

PROGRAM REVIEW Fall 2021

Program: ANTR (Anthropology)

Division: BLSS

Date: 10/18/2021

Writer(s): L.W. Lucas Hasten

SLO/SAO Point-Person: L.W. Lucas Hasten

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1. We critically evaluated our SLO process to recognize and resolve a data deficit. Adjunct faculty members will be actively encouraged to upload data.		X	
2. Our SLO evaluation process led us to recognize the lower success rates of our Latinx population and formulate plans to address inequities.	X	X	
3. Our review of laboratory equipment led us to recognize sex based inadequacies in our osteology teaching collection and make new requests through the IER process.		X	
4. Professor Daniel Cearley successfully established an interdisciplinary Drone Program with a certificate and four non-credit courses.	X	X	
5. Our pandemic-necessitated switch to Distance Education showed us there is great demand for a robust online Anthropology AA-T program, which we are in the process of establishing. All of our courses are DE approved with a movement toward each also being taught in a hybrid (PO) format. There is anecdotal feedback from students that DE and hybrid courses may be more attractive post-pandemic.	X	X	
6. Professor Lucas Hasten has brought his ANTR 3 course into OEI alignment and is set to follow with his ANTR 1 course.	X	X	
7. Many ANTR courses are using OER resources and efforts are underway to continue moving in that direction.	X	X	
8. Feedback from Fall 2021 face-to-face students indicates the great success of pandemic-era online and hybrid classes due to their greater flexibility than traditional face-to-face classes.	X	X	
9. ELumen SLO data from Professor Hasten indicates a clear and strong increase in early semester success rates when ANTR 1 courses moved from face-to-face to Distance Education.		X	
10. While headcount is down, success rates in ANTR courses is up.		X	
11. While headcount is down, enrollment is up.		X	

12. Our Program continues to reflect its students in the diversity of its hiring, having recently added two BIPOC adjunct faculty members.	X	X	X
13. Professor Daniel Cearley successfully co-directed an archaeological fieldschool in partnership with Foothill College in Clear Lake over the summer semester, two Las Positas College students participated; one returned as a second season staff member.	X		
14. Our Program has continued to expand and update our web presence with biographies and pictures of our faculty. We have made efforts to create marketing material in the form of a tri-fold brochure which will be available soon.	X		

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1. An examination of SLO data revealed a clear pattern of lower success rates among Latinx students.	X	X	
2. ELumen data is extremely difficult to read and utilize. The process is daunting and time consuming.		X	X
3. ELumen data cannot be disaggregated into meaningful demographics at the instructor level.	X	X	X
4. ELumen data does not produce meaningful charts or tables at the coordinator level.		X	X
5. The effort to establish a regular archaeology excavation schedule was disrupted by the pandemic, and the momentum around doing outdoor fieldwork was lost.		X	
6. Instructors are challenged to find new ways to connect with students to create meaningful relationships in a digital environment.		X	
7. Students don't know about opportunities for Honors and Independent Study projects.		X	
8. The Program continues to identify and advocate for an on-campus outdoor field laboratory area.		X	
9. The Program continues to seek adequate space for laboratory and field excavation supplies.		X	
10. The Program continues to seek additional teaching materials and models for students to study.		X	
11. The Program continues to seek external internships for our students; this is a unique challenge because of the competitive nature of archaeological work.	X	X	

12. Our desire to create an active social media presence for the Program is thwarted by a lack of time on the part of its two full-time instructors.	X	X	
13. Distance Education lectures are hampered by a lack of access to hands-on demonstration materials.		X	
14. Student learning is hampered by a lack of access to models and materials.		X	
15. The ability to demonstrate the decomposition process continues to be a challenge; a classroom-based aquarium with charcoal filters may be a solution.	X		

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
1. The Program will make efforts to fully incorporate the Puente, Umoja, and ConnectUP learning communities into our Canvas shells for our courses.	X		X	
2. The Program will make efforts to speak to the LGBTQ+ community by encouraging the respect of personal pronouns and chosen names in Canvas, for example.		X	X	
3. The Program will assertively encourage SLO participation by all faculty members.		X	X	
4. Obtain hands-on demonstration materials for Distance Education instructors in the form of a Lending Library.	X		X	
5. Obtain model crania to form a library collection for study within the College's Learning Resource Center.	X		X	
6. Build stronger relationships with local Native American tribes.		X		X
7. Participate in the College's Native American land acknowledgment.	X			X
8. Build out courses to create certificates in areas including Field Archaeology, for example.		X		X
9. Review curriculum for attention to issues of equity.	X			X
10. Review curriculum for attention to the issues of climate change.	X			X
11. Obtain a display board/case outside the laboratory classroom to promote the Program, showcase student work, and highlight the contributions of BIPOC anthropologists.	X			X
12. Create and maintain a strong social media presence for the Program.	X			X
13. Move toward using our laboratory facilities to do contract archaeology work.	X			X

14. Move toward incorporating more hybrid and Distance Education courses into the Program since face-to-face feedback indicates a clear preference for these courses.	X		X	
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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
Drone Program	This is a multi-disciplinary, multi-Program effort led by Professor Cearley. He has addressed STEM faculty, Academic Senate, SLO Committee, College Council, and the Board of Directors. Our Archaeology students have flown drones at our vineyard in cooperation with our Viticulture and Enology Program.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	The Anthropology Program has consistently had Independent Study and Honors Program students working with faculty; this has been no less true during the pandemic. Some of our most rewarding encounters have come from reaching out to exceptional students through email to inform them about these opportunities.
What did you learn?	We have learned that our students are generally not informed about these opportunities.
How will you use the feedback?	We hope to promote these opportunities more widely.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

1. Headcount and Enrollment

While there was a 7.87% decline in headcount from Fall 2016 to Fall 2020, enrollments only declined by 2.53%. Spring numbers show a 4.41% decline in headcount from Spring 2017 to Spring 2021 – which is extremely impressive during the pandemic – and a 3% *increase* in enrollments over the same time period. It must be noted however that our Spring 2021 headcount is down by nearly 8.77% from our Spring 2019 peak; enrollments are down only 5.4% over the same period. We have slightly fewer students but they are taking *more* courses!

2. Student Demographics

The Anthropology Program consistently attracts younger students who are recent high school graduates. In the Fall, women tend to outnumber men by 6 to 8%, but in Spring the numbers can be closer and sometimes equivalent. Our population, like the College on the whole, is overwhelmingly White and Latinx. Instructors have noted, however, the fact that our current reporting system does not capture the large number of Muslim students on our campus. Anthropology students are 64-92% continuing, which indicates that our discipline is not one to which they are instantly introduced upon entering the College. We have a fairly even mix of full-time and part-time students, but they have always been overwhelmingly transfer-oriented at rates of 78-85%.

3. Student Performance

Student success rates are consistently high (68-85%). Withdrawals in face-to-face classes are always around 10-12%, while Distance Education classes see higher withdrawal rates of up to 23% (Fall 2018). Some of this is attributable to changes in staffing and the development of new curricula and syllabi for Distance Education classes, which can be more demanding than face-to-face courses.

4. Equity

The Anthropology Program is working to overcome the tremendous inequity faced by our African-American students. The excellent data provided by our Office of Institutional Research showed us that in 2015-2016 and 2016-2017, African-American students experienced non-success in our courses at unacceptable rates of up to 35%. We were able to get that number down to 17% in 2020-2021 but are taking stronger measures to eliminate this inequity. We plan to incorporate support communities such as Umoja and ConnectUp into our Canvas course shells.

Anecdotal evaluation of SLO data during this cycle revealed a striking inequity among Latinx students, who scored lower than their peers in early-semester ANTR 1 assessments. The Program will attempt early outreach and support.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
X yes no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

PSLO Assessed: Upon completion of the AA-T in Anthropology, students are able to explain why there is no biological validity to the concept of "race."

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 100% of full-time faculty, or 20% of total faculty

- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. X YES No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

By every measure, more than 2/3 of our students were reliably able to meet the assessed PSLO at levels above average or better.

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

ELumen data on the whole could not be disaggregated. Reports are difficult to use and interpret, and charts and tables cannot be generated at the coordinator level. Reports were entirely useless to this writer.

On the other hand, since this writer single-handedly entered three years worth of data over the course of two days, two trends were noted that *would not have been caught in the reports*:

1. Latinx students scored significantly lower than their peers during the first third of each semester.
2. In face-to-face classes, many students began each semester with lower scores that improved significantly over the course of the semester. When the College went to an all-Distance Education schedule, that trend ended and scores were consistently high from the beginning.

(6) List changes that you plan on making to improve student learning and address inequities.

1. In order to address the inequity noted vis-à-vis Latinx students, the Anthropology faculty will make efforts to specifically address the needs of this population through outreach and support, including embedded links to the Puente program.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

1. Students tell us that they appreciate the flexibility of Distance Education. We have seen greater success rates and steady enrollment - despite lower headcount - since moving to an entirely online format. While students should always have the option to attend classes in person, the Anthropology program would no doubt grow if it could offer a greater proportion of Distance Education classes. The market may well bear support for an online ANTR AA-T but we are hampered by the requirement that we offer no more than 60% of our classes online.
2. Anthropology students benefit greatly from the use of physical models. This is the area that suffers most when we move to an online format. This problem could be solved by the creation of two asset libraries: one for the use of students, and one for the use of instructors. Students should be able to check out a fixed set of model crania for study at the library; similarly, faculty should be able to borrow materials for use at home in recording or delivering synchronous lectures.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____**X**____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

- (2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

- (3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

____YES ____**X**____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

____YES ____**X**____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES ____**X**____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES ____**X**____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?