

PROGRAM REVIEW Fall 2022

Program: Anthropology

Division: Business, Social Science and Learning Resources (BSSL)

Date: 11/1/2022

Writer(s): Daniel Cearley

SLO/SAO Point-Person: Daniel Cearley

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 Our website has been updated with more robust career information and the showcasing of student projects.
2 Using Instructional Equipment monies, a dedicated program informational cork board is now installed next to the Anthropology Lab. This has information about the major, career options, field opportunities, and courses.
3 Marketing material including flyers, a trifold brochure, and other materials were created to help promote the program.
4 One current LPC student and one former anthropology major enrolled in a summer field archaeology program, Castles In Communities , in Ireland under the direction of anthropology faculty, Daniel Cearley.
5 In the Spring 2022 semester, a group of anthropology majors carpooled weekly to Palo Alto with anthropology faculty, Daniel Cearley, to an archaeological field school associated with Foothill College.
6 The anthropology program had a series of strong independent student projects produced in 2021/2022.
7 We opened the anthropology lab for students as a study space, conduct research, and as a social area when classes where not meeting.
8. The identification of a secure storage space for field equipment using the Track and Field shipping containers.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____N/A

Challenges/Pain Points/Needs
1. Like many other programs our in-person offerings and enrollments have weakened compared to pre-covid levels.
2. Anthropology has low numbers for declared majors relative to other programs. Our challenge is to retain and support anthropology majors.
3. We have limited instructors who are able to teach in-person and our diversity among instructors has diminished.
4. Our percentage of instructors contributing to SLOs is low and requires increased leadership and a coordinated response. A more structured strategy for SLO input may help.
5. Our teaching resources require annual updating and aligning with the needs of our lab exercises.
6. The program continues to identify and advocate for an on-campus outdoor field laboratory area.
7 The ability to demonstrate the decomposition process continues to be a challenge, a classroom-based aquarium with charcoal filters may be a solution or an on-campus dedicated field laboratory space.
8 The Program continues to seek external internships with archaeological companies for our students; this is a unique challenge because of the competitive nature of archaeological work.
9 We have made attempts at replacing all texts with OER or in-house created materials. Our own laboratory manual is used for face-to-face teaching; however this needs extensive labor to be transitioned for DE.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

1 Create an open lab period when lab space is unoccupied with courses.
2 Encourage more independent projects.
3 Further develop off-campus archaeological field opportunities.
4 Continue to develop OER and in-house teaching resources.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____N/A

The program is actively using our SLOs to identify and address issues of equity among our student populations. Our current data shows that significant variance among individual groups. In a similar way, we have focused on SLOs that are related to topics of race and ancestry. Our program recognizes that students find these topics difficult to understand and explain. We are also dedicated to integrating new technology into our courses by adding drone technology into our curriculum.
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E. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
1 Develop a local off-campus field program		X		X
2 Identify a location for an on-campus outdoor experimental lab space		X		X
3 Institute Open Lab hours for students	X		X	

4 Develop a strong web presence and social media		X		

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F. 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.	We have reached out to former students requesting testimonials about our program.
What did you learn?	In general, we have received positive feedback, especially around our mentoring and advice about transferring.
How will you use the feedback?	As a result of this feedback, we will promote anthropology specific workshops or information about UC/CSU anthropology programs. It has been suggested that we identify students who are currently at other schools to help incoming transfer students acclimate.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
1 In Spring 2022, we transported groups of students weekly in our personal vehicles to off-campus field locations.	It might be more effective to use district owned vans instead.

2 We have used an area north of the nature trail for conducting mock field methodology exercises. This area is constrained, secluded, and away from restrooms.	There may be other areas on campus which may be better suited to doing this work. An outdoor field laboratory space can be added into the Facilities Master Planning document.
3 An ongoing delay in setting up laptops for use in the anthropology lab.	Make this a priority during winter intersession?

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Consistent success rate for all students is at one of the highest relative to previous years, at 82%. We have decreased our withdrawal rate to 10%, dropping from a high of 14% in 2020/2021. This rate is similar to 2018-2019 levels.

Our modality for our course offerings are reversed from pre-pandemic, 86% of our courses are currently DE in contrast to 82% not DE in 2019.

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 are 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?

☒ 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

With the backdrop of our current discussion of race in society in mind, it is important that students are able to fully recognize that race is a culturally constructed concept which is fluid and has been interpreted, institutionalized, and experienced differently and unequally through time. Students often make inaccurate statements that race is biologically determined, however, biology has been clear that skin tone variation lacks correspondence to common popular notions or categories of race. It would be timely and beneficial to gather data to better understand incoming student perceptions of race and if their beliefs change as the result of completing the course.

PSLO: 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 for the selected PSLO? ([run Faculty Participation report](#) from last year). ____20-40____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Over 72.4% achieved above average of assessment.

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

The average over a three-year period is near 50% mastery.

Pacific Islanders scored a 4% variance below from this average, African Americans showed a 9% drop, Hispanic 10% lower difference, while white students scored slightly above average.

In other categories, over 22 years of age students had a 5% drop, foster youth dropped nearly 6%, veteran's and first-generation college were nearly double at 12%.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

The above data shows significant differences among the groups. This clearly shows the range of areas which need to be addressed, each may require different solutions.

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

An emphasis upon linking students to support may be a starting point. Certain themes may need to be incorporated into multiple modules to reinforce concepts to level equity.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☒ X ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

It would be helpful to have workshops carried out by Office of Research, Planning and Institutional Effectiveness or other data crunching programs to help future program reviews. The amount of data generated from Elumen is quite impressive, however when asked to make comparisons it can be daunting to conduct more nuanced analysis using pivot tables or by extracting out certain data sets from others.

C2: Instructional Programs With CSLOs – Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

_____ YES _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

- A. List changes that you plan to improve outcomes in your service area.

- A. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

- A. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

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- Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

Program Maps - – [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

- A.** Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

☒ Yes, all of my maps are accurate

☐ No. The Program Map for _____ (degree/certificate name) _____
Requires an update

- Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
- **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____ YES ____X_____ No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ____X_____ No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ____X_____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ X _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ X _____ No

Course Name & Number

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

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