

#27

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Anthropology

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Rachel Jacob-Almeida

Q3 Dean/Manager:

Alicia Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

SLO assessment results have been entered as of Fall 2019. Also, a new part-time instructor was hired in Fall 2019 and currently teaches all Anthropology courses. This instructor is enrolled in ETMLI.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **No**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

SLO Assessment results have been entered for all SLOs for ANTH-120 and ANTH-130 as of Fall 2019. The following is the # of students successful / # of students assessed = success rate for each SLO in Anthropology:

ANTH-120 in FA19: SLO#1: 18/20=90%; SLO#2: 17/20=85%; SLO#3: 18/20=90%

ANTH-130 in FA19: SLO#1: 19/20=95%; SLO#2: 16/20=80%; SLO#3: 16/20=80%

Q8 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

As the department chair, I am in the process of deciding with Tania Jabour how we will map SLO's to our PLOs. The faculty leads in our ACP (me, Josh Franco, Steve Weinert and Kristin Zink) met with Tania Jabour during the FA19 semester. She told us that we could either have our own individual-discipline PLOs and map our course SLO's to them, or we could create PLOs that are the same for all disciplines within the ACP, and then map our own course SLOs to them. Since that meeting, we have unfortunately not discussed the matter again.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here.

No

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

No

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Over the last 5 years, the success rate has varied between being in the 50s to the 70s. For example, in Fall 2016 it was 52%, but then it increased to 74% in SP17, 64% in FA17 and 71% in SP18. Then it dipped to 55% in FA18, but then it increased again to 73% in Spring 2019.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

The fact that the discipline success rate has wavered somewhat in the last three years between 50% and 73% suggests we may need to work to keep the success rate more consistently in the 70s. In Fall 2019, we had a new part-time instructor for all Anthropology courses. He was evaluated last semester and received evaluation scores. Further, he is currently participating in the ETMLI on campus.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

As I wrote in the Program Review for Sociology and Social Work, research shows that focusing on gender alone does not tell the whole story in terms of equity and disadvantage. Research shows that male students may have lower outcomes than female students, but that focusing on gender as it intersects with race/ethnicity paints a more nuanced picture; white male students tend to perform at rates comparable to their white female peers whereas black and brown male (and female) students experience disadvantage and equity gaps.

In last year's Program Review for Anthropology (which was combined with POSC), I wrote that the success rate of African American students has fluctuated a bit over the last five years. Disparities between African American success rates and discipline success has been as big as 51% in Spring 2015 and smallest in Spring 2018 at 4%. In Fall 2018, 5 African American students enrolled in Anthropology and one was successful, which equals a success rate of 20% (compared to discipline success rate of 55%, this is an equity gap of 35%). In Spring 2019, 2 African American students enrolled in Anthropology, and only one was successful, which equals a success rate of 50% (compared to discipline success rate of 73%, this is an equity gap of 23%). This is an issue we must keep an eye on in order to remedy.

In last year's Program Review I also wrote that the success rates of Latinx students had dipped over the two previous years. In FA16, Latinx success rate was 42% (compared to the discipline's 52% success rate, which is a 10% equity gap). In FA17, Latinx success rate was 57% (compared to the discipline's 64% success rate, which is a 7% equity gap). In SP18, the equity gap was again 7%, and in FA18 it was 10% again. In Spring 2019, however, there was no equity gap for Latinx students: Latinx success rate was 77%, which is 4% higher than the discipline success rate of 73%.

White student have tended to have higher success rates than the discipline success rates. The enrollment of American Indian/Alaskan Native, Asian students, and Filipino students has been relatively low over the last five years. Among these groups, only Filipino students had an equity gap in recent years. In FA18, 1 Filipino student enrolled and success rate was 0% (no Filipino students enrolled in SP19). Among the other two groups, no equity gaps: American Indian/Alaskan Native enrollment was 1 and success rate was 100% in FA18 and 0 enrolled in SP19. Enrollment of Asian students has never exceeded 2 over the last 5 years. In FA17, Asian enrollment was 2 and success rate was 100%; SP18 Asian enrollment was 1 and success rate was 100%

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

As I wrote in last year's Program Review for Anthro, the biggest factor is likely that there is no full-time Anthropology instructor. This limits the amount of time instructors can engage with students and focus on developing the Anthropology program in general. Further, Anthro instructors had not taken equity-minded training.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

As of Fall 2019 we have a new part-time instructor who is teaching all Anthropology courses. He is currently participating in ETMLI.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

Ideally, they will close equity gaps and raise overall success rates.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

The new part-time instructor has attended department meetings and worked with me and other Sociology and Social Work instructors to discuss SLO assessments and results. He has also participated in events on campus, such as presenting at Cuyamaca's College Hour. (He's also participating in ETMLI, as described above).

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?

No

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

Respondent skipped this question

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?

No

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Respondent skipped this question

Q26 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q27 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q28 Goal Status **Respondent skipped this question**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update? **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated? **Respondent skipped this question**

Q33 Do you have another goal to update? **Respondent skipped this question**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2: **Respondent skipped this question**

Q35 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q36 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q37 Goal Status **Respondent skipped this question**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update? **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated? **Respondent skipped this question**

Q42 Do you have another goal to update? **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3: **Respondent skipped this question**

Q44 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q45 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q46 Goal Status **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update? **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated? **Respondent skipped this question**

Q51 Do you have another goal to update? **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4: Respondent skipped this question

Q53 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q54 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q55 Goal Status Respondent skipped this question

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

Q57 Do you have another goal to update? Respondent skipped this question

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: Respondent skipped this question

Q59 How will this goal be evaluated? Respondent skipped this question

Q60 Do you have another goal to update? Respondent skipped this question

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: Respondent skipped this question

Q62 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q63 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q64 Goal Status Respondent skipped this question

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated? **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Increase student enrollment in Anthropology courses, including Archaeology (ANTH-140)

Q70 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

Increased student involvement and awareness of the Anthropology discipline will provide students with more opportunities to feel connected to college and to fulfill their requirements in order to transfer. Ideally, it will also increase student interest in pursuing a degree in Anthropology.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

This is informed by enrollment data. For example, enrollment in Archaeology was so low in Fall 2019 that it had to be cancelled. This class is a requirement for Anthropology majors but has not been offered since Spring 2018 due to low enrollment.

Q73 Action steps for this year:

Identify how many students are or intend to major in Anthropology and schedule Anthropology courses to accommodate their needs. Also, organize more events (including Anthro Student Club) that focus on what Anthropology is, how it is valuable, and what careers Anthropology majors can pursue. One idea of such event is an Anthropology-Career Day, in which various speakers who earned a BA or higher degree in Anthropology come to speak to students about what they do and how the degree/discipline has been valuable.

Q74 How will this goal be evaluated?

At least one Anthropology-centered event will have occurred by Spring 2021. Also, a general assessment of number of students majoring in Anthropology will have been made by SP21.

Q75 Do you have another new goal?

Yes

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

SLO assessment results and reflection dialogues will be updated.

Q77 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

SLO assessment results have not been consistently entered in recent years.

Q80 Action steps for this year:

A new online system has been created for instructors to individually input their SLO assessment results and reflections. This system has made the process much easier. Also, last semester the SLO coordinator suggested that all SLOs for courses be assessed in the same semester; before we had been assessing 1 SLO per semester in sequential order.

In response to the SLO coordinator's advice, all SLOs should be assessed and results submitted for either SP20 or FA20. I will discuss SLO assessment and reporting with the part-time Anthro instructor to assure he understands the process and value of assessing SLOs and submitting SLO data.

Further, in coming years I want to implement a plan for assessing and submitting SLO results in a rotation of Anthropology courses. I think this will make assessment and reporting (and dialogue) more manageable for instructors, more consistent and therefore more meaningful. For example, SLOs for ANTH-120 can be assessed every Fall semester, reflected on at the beginning of every Spring semester and changes implemented for Spring and following Fall semesters. Similarly, SLOs for ANTH-130 (and ANTH-140 if applicable) can be assessed every Spring semester, reflected on before Fall semester, and changes implemented for Fall and following Spring semesters.

Q81 How will this goal be evaluated?

By Spring 2021, SLO results will be inputted for all offered ANTH courses in Spring 2020 and Fall 2020, according to established rotation.

Q82 Do you have another new goal? **Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Update PLOs and map PLOs onto course SLOs

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

This goal is informed by the fact that we our PLOs may not accurately reflect disciplines, and PLOs are not mapped onto course SLOs

Q87 Action steps for this year:

Meet with SLO coordinator and other ACP faculty leads to decide whether we will create PLOs for the entire ACP grouping or keep SLOs discipline specific. After that decision has been made, continue to work with SLO coordinator to write PLOs and then map them onto Anthropology course SLOs Anthropology

Q88 How will this goal be evaluated?

PLOs will be written for Anthropology (or their entire ACP grouping) and PLOs will be mapped onto all Anthropology courses within a year (by Spring 2021)

Q89 Do you have another new goal? **No**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **No**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Respondent skipped this question**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **Respondent skipped this question**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **Respondent skipped this question**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Respondent skipped this question**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **Respondent skipped this question**

Page 39: Final Check

Q102 Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

I am ready to submit my program review
