



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) 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 department/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, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

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.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title: Anthropology **Date submitted:** Jan 13 2014

0. Key Findings:

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

List of names and positions: David Leitner (PT) and Jessica Einhorn (FT)

2. Writing Team and Contact Person: Jessica Einhorn einhornj@smccd.edu 650-306-3311

3. Program Information

A. Program Personnel

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

FT Faculty	Jessica Einhorn	PT Faculty	David Leitner	FTE	.6	FT Classified	
PT Classified (hrs/wk)		Volunteers	0	Student Workers	0		

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)

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. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>



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

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

1. *Analyze social science concepts and theories.*
 2. *Produce evidence based arguments.*
- Evaluate diverse viewpoints related to the human experience.*

The program level SLOs are embedded in the assessment tools used to measure course-level SLOs. We developed a general analytic rubric which was implemented in fall 2013.

<i>Course Learning Outcomes</i>	<i>Program Learning Outcomes</i>	<i>Institutional Learning Outcomes</i>
<i>See specific Social Science courses.</i>	<i>(P1) Analyze Social Science concepts and theories</i>	<i>(I1) Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.</i>
	<i>(P2) Evaluate diverse viewpoints related to the human experience</i>	<i>(I2) Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.</i>
	<i>(P3) Produce evidence based arguments</i>	<i>(I3) Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.</i>
		<i>(I4) Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.</i>

4. Response to Previous Annual Program Plan & Review



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Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

The comments last year were unclear. A response last year was sent to the committee. More feedback with specific recommendations need to be given.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

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

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).
- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))
None- all courses are current and have been updated for Anthropology.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Yearly curriculum cycle of course offerings are listed below. These courses make up the core for the AA-T agreement (that was approved this year) and the AA degree in Anthropology (approved last year). ANTH 351 is offered only once a year as it has a long history of low enrollment (however is part of the core so it needs to stay as part of the curriculum).

Every Fall: ANTH 110, ANTH 125, ANTH 126

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

Every Summer: ANTH 110, ANTH 125, ANTH 126

6. Program Level Data



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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

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

The most interesting trend for the department is increased enrollment (with Anthropology courses at 10% above the college average). All Anthropology courses offered in 2013 transfer to both the UC and CSU systems. Because the majority of students taking Anthropology courses are planning to transfer to other colleges, the courses are popular. Most students are between the ages of 20-24 years old. However, the ages of students between 25 and 40+ years of age has increased significantly. This could be because we have increased the number of online courses offered in the department over the last few years to meet demand. There is also a clear pathway for transfer students in the discipline now that we have our AA-T agreement in place recently. The retention rate has remained the same the last two years even though the number of first-time, continuing, and returning students have increased in number to anthropology courses. Many students could be coming back to college to get a degree now that the economy is turning around.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

See attached Department Course Assessment Report.

C. Other Considerations- None. The current AA degree was put in line with the AA-T transfer agreement. Unless the needs of the state change, I don't see the community need, technology, or transfer requirements affecting the Program.



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7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for 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.

8. Resource Identification

A. Faculty and Staff hiring requests- No hiring requests at the moment. Even though the average enrollment per section is higher than the college average, it still is not meeting the class size maximum. No additional sections need to be added as the department is meeting enrollment demand (see data on department enrollment patterns and course offerings, table 1).

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

B. Professional Development needs-

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

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,



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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 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 completing a dissertation. Anthropology part-time faculty for professional development plan on attending Anthropology conferences and pursuing research interests. The one part-timer will continue to work on writing his PhD.

C. Classroom & Instructional Equipment requests-

There are no instructional or classroom requests at this time.

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

D. Office of Planning, Research & Student Success requests

Guidelines:

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

I would like to know the retention and success rate of students in ANTH 110 and 125 that have successfully completed Engl 100 and pre-Algebra vs. those who have not.

E. Facilities requests

Guidelines:



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- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

None.