Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The Anthropology program strength is that it introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, and the importance of diversity. The challenge is to attract enough students to take Archaeology, a core course in the AA-T agreement, as the last few years enrollment has been low. The demand is high for Anthropology courses, and more sections of Cultural Anthropology and Physical Anthropology should be offered to meet these needs....

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

The program introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, the theory of evolution, and the importance of diversity. The Anthropology program's focus is on teaching critical thinking through the application of course concepts to student's everyday life. As most students who take Anthropology take it for G.E. transfer and are not Anthropology majors, the major theme is to make students become aware of their ethnocentrism and be more culturally sensitive. This is done through a variety of teaching methods, including hands on activities and doing things outside the classroom.

Serves: Career Technical, Transfer and Lifelong Learning students. 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-fill general interest in the community and allow non-majors to complete G.E. transfer requirements. Anthropology is one of the top ten career majors in demand in the United States.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

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Response Types: All Responses Types

2   Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

All courses in Anthropology have C-ID numbers, all courses offered in the department are articulated and transfer to both the UC and CSU systems, and the AA degree matches the AA-T degree. We offer courses only in the AA-T core, with the exception of ANTH 126 so that the science lab can be offered for G.E. transfer.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

3   Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Response Detail

No Response Information to Display

Narrative

As the economy has become better, many more jobs for Anthropologists are now available. There are a LOT of jobs available in this field, and there are more jobs than people qualified to meet this demand. Anthropology has the highest FTEs in the Humanities and Social Science division. Sections that were cut should be restored back into course offerings.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

3	Looking Back
4	Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

Our AA degree matches the AA-T degree. All courses are articulated, and have C-ID numbers. All Anthropology courses are articulated to the UC and CSU system. All CORs are currently up to date.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

Last feedback given was in the 2013-2014 year, and not the previous year, so I have no comments.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

CORs are up to date. C-ID numbers were approved for all courses. All courses are articulated.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative
We have bought chalk for drawing diagrams of cells, and this has helped with the success and retention of cell identification of parts of the cell.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.B.   Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail
No Response Information to Display

Narrative
As less sections have been offered in Anthropology (not by choice, as the FTEs are the highest in the division), we no longer have any part-timers in the department.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Detail
No Response Information to Display

Narrative

The headcount is up from 408 to 433 from last year.
The FTES have increased from 48.02 to 50.66.
The load has increased from 468 to 503.
Pattern of course offerings: Every semester, we offer Cultural Anthropology, Physical Anthropology, and the Lab. Every semester, we offer both Cultural Anthropology and Physical Anthropology both face to face and online.
Productivity by course by semester: see 'productivity of course by semester data' on page 9 of the Productivity Data Packet (https://canadacollege.edu/programreview/datapackets1718/PRO-ANTH.pdf)

How have your enrollments changed? Numbers of students in Anthropology courses has increased.

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends?I would actively recruit middle college students. I always talk to counselors about my classes, advertise through flyers and screen savers in admin and records and the library.

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8-A.   Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

Counselors can help address the equity gaps by recruiting students into these courses. Also, I have made all of the Anthropology courses that I teach require no text book as part of the Zero Text book program. I'm hoping this helps access for students.
Students who need to enroll to help close the gap include male students and students that identify ethnically as hispanic and pacific islander.

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8-B.   Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Gaps in success between online and non-online courses:
The success rate for face to face students is higher than online (84.4% vs 75.2%). I will continue to work on ways to add content and engage online students more.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

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9.A.   SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative
Yes, every course SLO is being systematically assessed at least once every 4 years. One SLO is being tested every semester.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

9.B.   SLO Assessment - Impact

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Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Slight changes in teaching practice have been implemented. Generally, testing the SLOs has resulted in a large number of students understanding the main themes, leading the department to continue to teach using the same techniques as students are successfully testing on SLOs overall. The main improvement has been the ability to get more equipment (such as updating the skeletal collection) and maintain equipment needs (such as JSTOR and the ethnographic film database).

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

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Response Types: All Responses Types

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10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

PLO Assessment - Plan
The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

PLO Assessment - Impact
During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 87% (78/90) of the papers/exams received at least a 1 "acceptable" score, which is an increase from the previous assessment. The average score was 1.44 which was the same as the previous assessment. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in both random sampling and in identifying social science theories that the writing assignments were targeting. However, concern was noted that there was some difficulty in assessment of evaluating diverse viewpoints as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

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5	Looking Ahead

11   Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

 The department needs to continue to update the skeletal collection as new discoveries are made. Access to JSTOR, the ethnographic film database, a projector, VHS/DVD player, and Apple laptop are essential equipment. The department also needs space in which to store its equipment.
Faculty should continue to stay current as Anthropologists through travel, taking coursework and/or attending professional conferences. The field changes rapidly with new discoveries and interpretations. Faculty need to stay current in the field to teach it accurately.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

12   Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display