Anthropology

Program Review - Comprehensive Review

2022 - 2023

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Program Context

1. Mission
Share how your program contributes to the College or fits into the College's Mission. For example, 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 Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The Anthropology program introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, and the importance of diversity and equity. The program relates to our college's vision in that Anthropology provides equitable education. Students from diverse backgrounds take Anthropology as part of their G.E. requirements to achieve their educational goals. The perspective of Anthropology can be applied to any discipline due to it's holistic nature. Topics of discussion that relate to the values of the college include Social Justice, Racial Equity, Community engagement, Academic Excellent, Sustainability, Cultural Empathy. The courses are Student-Centered with an emphasis on discussion, dialog, and field trips. The learning center, library, DSPS, Learning Center, STEM center, Sparkpoint, Dream Center support students taking Anthropology courses.

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."

Physical Anthropology courses (ANTH 125 and ANTH 126) have been renamed to Biological Anthropology to reflect this change at CSUs and UCs in California.

3. Community & 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 and describe your advisory group's recommendations for your program.

The U.S. Bureau of Labor Statistics reports that employment of anthropologists and archeologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. Many of the openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Anthropologists and archeologists typically work in research organizations, government, and consulting firms. Although most work in offices, some analyze samples in laboratories or do fieldwork.

California has the highest employment level for Anthropologists and Archaeologists in all of the United States. Employment per thousand jobs is 0.08 (reported by the U.S. Bureau of Labor Statistics). The median annual wage for anthropologists and archeologists was $61,910 in May

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2021, with an average of $29.76 per hour. Our college offers both an AA and AA-T to meet the undergraduate transfer requirements in Anthropology for CSUs and UCs.

Looking Back

4. Curricular changes
List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?
none

5A. Progress Report - IPC Feedback
Provide your responses to all recommendations received in your last program review cycle.
This review, I included wage information as requested.

Full-time faculty and office space is not "left over" from a previous program review. These are essential requirements for the program to have a presence on campus. Anthropology also deals with sensitive topics, so faculty need their own office, not in a "shared" space.

Updated technology in the classroom as requested. We no longer have a DVD/VHS player.

5B. Progress Report - Prior Program Goals
Provide a summary of the progress you have made on the program goals identified in your last program review.
All goals have been met.

6A. Impact of Resource Applications
Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?
Resource requests were met. Models of skulls help students in class who are tactile learners.

Access to

 JSTOR allows students to write professional arguments and strong discussion board posts, sourcing current literature in the field also allowing Anthropology courses to be ZTC. The ethnographic database and films on Kanopy transport students to another culture. Professional development support has allowed faculty in the department to improve PowerPoint slides, stay current in their field, and give papers at professional conferences.

6B. Impact of Staffing Changes
Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."
The Anthropology department supports one full-time faculty, and one part-time faculty.

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Current State of the Program

7A. Enrollment Trends
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

The Anthropology department has recently experienced a decrease in enrollment, especially in face-to-face classes. For ANTH 110, 125, and 126 enrollment is significantly higher online than when offered as hybrid or face-to-face section. The overall success and withdraw rates look good, though ANTH 200 has a noticeably lower 5 year success rate, compared to the other classes in Anthropology. ANTH 200 has not been offered since the last program review, so this data is difficult to compare. It will be offered again Spring 2024.

7B. Significant Changes in Your Program
Have there been any significant changes in enrollment trends or course offerings? 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?

There were no significant changes in course offerings over the past 2 years. Summer, Fall, Spring the same courses are offered and "rolled over" so students and counselors can make educational plans. No courses have been canceled since the last program review.

As stated in response to the previous question, the Anthropology department has recently experienced a decrease in enrollment, especially in face-to-face classes.

7C. Planning for Your Program
What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

The course scheduling is successful as no courses have been cancelled during the last 2 years. As enrollment began declining, section count decreased from 14 to 12 per academic year. Students who are Anthropology majors have been able to take all of the courses in the AA-T as they have been offered during this time. I would encourage more hybrid and online classes to be offered as the demand is for this modality and not face-to-face. We currently only offer Anthropology courses, which are core courses in the Anthropology AA-T degree; ANTH 200 the exception. It transfers but is outside the core, so it is only offered every few years.

Yes, more marketing support for the social sciences and Anthropology would be of help as face-to-face classes continue to be low enrolled. We cannot change the market for what students want, so I would encourage more online sections to be added for Anthropology to meet student demand. Anthropology job market is also increasing, so students need to be aware of Anthropology as a career choice.

The U.S. Bureau of Labor Statistics reports that employment of anthropologists and archeologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all

occupations. One additional goal may be to Increase messaging and student opportunity for careers in Anthropology. Anthropology is a career path to many fields, including crime scene investigation, cross-cultural training, and cultural resource management for construction industry. Anthropologists can be found in corporations, all levels of government, educational institutions and non-profit associations. Anthropologists work in disaster areas, including Ground Zero in New York and the Gulf Coast in the aftermath of hurricane Katrina.

There are terrific videos and examples of Anthropologists working in real life careers at these websites
https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783
https://careercenter.americananthro.org/article/where-anthropologists-work

8A. Access & Completion
Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?
Yes, it is possible for a student to complete the AA and AA-T degree in Anthropology while only completing courses at Canada College.

The college can help improve student completion and success by adding in more online sections to meet student demand. The college can also help through advertising Anthropology courses through career education.

8B. Student Equity
One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?
No areas for equity and disproportionate impact exceeded the margin of error, but it is harder to detect this in smaller populations.

The college can continue to support the Anthropology department by offering courses in Anthropology, allowing the courses to continue to be ZTC through offering funding for the library (to support subscriptions to JSTOR and Kanopy, for example), offering students' services for support, funding professional development for faculty, and providing instructional material appropriate for Anthropology courses through funding resource requests and guest speakers.

8C. Completion – Success Online
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 online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".
The success rate for online courses offered by the Anthropology department is higher than face-to-face courses by 7%. Students are successful with multiple weekly due dates of assignments, and being able to plan their time with assignments posted well ahead of time. Offering the course online helps their success in allowing students to balance their life (childcare, cost to get to

campus, work, etc. etc.) with class. Withdraw rate for the department is low, and success rate for the department is high.

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.

Yes, all active courses are being systematically assessed over a three-year cycle with a 100% completion rate.

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?

Strategies include teaching thematically, ordering resources, and funding professional development for faculty to help teach multiple subjects within Anthropology.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's <b>Three Year Assessment Plan<b/> 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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to <u>directly</u> 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 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "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 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion

was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. 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

Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Tables & Graphs
https://canadacollege.edu/prie/dashboards/disproportionate-impact.php
https://canadacollege.edu/prie/data-packets/2022-packets/ANTH_Full-Packet.pdf

Goals

Goal Status
1 - New (PR)

Goal Title
Increase enrollment

Goal Description
Student numbers per class have decreased in face-to-face courses. The goal is to increase enrollment. I would suggest adding Anthropology into career development for the reasons listed in Step 1.

Program Review Cycle When the Goal Begins
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Who's Responsible for this Goal?
Anthropology department, marketing, counseling

Mapping
- CAN College Goals: (X - Selected)

CAN College Goals

- Accessible Infrastructure and Innovation: X
- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X