



# **Comprehensive Program Review and Analysis** (6 year review)

## **Social Sciences**

### **ANTHROPOLOGY**

**[Click here to enter Date Submitted](#)**

**[Click here to enter Review Committee Chair](#)**

**[Click here to enter Review Committee Members](#)**



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

*The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement,...*

*The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved,...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March.** Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

### **Cañada College Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

### **Vision**

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

**Program Title** Anthropology      **Date Submitted** [Click here and type]

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Jessica Einhorn, Associate Professor of Anthropology

**2. Contact Person** (include e-mail and telephone): Jessica Einhorn [einhornj@smccd.edu](mailto:einhornj@smccd.edu) 650-306-3311

**3. Program Information**

**A. Program Personnel**

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

Currently as of Spring 2013:

**FT Faculty** Jessica Einhorn **PT Faculty:** David Leitner, Dan Cearley (Joanna Suckling Fall of 2012) **FT Classified** none

FTE information:

**Fall 2012 the PT loads were as follows:**

David Leitner is at .6 (Two sections of 110 and one section of 125)

Joanna Suckling is at .2 (One section of 125)

**For Spring 2013 the PT loads are:**

David Leitner is at .6 (Two sections of 110 and one section of 125)

Dan Cearly is at .4 (One section of 125 and one section of 351)

**PT Classified (hrs/wk)** none **Volunteers** none **Student Workers** none

**B. Program mission and vision**

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)



## **COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS**

Vision: Tell Me and I Forget. Show Me and I Remember. Involve me and I understand. – Chinese proverb  
The Anthropology program's focus is on teaching critical thinking through the application of course concepts in student's everyday lives.

Purpose: To introduce students to the basic concepts and content of the field of Anthropology. The program introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, the theory of evolution, and the importance of diversity.

Serves: The courses taught in the department allow students who want to pursue a BA in Anthropology to complete their under division requirements as defined by SB1440 to transfer as a junior to a four-year institution. Students can earn an AA in Anthropology. Courses taught full-full general interest in the community and allow non-majors to complete G.E. transfer requirements.

### **C. Program Student Learning Outcomes**

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

1. Students will be able to analyze anthropological concepts and theories. Assessment: 10 multiple choice questions on an exam.
2. Students will be able to produce evidence-based arguments. Assessment: essay with thesis statement
3. Students will be able to evaluate diverse viewpoints related to the human experience. Assessment: 10 multiple choice questions on an exam.

**Due to the SLO assessment cycle reflections have been put into writing. Changes that have occurred in the program due to the SLO assessment cycle include ordering more hands on equipment for students to aid classroom learning. The assessment plan for PSLO measures quality and success of the program by looking at parts of lesson plans that can be improved, updated, or are successful. Assessment results of PSLOs show that the majority of students are usually successful on the outcomes. Other data in the reflection portion of the SLOs shows that instructors are making an effort to improve student success through evaluation of lesson plans.**

### **4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle**

Tools: TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

**All curriculum and SLOAC updates must be completed when planning documents are due.**

**A. Attach the following TracDat and CurricUNET data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

**All courses have either been updated or created during the last 6 years.**

**B. Identify Patterns of Curriculum Offerings**

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

Curriculum cycle of course offerings:

Every Fall: ANTH 110, ANTH 125, ANTH 126, ANTH 200

Every Spring: ANTH 110, ANTH 125, ANTH 126, ANTH 200, ANTH 351

Every Summer: ANTH 110, ANTH 125, ANTH 126

The ideal cycle is to offer the core courses in Anthropology every semester to fulfill AA degree, UC/CSU, and SB1440 transfer requirements for Anthropology majors (ANTH 110, 125, 126, 200, and 351). ANTH 110, 125, 126, 200 should be offered every semester as they are the most popular Anthropology courses with students who are pursuing transfer courses for GE requirements. ANTH 351 should be offered once a year as it has a history of struggling with enrollment, or offered once a year in the classroom and once a year online (in different semesters as this will most likely increase enrollment as online courses are currently very popular). One night class in Anthropology should be offered per semester, rotating between ANTH 125 in the fall and ANTH 110 in the spring. When offering two night sections in the same semester in the Anthropology department the enrollment has been low. Rotating between the night courses offered allows students to fulfill different GE requirements in the Anthropology department. ANTH 110, 125, 126, and 200 should be offered online every semester. Online courses are in demand, and these course sections fill. Scheduling in this manner would allow us to meet the needs of more students. ANTH 200 should only be offered online. The reasons for this is that the films do not fit into the day time blocks without cutting them off which many students complained about when the course was taught in the classroom. Also, the classic films to show for the courses are available only on the online database through the library that all students can access, and films are very expensive to buy to show in the classroom. Most of the ethnographic films that the department currently has access to are on VHS (and since no VHS players are available in the classrooms) this makes this course extremely difficult to teach in the classroom.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### 5. Program Level Data

#### A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

[http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

Student success and retention have gone down between 2007 and 2012, although student success and retention rate are within the college average. Student demographics have not significantly changed with the exception of many more students identifying themselves as multiracial than in 2007. Many more students have high school degrees that take Anthropology courses than in 2007. This has to do with the drop in concurrently enrolled students as Anthropology is no longer an option for them to take.

#### B. Future Program Expectations

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

When the economy recovers there will be a demand for archaeologists to do environmental assessments for construction. More students may therefore think of a career in this field as the skills will be in higher demand. New transfer requirements (SB1440) will have little affect on the program as we have been offering the core courses since 2007 when much of the curriculum was re-written.

### 6. Action Plan

**Provide your action plan based on the analysis and reflections provided in the previous sections.**

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
  - Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - Describe what you expect to learn from the assessment efforts.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

A full-time Physical Anthropologist should be hired at some point before the next Comprehensive Program Review to teach the Intro to Physical Anthropology courses and labs as the demand for these courses are high. Most Anthropology departments at the community college level have a full-time Cultural Anthropologist and a full-time Physical Anthropologist that teach their subfield specialty.

Questions of inquiry: Are students more successful in my courses if they have taken ENGL 100? Pre-Algebra? This data will help put the appropriate pre-req on the courses taught. The assessment will be feedback on a survey asking students if they have completed these courses or not.

### 7. Resource Identification

#### A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

If student demand of anthropology courses increases and another full-time faculty in Anthropology can be supported by course load, a Physical Anthropologist should be hired to teach Intro to Physical Anthropology and the Physical Anthropology labs. Most community colleges in the state that have 2 full time anthropologists have one with a specialty in cultural and one with a specialty in physical. My specialty is in cultural. The department has grown in adjunct number over the last year. Average enrollment per section has decreased since 2007 through number of sections offered has increased. FTES are increasing although load is currently decreasing.

#### B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Professional development is extremely important in the field of Anthropology so that the department stays current in information taught to students. Anthropology is always changing because of new discoveries and applications. Anthropology professors need to contribute to research in Anthropology, as this is what makes us professionals and good Anthropologists. It is essential to be active in the academic world and not “just teach.” Otherwise we are teachers but no longer Anthropologists teaching the most current Anthropology and theory. Staying current allows connections to be made for guest speakers, student internships, publications, and building community within the college as well as connections between colleges. This is essential to the department, students, division, and college. Also, stories of real experiences make ideas of Anthropology stick, so it is important that instructors stay current through being



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

engaged with Anthropology. Professional development activities include anything related to Anthropology and can include conferences, coursework, travel, and research related to Anthropology. Conferences are important to make connections, hear and give papers, and conduct research in the field. Course work is important to continue as ideas and methods change. If Anthropology instructors are not engaged in their field, Anthropologists will look down upon the college students who are trying to transfer from as the material they learned may be out of date. Faculty professional development plans for the next year for the full-timer in Anthropology include research and pursuing a PhD. Anthropology part-time faculty for professional development plan on attending Anthropology conferences and pursuing research interests. One part-timer will continue to work on writing his PhD.

### C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

Equipment needs for 2013: JSTOR and Ethnographic Film Database available through our library. The JSTOR database is critical for students to engage in scholarly research for their essay assignments. The ethnographic film database is cheaper to subscribe to than to buy the classic ethnographic films that are very costly. This database is used primarily in the ethnographic film course, but is also used in other subfields of Anthropology and in other disciplines on campus. Other equipment needs include 5 GPS units for the archaeology course and the field archaeology class to be used to map sites. These units could also be shared perhaps with the Geography and Geology departments.

### D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

Classroom needs: good visibility for students, full size screen for films/powerpoint, audio/visual, powerpoint capability, detached movable individual desks for group work and discussion, small classroom size. NOT building 5 as the ceilings are very low, there are no windows, the screens are hard to see (they aren't full size) and the full time faculty member is claustrophobic and therefore cannot teach in such an environment (doctor's note is available for this upon request). Due to the nature of the equipment, all teaching supplies need to be stored in a cool room that has air conditioning. Many of the supplies will mold and fall apart if this is not the case, costing the college money to replace the items that should last. Need access to both VHS and DVD player as some of the classic excerpts to show in class are only on VHS (watermarked and no longer available for sale). Also the equipment needs to be within the same classroom





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## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

or very near the classroom as the items are bulky and heavy to carry (cranium casts, etc.). These requests will allow teachers to teach the curriculum.

### **E. Office of Planning, Research & Student Success requests**

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

I would be interested in knowing the workload of my students to see if this affects student retention and success (as I'm sure it does).



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**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS**  
**EXECUTIVE SUMMARY**  
**TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES**  
(2 page maximum)

**Program Title:** [Click here and type]

**Program Vision and Mission** (refer to #3B)

[Click here and type]

**Program Strengths**

[Click here and type]

**Program Challenges**

[Click here and type]

**Action Plan Summary** (refer to #6)

[Click here and type]



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

### **Program Title: Anthropology (Social Sciences)**

Estimate the total number of hours to complete your Program Review. 3 hours

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

yes

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Instrument? The form? Not sure what is being asked for here.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

[Click here and type]

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

[Click here and type]

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes, Greg was helpful as was Dean Johnson.

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

[Click here and type]



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS  
CHECKLIST**

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

**Program Title:** [Click here and type] **Date Submitted:** [Click here and type]

**Review Committee Chair** [Click here and type]


**Review Committee Members** [Click here and type]

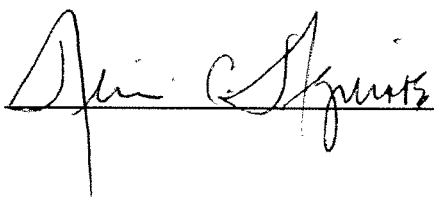



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS  
INSTITUTIONAL RESPONSE SHEET**

**Program Title:** [Click here and type] *Anthropology*

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

**1. Division Dean Signature:**  **Date:** 4/26/13  
Comments:

**2. Curriculum Committee Chair:**  **Date:** 4/26/13  
Comments:

**3. College Vice President:**  **Date:** 4/26/13  
Comments:



**Comprehensive Program Review Feedback Form – Curriculum Committee**

Program Anthropology Division Social Sciences

Curriculum Committee Date  
 Member(s) Reviewers Soraya Sohrabi Reviewed 5/13/13

**The purpose of this form is to provide feedback to the Department/Program.**

<b>I. Program Learning Outcomes Assessment Cycle (PLOs)</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: It is lack of evidence of 5-year program review, insufficient or lack of data. I did not have access to Program Review for Anthropology via Tracdat to find whether there is more analysis and data available.				

<b>II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Provided TracDAT and CurricUNET data in the appendix.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>

**Comprehensive Program Review Feedback Form – Curriculum Committee**

2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.
4. Identified strengths of the curriculum.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
5. Identified issues and possible solutions.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
6. Identified plans for future curricular development and/or program modification.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Comments/Questions:</b> There is no information/evidence on the program accomplishments, weaknesses and plans for the improvements				

<b>III. Program Level Data</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
2. Analyzed trends and discussed plans to address significant findings.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
<b>Comments/Questions:</b> There is no evidence in data collection within last 5 years.				

<b>IV. Action Plan</b>	<b>Incomplete</b>	<b>Complete</b>	<b>Complete</b>	<b>Complete</b>
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**Comprehensive Program Review Feedback Form – Curriculum Committee**

	<b>information</b>	<b>information, some analysis</b>	<b>information, analysis</b>	<b>information, analysis, plan</b>
1. Identified reflections on Department/Program needs and goals.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>Va. Faculty and Staff hiring needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>Vb. Professional Development needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Identified professional development activities that faculty and staff participated in the past 6 years and	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified how professional development improved student learning outcomes (SLOs).	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
4. Justification is consistent with Department/Program needs.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				



**Comprehensive Program Review Feedback Form – Curriculum Committee**

<b>Vc. Classroom and Instructional Equipment needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	The item description, suggested vendor, number of items, and total cost were not included.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
Comments/Questions: Lack of information and evidence				

<b>Vd. Office of Planning, Research &amp; Student Success data needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with Department/Division/College needs.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>Ve. Facility needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	<b>X</b>	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

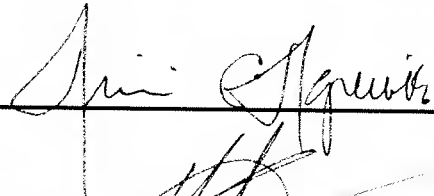

<b>VI. Executive Summary</b>	<b>Incomplete</b>	<b>Complete</b>	<b>Complete</b>	<b>Complete</b>
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**Comprehensive Program Review Feedback Form – Curriculum Committee**

	information	information, some analysis	information, analysis	information, analysis, plan
1. Identified program vision and mission	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified program strengths.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified program challenges.	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Identified action plan summary	<b>X</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Comments/Questions:</b> This section was not complete.				

**Other/General Comments:**  
 Click here to enter text.

**Curriculum Committee Chair Signature**  **Date** 5/17/13  
**VPI Signature**  **Date** 5/20/13