

2014-2015 Instructional Program Review

Program Name: **Anthropology**

Program Contact: **Titus, Michele**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **04/09/2015 02:36 PM**

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, 2013/14-2015/16, 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

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

An assessment of SLOs for Anthropology 110, 180, 125 were completed in 2013-14.

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

Students were measured on their improvement between pre-test 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 95.3% improvement.

SLO 1-SLO 6, Anthropology 180, Anthropology of Religion, Magic, Science (M. Titus), Spring, 2014

Students were measured on their improvement between pre-test and post test. Accurate data was collected from 72 students who were able to take both tests. Students averaged 11.5 on the pre-test and 21.8%, for an improvement of 89.56%.

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

Students were measured on their improvement between pre-test 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 91.5% improvement.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

Alignment had not been part of the process in the data collection for 2013-14, new methods of assessment are needed, since previous method designed by the retired anthropology professor did not separate the SLOs for individual measurement. New SLOs have been designed by Dean Henson and will be applied in the future for a proper analysis and will align with program SLOs. The TMC and AA degrees for anthropology are conditionally approved but there are no program SLOs to align at this time, only Social Science degree program SLOs.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

Anthropology has only conditional approval for the TMC and AA degrees, consequently does not have program SLOs specific to anthropology, only to the Social Science degree program. All SLOs align perfectly since the four program SLOs are very general.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

New methods of assessment are needed for anthropology courses and for the coming TMC and anthropology degrees. The pre-test and post test used previously was not specific to each SLO, so instead of one test of 25 questions, there will be need to be sets of questions graded separately for each SLO and this is in progress at this time.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

Anthropology 110 SLOs align with 3 GE SLOs, course SLOs include: six SLOs: 6 for critical thinking, 3 for social awareness and diversity, 2 for ethical responsibility/effective citizenship.

Anthropology 125 SLOs align with 2 GE SLOs, course SLOs include: three SLOs: 2 for effective communication, 2 for critical thinking.

Anthropology 180 SLOs align with 2 GE SLOs, six course SLOs include: 6 critical thinking, 4 social awareness and diversity, 1 ethical responsibility/effective citizenship.

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 62.5%, a decrease from the previous year of 70.8%, with retention at 89.2%, up from the previous year of 87.2%.

Success in anthropology was slightly lower than overall CASS Division success rate of 68.2% and slightly higher for retention, compared to a division rate of 85.4%, and are similar to previous academic years for anthropology. Although the success rate for "white" students actually increased from 67% to 73.3%, other categories decreased, and this is of great concern to the department.

One possibility is that retention numbers are higher and success numbers are lower simply due to D and F students not withdrawing from the course. Another possibility is the increased use of cell phones by students. Although phones are not allowed in class, because other instructors ignore cell phone use in their classes, it is becoming increasingly difficult to stop this behavior. Also, a research assignment was redesigned and instead of students choosing their own research topics, a topic was assigned and this was the first year of this new approach.

Of particular concern is the success and retention of "Black" students and "Pacific Islander" students. Although within the CASS Division, success rates for "Black" students was at 56.9%, decreasing from 2012-13, which was at 58.8%, in anthropology the success rate for "Black" students dropped from 83.3% to 56.3%, which although consistent with division success rates, is disappointing. The reason for this change may be due to the small number of "Black" students, thus a statistical result of having 12 students in 2012-13 and 16 in 2013-14. The withdrawal rate of 16.3% for the division was an improvement over 2012-13 of 18.4%, and anthropology continues to have a zero withdrawal rate for "Black" students.

"Pacific Islander" students had a success rate in anthropology of 56.3%, slightly higher than CASS Division success rate of 53%, (which was higher than the 49% CASS success rate of 2012-13). The withdrawal rate for "Pacific Islander" anthropology students was 6.3%, down from the 11.8% rate for 2012-13, compared to division withdrawal rates for "Pacific Islanders" of 18.3%, which was an increase from 2012-13, which had been at 16.4%. Enrollment of "Pacific Islanders" actually doubled from 2012-13 to 2013-14, from 17 to 32 students. It is disappointing that the "Pacific Islander" success rate for 2012-13 of 70.6% decreased to 56.3%, but this may be due to the larger number of students.

"Filipino" students also declined slightly in terms of success. The previous pattern of success, of 54.5% (2010-11 year) to 75% (2011-12 year) to 90% (2012-13 year), declined to 65.5% (2013-14), and their withdrawal rate has fluctuated, from 8.3% to 4.8% to 6.9% for the same years. Enrollment of "Filipino" students increased, from 21 to 29 students, so again, it may be a statistical result due to the small number of students.

Males had a lower success rate (58.1%) than females (66.1%), those who did not report gender were successful at a higher rate of 72.7%.

Compared to our sister colleges, Skyline anthropology had 482 students with a 63% success rate with a 86% rate of retention; Canada anthropology had 325 students and claimed at 66% success rate with a 86% rate of retention.

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 2013-2014.

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 947.5, an increase from 762.5 for 2012-13. (California state average is 530, with a goal of 580). CASS division LOAD (WSCH/FTEF) was 497 and college total LOAD (WSCH/FTEF) was 504.3 for 2013-14.

Compared to other departments in CASS, like history at 524.7, ethnic studies at 625.7, political science at 583.6 and sociology at 602.3, anthropology is extremely efficient with one adjunct instructor teaching popular, large section courses. In previous years, there were three adjunct instructors.

Anthropology at both of our sister colleges has both full time and adjunct anthropology instructors, and LOAD at Skyline of 531 and at Canada at 419 are significantly less efficient. Canada served 325 students (by end of semester) in 18 sections. Skyline served 482 students (by end of semester) with 20 sections. At CSM, we served 379 (at course completion) students with 8 sections. Considering the similar enrollment numbers, success and retention rates, CSM is serving approximately the same number of students at half the cost or less.

3. 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.

Enrollment has increased from 305 students to 379 students in anthropology (2013-14) without adding any additional sections. This is significant because CASS enrollment in general has decreased from 13,442 (2012-13) to 13,296 (2013-14). A significant increase in "Black" and "Pacific Island" students, particularly "Pacific Island" students, which doubled, is a positive development.

4. Planning

A. Results of Program Plans and Actions

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

Physical Anthropology was approved and was first offered in Fall, 2013. The Physical Anthropology Lab course (127) was also 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 after the TMC has final approval, possibly Fall, 2015.

The Transfer Model Curriculum degree model and work has progressed and is conditionally approved pending some minor changes.

Previous Program Reviews 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 in 2012-13, 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 suffered a set back in 2013-14, and the cause of this decrease from 70.6 to 56.3% may, in part at least, be due to the increased enrollment of "Pacific Islanders", which doubled from 17 to 32 students. Some may be new students, encouraged to attend college by their successful colleagues, and still learning to be college students. Anthropology is often a course students take first because there are no prerequisites and anthropologists are welcoming of all ethnicity.

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, 2013/14-2015/16**, 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 has been conditionally approved and hopefully will have minor corrections completed by summer of 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 had volunteered for a subcommittee (CAE) for Professional Development with the hope of introducing 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. But the professional development leaders decided not to include these suggestions at this time.

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 was finally able provide tutor services for anthropology after years of being told that due to the limited number of tutors they are able to employ, there was no funding to hire a tutor for anthropology. Last year Ron Andrade agreed to hire Sara Amiri to tutor for anthropology. Sara was able to hold exam reviews for students which the students report were helpful. It is disappointing that student success did not increase with the addition of the tutor, however enrollment increased so it is possible that the tutor was able to help with the additional students.

The anthropology instructor volunteers as a mentor for the Umoja program, designed to help "African American/Black" students, and was assigned to a "Pacific Islander" student in the program.

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 cultural and then later, physical anthropology would be recommended in the future. Physical anthropology (125) enrollment is expected to increase greatly now that it appears in the catalog and should be offered more than once a year as enrollment increases. The new physical anthropology lab (127) course has not yet been offered, nor has archaeology (350). Pre-Colombian People (370) is banked. Current sections of Cultural Anthropology (110) and Anthropology of Religion (180) number 65-80 students and could be split into multiple sections. Offering courses at different times/days would increase enrollment, evening classes have not been offered in many years.

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, fossil casts, genetic kits, microscopes, etc.

Equipment and Technology

Microscopes, slides, skeletal material and fossil 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 when it appears that Physical Anthropology Lab (127) will be offered.

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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

The Bulldog Pantry continues to function as a food program co-founded by anthropology to provide nutrition to students, particularly economically disadvantaged students, but has had to limit the hours due to the popularity of the program and limited funds. 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 faculty and staff. 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. Approximately 75 students visit the pantry per week. Skyline and Canada, our sister colleges, are eligible for a free food program that is part of a program called "Sparkpoint", but CSM apparently does not qualify.

A previous plan (2011-2012) to increase success and retention for "Pacific Island" students was met in 2012-13 but unfortunately was not maintained for "Pacific Island" students (2013-14), so this is an area of concern. The same is true for "Black" students, who had also increased success and exceeded goals (2012-13) but in 2013-14, had a decrease in success, while increasing in enrollment, another area of concern.

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.

The anthropology instructor previously helped found, as club adviser, a new club, Otaku/Anime Club, after being asked to do so by some anthropology students. The club grew, and although membership was no longer specific to anthropology, the club does bring together divergent students of various backgrounds and the measurable success was the increased membership. However, due to the large number of students and their ever increasing demand for time (7 hours per week), and other obligations of the adjunct instructor to Academic Senate, Umoja, and Bulldog Pantry, it became necessary to resign as adviser and Jim Clifford has taken over as the new adviser.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
none at this time	

Equipment and Technology

Description	Cost
microscopes (15)	\$239. to \$2,190. depending on quality
slides, prepared and plain	prepared slides: \$65/box x 15=\$975.
fossils casts of human and non-human specimens	\$10,000. for a beginning set
skeletal material	\$5,000. for a basic skeleton
blood typing kits (15)	\$12.95/kit x 15 =\$194.25
finger printing kits (15)	\$82./kit x 15= \$1230.
DNA extraction materials (15)	\$99. x 15 = \$1485.
DNA genome testing (15)	\$99 x 15 = \$1485.
prices estimated do not include tax	

Instructional Material

Description	Cost
films	\$500. for 2 films

Classified Staff

Description	Cost
na	

Facilities

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

Description	Cost

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6. Program Maintenance

A. 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
Anthropology 370 Pre-Colombian People (this course was banked)	Michele Titus	tbd

B. Website Review

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

Faculty contact(s)	Date of next review/update
Michele Titus	tbd

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Michele Titus	tbd