Program: Anthropology (ANTR)

Division: BSSL

Date: 11/4/2024

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

★ [Tools for Writers](#) - with contacts for help with specific sections.
★ [Program Review Glossary](#) - defines key terms you can review when writing.
★ [Fall 2023 Program Reviews](#)
★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

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Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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.

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Anthropology has identified five main goals that were the focus of the 23-24 academic year: the transition to a no-cost textbook option for our courses, create a new CTE-based certificate pathway, strengthen our teaching collection, hire more adjunct faculty, and advocate for a replacement full-time position. Of these, we have been successful with 3 out of the 5 goals.

The anthropology program is making substantial headway in a zero-textbook pathway for our AA-T, with two courses that remain a challenge to transition into OER or other zero-text book options. For one of these courses, ANTR 13 Intro to Forensic Anthropology, we have initiated discussions with other colleges about a working group to create an OER textbook.

Our staffing has been quite stretched, and at times is at its limits, with each of our adjuncts teaching nearing or at their maximum load. To offset this situation, we have hired one part-time face-to face instructor and have plans to hire an additional online instructor by the end of the semester. Optimally, we need a third part-time instructor who can teach face-to-face and has experience with cross-disciplinary courses.

To create more resources for our online classes, we have initiated a multi-semester process to create a "digital collection" that houses images, 3D renderings, and information about a significant amount of our teaching resources in an online "library/digital archive." This will allow all our students to have 24/7 access to our reference and teaching. We expect this digital collection will facilitate student studying, support our OER materials, and provide a basis for research projects. This effort is led by a team of independent study and honors students, who are also conducting an annual assessment and review of our teaching collection.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

The two areas that remain a priority are related to curriculum and staffing. The department continues to advocate for the replacement of a full-time faculty member who retired in 2023. Given the current budgetary situation and the unclear metrics used to rank faculty prioritization, there is little that can address this challenge besides continual advocacy, reinforce our already strong enrollments numbers, and generate more funding for the college. As mentioned in the previous section, the anthropology program has plans for additional courses and related certificates that will be more in line with the SCFF model of college funding.

As addressed in previous program reviews, we have completed background research, reviewed statewide programs, and developed a course and certificate structure for a CTE orientated program in Cultural Resource Management (CRM), however given the broader workload, achieving this goal has been slightly out of reach.

Other challenges include training part-time faculty on CurrIQunet Meta and encouraging consistent and productive SLO assessment. Unfortunately, our program has not prioritized SLO data collection among our part-time instructors.

In an ongoing process, we are conducting an annual assessment and review of our teaching collection. Based on this effort, we will submit a request for new and updated materials. Most notably, we will continue to revitalize our disarticulated skeletal casts and add higher quality versions. This will improve our ability to teach skeletal analysis for sex, ancestry, pathologies, and age. This process of updating will also include our skeletal, primate, and early hominid collections.

It should be noted that we are currently using equipment that is reaching the end of its life span and may need to be reconditioned or replaced with an IER request, specifically the Total Station we are using is now not compatible with Windows 11 devices, making data transfer challenging.

C. Planning: What are your program's most important plans, either new or continuing?

Our goals for this academic year will center on creating additional certificates with an applied focus. This will include a CTE focused program in Cultural Resource Management (CRM) and an applied anthropology certificate. This effort reflects a trend in anthropology toward skill based social research that directly feeds into similar programs at regional CSUs and UCs.

As part of the preparation for this CRM based program, we have been actively utilizing the area designated as 3200 on the campus map. This is a triangular section of non-landscaped ground where we have carried out large practice sessions with ANTR 2: Intro to Archaeology and ANTR 13 Intro to Forensic Anthropology. Activities have involved compass based survey training to identify surface anomalies and cultural/historical elements. Other exercises include sub-surface exercises that include laying out test units for environmental sampling, soil coring, and GIS based mapping with drones, GPS, and theodolite instruments. The 3200 space has been a very successful outdoor space that has access to bathrooms, power, shade, and has more public visibility than previous areas. There is concern that the New Facilites Master plan will suggest that this area can be used as a potential location for sand volleyball courts or other priority, which means that we need to identify an alternative location. Input has been submitted to address this issue, yet formative presentations by the New Facilites Master planning does not mention any alternative locations for these types of activities.

The anthropology program is currently storing most of our field equipment in a shipping container on the synthetic athletic field, the proximity to 3200 is good, although the more temperature sensitive equipment remains in Building 1000, Room 1061. In preparation for these exercises, there is a considerable amount of ferrying of equipment back and forth between upper and lower campus. In subsequent planning for these exercises, it would be best to coordinate with M&O for using electric carts as opposed to personal vehicles to move equipment. A suggestion would be to make the requisition of electric carts for campus movement more accessible for faculty with less lead time for documentation.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

We cannot identify any specific barriers to our equity work. We are seeking ZTBC options for students, updating our curriculum to address including course content, SLO, and course objectives, and we are crafting out syllabi language to be inline and consistent with campus recommendations.

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
    Yes_X_ No____

2. Comments (Optional):

3. Please review your program maps. Do you need to make any modifications?
    Yes____   No__X__

4. If yes, compare each Program Map to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
    a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **Pathway counseling faculty liaison** to initiate changes.
    b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
    Any questions? Contact the Curriculum Chair or the Curriculum and SLO Specialist.

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to the IR team.)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets are available here (Posted Fall 24)
- Academic & Career Pathway Specific data (Posted Fall 24)
- Your program's survey data
- Transfer data
- Course Set Standard Overview & Success Rates Dashboard are in the middle of this page

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.

1. Did your program meet its program-set standard for successful course completion?

   Yes__X__   No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:
- ☐ 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)
To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.
- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes__X__ No____

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

   This PSLO was chosen as part of our rotation through each PSLO: Upon completion of the AA-T in Anthropology, students are able to use the scientific method to test hypotheses and establish empirical facts.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
   - _____0_____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

5. <u>Based on discussions with others in your program,</u> explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

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

   The department has not been able to maintain reporting requirements for PSLO or SLO. This will immediately move to the top of our priorities and be remedied in a concerted effort with our adjunct faculty.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   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.](#)

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

6. 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. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
   Will all courses be assessed by June 2026?

   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.

2. Based on your 3-year plan, list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

5. 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.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?