

Instructional Program Review

Program Name: **Anthropology**

Program Contact: **Titus, Michele**

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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). College of San Mateo received state approval for the AA-T transfer degree in Anthropology in 2015-16, and is offering all courses necessary to complete the degree. CSM is not currently offering linguistic anthropology, which although not required for the AA-T degree, is offered at sister colleges, Skyline and Canada.

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 and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

An assessment of SLOs for Anthropology 110, 180, 125 showed an improvement in pre and post test scores of 89 to 95.3%, suggesting that students are gaining sufficient mastery of the material. Meeting with Madeline Murphy, SLO coordinator, it was decided that using another method of assessment might be more meaningful and could segregate the individual SLOs rather than the overall pre and post test method and new techniques are being evaluated including having students in cultural anthropology write descriptive evaluations of photos of various cultures pre and post course, and students in physical anthropology evaluating topics descriptively pre and post course. The new method is being used for the 110 course and the 125 course this semester (Fall, 2016) and hopefully will provide a more meaningful assessment. Changes in curriculum have been mainly based on state degree requirements.

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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

Alignment had not been part of the process in the data collection in the past, new methods of assessment are being developed that can align course SLOs with new program SLOs, since Anthropology was just approved at the state level for the AA-T transfer degree, so this year is the first year we have had program SLOs in process and alignment will be developed.

3. 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 (and for the GE SLOs, if available) 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 for critical thinking, 4 social awareness and diversity, 1 ethical responsibility/effective citizenship.

Anthropology 127 SLOs align with 3 GE SLOs, three course SLOs include: 3 for critical thinking, 1 social awareness and diversity, 1 ethical responsibility/effective citizenship

Anthropology 350 SLOs align with 3 GE SLOs, five course SLOs include: 5 for critical thinking, 1 social awareness and diversity, 1 ethical responsibility/effective citizenship

(Anthropology 370 is banked)

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.

Many students enrolled in anthropology are from college learning communities, particularly the Mana learning community for Pacific Islanders, and a large number of athletes from primarily football and softball. Since numbers of Pacific Islander and "Black" students are relatively small sample sizes, this may skew the statistics in way that may not be meaningful. While "White" students are succeeding at a rate of 71.1% for 15-16, and 63% for 14-15, "Black" students are succeeding at a rate of only 38.9% for 15-16 and 56.3% for 14-15. Since "Black" students numbered only 18 in 15-16 and 16 in 14-15, this is partly related to the small number of students, however the withdraw rate changed from zero in 13-14 and 14-15 for "Black" students to 27.8% for 15-16. This seems high since the withdraw rate for the CASS division as a whole for "Black" students was lower at 17% for 14-15 and 14.7% for 15-16.

Pacific Islander students, primarily from the Mana Learning Community, numbered 17 in 15-16 and 19 in 14-15, with a success rate of 41.2% for 14-15 and 57.9% for 15-16 with a withdraw rate of zero for 15-16 and 5.3% for 14-15. This was similar to CASS Pacific Islander success rates of 59.5% for both 14-15 and 15-16 years and a withdraw rate for CASS of 15.2 for 14-15 and 16.1% for 15-16

Since Pacific Islander and "Black" students have slightly higher enrollment in anthropology courses than CASS division courses in general, this may explain the slightly lower success rate in anthropology. For example, Pacific Islanders made up only 2.6% of CASS courses enrollment in both 14-15 and 15-16 but were 4.8 and 4.6% (14-15 and 15-16) of anthropology enrollment. "Black" students were also slightly higher enrolled in anthropology than in CASS courses in general, at 3.7 and 3.2% (14-15 and 15-16), but were enrolled in anthropology at 4.1 and 4.9% (14-15, 15-16).

Enrollment for "White" and Hispanic students was similar to CASS course enrollment, with "White" students enrolled in anthropology at 27.4 and 26.3% (14-15 and 15-16) of the total enrollment, compared to CASS courses at 30.2 and 29.5% (14-15 and 15-16); Hispanic students in anthropology at 18.8 and 15.4% (14-15 and 15-16) compared to CASS enrollment at 17.7 and 18.1% (14-15 and 15-16).

Student success and retention is not listed independently for each course, so it is hard to know if the decrease in success is related to the introduction of the physical anthropology course. Previous numbers were based mainly on cultural anthropology, which is not as difficult as physical anthropology, which satisfies life science credit. Students have much more difficulty in life science courses, and with the introduction of the lab course, this may also affect future success and retention rates. Archaeology is also a fairly difficult course, which may also affect these aspects.

International students also are an important student body taking courses in anthropology since there are no prerequisites and anthropology appeals to global populations. English proficiency is another reason success is not higher.

It would be interesting to see the percentage of As, Bs, Cs, etc. given in all courses in CASS division, since grading can be quite variable within a division and even within a department and may influence what is perceived to be success.

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 have been offered at College of San Mateo to the present, however Canada is offering both physical anthropology and the physical anthropology lab course, and archaeology online, which may pull enrollment away from CSM. Students often prefer online courses since exams are generally not proctored. This may have an impact on success indicators since

all CSM anthropology courses require proctored exams, including essay exams.

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 987.5 (14-15) and 922.5 (15-16), compared to an increase from 762.5 for 2012-13 and 947.5 in 13-14. (California state average is 530, with a goal of 580). CASS division LOAD (WSCH/FTEF) was 541.8 (15-16) and 523.3 (14-15) Anthropology's efficiency is due to one adjunct instructor teaching popular, large section courses. In previous years, there were three adjunct instructors. Dean Demsetz is in the process of hiring a new adjunct for Spring, 2017 so that we can expand the anthropology offerings needed for the AA-T degree.

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 in anthropology courses for 2014-15 was 394 students, 369 in 2015-16, (which had increased from 305 students in 2012-13 to 379 students in anthropology in 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), to 12,451 in 2014-14 and finally 11,718 in 2015-16. Anthropology in 2012 and previously was scheduled to enroll only about 40 students, but by taking adds, the sole instructor was able to increase numbers, but as enrollment in CASS division in general decreased, there were less students who could not enroll prior to the beginning of the semester, so consequently it was not possible to add as many late enrolling students to anthropology. Also, because Canada and Skyline colleges have full time faculty, they were able to get the AA-T degrees available to students sooner than CSM.

With the current addition of the Physical Anthropology Lab course (127), anthropology can now attract GE students looking to meet the lab requirement for U.C. transfer, even if they are not anthropology majors.

4. Planning

A. Results of Program Plans and Actions

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

Physical Anthropology (125) was approved and was first offered in Fall, 2013 and has been offered annually every year since. The Physical Anthropology Lab course (127) has also been approved, is scheduled to be offered in Spring, 2017. Archaeology (Anth 350) was scheduled to be offered Summer, 2016 but the time slot did not fill with sufficient enrollment and the course had to be canceled.

The time was scheduled for four hour afternoons to facilitate a partnership with The Presidio archaeological project in San Francisco, however students were not aware of the field trips planned since they were not included in the schedule for summer classes. Hopefully archaeology will be offered again this summer (2017).

The Transfer Model Curriculum degree has been approved and, pending submission of a substantive change proposal to ACCJC, students will be able to receive AA-T degrees in Anthropology. Since students were taking anthropology courses at other colleges because we did not offer them, we should hopefully now retain those students.

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. There was an increase followed by a decrease, however the withdraw rate for Pacific Islanders was zero in 2015-16. 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 are anthropologists are welcoming of all ethnicity.

In an effort to provide additional support to "Pacific Island" students, 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., and hopefully will provide funding in the future.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

The Transfer Model Curriculum degree model has been approved so we will continue to add new anthropology courses as we continue to build enrollment in the department. The anthropology instructor participated in a Stanford University EPIC fellowship during 2015-2016 with the goal of internationalizing the anthropology courses. A course was developed focused on ethnicity of food, which would be a future popular course, however the primary need is to offer the courses required for the AA-T degree, new courses already approved, the archaeology course and the lab course.

The Learning Center has been providing a tutor for anthropology and although individual students have utilized this opportunity and have indicated they felt it improved their success, many students cannot go during the hours the tutor is available or simply do not have any extra time due to work and family responsibilities. The Learning Center is now offering Net Tutor for Anthropology, which may be more accessible to students and this will be available to students now.

The price of books has been a barrier to success for many students, and although the instructor has tried to work with older editions to save students money, the decision was made to change textbooks for Physical Anthropology to another publisher (Norton) who provides lower cost books with free online amenities. Hopefully this will allow more students to purchase books instead of relying on books on Reserve in the Learning Center and Library, which are available at only two hours at a time when the L.C. and Library are open.

5. 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
none at this time		

B. Website Review

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

Faculty contact(s)	Date of next review/update
Michele Titus	June, 2017

C. SLO Assessment Contacts

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

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Continued support from learning community advisors for Mana, Umoja, Puente, and coaches of athletes, Learning Center and international students' advisor, and counseling.