

INSTITUTIONAL PROGRAM REVIEW 2010-11
Program Efficacy Phase, Spring, 2011

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by **March 17, 2011**.
It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy, Spring 2011

Complete and attach this cover sheet as the first page of your report.

Program Being Evaluated

Sociology/Anthropology

Name of Division

Social Sciences; Human Development and Physical Education

Name of Person Preparing this Report

Romana Pires

Extension

8602

Name of Department Members Consulted

Name of Reviewers

Sandra Waters; David Smith; Herbert English

Program Review Committee Representatives

Denise Knight; Ed Millican

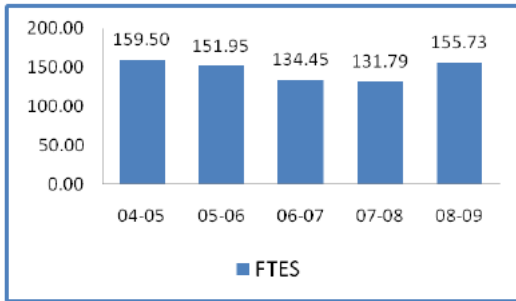
Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean		3/14/11
Report submitted to Program Review Team		
Meeting with Review Team		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	0	0
Faculty	Anthro: 0 Soc: 1	0	Anthro: 6 Soc: 7
Classified Staff	0	0	0
Total	1	0	13

Sociology



Description:

Sociology examines systems of social action, social relationships, organizations, institutions, communities, and societies. Sociologists attempt to understand and predict human behavior through the analyses of social systems and interactions. Courses help prepare students for multitude of studies and career options and meet GE requirements.

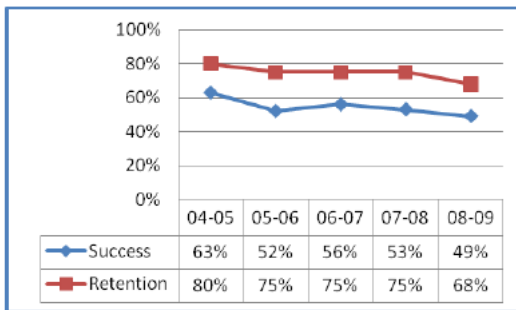
Assessment:

FTES and efficiency rates have varied with no apparent trends. FTES and efficiency rates increased from 2007-2008 to 2008-2009. Success rates have decreased by 14% from 2004-2005 to 2008-2009 while retention rates have averaged 75%. There was a significant decrease in retention from 2007-2008 to 2008-2009. Online offerings have trended upward making up over 40% of all offerings in the program.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	1,595	1,521	1,343	1,318	1,556
FTEF	8.00	8.40	8.40	8.20	8.40
WSCH per FTEF	598	543	480	482	556

Program Goals:

Goals include maintaining currency of curriculum, continuing SLO cycle, and the evaluation of student success and retention rates. Related to these goals include engaging faculty in professional development opportunities and developing strategies to increase success and retention while maintaining efficiency levels at the institutional goal of 525.



Challenges and Opportunities:

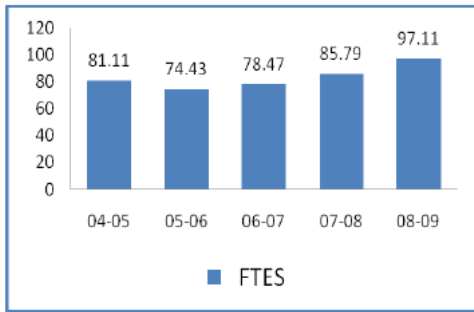
In the current 2009-2010 academic year, approximately 65% of sociology sections are taught by adjunct faculty. In the last five years the program has experienced upheaval with the replacement of one FT faculty and the early retirement of the other FT faculty member. Opportunities exist to increase student retention and success rates.

	04-05	05-06	06-07	07-08	08-09
Sections	40	42	43	44	44
% of online enrollment	35%	36%	40%	40%	41%
Degrees Awarded					
Certificates awarded					

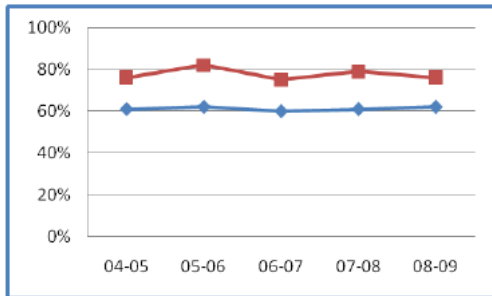
Action Plan:

- Evaluate downward data related to success and retention rates.
- Develop strategies to increase success and retention rates.
- Continue meeting institutional deadlines related to curriculum, SLO and program review reporting.
- Continue to encourage faculty to participate in professional development opportunities related to pedagogy.

Anthropology



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	816	745	786	857	970
FTEF	4.40	4.60	5.00	5.00	5.00
WSCH per FTEF	553	485	471	515	583



	04-05	05-06	06-07	07-08	08-09
Sections	28	26	33	34	32
% of online enrollment	12%	28%	40%	44%	43%
Degrees awarded					
Certificates awarded					

Description:

Anthropology is the study of humanity in all times and places. It has the broadest scope of any of the social sciences. Offerings by the department include basic introductory courses in archaeology, cultural and physical anthropology with a focus on areas, such as religion, art, and Native American Indians. Courses meet GE requirements.

Data Analysis:

- FTES and efficiency rates have varied, generally trending upward
- Efficiency rates of 583 for 2008-2009 were much higher than the institutional goal of 525
- Student success rates have held steady with an average of 61%
- Retention rates have somewhat fluctuated averaging 78% which is well within acceptable levels
- Online offerings have significantly increased while success rates remained steady

Program Goals:

- 2009 -2010 academic year, 100% of anthropology offerings are taught by adjunct faculty
- Maintain currency of curriculum, assessment, and evaluation of SLOs
- Ensure that the needs of students and faculty are met
- Advocate to hire full time faculty and encouraging current faculty to engage in professional development

Challenges and Opportunities:

- Budget cuts create challenges to serve the needs of students and community
- CSUSB and UCR have undergraduate and graduate anthropology programs
- San Bernardino County is rich in program related resources
- Program cuts in faculty and courses may have broader consequences
- Challenges create opportunities to build community relationships

Action Plan:

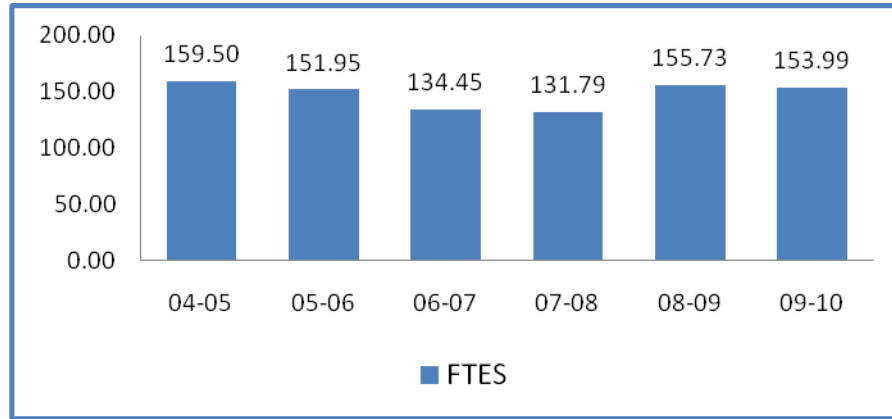
- Continue meeting institutional deadlines related to curriculum, SLO and program review reporting
- Continue to keep faculty abreast of professional development opportunities
- Engage faculty in conversations and strategies related to student success, retention and efficiency
- Develop approaches to build program with community partners

Updated EMP Data

Sociology

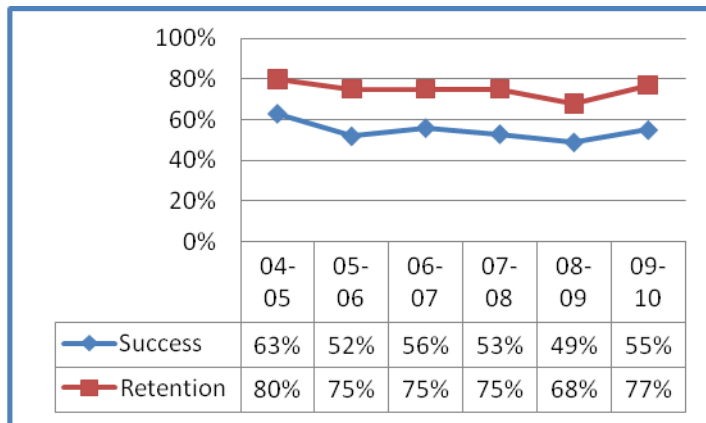
FTES

04-05	159.50
05-06	151.95
06-07	134.5
07-08	131.8
08-09	155.7
09-10	154



	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	1,595	1,521	1,343	1,318	1,556	1,545
FTEF	8.00	8.40	8.40	8.20	8.40	7.80
WSCH per FTEF	598	543	480	482	556	592

	Success	Retention
04-05	63%	80%
05-06	52%	75%
06-07	56%	75%
07-08	53%	75%
08-09	49%	68%
09-10	55%	77%

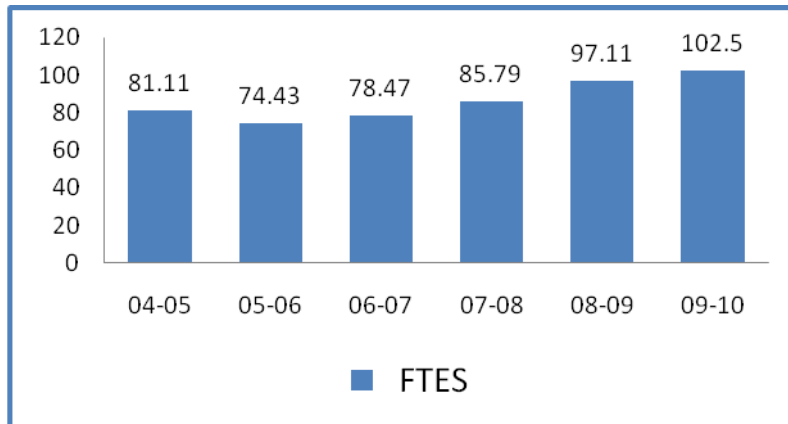


	04-05	05-06	06-07	07-08	08-09	09-10
Sections	40	42	43	44	44	41
% of online enrollment	35%	36%	40%	40%	41%	
Degrees Awarded						
Certificates awarded						

Data includes: SBVC, SOFF and SBBHS

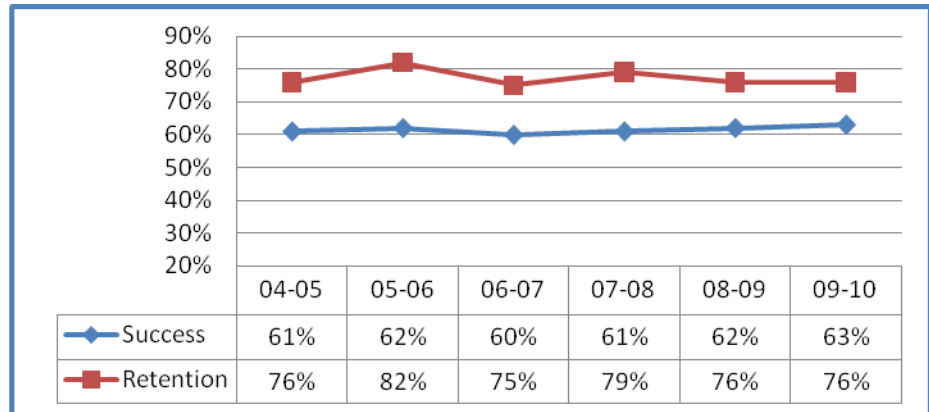
Anthropology

	FTEs
04-05	81.11
05-06	74.43
06-07	78.47
07-08	85.79
08-09	97.11
09-10	102.5



	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	816	745	786	857	970	1025
FTEF	4.40	4.60	5.00	5.00	5.00	5.20
WSCH per FTEF	553	485	471	515	583	581

	Success	Retention
04-05	61%	76%
05-06	62%	82%
06-07	60%	75%
07-08	61%	79%
08-09	62%	76%
09-10	63%	76%



	04-05	05-06	06-07	07-08	08-09	09-10
Sections	28	26	33	34	32	31
% of online enrollment	12%	28%	40%	44%	43%	

Degrees awarded

Certificates awarded

Data includes: SBVC, SOFF and SBBHS

Part I. Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographic Information

Anthropology 2007-2010

Gender	Frequency	Percent
Female	3984	63.5
Male	2210	35.2
Unknown	78	1.2
Total	6272	100.0

Ethnicity	Frequency	Percent
Asian	226	3.6
Black	1048	16.7
Filipino	98	1.6
Hispanic	2664	42.5
Native American	54	.9
Other	65	1.0
Pac Islander	55	.9
White	1249	19.9

X-undeclared	247	3.9
Unknown	566	9.0

Sociology 2007-2010

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	102	1.0	1.0	1.0
F	7240	71.6	71.6	72.6
M	2770	27.4	27.4	100.0
Total	10112	100.0	100.0	

Ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1073	10.6	10.6	10.6
A	375	3.7	3.7	14.3
B	2005	19.8	19.8	34.1
F	194	1.9	1.9	36.1
H	4219	41.7	41.7	77.8
N	81	.8	.8	78.6
O	99	1.0	1.0	79.6
P	85	.8	.8	80.4
W	1695	16.8	16.8	97.2
X	286	2.8	2.8	100.0
Total	10112	100.0	100.0	

Disability

Disability	Frequency	Dept. Percent	Campus Pct.
No disability	9742	96.3%	96.3%
Disabled	370	3.7%	3.7%
Total	10112	100%	100%

Age

Average Age	N	Youngest	Oldest	Avg. Age Dept.	Avg. Age Campus
	10112	15	82	26.46	29.1

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Anthropology

The anthropology program attracts a higher percentage of female (63%) over male (35.2%) students. While the campus data also shows a higher percentage of female students, the anthropology more than doubles the campus data. In respect to racial and ethnic categories, anthropology generally mirrors the campus data. Anthropology is primarily classified as a social science and social science disciplines tend to attract a higher percentage of female students. Secondly, one of the main courses offered in the program is cultural anthropology (Anthro 102) which is a course that nursing students can take to meet one of the requirements for the nursing degree. According to the last Nursing Program Efficacy, 74% of nursing students at SBVC were female. Sections in cultural anthropology account for approximately 30% of all anthropology offerings.

Sociology

The sociology program attracts a significantly higher percentage of female students (71%) over male (27%) students. This data almost triples the campus percentages. In respect to racial and ethnic categories, sociology also generally mirrors the campus. Sociology is also classified as a social science and many students taking sociology courses are planning to enter careers related to nursing, social services, counseling and criminal justice. With the exception of criminal justice, these careers primarily tend to attract females. The Marriage and Family course for example often only has one to two male registered students.

The disparity in the data related to gender for both programs is cause for minimal concern. First, the data is consistent with the last efficacy report and it is assumed that this has been a trend for some time. Next, it is unlikely that any steps to attract more males into the courses will have a noticeable impact on the data. Most students taking courses in these programs may have specific career goals that culturally are stratified by gender. However, one of the goals for the department is to develop brochures for each program that will highlight different career options. Care will be given to list as many gender neutral careers as possible. In addition, a new course titled "Sociology of Crime and Deviance" has been created this year which may attract more males over females as this course will most likely attract students considering careers in criminal and administrative justice. The average age of students taking courses in both programs is 26.46 with the college average being 29 years. This is not a significant difference and is not an issue of concern.

<http://www.cccco.edu/Portals/4/TRIS/research/ARCC/ARCC%20Feb%20Draft.pdf> (pgs. 489-490)

<http://nces.ed.gov/pubs97/97982.pdf> (pgs. 14-16)

<http://nces.ed.gov/programs/digest/d01/dt299.asp>

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Both the anthropology and sociology programs are mindful of providing a pattern of instruction that serve the needs of a variety of student populations as well as the community and the local CSU and UC universities.

Anthropology

The anthropology program offers courses during the most popular times in the mornings on M/W and T/Th. In addition the program offers one Friday, one evening course and this semester a short term course has also been scheduled for the first time in recent years. The program also offers at least 40% of its courses online.

Anthro 106/Physical Anthropology

This course is listed in the natural and physical science categories for the associate and transfer paths and is a non-laboratory course that can partially satisfy AA/AS, CSU and IGETC degree and transfer requirements. This course serves students who shy away from laboratory courses and may also alleviate some of the enrollment pressures put on impacted laboratory courses.

http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

Anthro 106H/Physical Anthropology Honors

This is the **only** natural/physical science course in the honors program that is offered online; meeting the needs of non-traditional students in the honors program.

<http://www.valleycollege.edu/Honors/index.php>

Anthro 102/Cultural Anthropology

One of the requirements for the Nursing Associate of Science degree is the completion of either this course or SOC 100.

http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

Anthro 100/Archaeology

Anthro 107/North American Indians

Anthro 109/Tribal and Ethnic Art

Anthro 110/Tribal and Ethnic Religions (also cross-listed with Philosophy and Religious Studies)

Many of these courses have an emphasis on indigenous peoples. These courses provide students unique opportunities to learn from a perspective that is non Eurocentric in nature. These courses serve an important function to the community at large as the college and district are in a service area that includes the prominent San Manuel Band of Mission Indians and the Morongo Band of Mission Indians.

<http://www.curricunet.com/sbvc/>

Anthro 222/Independent Study

This course is currently on hold and cannot be offered due to the absence of a full time faculty member in the program. Students are losing valuable opportunities to engage in research projects. This is unfortunate as there are many opportunities available in the local community and college service area for anthropology and archaeology projects both in the local museums, CSU and UC.

Anthro 125/Language and Culture

This is a new course and has been created this academic year to meet the needs of students planning to major in anthropology. The anthropology discipline is made up of four sub-specialties including biological anthropology, cultural anthropology, archaeology, and linguistics. With the creation of this new course, the anthropology program at SBVC meets all of these four specialties. This course is currently waiting for articulation and transfer agreements with CSU and UC systems.

<http://aaanet.org/about/WhatIsAnthropology.cfm>

CSU, San Bernardino offers a BA in anthropology and UC, Riverside offers both undergraduate and graduate degrees in anthropology. All courses in anthropology are transferable and meet the CSU GE Breadth and UC requirements in various areas. Select courses have articulation agreements directly into the anthropology major at select universities and four year colleges.

<http://anthropology.csbs.csusb.edu/> and <http://www.anthropology.ucr.edu/>

It is expected that sometime during the next academic year, the state academic senate will be vetting model curriculum for a transfer associate degree in anthropology as mandated by the new legislation. The faculty chair is confident that the curriculum offered by the program will either meet or exceed the requirements that will most likely make up this new degree (physical anthropology, cultural anthropology, archaeology and linguistics courses and electives).

Sociology

The sociology program offers courses during the most popular times in the mornings on M/W and T/Th. In addition one Friday, two evening courses and two short term courses are offered with one of these short term courses scheduled in the afternoons during most semesters. The program also offers at least 40% of its courses online.

<http://www.valleycollege.edu/eSchedule/Online/Schedule/V/2011SP/Sociology.html>

SOC 100/Introduction to Sociology

This is a popular course among students with the program unable to meet the enrollment demands for both on campus and online sections. In the last year more sections have been offered by placing select other sociology courses on a rotation basis. This course meets requirements for the nursing and human services degrees and certificates in addition it is an optional and suggested course for other programs.

SOC 100H/Introduction to Sociology Honors

This course is offered online to allow non-traditional college students opportunities to participate in the honors program.

<http://www.valleycollege.edu/Honors/index.php>

SOC 120/Health and Illness in Society

This is a new course and was created with the intent to serve students who are pursuing popular careers in the health services.

<http://dept.kent.edu/sociology/asamedsoc/>

SOC 130/Marriage and Family

This course has recently been included in the college catalog under Area E: Lifelong Learning and Self-Development of the CSU GE Breadth Requirements in addition to its regular categorization under CSU GE Breadth Area D.

SOC 135/Sociology of Crime and Deviance

This is a new course and was created to meet the currency in sociology as the sociology of crime and deviance is currently one of the more popular concentrations nationwide in sociology departments.

<http://www.insidehighered.com/news/2008/08/04/asa>

Soc 110/Contemporary Issues in Society

Soc 141/Race and Ethnic Relations

Soc 145/Sociology of Gender

Soc 150/Sociology of Aging and the Life Course

These are the remainder of sociology courses being offered currently by the sociology program. Starting next academic year, all non Soc 100 courses will be on a rotation basis to allow for more section offerings of Soc 100.

All sociology courses are listed as part of Area D: Social Sciences for CSU GE Breadth Requirements. Every sociology course is transferable to four year universities and colleges.

http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

CSU, San Bernardino offers an undergraduate degree in sociology and UC, Riverside offers both undergraduate and graduate degrees in sociology.

<http://www.csusb.edu/majorsDegrees/undergraduate/baSociology/> and

http://my.ucr.edu/tearsheets2011/Sociology_Tearsheet10.pdf

New Transfer Associate of Arts Degree in Sociology

Starting in 2011-2012, the sociology program will be the first transfer discipline to offer the new Transfer Associate of Arts degree at SBVC as mandated by new legislation. With the exception of SOC 120/Health and Illness in Society, every sociology course offered in the program at SBVC is articulated into the

sociology major somewhere in the CSU system and therefore included in the transfer degree. SOC 120/Health and Illness in Society was also included in the transfer degree as an elective transferable course. This degree is currently undergoing a review in the SBVC curriculum committee.

<http://c-id.net/docs/SOCI%20TMC%20January%2020%202011.pdf>

Both the anthropology and sociology programs work to meet both the needs of the students and the college through the ongoing examination of current trends within both disciplines.

Part II: Questions Related to Strategic Initiative: Student Success

Provide a brief analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the second two charts of the EMP One-Sheet on page 2 of this form)

Anthropology

Over the last four years, the success rates have been trending upwards with the most recent success data being at the highest rate when compared with the available data over the last six years. The success rates were 63% in 09/10, 62% in 08/09, 61% in 07/08 and 60% in 06/07. In 08/09 the campus average success rate was 63% and it appears that the anthropology program is right within this average (EIS).

The upward trending rates are noteworthy given the fact that the anthropology program offers significantly more online sections than it did five and six years ago. Online sections usually have lower success and retention rates.

It also needs to be noted that these success rates are the result of a program that is entirely taught by six adjunct faculty members since 08/09. The college has not replaced Prof. Gary Olson who retired during the first SERP.

The retention rates have remained steady at 76% over the last two years and average 77% over the last six years. In 09/10 the division average retention rate was 82% (EIS). Since the division also includes both transfer and certificate programs, this is acceptable especially since over 40% of the anthropology curriculum includes online offerings.

Sociology

Over the last six years the success rates have fluctuated both upwards and downwards. This is in large part due to the disruption in staffing; with one full time sociology faculty being removed from the college, the replacement of this faculty member and the retirement of the second faculty shortly thereafter leaving one non tenured full time faculty member in the program and department. Some of these events occurred at a time when the division itself was without a dean and/or had approximately three interim deans. The program offers significantly more online sections than it did six years ago. The program now offers close to 50% of its sections online. Online classes generally have lower success and retention rates.

Nevertheless, the success rates have significantly increased over the last year from 49% in 08/09 to 55% in 09/10. The faculty chair believes that over the next few years the department will continue to stabilize its success rates and the 49% success rate two years ago was an anomaly in the data. In 08/09, the sociology program went through a transition in staffing, with the program adding and removing two adjunct faculty. In addition the non-tenured faculty member was transitioning into both teaching online classes as well as getting used to her role as the new faculty chair. While the program's success rate is below the campus average of 63% (08/09, EIS) it needs to be noted that the program's average success rate over the last six years is 55% which mirrors its success rate of 55% in 09/10.

The retention rates have also significantly increased from 68% in 08/09 to 77% in 09/10. In fact, last year's retention rate of 77% was the highest in the last five years. In 09/10 the division average retention rate was 82% (EIS). Since the division also includes both transfer and certificate programs, this is acceptable especially since over 40% of the curriculum includes online offerings.

The sociology program has been operating with only one full time faculty member and seven adjunct faculty since 08/09 as the college has not replaced Prof. Jan Pielke who retired during the first SERP in 08/09.

Supplemental Data

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Anthropology

Since the anthropology program is a transfer discipline, job market indicators and projections are difficult to link to the discipline. The discipline is a good preparation for a variety of careers including "education, health care, museum curation, social work, international development, government, organizational psychology, non-profit management, marketing, publishing and forensics" (American Anthropological Association)

<http://www.aaanet.org/resources/students/Anthrodegree.cfm>.

The anthropology and archaeology fields are expected to grow by 28% between the years of 2008-2018 according to Bureau of Labor Statistics.

<http://www.bls.gov/oco/ocos315.htm>

To help students succeed, the program's annual goals include encouraging faculty to engage in a variety of professional development opportunities. ***Since the anthropology program currently operates only with adjunct faculty who are not required to meet professional development hours, when they do engage in professional development this subsequently contributes to student success.***

Here are a few documented professional development activities that various adjunct anthropology faculty have engaged in to contribute to student success within the program over the last three years.

- 80% of the faculty participated in the assessment, evaluation and development of SLOs and new SLOs verbiage
- 80% of the faculty participated in the review and update of curriculum for all anthropology courses
- 100% of the faculty have access to the anthropology/sociology departmental Blackboard shell
- 100% of the faculty have user accounts and access to Edustream
- 50% of the faculty have participated in semester adjunct orientations and/or division meetings
- Blackboard training

- Anthropology conference(s) attendance
- Workshop attendance related to teaching and student success
- Two faculty were involved in bringing their students to the anthropology department open house last year
- One faculty member participated in this year's Great Teachers Retreat and also organized the Anthropology Black History Film Series on his own
- Two faculty accompanied the faculty chair last year to a conference sponsored by Pitzer College titled "Conference on Native Americans in Higher Education" which was organized with the purpose to bring together faculty, managers and staff from CCC, CSU, UC and community leaders to provide opportunities in higher learning for Native Americans.

Sociology

The sociology program is a transfer discipline. Most students that take sociology courses do so for GE requirements and other program requirements such as nursing and human services. Many of these students are attracted to social service and other helping careers. Generally and statewide, social work and social service types of careers are expected to see growth including students who want to pursue becoming a sociologist and/or social researcher.

<http://www.labormarketinfo.edd.ca.gov/>

To help students succeed, the program's annual goals include encouraging faculty to engage in a variety of professional development opportunities. ***Since the program currently only has one full time and seven adjunct faculty, the program's success does largely depend on adjunct faculty that teach approximately 65% of the sections and if the full time faculty stops teaching overload courses then this percentage rises to 75%.***

Here are a few documented professional development activities that various adjunct sociology faculty have engaged in to contribute to student success within the program over the last three years.

- 70% of the faculty participated in the assessment, evaluation and development of SLOs and new SLOs verbiage
- 70% of the faculty participated in the review and update of curriculum for all anthropology courses
- 100% of the faculty have access to the anthropology/sociology departmental Blackboard shell
- 100% of the faculty have user accounts and access to Edustream
- 60% of the faculty have participated in semester adjunct orientations and/or division meetings
- Blackboard training
- Sociology conference(s) attendance, presentations, and published works

- Workshop attendance related to teaching and student success

Most of the sociology faculty members participate in the peer tutoring program through the Academic Advancement and Tutoring Center. Each semester sociology students are identified and recruited by faculty to serve as peer sociology tutors. Sociology faculty members are encouraged to announce and refer their students to the peer tutor(s) throughout the academic year to encourage student success.

Student Learning Outcomes



The screenshot shows the San Bernardino Valley College website. At the top left is the college logo, a blue circle with a white 'V'. To its right is the text "San Bernardino Valley College". Further right are links for "Home | Site Index | Search Site:" followed by a search input field. Below this is a banner image of a building with a clock tower. Overlaid on the banner is the text "Student Learning Outcomes (SLO)" in a large, italicized font. Below the banner is a navigation bar with five buttons: "Prospective Students", "Current Students", "Online College", "Instructional Programs", and "Student Services". Below the navigation bar is a blue header for "San Bernardino Valley College - Student Learning Outcomes (SLO)". Underneath is a breadcrumb trail: "Home » Social Science.Human Development & Physical Ed » Anthropology". At the bottom, there are two links: "Previous Directory" with a folder icon and "FinalSLOAnthro.pdf" with a document icon.



Student Learning Outcomes (SLO)

[Prospective Students](#) | [Current Students](#) | [Online College](#) | [Instructional Programs](#) | [Student Services](#)

San Bernardino Valley College - Student Learning Outcomes (SLO)

[Home](#) » [Social Science.Human Development & Physical Ed](#) » [Sociology](#)

[Previous Directory](#)

[FinalSLOSoc.pdf](#)

The list above shows the courses that have SLOs on file with the Office of Instruction.

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

Anthropology

100% of all anthropology courses have SLOs. In 09/10 the anthropology faculty engaged in the evaluation of the verbiage of SLOs for all courses and updated most of them. The updated list was sent to the Instruction office and the above link reflects the changes.

Sociology

100% of all sociology courses have SLOs. In 09/10 the sociology faculty engaged in the evaluation of the verbiage of SLOs for all courses and updated most of them. The updated list was sent to the Instruction office and the above link reflects the changes.

Attach your three-year plan for assessing SLOs.

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

Anthropology

Anthropology has completed its three-year plan. Once CTA issues are resolved regarding the SLO processes, the program is prepared to continue reporting data and information at the direction of the Instruction office.

Faculty chair created and gathered resources and posted these on the departmental Blackboard shell to educate and inform the faculty regarding SLO processes.

Faculty assessed SLOs, documented the results in rubrics and prepared an analysis for each course. A summary report for each course and SLO was also written by the faculty chair. The faculty chair uploaded

these summary reports onto the departmental Blackboard shell for all program and departmental faculty to view. All required information was forwarded to the division dean each academic year during the three year cycle. The following is a screen shot of the three year anthropology plan as it is posted in the departmental Blackboard shell. Please contact faculty chair to view any of the departmental summary reports for course(s) in question.

Last academic year the faculty engaged in rewriting the verbiage for many of the anthropology courses due to some of the trends that became evident as a result of the assessment results.

Sociology

Sociology has nearly completed its three-year plan. All courses have been assessed. Once CTA issues are resolved regarding the SLO processes, one last report has to be prepared by both the faculty who assessed the SLOs and faculty chair for one remaining course (SOC 150) although the SLOs in this course have been assessed. Once CTA issues regarding SLO have been resolved, the sociology program is prepared to continue reporting data and information at the direction of the Instruction office.

Faculty chair created and gathered resources and posted them on the departmental Blackboard shell to educate and inform the faculty regarding SLO processes.

Faculty assessed SLOs, documented the results in rubrics and prepared an analysis for each course. A summary report for each course and SLO was also written by faculty chair(s) during the three year cycle. The faculty chair uploaded summary reports onto the departmental Blackboard shell for all program and departmental faculty to view. All required information was forwarded to the division dean each academic year during the three year cycle. The following is a screen shot of the three year sociology plan as it is posted in the departmental Blackboard shell. Please contact faculty chair to view any of the departmental summary reports for course(s) in question.

Last academic year the faculty engaged in rewriting the verbiage for many of the sociology courses due to some of the trends that became evident as a result of the assessment results.

Screen Shot #1: Anthropology Three Year Plan

Screen Shot #2: Sociology Three Year Plan

Screen Shot #3: Example of departmental Blackboard shell regarding SLO process

Download reporting form and use for each SLO per course.
[SLO Report Blank Form](#)

Example:
[SLO Report and Rubric Example](#)

SLO Anthropology Schedule

Anthropology Courses Cycle 1	Defined SLO	Defined Assessment	Assessment SLO	Data Analyzed	Improvement of Data
Anthropology 100	Fall 05	Spring 10	Spring 10	Fall 10	Spring 11
Anthropology 102	Fall 05	Fall 09	Fall 09	Spring 10	Fall 10
Anthropology 106	Fall 05	Fall 09	Fall 09	Spring 10	Fall 10
Anthropology 106H	Fall 05	Fall 09	Fall 09	Spring 10	Fall 10
Anthropology 107	Fall 05	Fall 10	Fall 10	Spring 11	Fall 11
Anthropology 109	Fall 05	Spring 11	Spring 11	Spring 11	Fall 11
Anthropology 110	Fall 05	Fall 10	Fall 10	Spring 11	Spring 11
Anthropology 222	n/a	n/a	n/a	n/a	n/a
Totals	8	4	4	4	4

SLO Sociology Schedule

Sociology Courses Cycle 1	Defined SLO	Defined Assessment	Assessment SLO	Data Analyzed	Improvement of Data
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Blackboard Learn - Mozilla Firefox

File Edit View History Bookmarks Tools Help Related Links

http://blackboard.sbccd.cc.ca.us/webapps/portal/frameset.jsp?tab_group_id=3_1&url=%2Fwebapps%2Fb

Norton Safe Search Search Cards & Logins WEB SEARCH

Blackboard Learn Microsoft Outlook Web Access Blackboard Learn

Romana Pires My Places Home Help Logout

My Institution Courses SBCCD Website

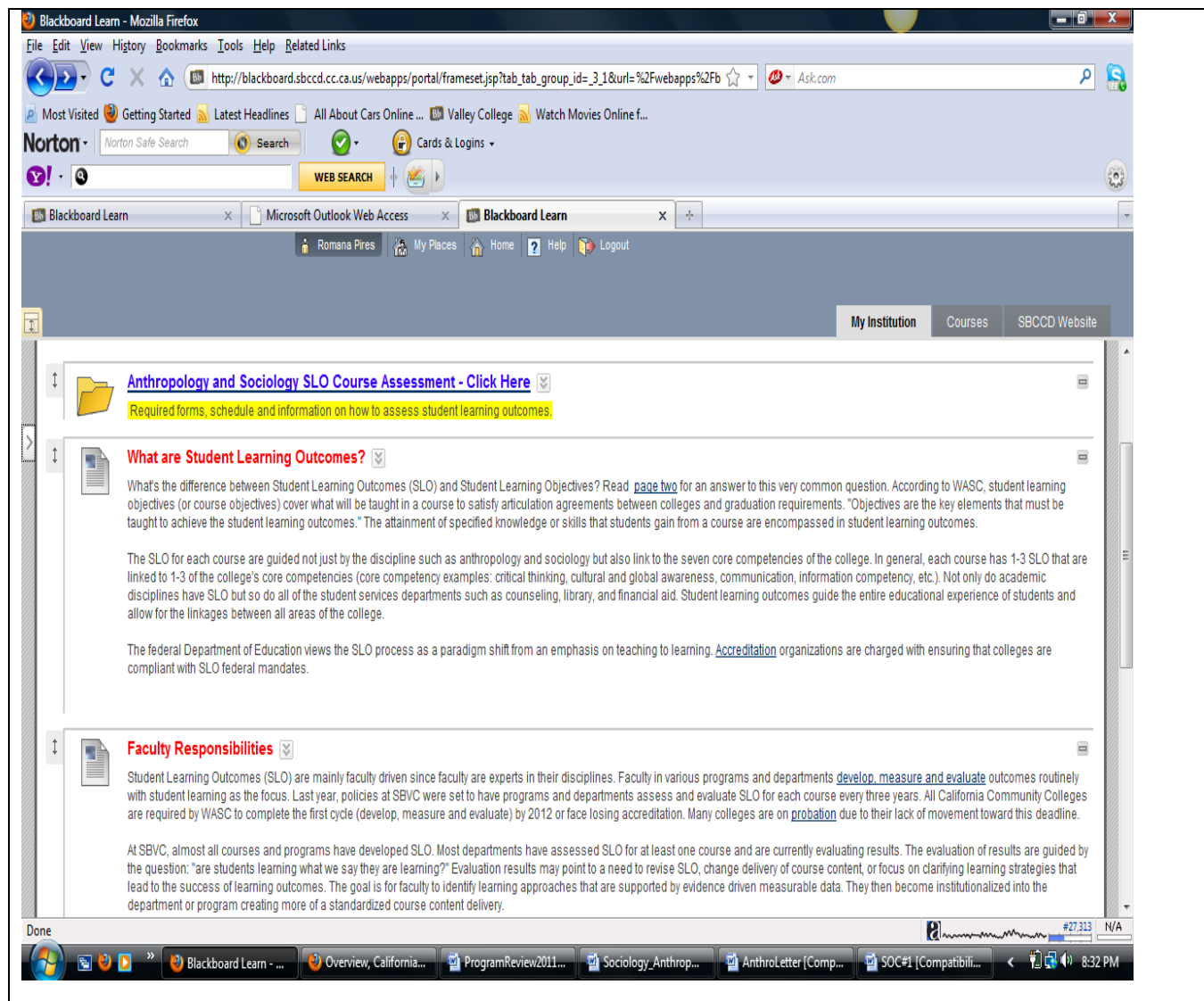
SLO Sociology Schedule

Sociology Courses	Defined SLO	Defined Assessment	Assessment SLO	Data Analyzed	Improvement of Data
Sociology 100	Fall 05	Spring 08	Spring 08 Fall 08	Spring 08 Fall 08	Fall 09 Examine SLO
Sociology 100H	Fall 05	Spring 08	Spring 08 Fall 08	Spring 08 Fall 08	Fall 09 Examine SLO
Sociology 110	Fall 05	Spring 08	Fall 08	Spring 09	Fall 09 Examine SLO
Sociology 130	Fall 05	Spring 08	Fall 08	Spring 09	Fall 09 Examine SLO
Sociology 141	Fall 05	Fall 09	Fall 09	Spring 10	Fall 10
Sociology 145	Fall 05	Fall 07	Fall 07	Fall 07	No Improvement
Sociology 150	Fall 05	Fall 10	Fall 10	Spring 11	Spring 11
Totals	7	6	6	6	1

Montgomery College SLO Handbook

Good resource for understanding SLO process. **Final grades** are an aggregate assessment of a student's entire work for the course, often including attendance and class participation. Consequently, looking at a distribution of grades will provide little, if any, useful information about the degree to which students are learning those things that instructors deem most important in the course. **Grades do not provide specific information about students' performance on discrete tasks, meaningful data**

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Part III. Questions Related to Strategic Initiative: Institutional Effectiveness

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the purpose of the program?

Anthropology

Anthropology is the study of humanity in all times and places. It has the broadest scope of any of the social sciences. Offerings by the program include basic introductory courses in archaeology, cultural and physical anthropology with a focus on areas such as religion, art, and Native American Indians. All courses are transferable and select courses meet GE requirements including CSU GE/Breadth and UC in Humanities,

Social Sciences and Physical/Natural Sciences.

Sociology

Sociology examines systems of social action, social relationships, organizations, institutions, communities and societies. Sociologists attempt to understand and predict human behavior through the analyses of social systems and interactions. Courses help prepare students for multitude of studies and career options. All courses are transferable and meet GE requirements including CSU GE Breadth in Areas D and E and UC Area 4.

How does this purpose relate to the college mission?

Anthropology

The anthropology program meets the mission of the college in the following ways:

- Courses are offered at a variety of times and formats
- Select courses meet a variety of different GE areas including Humanities, Social Sciences, and Physical/Natural Sciences
- Anthropology program participates in the honors program
- Select anthropology courses offer a non Eurocentric point of view allowing students to learn from a different perspective
- Anthropology has acceptable success, retention and productivity rates

The value of the anthropology program to the SBVC mission is best summarized by the American Anthropological Association when it describes the anthropology discipline:

“Anthropology is the study of humans, past and present. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. A central concern of anthropologists is the application of knowledge to the solution of human problems. Historically, anthropologists in the United States have been trained in one of four areas: sociocultural anthropology, biological/physical anthropology, archaeology, and linguistics. Anthropologists often integrate the perspectives of several of these areas into their research, teaching, and professional lives.”

<http://aaanet.org/about/WhatisAnthropology.cfm>

Sociology

The sociology program meets the mission of the college in the following ways:

- Courses are offered at a variety of times and formats
- All courses are transferable and meet the CSU Breadth Requirements in Area D and UC GE Area

4 with SOC 130 Marriage and Family also meeting CSU Area E

- Sociology program participates in the honors program
- Sociology courses prepare students to work in and understand social environments that include people with varying opportunities, resources, and cultures
- Sociology courses teach and encourage students to become critical thinkers and lifelong learners
- Sociology has acceptable success, retention and productivity rates

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from the first two charts of the EMP One-Sheet on page 2 of this form)

Anthropology

FTES have been trending upward increasing from 97.11 in 08/09 to 102.5 in 09/10. Efficiency rates have dropped minimally from 583 in 08/09 to 581 in 09/10 but are still much higher than the institutional goal of 525. Anthropology courses always fill during registration periods and the program could fill additional sections especially for Anthro 106/Physical Anthropology and Anthro 102/Cultural Anthropology.

Sociology

FTES have dropped slightly from 155.73 in 08/09 to 153.99 in 09/10. However efficiency rates have significantly risen from 556 in 08/09 to 592 in 09/10. Efficiency rate is much higher than the institutional goal of 525. Sociology courses fill very quickly during registration periods and program could fill additional sections especially for Soc 100/Introduction to Sociology.

It should be noted that during the past academic year as the college attempts to control its FTES, faculty in both programs have not had the flexibility to manage their rosters prior to census dates. This will have a negative impact on future productivity, especially in the online sections as often faculty will add students past enrollment capacity as students often drop prior to census date or non participating students will be dropped by faculty, stabilizing enrollment figures in individual sections. However, recently faculty have not had the flexibility to do this as in previous years when there were less limits on the distribution of add codes.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

Social Sciences, Human Development & Physical Education

Anthropology

	Course	Status	Last Content Review	Next Review Date
	ANTHRO100 Introduction to Archaeology	Active	05/10/2010	05/10/2016
	ANTHRO102 Cultural Anthropology	Active	05/10/2010	05/10/2016
	ANTHRO106 Biological Anthropology	Active	05/10/2010	05/10/2016
	ANTHRO106H Biological Anthropology - Honors	Active	05/10/2010	05/10/2016
	ANTHRO107 North American Indians	Active	05/10/2010	05/10/2016
	ANTHRO109 Tribal and Ethnic Art	Active	05/10/2010	05/10/2016
	ANTHRO110 Tribal and Ethnic Religions	Active	05/10/2010	05/10/2016
	ANTHRO125 Language and Culture	Active	10/11/2010	10/11/2016
	ANTHRO222 Independent Study in Anthropology	Active	05/10/2010	05/10/2016

Social Sciences, Human Development & Physical Education

Sociology

	Course	Status	Last Content Review	Next Review Date
	SOC100 Introduction to Sociology	Active	11/10/2009	11/10/2015
	SOC100H Introduction to Sociology - Honors	Active	11/15/2003	11/15/2009
	SOC100H Introduction to Sociology - Honors	Active	11/10/2009	11/10/2015
	SOC110 Contemporary Social Issues	Active	10/14/2008	10/14/2014
	SOC120 Health and Illness in Society	Active	10/11/2010	10/11/2016
	SOC130 Marriage and the Family	Active	11/09/2009	11/09/2015
	SOC135 Sociology of Crime and Deviance	Active	10/11/2010	10/11/2016
	SOC141 Race and Ethnic Relations	Active	11/09/2009	11/09/2015
	SOC145 Sociology of Gender	Active	11/09/2009	11/09/2015
	SOC150 Sociology of Aging and the Life Course	Active	11/09/2009	11/09/2015

The curriculum is current for 100% anthropology courses and 100% sociology courses.

Articulation

List Courses above 100 where articulation is not occurring	With CSU	With UC

Describe your plan to articulate these classes.

Anthropology

All anthropology courses are transferable to CSU and UC.

Anthro 106/106H Physical Anthropology and Anthro/102 Cultural Anthropology articulate directly into the anthropology major at CSU, San Bernardino. Anthro 106/106H Physical Anthropology, Anthro 102/ Cultural Anthropology and Anthro 100/Archaeology articulate directly into the anthropology major at UC, Riverside.

Starting in 2011-2012, Anthro 106/Physical Anthropology will be titled Anthro 106/Biological Anthropology to reflect the trends within the discipline.

Sociology

All sociology courses are transferable to CSU and UC.

Soc 100/100H/Introduction to Sociology articulates directly into the sociology major at CSU, San Bernardino. SOC 100/100H/Introduction to Sociology, SOC 110/Contemporary Social Issues, SOC 130/ Marriage and Family, and SOC 145/Sociology of Gender articulate directly into the sociology major at UC, Riverside.

With the exception of SOC 120/Health and Illness in Society which will be a transferable to CSU and UC, all sociology courses articulate directly into the sociology major at select CSU campuses.

<http://www.assist.org/web-assist/welcome.html>

Currency

Review the last college catalogue data given below. **OR**

Follow the link below and review the last college catalog data. Anthropology begins on p. 49. Sociology begins on p.191.

http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

Anthropology

All information is current and accurate. The faculty chair is considering changing the description of the discipline in the 2011-2012 college catalog to reflect the verbiage of the American Anthropology Association to include the four sub-specialties the program offers with archaeology, biological anthropology, cultural anthropology and linguistics. This change will be made once the curriculum for the new course "Language and Culture" is accepted as a transferable course to UC and CSU systems.

With the exception of Anthro 222/Independent Study in Anthropology all courses are current and have been offered at least once during each academic year. Since there is no full time faculty member at present, Anthro 222 has not been offered in the last two years. As the anthropology replacement position is on the President's top 10 positions to be replaced (ad hoc committee list), Anthro 222 has not been discontinued.

Sociology

All information is current and accurate. All courses have been offered at least once during the academic year for the last two years.

Planning

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

Anthropology

For the last two years, the anthropology program has been functioning without a full time faculty member. The faculty chair for this program is a sociology faculty member who does not hold a FSA in anthropology. At the President's request the ad hoc committee through the collegial process underwent a needs assessment process last year and anthropology was ranked as #8. It is one of approximately four positions that have yet to be filled from this list.

It should be noted that in 2007 when the last efficacy report was written, the anthropology program had a full time anthropology professor. However the faculty chair at the time wrote in the efficacy report that the anthropology program needed one additional full time faculty member for a total of two full time anthropology faculty. The evaluators agreed with the faculty chair and made a notation in the report (2007, Sociology and Anthropology Efficacy Report).

Unfortunately, due to the impending state budget cuts, the instruction office has planned a 40% to 48% cut to the program for the upcoming 2011-2012 academic year. This includes a total cut of 11 sections or 13 from 27 total sections for the year depending on the severity of the budget cuts that have yet to be determined. This cut to sections is significantly disproportional to the rest of the programs in the Social

Science, Human Development and Physical Education division. This severe planned reduction to the program is particularly worrisome to the faculty chair as the program may no longer be able to meet all of the various needs of the students and campus as described in this efficacy report in just the planned 7 or 8 sections per semester next year. To demonstrate the severity of the planned cuts, this semester (spring 2011) the anthropology program is offering seven sections of Anthro 106/Physical Anthropology alone, six sections of Anthro 102/Cultural Anthropology in addition to other anthropology courses.

Furthermore, this proposed severity of the cut which is disproportional to the division seems to be in direct opposition to the collegial process of the ad hoc committee that recognized anthropology as an important program when it voted to rank anthropology #8 in its needs assessment for full time faculty positions last year.

In light of this development, the faculty chair has decided to mainly offer sections for the two courses that directly articulate into the anthropology major at CSU, San Bernardino; Anthro 106/Physical Anthropology and Anthro 102/Cultural Anthropology. Anthro 102/Cultural Anthropology will be offered to also meet the needs of the nursing students. Anthro 106/Physical Anthropology will be offered to meet the needs of the GE requirements in the physical/natural sciences. All other transferable courses will need to be put on a rotation that most likely will only include an offering once every two years rather than once a year.

Anthropology courses fill during registration periods and there is a need for additional sections.

Sociology

For the last two years, the sociology program has been functioning with one full time faculty instead of two. The program review committee in its latest needs assessment review (fall 2010) ranked sociology as #1 and #7 for additional tenured faculty positions believing that the program needs **three** full time faculty members. The program review committee recognized the considerable need the program has for additional tenured full time faculty.

In referencing the last efficacy report when there were two full time faculty in the program, the reviewers noted: "Operating both departments [anthropology and sociology] with so many part-time instructors results in difficulty in achieving the same level of excellence that full-time instructors would have time to deliver" (Efficacy Report, 2007). Furthermore, as was noted in the needs assessment request by faculty chair: "Continued dependency on adjunct faculty teaching 65%-75% of courses does not meet the mission and tenets of the college in providing a quality education as demonstrated by the data and contributes to real inequalities in work load between full time faculty across disciplines" (Needs Assessment, Fall 2010).

The faculty chair continues to develop planning for the program that mainly focuses on working with adjunct faculty keeping in mind limitations per CTA agreement. Unfortunately this limits the possibilities for further growth and success of the program and the students. The faculty chair being the only full time member is usually busy with departmental responsibilities as the required departmental work cannot be delegated to other full time faculty in the department (anthropology and sociology) because there are no other full time faculty members. This leaves very little time for the planning of activities that will enrich and grow the sociology program.

Sociology courses fill very quickly during registration periods and there is a need for additional sections.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Anthropology

The anthropology program has continued to build on the strengths reported in the last efficacy report in 2007. These included:

- Being at the forefront in the development and scheduling of online courses
- Offering a variety of anthropology courses and sections to meet student needs
- Quality adjunct instructors

Since then in 08/09, the anthropology program had zero SLOs assessed and most of the adjunct faculty members were not familiar with the SLO processes. All of the anthropology courses were coming due for content review. Accomplishing these institutional requirements became the top priority during the last two years when creating goals and planning for the program (EMP, Program Goals). All of the adjunct faculty instructors have in one way or another been involved in achieving these goals and currently new planning for the program can focus on other activities such as developing relations with local universities and museums creating opportunities for SBVC anthropology students. With the faculty chair being dependent on the adjunct instructors for the completion of institutional requirements, they may have gained a deeper understanding of the processes involved with running and maintaining a program which then may translate to other program successes.

Sociology

The sociology program has continued to build on the strengths reported in the last efficacy report in 2007. These included:

- Being at the forefront in the development and scheduling of online courses (first online courses was offered in 1999)
- Offering a variety of sociology courses and sections to meet student needs
- Quality adjunct instructors

Since then in 08/09, the sociology program had the majority of its courses coming due for content review and courses still yet to be assessed as part of the three year SLO cycle. These goals have been completed with most of the adjunct faculty participating in the currency of the courses and a few adjunct instructors also participating in the assessment of SLOs.

In 08/09 the sociology program had the lowest success rate in the division and increasing this rate became part of the planning and goals (EMP, Program Goals). The latest data shows that the program has significantly improved both of its success and retention rates (EMP, 09/10) and the program is current with all of its curriculum and SLOs.

Future planning will focus on the continued improvement of success and retention rates through the examination of data, course offerings, professional development opportunities and the incorporation of legislative mandates, state and local academic senate suggestions and other initiatives such as learning communities. All of these proposals and goals will encourage the continued involvement and contributions of the faculty in the program.

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Anthropology

The anthropology program is currently experiencing some of the same limitations as were noted in the last efficacy report in 2007. These included:

- Need for additional full time faculty
- Popularity of anthropology courses creating a need for more sections
- Degree of students are unprepared for college level transfer courses

Since the last efficacy report the EMP data shows continued stability in areas of success and retention and the program goals reflect the continued commitment to this stability. (EMP, Program Goals).

As part of its future planning, the faculty chair will continue to advocate for at least one full time faculty member for the anthropology program and will also continue to advocate against the planned significant reduction in sections since anthropology courses continue to be popular among SBVC students.

The academic senate has undertaken the examination of prerequisite to meet some of the institutional issues with underprepared students. While prerequisites will most likely increase success and retention rates, the implementation of prerequisites do not substitute for the relationships that develop between full time faculty and students that nurture student success. When and if pre-requisites are implemented, they may limit access to anthropology courses for some students. The faculty chair will continue to consult with the anthropology faculty who are the experts in the discipline and follow their recommendations. During the last content review of courses, advisories were put into effect on select anthropology courses.

Sociology

The sociology program is currently experiencing some of the same limitations as were noted in the last efficacy report in 2007. These included:

- Popularity of sociology courses creating a need for more sections
- Degree of students are unprepared for college level transfer courses

Since the last efficacy report the EMP data has shown a lack of a trend and this is may have been a result of instability of full time faculty and managers as discussed previously. However, the faculty chair is confident that in the near future, the success and retention rates will stabilize and will mirror the stability of the program faculty and division dean. The success rates for the program are on the low end of the division average and faculty chair will continue to examine various strategies to increase these rates.

As part of its future planning, the faculty chair will also continue to advocate for at least one full time faculty member for the sociology program and will also continue to advocate for the scheduling of courses and sections to meet access needs of non-traditional students. Sociology courses continue to be popular among SBVC students and the program cannot keep up with the demand.

Part of future planning will include efforts to measure the effectiveness of the new transfer sociology degree in its ability to transfer more students quicker to local CSU. The faculty chair is concerned that the implementation of this degree will attract more students to an already impacted program. With the budget cuts, care must be taken to balance the heavy demand for SOC 100 while still offering other sociology courses allowing students to progress through the degree in an acceptable timeframe.

The academic senate has undertaken the examination of prerequisites to meet some of the institutional issues with underprepared students. While prerequisites will most likely increase success and retention rates, the implementation of prerequisites do not substitute for the relationships that develop between full time faculty and students that nurture student success. When and if pre-requisites are implemented, they may limit access to sociology courses for some students. The faculty chair will continue to consult with the sociology faculty who are the experts in the discipline. During the last content review of courses, advisories were put into effect on select sociology courses.

V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

Anthropology and Sociology

The anthropology and sociology department has been committed in its planning and implementation of technology. The department has been on the forefront in offering online sections. Both anthropology and sociology programs offer between 40%-50% of their offerings online. In addition, most of the online faculty have either 1) taught online classes extensively 2) continue to receive on-going training and attend conferences related to online teaching or 3) teach online classes at other colleges.

In addition, the faculty chair has created an extensive Blackboard departmental shell as a faculty communication tool. This shell is regularly updated and all faculty have access to such resources as faculty handbook, SLO resources, information and reports, campus student service links, and teaching resources among other information.

This academic year all of the faculty members now have access to EduStream.

Next academic year, with the involvement of interested faculty, the faculty chair plans to develop anthropology and sociology websites as part of the campus effort in redesigning the college website.

Both programs through the course curriculum, offerings and currency contribute positively to the campus climate at the college. In addition, part of future planning includes creating partnerships with other disciplines, and colleges through learning communities, examination of prerequisites, and the implementation of the sociology transfer degree across the state and the development of the anthropology transfer degree in the near future.

Thank you for your time in reading and reviewing the data and information related to the efficacy of the anthropology and sociology programs.