

# Skyline College

## *Anthropology*

### Program Review

### Executive Summary



## Short Summary of Findings

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The Anthropology program continues to be innovative in bringing the most current and relevant material and interactive methods to motivate students and enhance learning. In keeping with the Mission and Institutional Learning Outcomes of Skyline College, faculty are also committed to providing a culturally rich and socially responsible environment that promotes student learning outcomes and academic success.

The program is vibrant and responsive to student needs which is reflected in new additions to the curriculum. Anthropology 165, Sex and Gender: Cross Cultural Perspectives and Anthropology 170, Anthropology of Death have been well received by students and each meets transfer, General Education and the Ethnic and Diversity Area requirements. New and modernized facilities for Physical Anthropology courses (building 7) has improved the delivery of information and the student learning environment.

Students who take anthropology course are as diverse as the community. For example, 22 percent are Asian, 20 percent are Filipino, 19 percent are Hispanic and 23 percent are White. Also reflecting college wide trends, the majority of students taking anthropology courses are female.

The Anthropology program has continued to grow and has diversified its offerings as well as adjunct faculty pool. While there have been some fluctuations, the weekly student contact hours (WSCH) have grown to 1,857. The load had taken a brief dip but has rebounded to 653. The load for the Social Science/Creative Arts Division is 594 (08/09).

The program's current Retention and Success rates (08/09) are 81 percent and 65% respectively which are nearly mirror those of the Social Sciences/Creative Arts Division which are 82 percent Retention and 66 percent for student Success. These are also comparable to those of the college which has a Retention rate of 84 percent and a Success rate of 69%.

## Three Strengths of the Program

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- The Anthropology program provides a broad spectrum of courses that meet General Education, transfer, the Ethnic and Diversity Area requirements, and requirements toward both a major and minor in Anthropology.
- The Anthropology program, in conjunction with the Anthropology Club, organizes a diverse range of supplemental educational events to benefit the campus and community.
- The Anthropology program has faculty with a breadth of preparation and interests to meet the needs of a diverse student population.

## Three Suggestions for Improvement

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- It is important to develop a one-unit laboratory course for Anthropology 125, Physical Anthropology.
- Anthropology course sections will be scheduled to reflect student need and maintain a strong load.
- The program will continue to refine the course SLOACs and the implementation of the assessment tools.

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### *Full-Time Faculty Signatures*

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**Submitted on:** Highlight this text & type in date

# SKYLINE COLLEGE

## PROGRAM REVIEW SELF STUDY

### PART A: Mission Effectiveness

#### Overview

1. *State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.*

The primary goal of the Anthropology program is to offer courses which provide a breadth and depth of learning opportunities to a diverse student population. The program provides a solid foundation for Anthropology majors offering more than eight courses, two of which (ANTH 110, 125) have been offered for Honors credit. Anthropology courses meet Social Sciences, Life Sciences and the Ethnic and Cultural Diversity requirements for the AA/AS degrees as well as for transfer to baccalaureate institutions. For example Anthropology 125 meets the Area Requirement 1a Natural Sciences for the AA/AS degree. Anthropology courses 110, 150, 155, 165 170, 180, 360 all meet the Area Requirement 4b for the AA/AS degree.

The Anthropology program provides courses (ANTH 110, 150, 155, 165, 170, 180, 360) that meet the CSU Area D3 Social Institutions requirement. Physical Anthropology (ANTH 125) meets the Area B2 Life Sciences requirement. Additionally ANTH 110, 150, 155, 165, 180, 360 each meet the University of California IGETC requirement Area 4 Social and Behavioral Sciences. The newest course to the Program, ANTH 170, is currently in the consideration process for IGETC.

Progress has been made since the last Program Review when only ANTH 165 and 360 met the Ethnic and Cultural Diversity requirement for the AA/AS degree and the others were going through modification. Now, the requirement is met by all the Anthropology courses.

The Anthropology program encourages students to explore their curiosity about their communities and the world and to introduce anthropological perspectives and analyses. While at present there is no anthropology major, the program prepares students to become anthropology majors at four-year institutions. Moreover, the program provides lower division classes which prepare students for continued education at four-year colleges and institutions.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

Once housed in the Science, Math, Technology and Social Sciences/Creative Arts Divisions, Anthropology is now completely within the SS/CA division and continues to coordinate with several programs on campus. The Anthropology program has greatly benefitted from the talents of a scholarly and collegial staff who have offered their time as guest speakers and shared curriculum and SLOAC suggestions as well as materials. In appreciation the Anthropology Program has reciprocated in kind. Since the last Program Review such exchanges have taken place between the Anthropology Program and the Honors Transfer Program, the Women in Transition Program (Lori Slicton, Coordinator), ASTEP, Kababayan, Puente, Biology Political Science, History, Geography, Economics, Administration of Justice, Language Arts, among others.

Since the Spring of 2006, full time Anthropology instructor, Lori Slicton has also served as the **Coordinator for the Women in Transition Program**. The WIT program was the first Learning

Community created at Skyline (1975) and assists women upon re-entering college. WIT students represent a diverse population in age, ethnicity, and life experience and therefore, academic needs. In 2007/08, with the support of a **Partnership for Excellence** grant, Lori Slicton researched and consulted with the other campus Learning Community coordinators, counselors and student service providers. This resulted in a more thorough understanding of the diverse needs of our students but also helped develop relationships between WIT and the other Learning Communities. Other teaching/learning opportunities have also been created. In Fall 2009 Sociology 201 Sociology of Health and Medicine partnered with Anthropology 125 Physical Anthropology to create a **Learning Community** entitled, “**Evolution, Disease and You.**” In 2007 Anthropology 110, Cultural Anthropology joined with ART 115, Art, Music and Ideas to create “**Anthropology and All Things Creative: Honors Learning Community.**”

The **President’s Innovation Fund** (PIF) encourages the faculty and staff at Skyline College to “dream out loud.” The overarching goal of the President’s Innovation Fund is to provide start-up funding and financial support to faculty and staff developing innovative programs and services for the Skyline College campus and community.

Common Ground: Bridging Community and Ideas was created by Lori Slicton (Anthropology) and Rosemary Bell (History). The mission of Common Ground: Bridging Community and Ideas is to offer the community the opportunity to come together, inform, discuss, and educate each other not only about local issues but also about national and global concerns. Common Ground was very fortunate to have been awarded funding in the 2003, 2004/05. Since the last Program Review, **Common Ground** was awarded another PIF grant (2007/08) for “**Who Are We: We Are Everyone!**” The programs surrounding this theme were presented in Fall 2007 were designed to encourage open-mindedness on issues of diversity. Some of the events and activities were a photo collage, and a video presentation which focused on college students of mixed ancestry. The culminating event was a well-attended evening lecture by anthropologist Dr. Nina Jablonski. Dr. Jablonski is an internationally respected scholar of the highest caliber. She presented her most current research for her book, *Skin: A Natural History* (University of California Press, 2006). The lecture dealt with race, and biological and cultural diversity.

A lecture was given to the college by Lori Slicton (Anthropology faculty) in conjunction with the Peninsula Library System’s “One Book, One Community” series. The book chosen for 2009 was **The Mistress of Spices**. Skyline College participated in this endeavor and hosted a series of events funded by the President’s Innovation Fund. The lecture was entitled, “**Anthropology of Food: Cooking and Memory**” which included original research on the evolution of cooking and cultural memory.

Additionally the Anthropology Program (in conjunction with the **Anthropology Club**) frequently hosts guest speakers who give scholarly presentations on a diverse range of topics such as, Cross-cultural sex and gender, forensic work of medical examiners, Native Americans, hospice care Health and Politics In Haiti. The **Haiti Now Task Force** has now been created and Lori Slicton is a member. The entire campus is always invited to these educational presentations.

The Anthropology program also promotes and utilizes several Student Services Programs including the **Learning Center**, the **Writing and Reading Lab**, **Disabled Student Program Services**, **Extended Opportunity Program Services** and tutorial services.

The Anthropology program has also enjoyed attending the **President’s Breakfast** which is a nice opportunity to meet people from across the community and to learn of the many innovative projects funded by the President’s Innovation Fund. Faculty also participate in the **Fall Welcoming Day** activities, the first of which was in August 2007. This is a great day to meet new students and their

families and to answer any questions they may have about entering college and to refer them to the appropriate services.

3. *Explain how this program meets the needs of our diverse community.*

The student population at Skyline is approximately 52% female, 45% male, 27% Asian, 19% are Filipino, 19% are Hispanic, 20% white, 4% African American, with approximately 6% other. Additionally, both the U.S. Census of 1990 and 2000 indicated that the single largest growing ethnic groups are people who are of mixed ancestry. This is also reflected in the student population in anthropology courses at Skyline based on students voluntary self reporting. To support this diverse student body, the Anthropology program is committed to developing and maintaining a curriculum that is engaging and relevant to the discipline and the students' lives. Scholarly course materials are selected to address diverse cultural factors and are incorporated into the curriculum. Assignments are created using anthropological concepts through which students can investigate and articulate their enculturation experiences to better see themselves in their own context and the context of the larger world. As has already been mentioned, the Anthropology program is actively engaged in offering and supporting a broad range of events on campus such as Harambee! Pulling Together for the Good of the Community and Common Ground

The Anthropology program meets the needs of the student body by offering courses that fulfill the **Ethnic and Cultural Diversity requirement** for the AA/AS degree.

The program's commitment to offering anthropology courses to all students regardless of physical or learning disabilities, ESOL students, or other special needs students illustrate our commitment to meeting the needs of a diverse student body. Students are made aware through the syllabus and class announcements of their right to access of academic accommodations for verified disabilities. Additionally, students are encouraged to utilize Skyline's many tutoring and learning resources.

The Anthropology program also has an active Anthropology Club on campus. The club was founded by Anthropology faculty member, Lori Slicton several years ago out of student interest by non anthropology majors. Various students had taken anthropology courses as requirements and found the concepts and material very useful. These students wanted to begin the club in part as a means by which they could learn how to take anthropological concepts and apply them at work. Students had experienced an array of cultural misunderstandings and communication in their workplaces and wanted to improve those situations.

In addition to discussions on cultural topics, the Anthropology Club has sponsored many events and guest speakers as well as co-sponsored events with **Phi Theta Kappa**, the **Gay-Straight Student Alliance**, and with **ASSC**, **ASTEP** and **WIT** programs. Based on student interest we have also gone on field trips to local rock art sites and various museum exhibits and Native America Pow-Wows.

The Anthropology program is committed to a pedagogy that all students can make a useful and meaningful contribution to the educational process and the community. Furthermore, the Anthropology program is dedicated to being a safe place to discuss controversial issues such as those pertaining to race, ethnicity, religion, gender, sexual orientation.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

In the 2005 self study, an ambitious list of goals were identified and notable progress has been made. It should also be noted that it has been five years and not six since the last PR. Also, the full time faculty member was out on maternity leave during fall 2007 and returned to work a reduced load in spring 2008. Thank you to my colleagues who filled in during my absence and did a great job.

1. In response to student interest and to further develop **curriculum** applicable to a baccalaureate degree, new curriculum was developed and implemented. These courses are:

a. ANTH 165 Sex and Gender: Cross Cultural Perspectives was implemented and went through IGETC.

b. ANTH 170 Anthropology of Death was created and implemented. Anthropology of Death had been previously offered as a 1.5 unit experimental short course. It was met with a great deal of student interest so was made into a three unit semester course.

Discussions among faculty about a one unit **Physical Anthropology Laboratory** have taken place. More hands on materials (bone clones and cd-roms,etc. ) are needed to meet the needs of this course and there hasn't been much room in the budget for this to date. This course would fulfill the laboratory requirement for anthropology majors as well as students seeking to complete their General Education laboratory sciences requirement.

2. Strengthening **Research Skills**: Anthropology students routinely are required to write lengthy out of class papers. Some students want to above and beyond those requirements. These Anthropology students have been encouraged to develop their work and participate in the Community College Research Symposium at Stanford. The Symposium is a great new (now in its third year) opportunity to do more than a research project. The process requires excellent scholarship, creating a proposal, preparation of and the presentation of their work among their peers.

3. Important to Skyline's curriculum are **Honors Courses** and the Anthropology Program is very proud to offer these sections. Honors courses help students complete their requirements for the Honors Transfer Program and develop their academic skills within their majors. In this time of great budgetary constraint, rather than to offer separate Honors sections, it seems to work well to combine the Honors section simultaneously with the non Honors course. The Anthropology faculty are also quite happy to work with individual Honors Transfer Program students who would like receive Honors credit by contract.

4. To continue to provide a high quality and efficient curriculum, faculty have kept abreast of changes in the offerings and or requirements at baccalaureate institutions.

5. To better address and shore up the the skills of anthropology students, the **Writing and Reading Lab (WRL)** has been an important resource. Students are informed of this service at the beignnig of the semester and are referred to the WRL on an as needed basis to assist them in their assignments.

6. The Anthropology program has intermittently had **tutors** in The Learning Center. These students are anthropology majors who had completed a significant number of anthropology courses. This continues to be useful for students but it is not heavily utilized. The Anthropology Program would like to continue to work with tutors and to promote this valuable resouce for all anthropology students who may benefit from it.

7. The Anthropology program will continue explore means by which **Student Learning Outcomes** can be strengthened.

8. The Anthropology Program needs to coninue to update and expand its webpage to reflect the Program's growth and development.

9. Faculty began using the new e-mail system ([myskyline@smccd.edu](mailto:myskyline@smccd.edu)) and will continue to do so to better communicate with our students.

## **PART B: Student Learning Programs and Services**

### **Overview**

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

Not Applicable.

### **Curriculum**

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

The goals of the Anthropology program are to provide introductory courses in anthropology, to stimulate and broaden student interest in the anthropological perspective and to prepare students for transfer to a baccalaureate institution. The Anthropology program is keenly interested in promoting Student Learning Outcomes across its curriculum. The program has also, at student request been incorporating Honors sections of some courses. This has undoubtedly impacted the Program's WSCH and LOAD but has been a positive contribution for students hungry for such opportunities. The eight courses in the Anthropology program satisfy a number of General Education requirements such as:

ANTH 110; 110 Honors; 150; 155; 165; 180; 360 all satisfy requirements for the CSU system (Area D3: Social, Political and Economic Institutions and the Intersegmental General Education Transfer Curriculum (Area 4: Social and Behavioral Sciences). The newest course, ANTH 165 is pending approval.

ANTH 125 satisfies the CSU system (Area B2 Natural Sciences) and the IGETC (Area 5b Biological Sciences).

The Anthropology program provides students with the majority of their core lower division requirements for the baccalaureate degree. Course that fulfill major requirements:

ANTH 110; 110 Honors; 125; 125 Honors; 150

The remaining courses, ANTH 155; 165; 170, 180; and 360 overlap with the core course in the discipline and are commonly taken by anthropology majors.

2. *State how the program has remained current in the discipline(s).*

The Anthropology program at Skyline College offers a diverse curriculum and is staffed by one full-time faculty member and some part-time instructors. The variety of UC/CSU transferable Anthropology courses that are offered at Skyline is virtually unparalleled when compared with other community college programs with only one full-time faculty member. Yet, the program has embraced the challenge of delivering the highest quality of curriculum; serving a large, diverse student population; and maintaining currency in the discipline.

In order to keep current with the varied topics in the discipline and to promote Student Learning Outcomes, faculty engage a number of professional activities such as:

1. In addition to reading current **professional journals** in the field, anthropology faculty review the most current textbooks for the most up-to-date anthropological findings and analyses.

2. Faculty belong to numerous **professional organizations** such as the American Anthropological Association, Biological Anthropology Division, Archaeology Division, Latin American Anthropology Division, Society for Anthropology in the Community Colleges, Agricultural Division, Society for Feminist Anthropology, Museum Anthropology Division, Society for California Archaeology.
3. Faculty remain current by attending conferences and professional meetings, and developing campus-wide programs such as **Harambee!** and **Common Ground**.
4. Because of the fieldwork nature of Anthropology, faculty have maintained relationships with such local anthropology and research institutions as Stanford, UC Berkeley, San Francisco State University, Sonoma State University, Cal State East Bay, California Academy of Sciences, San Francisco Zoo, M.H. deYoung Museum, and Palace of Legion of Honor Museum. These relationships have allowed Skyline students to conduct primate observations, see and hear live cultural presentations, and to examine important material cultural items to better put them into a historical and cultural contexts.
5. Faculty have engaged in numerous seasons of **archaeological excavations** at various historic and prehistoric sites in order to bring the most current material culture information and research methodology to Skyline students.
6. Conducted independent **research** on the relationship between human evolution and cooking.
7. Faculty also advise the Skyline student Anthropology Club. The student members are very curious and elect to bring guest speakers or explore various contemporary topics relevant to the discipline. The students' vitality contributes greatly to the positive and educational dynamics of the anthropology program for all involved.
8. Faculty travel extensively to prehistoric and historic archaeological sites throughout the United States, as well as various sites within Latin America and Europe. Travelling directly to sites and often to small local museums provide a rich and unique opportunity to learn new interpretations of data and to acquire curriculum materials not otherwise available even through the internet.

3. *If the student population has changed, state how the program is addressing these changes.*

The Anthropology program has experienced a shift in the student population in a number of ways. For example:

1. The program has continued to grow to a WSCH of 1,857.
2. In response to the continued interest in anthropology courses, more sections were offered.
3. More part time faculty was hired to teach the additional sections.
4. Additionally, **curriculum** has been developed to address students' diverse interests and needs. For example two very interesting classes were created to fill a niche in the spectrum of offerings. They are:
  - a. ANTH 165 Sex and Gender: Cross-cultural Perspective

A welcome response to this class in addition to the SLOAC's, has been that many students with questions about their own identity have found a safe, academic setting where they can learn different cultural perspectives, many of which are welcoming of sex and gender diversity.

b. ANTH 170 Anthropology of Death

Similar to ANTH 165 this class has provided more insight into our student population. It is a relatively new class, but so far, it has been learned that our students have had a great many personal losses. In one class, a third of the students had lost one or both parents when they were children. Loss of friends to murder or suicide is fairly common. These students have a lot to say and need a place to do it in a structured setting. Far from a support group, the class allows students to investigate and express thoughts that much of society has not allowed them to do. Because it is an anthropology course, the class studies other cultural practices of death, mourning and burial. A presentation by psychological services is given in the beginning of the semester to provide support and resources to those who may need them.

This class is also helpful to students either working in or are entering the health field.

4. The program firmly supports and relies upon the various **Learning Communities** and Skyline's diverse academic resources. Students upon entering anthropology courses continue to demonstrate less

academic preparation for college in the areas of critical thinking, reading, writing and research. Students are encouraged to persevere and utilize the services in The Learning Center and the Library for additional assistance. Students are also referred to such mentoring programs as ASTEP, WIT, Student-Athlete, Puente and Kababayan. Additionally, SLOAC assessments may help to better identify some of the particular issues.

5. Students are more comfortable with the Internet for class assignments and research projects. However, most do not know how to assess the available internet information for scholarly sources. These students are referred to the Skyline College Library website for useful links and to seek help in the library in person.

6. While there seem to be more students who are less academically prepared for college, there seem to be more students at the other end of the spectrum interested in and capable of independent projects and research. The Anthropology faculty have responded by offering Honors anthropology sections, and encourage other interested students to work toward Honors credit by contract. Still other students may opt for Independent study on an agreed upon topics.

7. Some students entering anthropology classes express concern over learning about the concepts of evolution and evolution by natural selection. These concerns are earnest and are generally religiously rooted. Anthropology faculty spend more time introducing these concepts through lecture and scholarly articles that demonstrate the scientific method without interfering with a person's religious beliefs.

8. Increasingly more females are enrolling in anthropology courses than are males. This is in keeping with both college-wide and national trends. While the program has not declined in numbers of male students it is attracting more females. This may be in part to do with discipline-wide changes that have broadened the discussion and scholarship in the areas of sex and gender. The new emphases have focused on gender and the positive role of women both culturally and biologically. Hence, a new class was developed, ANTH 165 Sex and Gender: Cross Cultural Perspectives to address such new perspectives and interpretations.

9. Fewer students go through a thorough orientation to the college and do not have an appointed counselor. Students are generally unaware of most services available to them on campus and do not realize the importance of good academic counseling. Faculty spend increasingly more class time referring students to appropriate services.

10. Faculty have heard numerous complaints from students about the behavior of fellow classmates as it relates to cell phones and laptops. Students, in general, are more distracted in the classroom by their own behaviors, namely handling of cell phones and the misuse of laptops. Many want to text and respond to the activity on their cell phones during classes. Additionally, some have difficulty staying focused on note taking, etc on their laptops and wander to more “colorful” sites. This is distracting to the student but also to the students who sit around them.

11. In these very harsh economic times, many students express financial difficulty which has interfered with their enrollment. These students are referred to the Financial Aid and EOPS offices. The Anthropology program has created two scholarships as both as economic and academic reward for achievement and they are:

a. Frances Emma Wagner Memorial Anthropology Scholarship (endowed): Each year, two Skyline College students will each receive \$100.

b. Luis Kemnitzer Memorial Honors Anthropology Scholarship: Each year, one Skyline Honors Anthropology student will be awarded \$200.

12. The Anthropology Program continues to try to be aware and sensitive to the needs of a growing number of students who are returning from military service and war. Many of these students have voluntarily expressed to faculty that they are troubled and have serious difficulty readjusting to civilian and therefore academic life. It seems that some of our active duty students go and fight during the summer and are literally brought home the day before classes resume. These students have an incredibly difficult time and are referred to the college (academic as well as emotional) Counseling services.

13. The anthropology program continues to see female students drop out of school dozen due to unexpected pregnancies. These young women have voluntarily talked with Anthropology faculty and express being completely unaware of their reproductive cycles and birth control, nor do they protect themselves from sexually transmitted diseases. To complicate matters, many of these students are in what they would describe as "unsupportive" families and are often without health insurance. They are also unaware of the services on campus such as counseling and childcare. These students are referred to the college Health Center and or the Psychological Services office.

14. Anthopology faculty have also noted an increase in mental health and or substance abuse problems among students. Disruptive and sometimes aggressive and threatening behavior by students toward each other and faculty has become more commonplace. The classrooms and campus can sometimes feel unsafe. There are many resources for faculty to “identify and address” the so called disruptive student but faculty can do little in the face of substance abuse (primarily what appear to be drugs not alcohol). Being proactive is the best route but the cause of the behavior is not always clear or is complicated (i.e. substance abuse and or mental health issues).

15. Anthropology faculty have referred a larger number of students to psychological counseling services for issues of domestic violence, depression, and suicidality to mention a few. The Program is very grateful for the wonderful counselors that we have on this campus.

16. Faculty have noticed that due to the extensive cuts to education and the overall reduction in classes and campus services, students are more anxious about their prospects of a good education and career.

17. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

All Anthropology Courses have been updated.

18. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

Not applicable.

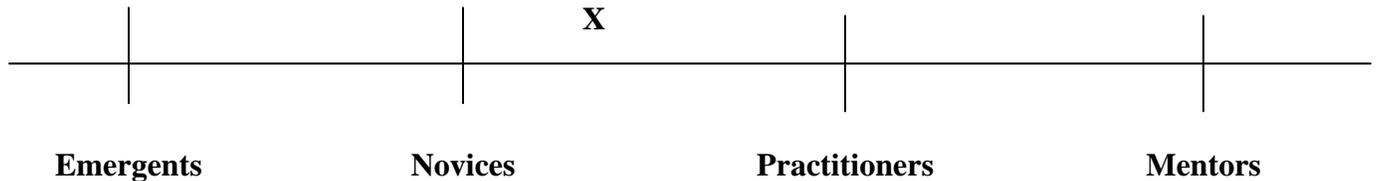
### **Student Learning Outcomes & Assessment**

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

<b>Emergents</b>	<b>Novices</b>	<b>Practitioners</b>	<b>Mentors</b>
<ul style="list-style-type: none"> <li>• Learning and discovering</li> <li>• Gathering information</li> <li>• Attending workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning a dialogue</li> <li>• Drafting SLOs</li> <li>• Drafting assessment plans</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in widespread dialogue</li> <li>• Implementing assessment plans</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating discussions and generating new dialogue</li> </ul>

	<ul style="list-style-type: none"> <li>• Taking inventory of assessments</li> <li>• Creating instruments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Refining SLOs</li> <li>• Reviewing outcome data and discussing implications</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting workshops</li> <li>• Lending assistance</li> </ul>
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**Mark an X on the continuum and briefly comment.**



2. *Highlight any major findings and resulting course or program modifications.*

Anthropology faculty have developed SLOACS for all courses. The assessment tools are currently being developed for the various courses. Faculty will use a variety of methods of assessment such as pre and post multiple choice tests, rubrics for writing assignments (short-essay as well as term projects). The faculty want to give careful consideration in developing these tools and are looking to begin to implement them in Fall 2010.

4. *What additional resources are needed to implement the plan?*

5. Incorporating SLOACS into curriculum is an on-going process that will require flexibility and revision to better refine the assessment tools and learning outcomes. The SLOAC committee has provided a breadth of resources for development and implementation of SLOACS and the Anthropology faculty will continue to use those resources.

## **PART C: Resources**

### **Faculty and Staff**

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

The Anthropology program is currently staffed by one full-time faculty member, Lori Slicton. The following examples of developmental activities represent her work and not those of adjunct faculty.

1. Curriculum development: ANTH 165,170.
2. Developed new Honors projects for: ANTH 110; 125.
4. Archaeology Fieldwork, Yosemite
5. Fort Vancouver, Washington excavation site
6. Founding faculty advisor for the Skyline College Anthropology Club
7. Co-coordinator of Common Ground, Bridging Community and Ideas (2007, PIF recipient)
8. Primate observations in Costa Rica
9. Travel to England and Wales with trips to Stonehenge and Bath, Cardiff Castle
10. St. Paul's Cathedral, London
11. Chinese Laborers in Lake Chabot Area, Archaeology/History exhibit Cal State East Bay

12. Visited many excellent museums such as University of British Columbia, British Museum, Imperial War Museum—Holocaust Exhibit, Samurai Exhibit (Asian Art Museum, SF), Science Fiction Museum, Seattle, King Tut exhibit (MH deYoung, SF), California Indian Museum of California, Georgia O'Keefe & Ansel Adams at SFMOMA. Development: Faculty would like to further develop expertise in the area of medical anthropology to better understand diseases in an evolutionary context.

3. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

New faculty and staff attend the district-wide orientation process. All full-time faculty are required to attend Social Sciences/Creative Arts Division meetings. Informal mentoring of new faculty members is provided by senior faculty. The tenure-review process itself but also the portfolios faculty create can serve as an orientation tool. We do not have a formal mentorship structure in place to work with new adjunct faculty but faculty can freely consult with one another.

4. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

The available pool of adjunct faculty has diversified in its areas of expertise. Since the last Program Review, adjunct faculty have been hired to teach courses such as Archaeology, Prehistory as well as Physical Anthropology. Previously, adjunct had only been teaching Cultural Anthropology courses. The pool of applicants generally comes from the local universities and allied fields (i.e. Medical Examiner) and through the Human Resources Department at the College District Office.

## **Facilities, Equipment, Materials and Maintenance**

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Since the time of the last Program Review, there have been significant changes in the outward appearance of the campus (It's pretty!). A number of projects have reached completion (Bldg 6, 7, and 8) and many others are still in progress. It is easier for students to move from building to building and there are more places for students to study and congregate. The new classrooms are a vast improvement over the previous facilities. However, the Anthropology faculty are often not utilizing those new rooms. Thus, many (not all) of the comments made in the previous PR still hold true and they are as follows:

A. Facilities here will be defined as classrooms and instructor's offices, although this department interacts with the computer lab, the library, the learning center, and other campus facilities. Budget constraints compound this in a number of ways. For example, we have more buildings (and more on the way) but fewer maintenance staff. The lack of Building and Grounds employees has meant that (Anthropology program) classrooms and the faculty office are not being adequately maintained. They are not vacuumed, swept or cleaned. Trashcans get emptied but their plastic liners are not replaced daily. Rotten food sticks to trashcans in many classrooms. There have been numerous rodent (mice) problems in the last six years which have been compounded by these conditions. A more clean and kempt environment is also a more professional teaching and learning environment and would improve morale.

B. The full-time instructor has access to an office for work and meeting with students. However, sometimes the instructor's office environment could be improved upon. Increased cleaning and maintenance would improve this situation. For example, the instructor's office has bookcases and cabinets that are not bolted to the wall for earthquake safety. Over the last five years, faculty have gone through proper channels and submitted work orders through both the Social Science/Creative Arts

Division and Building and Grounds. Twice, Building and Grounds employees have arrived at the office to assess the problem. Yet, no work has been completed.

C. In addition to making the necessary earthquake safety improvements, other conditions need to be improved upon. Increased, healthy ventilation into offices and classrooms with proper intake and out-take ventilation systems must be restored and maintained in working order. These systems (at a minimum) are interrupted during various types of construction projects.

F. Some classrooms need to be completely renovated. For example, the Anthropology program relies on rooms in 2-2305, Pacific Heights. The electronic facilities are inadequate and there are no maps available (internet access and powerpoint do not replace the need for wall maps during lectures in classrooms).

G. Equipment maintenance is executed by a busy group of hard-working staff. This is compounded by the very nature of sensitive technological equipment that is routinely used by a large group of instructors, making the delivery of the material good, but sometimes problematic because of adjustment variations. When technology breaks down, instructors rely more on traditional methods of instruction. The maintenance and proliferation of necessary, non-electronic materials such as maps has been neglected.

## 2. *List projected needs.*

1. Electronic classrooms with adequate ventilation and lighting systems capabilities including dimmer switches.
2. Increase hands-on materials such as boney and dental remains (replicas) of mammals, primates and hominids.
3. Video and or sound equipment would assist instruction.
5. Mechanical maps

## 3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

1. Anthropological concepts often require reinforcement with hands-on activities. These materials (bones, teeth, historic and prehistoric artifacts, measuring apparatuses and the like) are essential to any Anthropology program. These resources are somewhat limited and need expansion
2. When applicable, internet sources are used for student investigation and assignments.
3. Many classrooms still do not have adequate lighting systems (dimmer switches) to accompany audiovisual presentations that can accommodate notetaking.

## 4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Not applicable.

## **Budget Request**

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

1. Hands-on materials for in class exercises (ANTH 125, 150, 155, 360) and for the Physical Anthropology Laboratory. These should include, various mammal, primate, and hominid skeletal materials, measuring apparatuses, and CD/DVD visual aids.
2. Expand the Media Center holdings of video/DVD holdings to better support the new curriculum as well as respond to the world's cultural and biological dynamics.
3. Expand the scholarly anthropology sources available students at the Skyline Library.
4. Students and faculty will require clean, well-equipped and maintained electronic classrooms.
5. The program will require new wall maps.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

This program shares resources with a number of departments. As has been mentioned, the Anthropology program and Anthropology Club have sponsored campus-wide events at which representatives from every division or program on campus, including some in administration, have attended. The Anthropology program has also benefited from having numerous guest speakers from other programs such as Political Science, Philosophy, History, Psychology.

Some educational materials have been shared with Anatomy/Physiology, History and Art.

## **PART D: Leadership and Governance**

1. *What leadership roles do the faculty and staff of your program hold in the college?*

The anthropology Program has one full time faculty member who demonstrates campus leadership in a number of ways.

Committees:

- Scholarship
- Health and Safety
- Hiring
- Tenure review

Advisor: Women in Transition Club  
Anthropology Club

Organize many campus wide events

Training: Completed all day H1N1 Flu training sponsored by the State Chancellors office, Skyline College June 2009. The training was designed to train faculty to assist their community colleges in H1N1 flu preparedness

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Coordinator: Women in Transition Program (Learning Community) since Spring 2006  
Member, Health and Safety Committee  
Member, Scholarship Committee  
Member, Transfer Center Advisory Board

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Anthropology faculty are keenly interested in student success. It is crucial that the program be responsive to changes in the student population to remain relevant. Listening and responding to student feedback regarding courses and expectations is helpful. Developing curriculum that fills a student need is also constructive.

## **PART E: Action Plan**

1. *Describe the program's plan for addressing areas of improvement.*
  1. Schedule course offerings to keep load strong and reflect student need. As fall 2009 the Load is 653.
  2. Coordinate more with the Dean of Social Science/Creative Arts and the Honors Transfer Program to increase the Honors offerings in anthropology.
  3. Continue to refine SLOAC's
  4. Respond effectively to changes in facilities and technology delivery systems.
  5. Stay informed of the available campus services for student success and retention
  6. Link students to the various services to improve their success and retention.
  7. Stay current on the transfer requirements for anthropology majors to the most commonly used transfer institutions (UCB,UCSC, SFSU, UCLA, Cal State East Bay, Sonoma)

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

### *Weekly Student Contact Hours – WSCH*

Report the 3 previous **Fall** semesters with the most recent on the right.

---

Year	2006	2007	2008
WSCH	1,423	1,379	1,857

---

#### **Please comment on program enrollment and expected trends.**

The Anthropology program's enrollment has continued to grow and this trend is expected to continue. The program offers a breadth of UC/CSU transferrable courses all of which fulfill a degree and or transfer requirement to a four year institution. The program thus meets an important institutional and student need. Additionally, this need is likely to increase as statewide course offerings at other insitutions decrease.

### *FTE and WSCH/FTE (LOAD)*

Report the previous 3 **Fall** semesters with the most recent on the right

---

Year	2006	2007	2008
FTE	1.2	1.2	1.4
WSCH/FTE	575	488	564

---

#### **Please comment on the comparison of this program to College trends.**

The Anthropology program has continued to grow as has the enrollment of the entire college. In response to the program's overall growth, more adjunct faculty were hired to cover additional sections. This increased the FTEF from 2.20 in 04/05 to 4.0 FTEF in 2009.

It has been noted that this growth appears to have been too quick as the load took a dip. Course offerings have been moderated and the load has rebounded to 654 as of Fall 2009.

## ***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

---

<b>Year</b>	2006	2007	2008
Retention	84%	75%	81%
Success	67%	59%	65%

---

**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

The Anthropology program's overall Success and Retention rates nearly mirror those of the Social Science and Creative Arts Division. Its most recent data indicates Retention at 82% and Success at 66%. The program is also close to the Collegewide Success and Retention rates which are 69% and 84% respectively. While the numbers are similar to those of the Social Science/Creative Arts Division and the College, they represent a program drop of 8-9% since the last Program Review.

The faculty take a great interest in student success and retention and are continuously reviewing the possible factors involved. While most students are retained and do succeed, attention must be paid to those who do not. There are potentially a variety of reasons and therefore responses to these issues. Most of the issues that faculty are made aware of are in the areas of student preparation and finances.

1. The high unemployment rate among students have left many of them financially strapped. More students report to faculty a need to drop some or all of their classes because of work schedule conflicts. These have been some of the "lucky" one who were able to land employment. Class time is given for brief presentations by the Cooperative Education Program so that students become more aware of earning units volunteer and work experience.

Students are informed of scholarships and the application process at Skyline College. They are urged to seek assistance from Financial Aid immediately.

Most notable in this area, more students are unable to purchase their texts and rely on materials placed on Library Reserve. Faculty work hard to assure this but some of the publishers are not very accommodating of the request. However, most classes have materials on reserve to meet this student need.

Because of a reduction in course offerings statewide, more students are attempting to attend multiple institutions to get meet their various degree requirements. Some are doing this in addition to employment. This often creates conflicts for the student as the semester progresses and exams and work become due.

2. Students, as has been indicated in the Self Study, are generally less prepared for college and the UC/CSU articulated work level. Most do not know the fundamentals of writing a research paper or how to craft an essay exam. More referrals are made to the Learning Center.

Additionally, some students seem to ignore or do not understand the "English Eligibility" recommendations in the class schedule and syllabi. Eligibility for ENGL 100; 105 are recommended for all anthropology courses and some students are not prepared for this level of work and need to develop their skills to better ensure their success.

Anthropology faculty are also strong advocates of the various mentorship opportunities through different programs and Learning Communities (WIT, ASTEP, TRIO, Puente, among others) to help students make stronger, deeper connections to the campus and to better understand their skill needs and learning process.

SLOACS may additionally help address the needs of the ever changing student body.

3. More specifically, the program's Success and Retention rates by gender are close to or higher than those of the college. Male anthropology students have a Success rate of 68% and females are at 69%. This compares with the college wide success rate for males at 57% and females at 72%. Program retention rates indicate female students are retained at 83% and males at 78%. This compares with the college rates of 84% of both males and females.

4. In terms of student Success and Retention by ethnicity, the highest program rates of Success are among Hispanic students (72%) and Asian students (69%). This is slightly different from those of the college which finds the highest Success rates among Whites (74%) and Asians (71%). The highest program Retention rates are among Asian students (87%), White (82%), and Hispanics (81%). This compares with the college's highest retention among Whites (87%), Asians (85%), and Unreported (85%).

The program's lowest rates of Success are among African American students (52%), Filipino students (55%). Out of the four Native American students in the program, 25% succeeded. This compares with the college's lowest success rates among African American students (55%), and Native American (62%), and Hispanics (64%). Lowest program Retention rates are among African American students (63%) and Native American (50%). The lowest college rates are among African American students (79%) and Filipinos (81%).

While the Anthropology program is comparably small and therefore percentages may fluctuate more widely, faculty are very interested in strengthening student Success and Retention and welcome any college wide effort to address such issues.

## Program Review Course Outline & Prerequisite Checklist

Discipline: Anthropology

Semester: Spring 2010

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.



## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
ANTH 110	Cultural Anthropology	2010	X	X	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	yes	yes	yes	No	
ANTH 125	Physical Anthropology	2010	X	X	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	yes	yes	yes	No	
ANTH 150	Introduction to Archaeology: Bones, Beads and the Basics of Material Culture	2010	X	X	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	yes	yes	yes	No	
ANTH 155	Human Prehistory and the Rise of Civilization	2010	X	X	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	yes	yes	yes	No	
ANTH 165	Sex and Gender: Cross Cultural Perspectives	2010	X	X	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	yes	yes	yes	No	
ANTH 170	Anthropology of Death	2010	X	IP	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	Yes	yes	yes	No	
ANTH 180	Magic, Witchcraft and Religion	2010	X	X	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	Yes	Yes	Yes	No	
ANTH 360	Native Peoples of North America	2010	X	X	X	Recommended: Eligibility for ENGL 100, 105 or equivalent	Yes	Yes	Yes	No	

**Skyline College Program Review  
Certification of Course Outline & Prerequisite Review**

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**Faculty Signatures**

Lori Slicton

*Highlight this text & type in name*

\_\_\_\_\_ *Highlight this text & type in name*

**Date Submitted:** 26 March 2010

**Division Dean:** \_\_\_\_\_

*(Additional faculty signature lines may be added to this form as needed.)*



## **MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)**

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

<b>Skyline College Institutional Outcomes</b>									
<b>Key: (C) central to a course, (S) supported by a course, (blank) does not apply</b>		ANTH 110	ANTH 125	ANTH 150	ANTH 155	ANTH 165	ANTH 170	ANTH 180	ANTH 360
<b>Critical Thinking:</b>	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C	C	C	C	C	C	C	C
	Analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.	S	S	S	S	S	S	S	S
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	C	C	C	C	C	C	C	C
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C	C	C	C	C	C	C	C
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	C	C	C	C	C	C	C	C
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	S	S	C	S	S	S	S	S

<b>Effective Communication:</b>	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	S	S	C	C	C	S	S
	Effectively express ideas through speaking and writing.	S	S	S	S	S	S	S	S
<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;	S	S	S	S	S	S	S	S
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	C	C	C	C	C	C	C	C
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	C	C	C	C	C	C	C	C
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	C	C	C	C	C	C	C	C
	Demonstrate commitment to active citizenship.	S	S	S	S	S	S	S	S
<b>Information and Computer Technology Literacy:</b>	Effectively locate and access information in numerous formats using a variety of appropriate search tools.			S					
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.		S	S					
<b>Information and Computer</b>	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and	C	S	S	S	S	S	S	S

<b>Technology Literacy:</b>	problem solving skills.								
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.		S						
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.	S	S	S	S	S	S	S	S

**Program Review - Resource Needs Summary Table**

Program \_\_\_\_\_ Anthropology \_\_\_\_\_

	<b>Needs</b>	<b>Notes</b>
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. No needs in this area at this time</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>Since the last Program Review, a more diverse pool of adjunct faculty has been put in place. There are more of them and they are able to teach a variety of courses.</p>
<b>Equipment</b>	<ol style="list-style-type: none"> <li>1. Bones/bone clones</li> <li>2. Measuring implements</li> <li>3. cd-roms</li> <li>4. updated audio visual materials</li> <li>5.</li> </ol>	<p>A projected need is for a one unit Physical Anthropology Lab. A lab would require a modest supply of resources.</p>
<b>Facilities</b>	<ol style="list-style-type: none"> <li>1. Electronic classrooms</li> <li>2. Physical Anthropology Lab space</li> <li>3.</li> <li>4.</li> </ol>	<p>Progress has been made in this area as Anthropology 125 uses room 7-7110. This room or a comparable one is necessary to meet the projected needs.</p>

**Program Review - Resource Needs Summary Table**

Program \_\_\_\_\_ Anthropology \_\_\_\_\_

	<b>Needs</b>	<b>Notes</b>



## PROGRAM REVIEW PACKET INSTRUCTIONAL AND STUDENT SERVICES

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### Forms:

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Course Outline & Prerequisite Checklist .....	Web Page
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Self Study Form .....	Web Page
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Needs Summary Form .....	Web Page

## SKYLINE COLLEGE PROGRAM REVIEW INTRODUCTION

### INSTRUCTIONS FOR COMPLETION OF SELF STUDY

The forms to complete the self-study can be obtained on the Curriculum website at (<http://www.smccd.edu/accounts/skycurr/>). The site provides links to the self-study documents. You may copy this file to create your own or work directly on the form and use “Save as” to give the document a new name. This file is “read only” and you must use a new file name when you save your work. Please try to maintain the original format as you compose the self-study form.

#### **Self-Study Submission Requirements:**

This is the order in which the self-study documents should be organized.

- Executive Summary (Cover page)
- Self-study (No longer than 10 pages including the enrollment and/or performance trends worksheet)
- Data reporting Sheets
- Course Outline and Prerequisite Checklist
- Mapping Instructional Course or Program Level SLOs with Institutional SLOs Check-off List
- Needs Summary Form
- Evaluation of the Program Review Process
- Response Sheet

#### **Executive Summary**

This is a short summary of findings which includes the three most significant strengths of the program, three most significant suggestions for enhancement, need and/or project improvements for the program

#### **Self-Study**

Submit the report including both questions and responses.

#### **Data Reporting Sheets**

The data for the reports can be obtained from the website at <http://www.smccd.edu/accounts/skypro/>.

#### **Course Outline and Prerequisite Checklist**

List all course outlines for your program and validate the prerequisites.

#### **Mapping Instructional Course or Program Level SLOs with Institutional SLOs Check-off List**

Complete the matrix which maps course-level SLOs with institutional SLOs.

#### **Needs Summary Form**

Briefly list your resource needs.

#### **Evaluation of the Program Review Process**

The self-study is not considered complete until you complete the evaluation of the Program Review Process. Please take a few moments to complete and this evaluation and include in with your self-study submission.

#### **Response Sheet**

Please attach the sheet to the back of your self-study. The Curriculum Committee will fill it out.

### Printing Requirements

- Print and make 17 copies of the signed report on white, 8½" by 11" paper, using black ink, **one side only**, using the format provided. These **17 copies, along with the signed original, and a digital copy** (email: [norris@smccd.edu](mailto:norris@smccd.edu)) will be submitted to the Instruction Office for Curriculum Committee review and response. **Include all forms listed in the Self-Study Submission Requirements above.**
  
- Prepare and submit three (3) additional copies of the **Executive Summary** with the completed self-study. **One copy for the Planning & Budget Committee, one for the Board of Trustees, and one to remain with the self-study.** The **Executive Summary** will also serve as the cover sheet for your program review and should include:
  - Name of the discipline
  - Date of submission
  - Signatures of all full-time department faculty/staff and identification of those responsible for the self-study preparation and participation in the self-study process.
  - A short summary of findings that have emerged from the self study.
  - A list of the **three most significant strengths** of the program.
  - A list of the **three of the most significant suggestions for** enhancement, **need and/or projected improvements for the** program.
  - Submit one (1) printed copy of each updated Course Outline with the original of the Program Review and email all Course Outlines electronically to [norris@smccd.edu](mailto:norris@smccd.edu).

**SKYLINE COLLEGE INSTRUCTIONAL AND STUDENT SERVICES**  
**PROGRAM REVIEW INTRODUCTION**  
**February 2007**

In accordance with Title V Regulations and Accrediting Commission mandates, review of instructional and student service programs at Skyline College will be performed under the following procedures. In addition to meeting the Title V mandates, the college affirms the purpose of Program Review is to improve the quality of instruction and student services at Skyline College and to demonstrate institutional effectiveness.

Program Reviews will serve as the basis for planning and budget allocations in instructional and student service areas each year. In addition, Program Reviews form the basis for college and district long range educational and facilities planning and will be linked to our accreditation self study.

These reviews are of prime importance in providing program introspection and analysis emphasizing student learning outcomes (SLO). Program Review is the beginning point to determine priorities for staffing requests, equipment, software and supplies, and facilities alterations and planning. Since resources are limited, not all projects can be funded; priority will be given to requests with appropriate justifications.

**Purposes**

- ❑ To develop, maintain, improve and promote quality instruction and support services in order to optimize student learning outcomes and access.
- ❑ To promote dialogue and collaboration among faculty, administrative and classified staff, and students
- ❑ To enhance interaction among programs, instruction, and student support services
- ❑ To ensure the effective and efficient utilization of the College's human, financial physical, and technology resources
- ❑ To ensure a process in accordance with Accreditation Standards consistent with the District and College vision, mission and goals.

**Cycle**

A Comprehensive Program Review is conducted by each department every six years with a mid-term review conducted on the third year. This calendar maintained by the Offices of the Vice President of Instruction and Vice President of Student Services. Program Review self-study process is 14-months involving planning, data acquisition, analysis, and writing of the final report. Program Review results are showcased via formal presentation. All members of the college community are invited and encouraged to attend.

## SUGGESTED TIMELINES FOR PROGRAM REVIEW

### PLANNING, REVIEW OF DATA NEEDS AND ACTION PLAN:

#### FEBRUARY-MAY (Phase I)

- ❑ Departments or programs are informed of scheduled Program Review in February. A notice from the Office of Instruction to faculty via the Division Dean reminding departments to begin program review. (**February**)
- ❑ Teams are identified and organized. Program appoints a review team and selects a review team leader. Small or one-person departments may need to consult with their peers at CSM or Canada, or meet with Division Dean to acquire assistance. Departments or programs are urged to include part-time faculty and appropriate classified staff in the review process (**February-March**)
- ❑ Program Review training workshop is provided to initiate the process. Implementation packets are distributed at the workshop. (**March**)
- ❑ Review team reviews the instrument and data needs and creates an action plan. (**April-May**)

### DATA ACQUISITION AND DRAFT REPORT

#### AUGUST-FEBRUARY (Phase II)

- ❑ Basic enrollment, retention data, and other pertinent data will be provided by the Office of Planning, Research and Institutional Effectiveness. (OPRIE) (**September**)
- ❑ Initial findings are discussed with the entire department and Division Dean
- ❑ Review team collects data, reviews all courses and assures course outlines are correctly formatted to the most current course outline of record template. Courses that require substantial modifications should be submitted to the Curriculum Committee for approval well in advance of Program Review submission date.
- ❑ Review team analyzes data and information in conjunction with the data collection workshop offered by Office of Planning, Research and Institutional Effectiveness announcing workshop on use of data. (**September**)
- ❑ Update and consultation of program review progress. Consult with department or program, Curriculum Committee member, appropriate VP, or the Office of Planning, Research and Institutional Effectiveness. All data analysis completed. (**December**).
- ❑ Review team completes program review drafts and revisions. (**February**).
- ❑ Programs continue to update and finalize report (**Aug-March**)

### FINALIZATION OF REPORT PRESENTATION:

#### APRIL (Phase III)

- ❑ Department or program faculty/staff finalize the Program Review report and submit the original signed report plus 17 copies, and a digital copy to the Office of the Vice President of Instruction. (norris@smccd.net) (**April**)
- ❑ Curriculum Committee hosts a Program Review Presentation Workshop which is augmented by the College President, and Vice Presidents of the college. Presentations are 10 minutes highlighting the reports findings; followed by 5 minutes of questions and answers. The campus community is invited to the presentation.
- ❑ The Committee will review the document to:

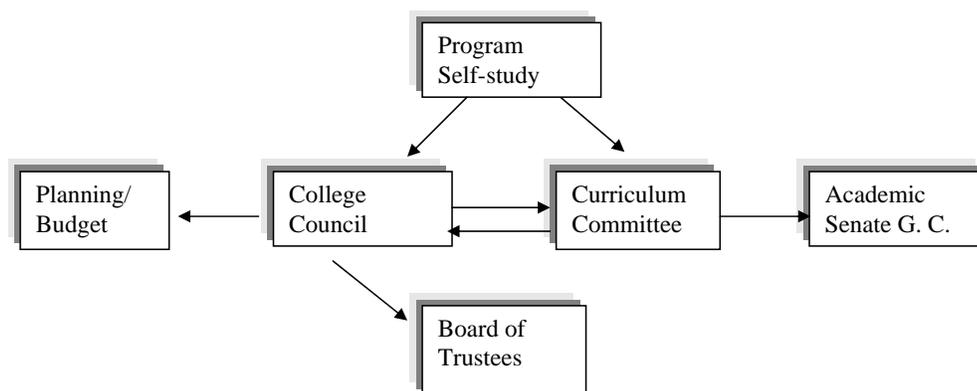
- ✓ Determine if the Program Review has been completed and is comprehensive.
- ✓ Review the alignment of the program within the SLOAC framework
- ✓ Determine the progress on prior goals (if applicable)
- ✓ Review the program's responses to academic and student services outcomes
- ✓ Develop responses to the recommendations or other components of Program Review

**CONCLUDING FINAL REPORT:  
MAY-OCTOBER (Phase IV)**

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- The Committee will submit a written response to the department.
- Program Review recommendations are incorporated into department or program planning and budget requests for the subsequent academic year.

## RESPONSIBILITIES OF COMMITTEES INVOLVED IN PROGRAM REVIEW



Program Review is a joint responsibility of the Skyline College Curriculum Committee, a standing committee of the Academic Senate, **and** College Council, the primary shared governance body of the College.

### **College Council Responsibilities:**

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- ❑ Through its administrative representatives (VPI or VPSS), keep the Program Review calendar, inform programs of scheduled review and keep on file completed Program Reviews
- ❑ Through its administrative representatives (President, VPI and VPSS), read and respond in writing to each Program Review and attend the Program Review presentations with primary focus to:
  - ✓ ensure consistency with District/College mission and goals
  - ✓ review student outcomes
  - ✓ assess impacts on educational and support services
  - ✓ ensure projections are reasonable
- ❑ Through its administrative representatives (VPI and VPSS), ensure that Planning/Budget Committee has the executive summary of each Program Review and the required written response from administration and Curriculum Committee
- ❑ With College Council concurrence, forward Executive Summaries to the Board of Trustees

### **Planning/Budget Committee Responsibilities:**

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- ❑ Maintain a master notebook with executive summaries and committee responses for all Program Reviews
- ❑ Ensure that Program Reviews be given to each successive chair with clear statements as to which recommendations have been acted on and which have been carried over.

### **Curriculum Committee Responsibilities:**

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- ❑ Maintain and update the Program Review process as necessary
- ❑ Schedule the oral presentation and invite the campus community
- ❑ Read and respond to program reviews with the primary focus for
  - ✓ academic/curriculum standards
  - ✓ impact on educational and support services
  - ✓ ensuring projections are reasonable

## APPENDIX A

### MISSION AND GOALS OF THE SAN MATEO COMMUNITY COLLEGE DISTRICT

*Please check current catalog for most recent mission and goal statements.*

#### Mission

- ❑ Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- ❑ Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- ❑ Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- ❑ Provide developmental and remedial education in language and computational skills required for successful completion of educational goals; and
- ❑ Provide a range of student services to assist students in attaining their education and career goals; and
- ❑ Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community; and
- ❑ Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff and maintain a campus climate that supports student success.

#### Goals

- ❑ Provide varied general educational opportunities which acquaint students with the broad outlines of human knowledge and experience
- ❑ Provide lower-division transfer programs which prepare students for continued education in four-year colleges and university
- ❑ Offer occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
- ❑ Advance the economic growth and global competitiveness of our community through education, training, and services that contribute to continuous work force improvement
- ❑ Offer development/remedial education to enable students to develop those basic skills essential to successful completion of college goals
- ❑ Identify and meet community needs not otherwise served by college credit courses by offering self-supporting Community Service classes and activities
- ❑ Provide a program of student services to assist students in attaining their educational and career goals
- ❑ Actively support a program that promotes diversity in recruitment of students as well as personnel

## **Definition of Terms**

- WSCH:** Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
- FTE:** The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
- LOAD:** Teaching Load is taken as the ratio of WSCH to FTE
- N GRADES:** The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)
- RETENTION:** The sum of all non-W grades divided by N grades times 100, expressed as %
- SUCCESS:** A+B+C+CR grades divided by N grades times 100, expressed as %

## APPENDIX B

### FREQUENTLY ASKED QUESTIONS

#### *1. Why are faculty asked to perform Program Review?*

Faculties are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

#### *2. How do I know that all the work I put into this document will have any impact?*

Honestly, there is no guarantee. The Curriculum Committee and College Council have developed a process that will allow Program Review to function the way it was meant to. The process will have an impact on planning and future development.

#### *3. I and/or others on campus have done a Program Review and it went nowhere. How will this be different?*

Starting in 1999 we have a clear system in place for reviewing your work. Each program will receive a written response from the President, Vice-President and Curriculum Committee within 30 days of the oral presentation. After submission of each Program Review, a copy of the summary sheet and the Committee's response sheet will be given to the Chair of Budget/Planning committee. The chair will be expected to utilize these summaries during planning and budget. Each Division Dean will also have the Reviews available during the planning and budget process. The chair of Planning/Budget will also keep these in a notebook and pass them to successive chairs.

#### *4. Why the oral presentation to curriculum committee?*

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and programs personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

#### *5. I am a one-person department – I don't have the capability or time to perform this review.*

All questions are now on computer disk. This should reduce preparation time. Each Division Dean is also available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

#### *6. How will the self-study questions be kept current and useful?*

The Curriculum Committee, through the Academic Senate, will have that responsibility.

**APPENDIX C  
SKYLINE COLLEGE**

**INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW**

**RESPONSE SHEET**

**Discipline:**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

**College President**

*Comments:*

\_\_\_\_\_  
*Signature*

**Separate boxes for each**

**College Vice Presidents**

*Comments:*

\_\_\_\_\_  
*Signature*

**Curriculum Committee**

*Comments:*

\_\_\_\_\_  
**Signature**

Original to remain with self-study  
Copies to Planning/Budget Committee & Program Review preparer

**Appendix D**  
**Skyline College**

**Evaluation of the Program Review Process**

To improve the Program Review 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 the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: I tried to keep track but found it impossible to keep an accurate count. I know has been said by many before me, one person departments bear a great in the Program Review Process. The number of hours put in far exceed that of three unit semester lecture class, preparation, grading, etc.

1. Was the time frame for completion of Program Review adequate? If not, explain This is difficult to address. There is a great deal of thought and consideration as to what is included in a Program Review. The number of questions and areas of instruction to be reviewed seems to only grow. While the project gets larger, the necessary data for the review process is not completely available until the start of the semester when the PR is due. The timeline then leaves some important components to be interpreted at the last last minute. It is not clear how this may be avoided. Reassessing the length of the Program Review itself would certainly help but may not be possible.

1.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement. The hardest form, because of all the lines, notations and color changes was this form. I have never seen anything quite like it.

Mapping the SLOACS was the most challenging part and seems that it could have been summarized in the self study in the area of curriculum.

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

The questions are relevant but as I address in the succeeding question (even quest 3 and 4 on this form are nearly identical in their focus) they may not all be necessary.

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4. Did you find the Program Review process to have value? If not, please explain and offer suggestions. The Anthropology Program is one of the younger programs on campus. It has grown markedly in enrollment and in the diversity of its offerings. Examining student Success and Retention is essential and monitoring changes in the student population with its corresponding needs. However, Program Review process in its effort to be thorough is lengthy and seems to have redundancies. For example, there are numerous areas/questions pertaining to departmental leadership and governance in the Division and the college. Most of these were additions to the last time Anthropology conducted a PR . They added more effort but I am not sure of their cumulative value.

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

The data was clear and I received it promptly upon request. I would have also liked to have seen the district wide Anthropology data.

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

1. Consultation with colleagues is essential to completing the Program Review Process. Faculty who have recently gone through the process are of great help to those currently undergoing it. However, the documents and requirements can change until nearly the submission deadline. It would be very helpful to have perhaps a bulleted list of any changes since the previous year's PR's to help faculty "take note."

2. It was good to see the section in the FAQ's pertaining to the one-person departments and that they may get help in completing their Program Reviews. It should definitely be addressed and my Dean is responsive and helpful. However, it is unrealistic to expect the Dean to divide up the work to be accomplished in a Program Review as is done among my colleagues in other departments. I have the greatest job but this is a serious issue. Perhaps it could be considered that one person departments have some release time to give the project the fullest consideration that it deserves.

3. It would be helpful if, when the data is ready that it is automatically sent to faculty who are up next in the Program Review cycle. Also, the data that is sent may be evaluating different aspects of instruction than were indicated in the previous review. It is not clear if additional data is needed or if the research/PR needs have changed. It is difficult to discuss problems and progress is we are not evaluating the same data.  
Additionally, the college data of Success and Retention, etc were available upon request but not posted on the web

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**Appendix E**  
**Skyline College**

**Program Review Completion Check off Sheet**

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		Checked if Completed
1.	Executive Summary	
2.	Program Review Self-Study	
3.	Data Report Sheets: Worksheet for Enrollment, Performance, and WSCH/FTE	
4.	Course Outline, Prerequisite and Student Learning Outcomes Checklist	
5.	Mapping Instructional or Course Level SLOs with Institutional SLOs	
6.	Needs Summary Form	
7.	Evaluation of the Program Review Process (Appendix D)	
8.	Response Sheet (Appendix C)	