

The Instructional Program Review Narrative Report

1. College: Merritt

Discipline, Department or Program: Anthropology

Date: February, 2010

Members of the Instructional Program Review Team: Siri Brown, Barbara Joans, Leslie Fleming

2. Narrative Description of the Discipline, Department or Program:

The mission of Merritt's Anthropology Program is to teach students to think appreciatively and globally about diversity in human cultures, human history, and human biology, to foster cross-cultural understanding, and to develop a critical world view which will enable students to succeed in higher levels of education and in any profession. The Anthropology Program offers an AA Degree in Anthropology achievable through selection among 12 courses which include classes in Cultural Anthropology, Physical Anthropology, Archaeology and Museum Studies. Students can also participate in the Merritt Museum of Anthropology.

3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?
Updates were completed 4 years ago and are thus in need of updating to fulfill the 3 year mandatory cycle. Plans are to update 5 outlines per semester beginning fall, 2010.
- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?
Syllabi are current and are constantly being updated because of the changing nature of the discipline; both cultural and physical. Outline update plans are stated in the question above.
- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?
Curriculum improvement plans include researching the ability to create a certificated program in Archeology that is connected to employment for graduates. Anthro lab has a co-requisite and needs to be updated. Faculty will obtain form from CIC

- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes? Program level outcomes and map are complete. No course level SLOs have been created. Plan—this term, spring 2010, Anthro will complete SLOs for the courses offered the most frequently with the assistance of Siri Brown (Chair) and Ann Elliot (SLOAC). 5 more courses will be completed during the fall, 2010 term.
- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

PLO are completed. Each of the outcomes align with Merritt's ILOs. See attached.

- Recommendations and priorities.
Complete SLO loop including course and assessment process
Complete validation process

4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
Interactive and cooperative learning methods used in instruction. In depth field trips, study abroad, guest lecturers of eminent status, and student research projects in the museum and lab assist in effective learning strategies. New technology is used in the form of powerpoint and on-line classroom exercises.
- How does the department maintain the integrity and consistency of academic standards within the discipline?
All courses are college level transfer courses. All methods of assessment in writing, exams and student projects are college level. Faculty publish in top journals/publishers in the field and attend and present at leading Anthropology conferences.
- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments? FTES has increased from 10.45 to 15.48 (2008-9) to current levels which exceed the college goal of 17.5. Increase is due to offering fewer sections and marketing strategies.

Are courses scheduled in a manner that meets student needs and demand? How do you know?

Yes, courses are offered in prime time hours for day student 9am-12noon. Weekend courses are also offered.

- Recommendations and priorities.
Develop strategy for course offerings that will include on-line and evening. Hire PT faculty to take over some of Barbara Joans' course after her spring, 2010 retirement.

5. Student Success:

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?
Student retention and completion rates exceed the college average due to effective teaching methods.

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	64%	79% (97)
Asian	75%	85% (40)
Filipino	71%	50% (4)
Hispanic/Latino	77%	92% (71)
Native American	70%	100% (4)
Other	83%	86% (7)
White	83%	89% (37)
Unknown	78%	79% (19)
ANTHR Average	73%	85% (279)
College Average: 72%		

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Gender	Baseline Fall 04-07	Fall 08
Female	72%	84% (190)
Male	74%	87% (85)
Not Supplied	100%	75% (4)

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	59%	73% (97)
Asian	73%	80% (40)
Filipino	62%	50% (4)
Hispanic/Latino	73%	86% (71)
Native American	65%	100% (4)
Other	83%	86% (7)
White	79%	89% (37)
Unknown	76%	79% (19)
ANTHR Average	69%	80% (279)
College Average: 60%		

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Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Gender	Baseline Fall 04-07	Fall 08
Female	69%	81% (190)
Male	69%	80% (85)
Not Supplied	91%	75% (4)

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?
Key needs are to increase the reading and writing level of students, make curriculum relevant and interesting, validate student intelligence, tutoring. The LC is strongly encouraged in all Anthro classes. The LC and Library hours should be increased to accommodate working students.
- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

SLOs on the course level have not occurred but the plan of completion is 5 course this term and 5 next term. The Program level outcomes were created collaboratively with all FT and PT Anthro faculty.

- Recommendations and priorities.
Ensure courses currently offered by Joans are filled by Fall, 2010 after her retirement so that the program does not lose the gains made in enrollment.
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6. Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
Current FTEF is 1.79 and FTEF is 2.42, all are instructional faculty 1.0, .80 and adjunct
 - Describe your current utilization of facilities and equipment.
Permanent classroom in A building, two offices in A building, two labs for museum and lab course. Several displays in library and A building.
 - Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?
Current physical resources are inadequate because the campus does not have access to the high quality, expensive and informative museum collection that could be utilized by a variety of disciplines. Plan—when the D building is remodeled we will advocate for a real museum space that will allow the artifacts and skeletons to be viewed by all and where instructors from other disciplines can benefit.
 - Recommendations and priorities.
D building museum
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7. Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?

- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?
- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?
Regular collaboration occurs with UC Santa Cruz and UC Berkeley both of which have top Anthro departments. Adequate preparation has occurred and feedback from State and UC faculty have been incorporated into the curriculum especially the use of primary sources. Current communication is also occurring with Archeology labs and museums to create certificated program and arrange employment for Anthro majors.

For all instructional programs:

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.
Courses materials are kept current and relevant to current events. Curriculum standards reflect the desires of transfer institutions. Efforts are underway to create a certificated program with employability for students.
- Recommendations and priorities.

Instructional Program Review Resource Needs Reporting Template

Division: I		Department/Program: <i>Anthropology</i>			Contact: Siri Brown
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Comments
	Pt to fill retiree courses for fall 2010	Renovated D space museum/lab		\$2000	

Integrated Planning Template

Division:		Department/Program:			Contact:
Strategic Direction __:					
Institutional Goal __:					
Objective:					Priority:
Activities/Tasks	Responsibility Lead person(s)	Resources	Timeline	Comments	

1.				
2.				
3.				
4.				
5.				

*College Planning Links:
 Budget Committee
 Facilities Committee
 Technology Committee
 Curriculum Committee
 Learning Assessment (SLO) Committee

Student Learning Outcomes Reporting Template (Course Level Outcomes)

Division: I		Department/Program: <i>Anthropology</i>			Course:
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	A
Incomplete: See plan of completion					

Student Learning Outcomes Reporting Template (Program Level Outcomes)

Division:		Department/Program:			Contact:	
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	Assessment	