indicates congruence between them.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

SB 1440 introduced The Transfer Model Curriculum degree model. The Anthropology Transfer Model Curriculum is not currently offered at CSM, and cannot ensure guaranteed student admission to an anthropology degree program at the CSUs. The Transfer Model Curriculum (updated 12/4/12) requires that CSM offer Introduction to Archaeology (previously offered as Anth 350)(C-ID Designation Anth 150) in order to offer the degree. Archaeology should be redesigned to meet UC and CSU requirements.
Introduction to Linguistic Anthropology (C-ID Designation Anth 130) would also be advantageous to the program, as well as offering Biological Anthropology Laboratory (C-ID Designation Anth 115L). The "List A" requirements include these two courses but the requirement could also be met by current offerings in Sociology or Math. Other courses from psychology, sociology, geography, biology, geology and communications would meet the TMC requirements for 18-20 units total needed, and would contribute to the enrollment of those courses.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

In the previous Program Review, it was recommended that CSM offer Introduction to Biological Anthropology (C-ID Designation Anth 110), the course was approved in 2012 and will be offered Fall, 2013.

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The program is doing an outstanding job in meeting the needs of the student population considering the budget setbacks the department has had to endure. The Transfer Model Curriculum would generate additional student interest as evidence by the success of the Sociology Transfer Model Curriculum.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

   Teaching workshops, guest speakers, develop partner relationships with professionals in the community in archaeology, forensic anthropology, primatology, etc.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

   We believe there is sufficient collaboration across these services and programs. The Learning support center staff have made several presentations to our classes in which they outline services available to the students.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

   Faculty: The retirement of Andres Gonzáles is anticipated at the end of Spring, 2013 from his full-time position in the English Department. Mr. Gonzales has taught 1-2 anthropology courses in addition to his responsibilities in the English Department for 25 years and has provided the only full-time support to anthropology for many years. Three years ago the other two adjunct positions were eliminated due to budget considerations, leaving only one adjunct to teach all courses and perform all duties for Fall, 2013. No night courses are currently offered and should be reinstated when budget considerations allow.

Equipment and Technology: If the Biological Anthropology Laboratory course is developed and offered in the future, a laboratory classroom would be needed as well as storage areas for teaching materials.

Instructional Materials: Current needs include casts of fossil and primate specimens. If the Biological Anthropology Laboratory class is added in the future, additional materials will be needed for DNA work, fingerprinting, blood typing, etc.

Classified Staff: 4T

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

Plan 1

Title:

Increase Success and Retention of Pacific Islander Students

Description

Meet with Pacific Islander Students to Form Study Groups

Action(s)	Completion Date	Measurable Outcome(s)
Identify and contact Pacific Islander students to form study groups to continue to increase student success ('09-'10=50%; '10-'11=45.5%; '11-'12=60%)	Spring 2014	Increase success of Pacific Islander students from 60% by 10% or more to more closely reach the overall success rate of all students in anthropology of 71.7%
Interview Pacific Islander students regarding reasons for withdrawing from classes and attempt to identify solutions for higher than average withdraw rates	Spring 2014	Lower withdraw rate of Pacific Islander students from 13.3% to 11.5% or less to more closely match the overall retention rate of 88.5%
Continue to increase enrollment for Pacific Islander students (('09-'10=10; '10-'11=11; '11-'12=15 students	Spring 2014	Increase enrollment of Pacific Islander by 10% or more

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Full time cultural anthropologist, full time biological anthropologist	(2)

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
9 Fossil Hominid Skulls (Bone Clones # BH-KRO-1)	$2,098.
7 Primate Skulls (Bone Clones # BH-KRO-3)	$1,735.

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	