

2019-2020 Program Review



CAN Program Review (Instructional) - Anthropology (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

Lead Contact Person: * Jessica Marshall

Writing Team: * Jessica Marshall

Executive Summary

0. Executive Summary: Anthropology is the study of humans. The Anthropology program's strength is that it introduces students to the concept of ethnocentrism/cultural relativism, cross-cultural perspectives of the world, and the importance of diversity. Despite that Anthropology is in one of the top 10 career majors in the United States, the challenge is to attract enough SMCCCD students to take Archaeology which is a core course in the AA-T agreement. The last few years enrollment has been low in this course. The demand is high for Cultural Anthropology and Physical Anthropology. Nursing majors need Cultural Anthropology or Sociology for 4-year programs upon transfer. Many non-science majors take Physical Anthropology to meet their science requirement. There is a higher demand for online sections than face-to-face sections. Action plan: to continue to teach the core courses within the AA-T/AA agreement, continue to reach out to non-Anthropology majors to full-fill G.E. requirements, and make connections to their chosen field of study. The department should also reach out to nursing majors. The main goal should be to educate students and counselors on the usefulness of taking Anthropology courses and the job opportunities available with the major.

Program Context

1. Mission: The program introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, the theory of evolution, and the importance of diversity. The Anthropology program's focus is on teaching critical thinking through the application of course concepts to student's everyday life. As most student who take Anthropology take it for G.E. Transfer and are not Anthropology majors, the major theme is to make students become aware of their ethnocentrism and be more culturally sensitive. This is done through a variety of teaching methods, including hands on activities and doing things outside the classroom.

Serves: Mainly transfer students. The courses taught in the department allow students who want to pursue a BA in Anthropology to complete their lower division requirements as defined by SB1440 to transfer as a junior to a four-year institution. Students can earn an AA and AA-T in Anthropology. Courses taught full-fill general interest in the community and allow non-majors to complete G.E. transfer requirements. Anthropology is one of the top ten career majors in demand in the United States.

2. Articulation: The pathway for Anthropology (CSU) has been written and is under review. No other known changes in curriculum or degree requirements at high schools or 4-year institutions.

3. Community & Labor Needs: As the economy has become better, many more jobs for Anthropologists are now available. There are a LOT of jobs available in this field, and there are more jobs than people qualified to meet this demand. One in two Anthropologists apply their degree to a variety of positions other than teaching. A full list of job opportunities and what to do with this major is attached.

Looking Back

4. Curricular Changes: The Anthropology courses offered are the core for the AA-T (Physical, Cultural, Archaeology) with the Physical Anthropology lab a selective. By offering the core courses, students can meet the requirements for transferring into the major at UCs/CSUs. They can full-fill the lab requirement for CSU/IGETC required by many of the programs. The AA degree matches the AA-T degree to make a clear pathway for students. All courses are articulated to the UC/CSU system, and have C-ID numbers. All CORs are currently up to date.

We offer one face-to-face section and one online section of both Cultural Anthropology and Physical Anthropology each semester. These are the most popular Anthropology courses to take to meet G.E. requirements. By offering a section online and face-to-face of each course, we meet the demands of students that want a course in the classroom or online. Each face-to-face class is offered at least on one Monday/Wednesday and Tuesday/Thursday per school year to allow students to take

Anthropology most days of the week to accommodate their schedules. A section is occasionally offered on Fridays also. We offer one section of the Physical Anthropology Lab every semester. Archaeology is offered once a year, given it's historical low enrollment. The student demand is not high enough to add additional sections and have adjuncts as we once did at the moment. No changes have occurred since the last program review was submitted.

5A. Progress Report - IPC Feedback: Feedback from the previous review has been incorporated into the responses for the 2018-2019 program review within each section. I have addressed the comments by incorporating my feedback to them in this review.

5B. Progress Report - Prior Action Plans: CORs are up to date. C-ID numbers were approved for all courses. All courses are articulated.

6A. Impact of Resource Applications: Chalk for drawing diagrams of cells has helped with the success and retention of cell terminology. Models of skulls purchased of new discoveries also have helped students in class who are tactile learners. Access to JSTOR allows students to write professional arguments and strong essays, sourcing current literature in the field. The ethnographic database and films on VHS/DVD transport students to another culture, students who typically may not travel. Professional development support has allowed faculty in the department to improve PowerPoint slides, stay current in their field, have guest speakers on campus, and incorporate experiences into course topics (such as an Anthropologist doing research in the field). Students have also had the opportunity to go out and do research with the Anthropologist, given connections made by the faculty through professional development. Examples include field trips to gather acorns, soap root, and participate in traditional burning practices. A light weight Apple laptop is necessary for visuals and being able to take it out in the field easily with students as well as being able to access it in the classroom and office. The department also needs space in which to store its equipment that is in or very near the classroom. In addition, the full-time faculty in Anthropology need their own office space without other faculty in it. Students sometimes have issues that come up, and talking about them with other faculty present can be awkward.

6B. Impact of Staffing Changes: We no longer have any part-timers in the department. The student demand is not high enough to add additional sections and have adjuncts as we once did. We offer one face-to-face section and one online section of Cultural Anthropology and Physical Anthropology each semester. We also offer one section of the Physical Anthropology Lab every semester. Archaeology is offered once a year given it's historical low enrollment.

Current State of the Program

7. Enrollment Trends: Most trends for those who take Anthropology courses fall in-line with the college average.

The headcount for Anthropology is 255 female and 191 male. More students who identify as multiracial or Hispanic/Latino take Anthropology than the college average, but 4.4% less Asians take Anthropology than the college average. Five percent higher than the college average are unreported students who take Anthropology courses. However, there is a gap of first generation students who take Anthropology courses.

More students need to take Anthropology that are between the ages of 29 and 39, with an access gap of 8.2% compared to the college which I find to be high.

The FTES have dropped from 255.4 in 2014-2015 to 233.8 in 2018-2019. The load has decreased from 480 in 2014-2015 to 456 in 2018-2019. Retention and success have increased since the last program review, however, there still remains a gap of 4-6% in the retention rate between face-to-face students and online and a success gap that is even greater than this at around 7%. Ideas to address this gap would be helpful. I have tried to build connections with students online through weekly activities and discussion boards, but this is not enough.

Pattern of course offerings: Every semester, we offer Cultural Anthropology, Physical Anthropology, and the Lab. Every semester, we offer both Cultural Anthropology and Physical Anthropology both face to face and online.

Archaeology is offered once a year. During a school year, the face to face sections are offered on a Monday/Wednesday and Tuesday/Thursday. Marketing would be of help especially for the Archaeology course and letting nursing majors know to take Cultural Anthropology.

What changes could be implemented that might improve these trends?

Continue to do outreach to student organizations and clubs to reach the ethnicity gaps. Putting Anthropology in the college for working adult pathway would help with addressing the age gap.

For number of students enrolling at the college and in Anthropology, I would actively recruit middle college students and put Anthropology in as many pathways as possible. I always talk to counselors about my classes, let the counseling dean know if there are any low enrolled courses, and advertise through flyers/screen savers in admin and records, the learning center, and the library. Additional support from marketing about other ways to attract students to Anthropology courses would be beneficial.

8-A. Access & Completion: Counselors can help address the equity gaps by helping to recruit students into these courses. Also, I have made all of the Anthropology courses that I teach require no text book as part of the Zero Text book program. I'm hoping this helps the access to and the successful completion of courses for students.

8-B. Completion - Success Online: Gaps in success between online and non-online courses:

Students retention and success continues to be higher in the face to face sections than online. Ideas here would be appreciated. Building community through weekly discussion boards and activities has not had an impact on success and retention as I thought it would.

9A. SLO Assessment - Compliance: Yes, every course SLO is being systematically assessed at least once every 3 years. One SLO is tested each semester, and each semester a different course is assessed. We offer four courses in the Anthropology department, so every course is assessed within a 2-year period. The exception has been with the Archaeology course. When it has been cancelled due to low enrollment, we have not been able to complete assessment.

9B. SLO Assessment - Impact: Slight changes in teaching practice have been implemented. Generally, testing the SLOs has resulted in a large number of students understanding the main themes, leading the department to continue to teach using the same techniques as students are successfully testing on SLOs overall. The main improvement has been the ability to get more equipment (such as updating the skeletal collection) and maintain equipment needs (such as chalk, JSTOR, and the ethnographic film database).

10. PLO Assessment: The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments, including Anthropology. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2018-2019 assessment period the Social Science faculty examined the PLO "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 2018-2019 assessment period 76 papers and exams were assessed. 92% (70/76) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Produce evidence-based arguments" was 1.43 which is similar to the previous program review assessment period. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated continued improvement in random sampling. During the previous assessment period faculty discussed difficulty in identifying social science theories that the writing assignments were targeting. This concern was not addressed during the 2018-2019 assessment period as that PLO was not examined. Faculty will address this specific concern during the next assessment period. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Program Planning: The department needs to continue to update the skeletal collection as new discoveries are made. Access to JSTOR, the ethnographic film database, a projector, VHS/DVD player, and Apple laptop are essential equipment. The department also needs space in which to store its equipment.

Faculty should continue to stay current as Anthropologists through travel, meeting with informants on a regular basis, writing and presenting papers, taking coursework and/or attending professional conferences. The field changes rapidly with new discoveries and interpretations. Faculty need to stay current in the field to teach it accurately.

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5A. Progress Report - IPC Feedback: Feedback from the previous review has been incorporated into the responses for the 2018-2019 program review within each section. I have addressed the comments by incorporating my feedback to them in this review. In addition, there was a comment that recommendations for 2013-2014 were not addressed. Program review for the department was submitted May 2015, after committee feedback had been given on program reviews. Comments were not received on that review.

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Looking Ahead

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Program Review Narrative Status: Complete

No Objective were returned for this Program based upon the selected parameters.