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Instructional Program Review

Program Name: **Anthropology**Program Contact: **Titus, Michele**Academic Year: **2013-2014**Status: **Submitted**

1. 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 Program Planning](#) 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. Students 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, are 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 into the rest of the biological world.

Through course offerings, students are expected to understand and respect the range of diversity in the human race, 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 conflicts inherent within 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.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

An assessment of SLOs for Anthropology 110, 180, 125, 127, 350, and 370 were completed in Spring, 2013. However Anthropology 370, "Pre-Colombian People" may need to be reevaluated for applicability toward the Transfer Model Curriculum.

SLO 1-SLO 6, Anthropology 110, Cultural Anthropology (M. Titus), Fall, 2013

Students were measured on their improvement between pretest and post test. Accurate data was collected from 50 students who were able to take both tests, although there were 78 students total enrolled in Section 81711. 25 multiple choice questions were given the first and last day of class, and the average score was 8.6/25 on the pretest, and 16.8/25 on the post test, indicating a 100% improvement.

SLO 1-SLO 6, Anthropology 180, Anthropology of Religion, Magic, Science (M. Titus), Spring, 2012

Students were measured on their improvement between pretest and post test. Accurate data was collected from 70 students who were able to take both tests, although there were 75 students enrolled. Two students had lower scores, three students showed no change, for a total of five students who did not improve. Improvement by percentage for the other 65 students was at 77%. Current evaluations in this course anticipate greater success in the future.

SLO1-SLO 6, Anthropology 125, Physical Anthropology (M. Titus), Fall, 2013

Students were measured on their improvement between pretest and post test. Accurate data was collected from 23 students who were able to take both tests, although 34 were enrolled. This was the first time this course was offered at College of San Mateo. 25 random multiple choice questions were given at pretest and at post test, and students averaged 9.6/25 on pretest and 18.39 on post test, showing a 100% improvement.

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.

Student success is defined as students who complete the course with an A, B,C,or CR grade.

Student success was 70.8%, retention at 87.2%. Success in anthropology was slightly higher than overall CASS Division success rate of 68% and retention rate of 85%, and are similar to previous academic years for anthropology.

Of particular interest is the success and retention of "Black" students and "Pacific Islander" students. Although within the CASS Division, success rates for "Black" students was at only 53% with a withdraw rate of 14%, in anthropology courses, "Black" students succeeded at a rate of 83.3% and the withdraw rate was zero. The success of "Black" students can be attributed in part to the support of Bret Pollock, Football Coach.

"Pacific Islander" students had a CASS Division success rate of only 49% and a 21% withdraw rate, however in anthropology, "Pacific Islander" success rate was 70.6% and only 11.8% withdraw rate. "Pacific Island" students have improved greatly over academic years 10-11, 11-12, 12-13, from a success rate of 45.5%, to 60%, to 70.6%, respectively. Their withdraw rate has decreased from 18.2% to 13.3% to 11.8%, respectively. The success of "Pacific Island" students can be attributed in part to the support of Finausina Tuvo, Polynesian Club advisor.

"Filipino" students also show similar improvement, from a success rate of 54.5% (10-11 year) to 75% (11-12 year) to 90% (12-13 year), with their withdraw rate decreasing from 31.8% to 8.3% to 4.8% in those same years.

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

No distance education/online courses were offered in 2012-2013.

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.)

Anthropology is an amazingly efficient program, with a LOAD (WSCH/FTEF) of 762.5. California state average is 530, with a goal of 580, which was exceeded by the CASS Division as a whole, projected to be 661. Compared to other departments in CASS, like ethnic studies at 625.7 and sociology at 551.2, anthropology is extremely efficient with one adjunct instructor teaching popular, large section courses.

3. Career Technical Education

D. 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.

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

4. 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.

No additional factors at this time.

5. Planning

A. Results of Program Plans and Actions

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

The Program Review for 2011-2012 indicated the new course, Physical Anthropology had been approved and would be offered in Fall, 2013 and was offered as planned. The Physical Anthropology Lab course (127) was approved but was not in the catalog and did not have sufficient materials to be offered in 2012-2013 but is anticipated to be offered in Fall, 2015.

The 2011-2012 Program Review also discussed introduction of The Transfer Model Curriculum degree model and work is progressing toward the completion of this proposed plan.

The previous Program Review also identified the need to increase success and retention of "Pacific Island" students with a goal to improve success by 10% or more to reach the overall success rate of all students in anthropology, which was achieved, since "Pacific Island" students increased their success rate from 60 to 70.6% and the overall success rate for all anthropology students was 70.8%. This success was due, at least in part, to the terrific support of Finausina Tuvo, Polynesian Club advisor, and Bret Pollock, football coach.

In an effort to provide additional support to "Pacific Island" students, in 2013, the anthropology instructor located a large federal grant, the Asian American Native American Pacific Islander Serving Institution grant, currently awarded to another community college in south Seattle, WA. The information was forwarded to the college by division dean, Kevin Henson, and hopefully will provide funding in the future.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[Note: Specific plans to be implemented in the next year should be entered in C of the Planning section.

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 D1 and D2 of the Career Technical Education section.]

The Transfer Model Curriculum degree model is in process and hopefully will be approved in 2014-2015, as well as the Certificate in Anthropology.

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

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

The anthropology instructor is also serving on Academic Senate Governing Council and a subcommittee of the G.C. for Professional Development and the hope is to introduce more activities that include cultural enrichment (group museum visits to the Contemporary Jewish Museum, the Mexican Museum, the African Diaspora Museum, etc.) for faculty in order to broaden their cultural awareness in the hopes that it will improve the learning and success of all students, not just anthropology students.

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.

The Learning Center has not been able to provide tutor services for anthropology in the past due to the limited number of tutors they are able to employ. In Spring, 2014, Dr. Taylor-Mendoza responded to my request by hiring an anthropology tutor, however the tutor selected by the Learning Center quit after one month, and unfortunately, the interim Learning Center coordinator Ron Andrade, decided he would not replace the tutor. Currently, anthropology is again without support of the Learning Center tutor services and the adjunct instructor is providing all tutoring.

3. To guide the [Institutional Planning Budget Committee](#) (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.

Leave sections blank if no major changes are anticipated.

Faculty

As anthropology course offerings and enrollment increases, full time positions for both cultural and physical anthropology would be recommended in the future. Physical anthropology enrollment is expected to increase greatly now that it appears in the catalog, etc. The new physical anthropology lab (127) course has not yet been offered, nor has archaeology (350) or Pre-Colombian People (370).

A laboratory facility with secure storage will be needed in the future for the physical anthropology lab course and to house the teaching materials including skeletal material, microscopes, etc.

Equipment and Technology

Microscopes, slides, skeletal material and casts, blood typing kits, DNA extraction materials, fingerprinting kits, etc. will be needed for physical anthropology lab (127).

Instructional Materials

Current films on various topics in anthropology. Other materials listed under Equipment, such as microscopes, slides, etc.

Classified Staff

NA

Facilities

Possibly installation of laboratory work stations in space to be designated unless other current laboratory facilities can be shared.

C. Program 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. (Plans may extend beyond a single year.)

It is planned to expand the Bulldog Pantry, a food program co-founded by anthropology to provide nutrition to students, particularly economically disadvantaged students, is currently providing oatmeal and fruit in the CASS Division office. Students who are chronically hungry or suffering from poor nutrition are not generally successful. Currently there are more diners than donors, and the program is supported primarily by anthropology and the CASS Division staff member, Vijyalakshmi Raman (aka Viji), Dean Kevin Henson, Dr. Jane Williams and other CASS faculty. Plans to expand the program to other divisions has been discussed by Dr. Taylor-Mendoza, and if tax deductible status for the program can be obtained, donors may increase. In Spring, 2013, contact with CalFresh Outreach specialist Jamie Rios (650 610-0800) was made to obtain additional support for students and their families than may qualify for food from Second Harvest Food Bank. Measurable outcomes for these actions will be increased food for increased numbers of students. Current food provided exceeds 260 packets of instant oatmeal (with bowls and spoons), 350 bananas and/or other fruits, per week. Students served include 80 football players and approximately 75 students who visit the pantry per week.

Previous plan (2011-2012) to increase success and retention for "Pacific Island" students has been met and must be maintained and possibly even improved for "Pacific Island" students and all students, as well. Anthropology is a constantly changing field and updated lecture materials, films, etc. are necessary to maintain relevancy. Attendance at conferences, museum exhibits, primate centers, etc. are mandatory for anthropology instructors.

Anthropology instructor is currently club advisor to a new club, Otaku/Anime Club, and some members of the club are anthropology students. As the club grows, the interest in anthropology is growing concurrently and the bonding of these students who are interested in both film and Japanese culture is likely to increase the success of students in not only anthropology but at the college in general. This club brings together divergent students including a Chinese international student, a Japanese student, "Black" students, who all share an interest in culture. Measurable success will be increased membership.

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

