

Program Review Feedback—Instructional Planning Committee (IPC)

Program Name: Anthropology	Division: HSS
	Date Reviewed: 11/21/2025

Program Review Sections & Standards	Commendations	Recommendations	Comments	ACCJC Exemplary Example
Program Context				
1. Mission - Share how your program contributes to the college, fits into the college's mission, vision, and values , and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here. What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?	<i>Provided:</i> <input checked="" type="checkbox"/> Mission	<i>Information Needed:</i> <input type="checkbox"/> Mission		<input type="checkbox"/>
2. Articulation - Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."	<i>Provided:</i> <input checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Impact on program <input checked="" type="checkbox"/> Efforts to make changes	<i>Information Needed:</i> <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on program <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>

3. Community and Labor Needs - Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.	<i>Provided:</i> <input checked="" type="checkbox"/> Community needs <input checked="" type="checkbox"/> Employment needs <input checked="" type="checkbox"/> Technology needs <input type="checkbox"/> Licensing <input checked="" type="checkbox"/> Accreditation <input checked="" type="checkbox"/> Impact on program <input type="checkbox"/> CTE: advisory group's meeting dates, membership, and recommendations	<i>Information Needed:</i> <input type="checkbox"/> Community needs <input type="checkbox"/> Employment needs <input type="checkbox"/> Technology needs <input type="checkbox"/> Licensing <input type="checkbox"/> Accreditation <input type="checkbox"/> Impact on program <input type="checkbox"/> CTE: advisory group's meeting dates, membership, and recommendations	<input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not Applicable	<input type="checkbox"/>
Looking Back				
4A. Progress Report—IPC Feedback - Provide your responses to all recommendations received in your last program review cycle.	<i>Provided:</i> <input checked="" type="checkbox"/> Response to all recommendations (Please note: a response does not necessarily imply that the program review writer agrees with the IPC feedback recommendations.)	<i>Information Needed:</i> <input type="checkbox"/> Further description of some or all recommendations	<input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not Applicable	<input type="checkbox"/>
4B. Progress Report—Prior Program Goals - Provide a summary of the progress you have made on the program goals identified in your last program review.	<i>Provided:</i> <input checked="" type="checkbox"/> Summary of progress	<i>Information Needed:</i> <input type="checkbox"/> Further description of summary of progress	<input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not Applicable	<input type="checkbox"/>
Current State of the Program				
5A. Program Changes – List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how	<i>Provided:</i> <input checked="" type="checkbox"/> Identified changes in program <input checked="" type="checkbox"/> Discussed impact of changes made	<i>Information Needed:</i> <input type="checkbox"/> More information needed about changes in program <input type="checkbox"/> More information needed about impacts of changes	<input type="checkbox"/> Not applicable	<input type="checkbox"/>

have state policy changes affected your program offerings?				
5B. Program of Study Completability – Look at your course offerings in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?	<i>Provided:</i> <input checked="" type="checkbox"/> Completability at Cañada College <input type="checkbox"/> If not completable at Cañada, then completability within SMCCCD	<i>Information Needed:</i> <input type="checkbox"/> More information about completability at Cañada College <input type="checkbox"/> More information about completability within SMCCCD	<input type="checkbox"/> Not applicable	<input type="checkbox"/>
5C. Program of Study Maps - Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)	<i>Provided:</i> <input checked="" type="checkbox"/> Confirmed program maps are current or provided any needed updates	<i>Information Needed:</i> <input type="checkbox"/> Confirmation that program maps are current <input type="checkbox"/> More information about what changes are needed to existing program maps <input type="checkbox"/> Creation of a program map for a new certificate or degree	<input type="checkbox"/> Not applicable	<input type="checkbox"/>
6. Enrollment Trends and Changes - Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: <ul style="list-style-type: none"> trends, significant changes, and any disproportionate enrollment impacts in course offerings, any disproportionate enrollments of student subpopulations indicated in PRIE data, 	<i>Provided:</i> <input type="checkbox"/> Thorough description of trends and changes in enrollments <input type="checkbox"/> Quantitative evidence from PRIE data <input checked="" type="checkbox"/> Identification of any disproportionate impacts on student subpopulations	<i>Information Needed:</i> <input checked="" type="checkbox"/> Further description of trends and changes in enrollments <input checked="" type="checkbox"/> More quantitative evidence from PRIE data <input type="checkbox"/> Further description of disproportionate	<input type="checkbox"/> Not applicable	<input type="checkbox"/>

<ul style="list-style-type: none"> trends in headcount, FTES, and load. <p>Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment.</p>	<input type="checkbox"/> Thorough analysis of noteworthy data	impacts on student subpopulations <input checked="" type="checkbox"/> More analysis of noteworthy data		
7A. Current Retention and Success Data - Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.	<i>Provided:</i> <input checked="" type="checkbox"/> Thorough description of student retention data in courses <input checked="" type="checkbox"/> Thorough description of student success data in courses <input checked="" type="checkbox"/> Thorough description of any disproportionate impacts on student subpopulations	<i>Information Needed:</i> <input type="checkbox"/> Further description of student retention data in courses <input type="checkbox"/> Further description of student success data in courses <input type="checkbox"/> Further description of any disproportionate impacts	<input type="checkbox"/> Not applicable	<input type="checkbox"/>
7B. Online Success - The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online/hybrid courses, please write "not applicable".	<i>Provided:</i> <input checked="" type="checkbox"/> Thorough description of gaps in success between different course modalities <input checked="" type="checkbox"/> Thorough analysis of any disproportionate rates of retention by modality <input checked="" type="checkbox"/> Thorough analysis of any disproportionate rates of success by modality	<i>Information Needed:</i> <input type="checkbox"/> Further description of gaps in success between different course modalities <input type="checkbox"/> Further analysis of any disproportionate rates of retention by modality <input type="checkbox"/> Further analysis of any disproportionate rates of success by modality	<input type="checkbox"/> Not applicable	<input type="checkbox"/>

8A. Impact of Resource Applications - Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource requests. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved?	<i>Provided:</i> <input checked="" type="checkbox"/> Thorough description of new resources' impact on program. <input checked="" type="checkbox"/> Thorough description of impact on students, including any disproportionate impacts <input type="checkbox"/> Any negative impacts due to lack of resources	<i>Information Needed:</i> <input type="checkbox"/> Further description of new resources' impact on program. <input type="checkbox"/> Further description of impact on students <input type="checkbox"/> Description of negative impacts due to lack of resources	<input type="checkbox"/> Not applicable	<input type="checkbox"/>
8B. Impact of Staffing Changes - Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".	<i>Provided:</i> <input checked="" type="checkbox"/> Thorough description of staffing changes' impact on program.	<i>Information Needed:</i> <input type="checkbox"/> Further description of staffing changes' impact on program	<input type="checkbox"/> Not applicable	<input type="checkbox"/>
9A. SLO Assessment—Compliance - Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.	<i>Provided:</i> <input checked="" type="checkbox"/> Evidence that all active courses are systematically assessed over a 3-year cycle. <input checked="" type="checkbox"/> Coordination of assessment across sections and time is thorough	<i>Information Needed:</i> <input type="checkbox"/> Evidence that all active courses are being systematically assessed over a 3-year cycle. <input type="checkbox"/> Further description of assessment across sections and time		<input type="checkbox"/>
9B. SLO Assessment – Impact - Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?	<i>Provided:</i> <input checked="" type="checkbox"/> Summary of dialogue strategies <input checked="" type="checkbox"/> Implemented strategies or plan to implement	<i>Information Needed:</i> <input type="checkbox"/> Summary dialogue strategies <input type="checkbox"/> Implemented strategies or plan to implement		<input type="checkbox"/>

9C. PLO Assessment - Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan . Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?	<i>Provided:</i> <input checked="" type="checkbox"/> Description of Program/Department's 3-Year assessment plan <input checked="" type="checkbox"/> Summary of major findings <input checked="" type="checkbox"/> Improvements that have been and/or can be implemented	<i>Information Needed:</i> <input type="checkbox"/> Description of Program/Department's 3-Year assessment plan <input type="checkbox"/> Summary of major findings <input type="checkbox"/> Improvements that have been and/or can be implemented		<input type="checkbox"/>
Looking Ahead: Program Planning and Goals				
10A. Improving Enrollment – What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.	<i>Provided:</i> <input checked="" type="checkbox"/> Specific and measurable goal(s) for improving enrollment <input checked="" type="checkbox"/> Action plan for pursuing the goal(s) <input type="checkbox"/> Reason given if no goal and action plan were provided for this question	<i>Information Needed:</i> <input type="checkbox"/> More specific and/or measurable goal(s) for improving enrollment <input type="checkbox"/> Action plan for pursuing the goal(s)		<input type="checkbox"/>
10B. Improving Retention and Success Rates – What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved	<i>Provided:</i> <input checked="" type="checkbox"/> Specific and measurable goal(s) for improving course retention rates <input checked="" type="checkbox"/> Specific and measurable goal(s) for improving course success rates <input checked="" type="checkbox"/> Goals address disproportionately impacted students <input checked="" type="checkbox"/> Action plan for pursuing the goal(s) <input type="checkbox"/> Reason given if no goal and action plan were provided for this question	<i>Information Needed:</i> <input type="checkbox"/> More specific and/or measurable goal(s) for improving course retention rates <input type="checkbox"/> More specific and/or measurable goal(s) for improving course success rates <input type="checkbox"/> Goals address disproportionately impacted students <input type="checkbox"/> Action plan for pursuing the goals		<input type="checkbox"/>

partnerships with student services, and/or plans for faculty recruitment and faculty training.				
10C. Improvements Based on SLOs and PLOs – What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?	<i>Provided:</i> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Specific strategies implemented based on SLO and PLO assessment <input checked="" type="checkbox"/> Discussion of how strategies could contribute to more equitable outcomes <input checked="" type="checkbox"/> Action plan for implementing the strategies <input type="checkbox"/> Reason given if no goal and action plan were provided for this question 	<i>Information Needed:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Specific strategies implemented based on SLO and PLO assessment <input type="checkbox"/> Further discussion of how strategies could contribute to more equitable outcomes <input type="checkbox"/> Action plan for implementing the strategies 	-Seems to include a fragment sentence "there have multiple." Was this part of a sentence that was meant to express another complete thought or a typo?	<input type="checkbox"/>

Overall Commendations:

In 10A. "Continue to talk to counselors ... and future careers" was a useful insight that other programs could potentially adopt. The graphs and charts at the end of the program review were a great addition to the writer's answers.

Overall Recommendations:

licensing and CTE is not applicable, couldn't type that option in the comments section.
4B. summary of progress, the writer may want to add a section (of progress) regarding "completed/ongoing" for each goal.