

Program: Anthropology

Division: BSSL

Date: November 1, 2023

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

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

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) 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, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ Check for Title V updates required for any of your courses or Programs:
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, 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 during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ Review your programs to see if there are any modifications needed
- ✓ Review your programs and courses to see if any will be sunset or deactivate

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Anthropology has been successful in shifting our course offerings toward on-campus and in-person modalities. By Spring semester, we offered 9% Face-to-face, 55% Hybrid, and 37%. Prior 2020, Distance Education offerings were between 28 to 32% with no hybrid options. As part of our pivot back to on campus learning, we successfully restarted a Spring semester on-campus outdoor archaeological field course, ANTR 2L. This was an exciting addition since the previous one was interrupted during the initial onset of the pandemic in 2020.

Our main challenge for the academic year was the retirement of full-time faculty member Lucas Hosten. His absence creates a noticeable vacancy in the sub-discipline courses of socio-cultural anthropology. The reduced number of full-time faculty members implies a reduced number of contact hours for students and an increased workload for the remaining faculty members.

As mentioned above, the onset of the pandemic postponed changes to the anthropology program that were outlined in the 2019/2020 program review. The pivot to varied modalities, dramatic impacts to enrollment, and the aftereffects of a global pandemic has been all consuming and has not allowed for previous planning goals to be realized in full. Our program is stabilizing in reference to the pandemic, and it shows incremental signs of growth. These indications and a more active on-campus community create a window of opportunity to re-address these plans.

These goals include reshaping the anthropology program course offerings to be more aligned toward an applied orientation (similar to SJSU) and creating a new certificate in Cultural Resource Management (CRM). This certificate in CRM would prepare students for immediate employment as archaeology field technicians, a current high demand position. Our main challenge for this effort will be to balance our allotment in FTES with the investment in a new certificate program. One of the potential paths forward may involve a transitional period that leverages non-credit classes, and the positioning of the CRM program within the Environmental Science top code for CTE funding. An Environmental Science designation makes sense, since the legal framework that defines CRM is referenced by state and federal environmental law.

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.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

Based upon our program-level data, anthropology has maintained a high level of student success constantly near 82% since 2018 and a high of 84% 2022/23. In the past three academic cycles, our withdrawal rate has reduced from a high of 14% to a current low of 8%. Our withdrawal rate has stabilized at 8% for the past two cycles. Overall, these numbers are similar to pre-pandemic 2018/2019. The reduction in withdrawals may reflect our pivot away from DE courses since our DE courses have a slightly higher withdrawal rate than face-to-face.

When we look at our rates of success broken down demographically, our Asian and white students are doing much better than Latinos and African-American students. Latino students are succeeding 5% lower than the group as a whole and the withdrawal rate is twice that of Asian and White students. Since 2017, the success rates for Latinos have not varied significantly, we are at the same level as 2018. The situation is more concerning for African American students. The data shows a 63% success rate compared with 84% overall, a high withdrawal (20% versus 8%), and a 17% non-success rate. These numbers align with college wide statistics: 19% withdrawal, 20% non-success, and 61% Success. We noted that our data stems from a small sample size of 46 students which implies that if we are able to engage and positively encourage a small group of students, we may see a significant change in the data. We recognize our need to seek all possible strategies and initiatives to alter these trajectories.

3. Got anything new planned for 23-24?

This academic year our program has taken active steps to address many of the challenges listed above. We have submitted a hiring request for a replacement position and achieved a rank of 5 out of 13 requests which is very encouraging.

The anthropology program is expanding our zero-textbook offering, and we expect to have a no-cost pathway in our AA-T by 2025/26. As part of this effort, we have reviewed our course structure and developed a plan with our OER Liaison, Kali Rippel, to make substantial and sequential changes. We are currently funding an adjunct faculty member to convert one of our online high enrollment biological laboratory anthropology courses to a zero-textbook format. This should be completed by early Spring. At the end of this semester, we will begin the process of restructuring the Anthropology AA-T in a way that will facilitate a zero-textbook pathway for majors. These changes will lay the groundwork for the next academic year cycle, where we will focus on integrating OER materials into the previously discussed ancillary courses that are difficult to convert to OER.

In addition to restructuring our AA-T, we will restart efforts to create a new certificate pathway and additional courses for a CTE orientated program in Cultural Resource Management (CRM). As mentioned in the previous section, a CRM certificate offers a clear path for employment at a time of growth in the industry. In the Spring semester, our program will propose the new certificate to our administrative bodies. If approved, we will proceed with making curricular changes and more substantial planning for the coming year. This will involve outreach to local CRM firms and coordination with regional government institutions with archaeological programs, for example this would include East Bay Parks and California State Parks.

We are conducting an annual assessment and review of our teaching collection. Based on this evaluation, 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.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____ YES _____ No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

C1. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

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.

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?

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