Program Review - Overall Report

Instructional: Anthropology

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Our overall Retention rate over time is very good with a total rate (aggregated) of 89.5%
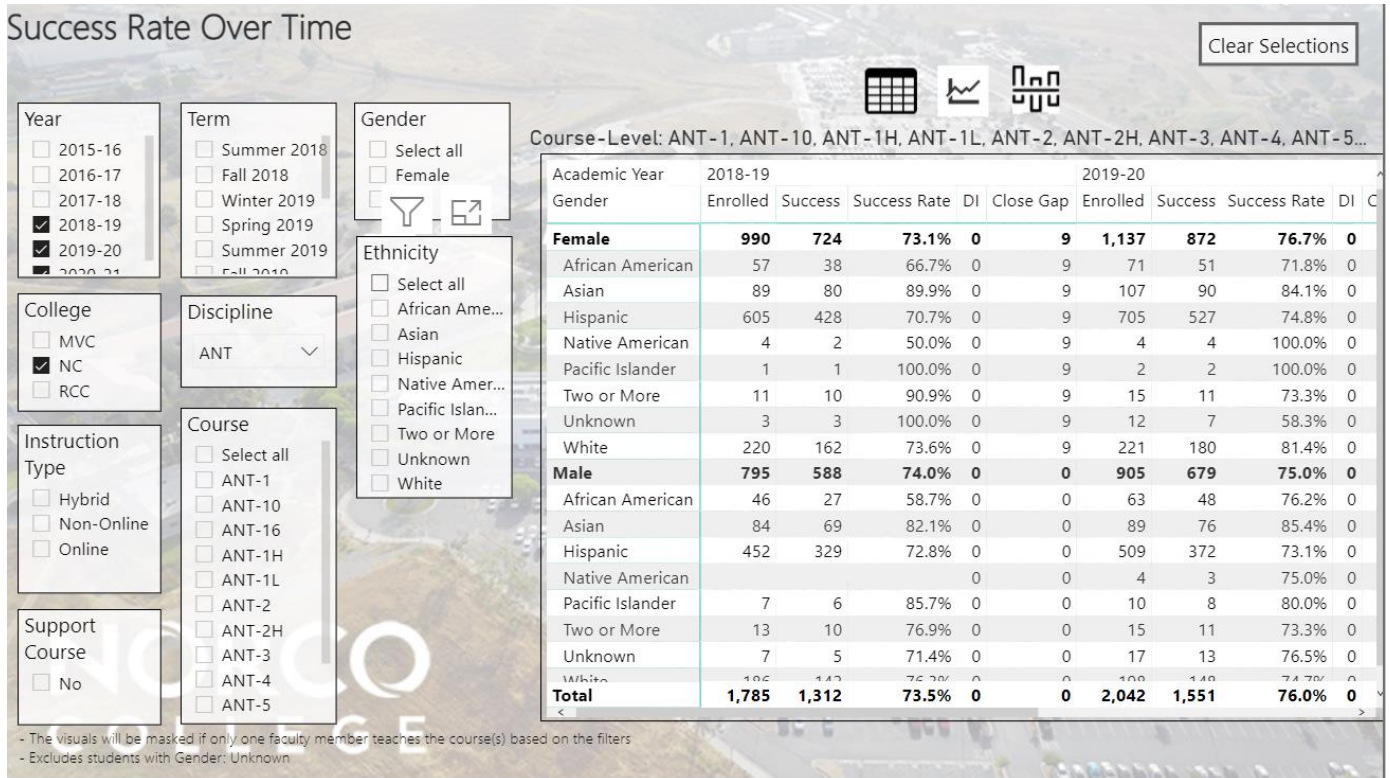
Course-Level: ANT-1, ANT-1U, ANT-1H, ANT-1L, ANT-2, ANT-2H, ANT-3, ANT-4, ANT-5...

Academic Year	2018-19					2019-20		
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate
Female	**990**	**876**	**88.5%**	**1**	**24**	**1,137**	**1,034**	**90.9%**
African American	57	50	87.7%	0	24	71	62	87.3%
Asian	89	87	97.8%	0	24	107	98	91.6%
Hispanic	605	520	86.0%	0	24	705	637	90.4%
Native American	4	3	75.0%	0	24	4	4	100.0%
Pacific Islander	1	1	100.0%	0	24	2	2	100.0%
Two or More	11	11	100.0%	1	24	15	13	86.7%
Unknown	3	3	100.0%	0	24	12	9	75.0%
White	220	201	91.4%	0	24	221	209	94.6%
Male	**795**	**722**	**90.8%**	**0**	**0**	**905**	**807**	**89.2%**
African American	46	37	80.4%	0	0	63	56	88.9%
Asian	84	77	91.7%	0	0	89	82	92.1%
Hispanic	452	417	92.3%	0	0	509	455	89.4%
Native American				0	0	4	4	100.0%
Pacific Islander	7	6	85.7%	0	0	10	9	90.0%
Two or More	13	13	100.0%	0	0	15	12	80.0%
Unknown	7	6	85.7%	0	0	17	14	82.4%
White	196	166	89.2%	0	0	198	175	88.4%
Total	**1,785**	**1,598**	**89.5%**	**0**	**0**	**2,042**	**1,841**	**90.2%**

This rate is higher than the overall college rate of 86.4%.

Our success rate over the three year periosd are also good at 73.5%

Data Review

Success Rate Over Time

Course-Level: ANT-1, ANT-10, ANT-1H, ANT-1L, ANT-2, ANT-2H, ANT-3, ANT-4, ANT-5...

Academic Year	2018-19					2019-20				
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	C
Female	**990**	**724**	**73.1%**	**0**	**9**	**1,137**	**872**	**76.7%**	**0**	
African American	57	38	66.7%	0	9	71	51	71.8%	0	
Asian	89	80	89.9%	0	9	107	90	84.1%	0	
Hispanic	605	428	70.7%	0	9	705	527	74.8%	0	
Native American	4	2	50.0%	0	9	4	4	100.0%	0	
Pacific Islander	1	1	100.0%	0	9	2	2	100.0%	0	
Two or More	11	10	90.9%	0	9	15	11	73.3%	0	
Unknown	3	3	100.0%	0	9	12	7	58.3%	0	
White	220	162	73.6%	0	9	221	180	81.4%	0	
Male	**795**	**588**	**74.0%**	**0**	**0**	**905**	**679**	**75.0%**	**0**	
African American	46	27	58.7%	0	0	63	48	76.2%	0	
Asian	84	69	82.1%	0	0	89	76	85.4%	0	
Hispanic	452	329	72.8%	0	0	509	372	73.1%	0	
Native American				0	0	4	3	75.0%	0	
Pacific Islander	7	6	85.7%	0	0	10	8	80.0%	0	
Two or More	13	10	76.9%	0	0	15	11	73.3%	0	
Unknown	7	5	71.4%	0	0	17	13	76.5%	0	
White	186	142	76.3%	0	0	198	148	74.7%	0	
Total	**1,785**	**1,312**	**73.5%**	**0**	**0**	**2,042**	**1,551**	**76.0%**	**0**	

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
- Excludes students with Gender: Unknown

This is just slightly higherthan the college average of 72.1%

Looking at the last 3 years (AY2017/18 - AY2019/20), we see that students in anthropology have been increasing in success rates (from 69.4% to 76.0%), while staying about the same in retention rate (88.7% to 90.2%). This indicates that the rate of failure (the percentage of students receiving a D or F) in our classes has decreased by 5% over the last 3 years, from 19.3% in AY 2017/18 to 14.2% in AY 2019/20. This is a greater decrease than the overall college, that decrease by 2% over the same time period. However, the current Anthropology failure rate is 14.2%, which is slightly higher than the overall college rate of 13.1%.

Program of Study and Awards

 The number of students who have declared Anthropology as thier major went from 45 to 73 in 5 years. This represents an increased growth for our program. Of these students, only 13.21% have met with a counselor and developed an educational plan. This large lack of educational plans may be the reason we have a low number of awards. In the last 5 years, we have only awarded 23 ADTs in Anthropology, averaging less than 5 per year. Over the last five years, we have gone from awarding 2 degrees out of 45 majors (4.4%), to awarding 6 degrees out of 73 majors (8.2%). The expected number of students who should get a degree would be approximately 14 (20% of majors in 2019/20). The gap in our pipeline is approximately 8 more students to graduate with a degree or certificate. This is a significant gap, and we need to address this asap. We need to identify which classes are causing the bottlenecks, and perhaps adjust our course rotations or schedule to fix the bottlenecks. Our ADT also contains several courses outside of our discipline (MAT 12, PSY/SOC 48, PSY/SOC 50, GEG 1, GEG 2), so we may need to collaborate with those disciplines to ensure a smooth pipeline for our majors.

Data Review

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?
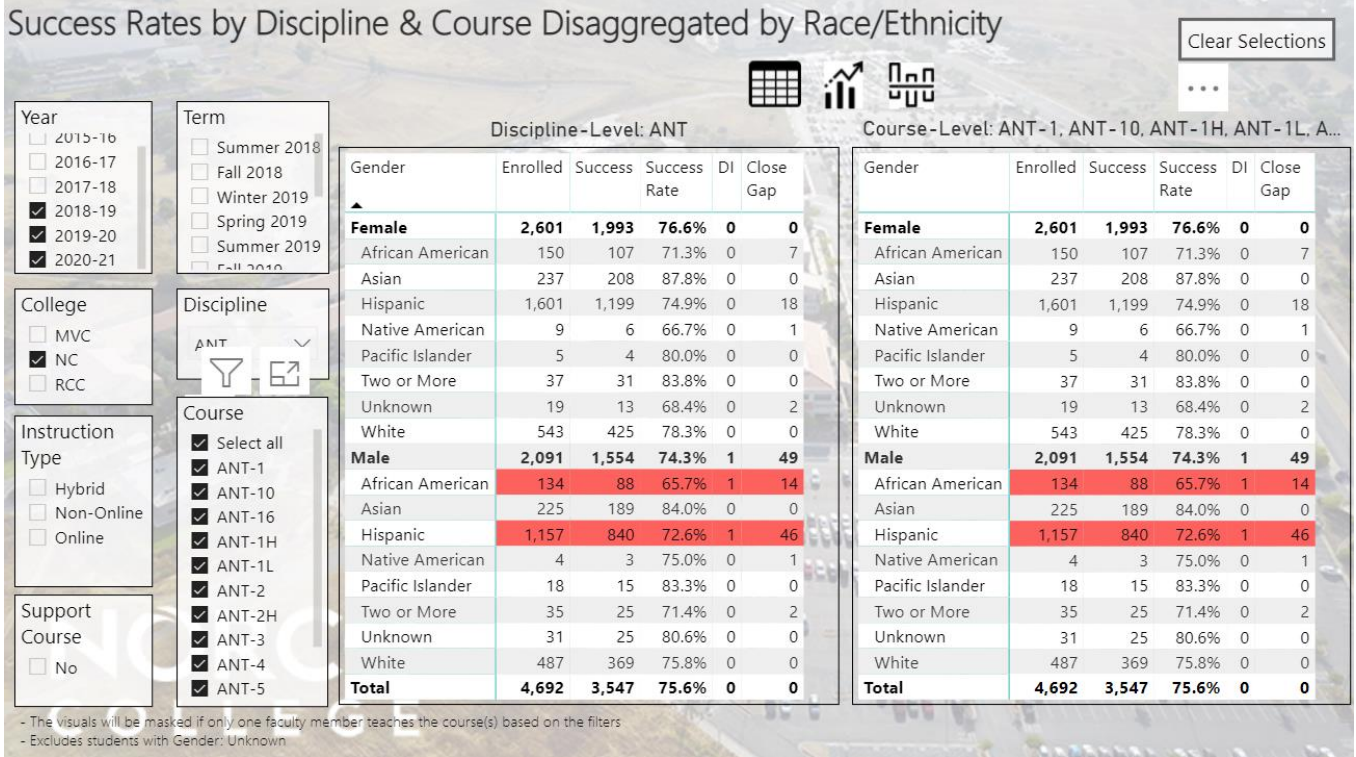
Success--Males

When we disaggreagte these data for success, we find that African American Males and Hispanic males have a lower course success rate at 65.76% and 72.6% respectively. When we look closely at the success rates at the course level, the course that seems to be the stumbling block for African American Males are Anth 1, and for Hispanic Males the courses are Anth 1, Anth 2. Anth 1 is a challenging course that satisfies a life science requirement. While Anthropology's success numbers are higher than the equivalent Bio course (Bio 1) several percentage points, the success rate is still below ideal.

When we take it down to a finer level, at look at each year, we can see wildly different patterns. In 2018-19, African American Males had a success rate of 58.75%, while Hispanic Males had a success rate of 72.8%. We began CORA training in the discipline and changed some basic course design to decolonize our syllabi and practice more intrusive taching practices with a focus on African American Male students. The following year, our success rates with these students went up to 76.7% and 73.1% respectively. Once the pandemic hit, however, our success rates plummeted to below our pre CORA training to 52 and 72.9. It is clear that our shift to an entirely online modality has disproportionately impacted African American male students but why is less clear. It is the practice of our discipline to be intrusive with all of our students, particulalry in Anth 1. They are sent regular emails as reminders of due dates but also congratualtory emails and support emails. Each student hears from their instructor individual at least 10 times during a semester. It is clear from these data that is not enough. Our pre-covid numbers were good. We had closed the equity gap. That gap returned with a vengance during covid and the previous solutions did not provide the expected results. We need to have a different game plan in place in the event that the pandemic drags on or forces us to retreat again. We suspect confounding variables here but we also think that the problem is not unsolveable.
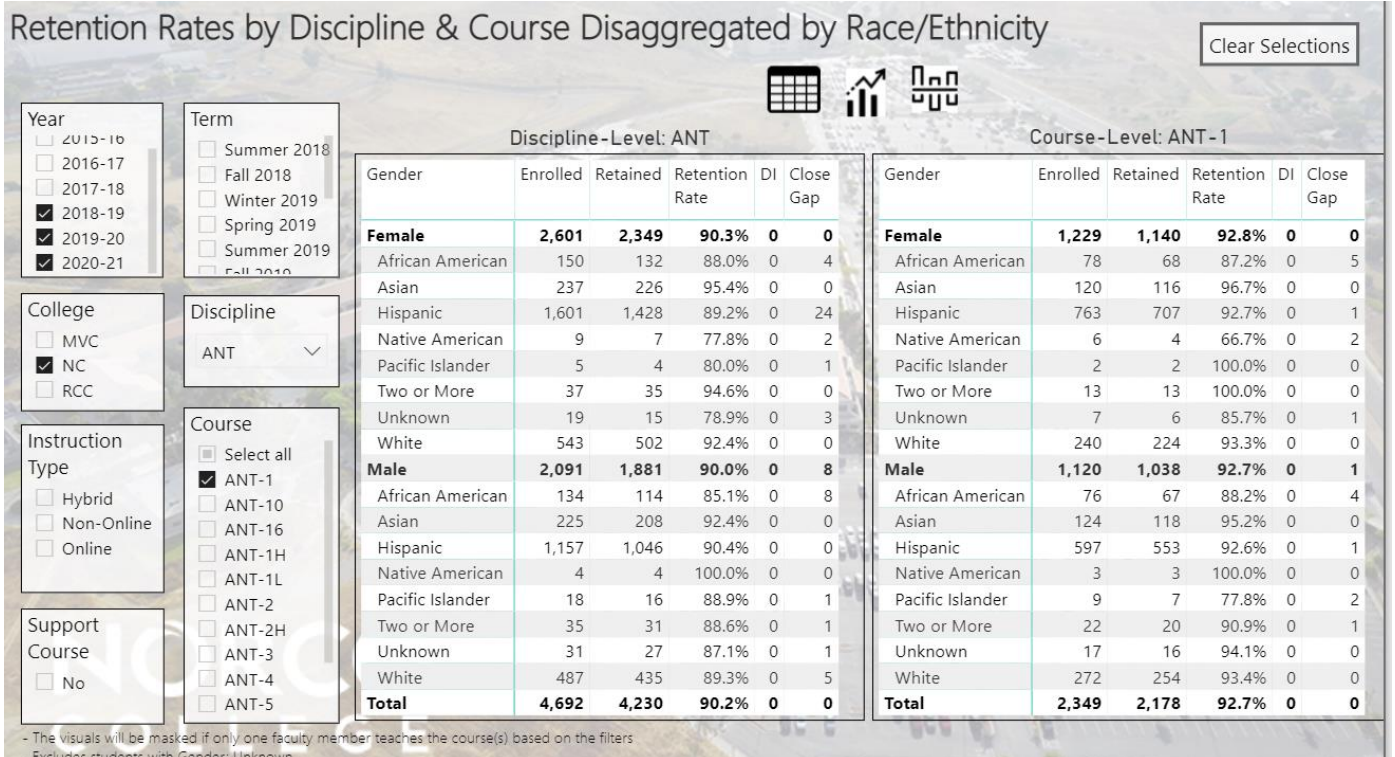
Success-- Females

We had an equity gap among Hispanic females in 2018-19, with a success rate of 70.76% but the changes instituted above were ultimately helpful in closing that gap.

Data Review

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Year
- ☐ 2015-16
- ☐ 2016-17
- ☐ 2017-18
- ☑ 2018-19
- ☑ 2019-20
- ☑ 2020-21

Term
- ☐ Summer 2018
- ☐ Fall 2018
- ☐ Winter 2019
- ☐ Spring 2019
- ☐ Summer 2019
- ☐ Fall 2019

College
- ☐ MVC
- ☑ NC
- ☐ RCC

Discipline
ANT ⌄

Instruction Type
- ☐ Hybrid
- ☐ Non-Online
- ☐ Online

Course
- ☑ Select all
- ☑ ANT-1
- ☑ ANT-10
- ☑ ANT-16
- ☑ ANT-1H
- ☑ ANT-1L
- ☑ ANT-2
- ☑ ANT-2H
- ☑ ANT-3
- ☑ ANT-4
- ☑ ANT-5

Support Course
- ☐ No

Discipline-Level: ANT

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**2,601**	**1,993**	**76.6%**	**0**	**0**
African American	150	107	71.3%	0	7
Asian	237	208	87.8%	0	0
Hispanic	1,601	1,199	74.9%	0	18
Native American	9	6	66.7%	0	1
Pacific Islander	5	4	80.0%	0	0
Two or More	37	31	83.8%	0	0
Unknown	19	13	68.4%	0	2
White	543	425	78.3%	0	0
Male	**2,091**	**1,554**	**74.3%**	**1**	**49**
African American	134	88	65.7%	1	14
Asian	225	189	84.0%	0	0
Hispanic	1,157	840	72.6%	1	46
Native American	4	3	75.0%	0	1
Pacific Islander	18	15	83.3%	0	0
Two or More	35	25	71.4%	0	2
Unknown	31	25	80.6%	0	0
White	487	369	75.8%	0	0
Total	**4,692**	**3,547**	**75.6%**	**0**	**0**

Course-Level: ANT-1, ANT-10, ANT-1H, ANT-1L, A...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**2,601**	**1,993**	**76.6%**	**0**	**0**
African American	150	107	71.3%	0	7
Asian	237	208	87.8%	0	0
Hispanic	1,601	1,199	74.9%	0	18
Native American	9	6	66.7%	0	1
Pacific Islander	5	4	80.0%	0	0
Two or More	37	31	83.8%	0	0
Unknown	19	13	68.4%	0	2
White	543	425	78.3%	0	0
Male	**2,091**	**1,554**	**74.3%**	**1**	**49**
African American	134	88	65.7%	1	14
Asian	225	189	84.0%	0	0
Hispanic	1,157	840	72.6%	1	46
Native American	4	3	75.0%	0	1
Pacific Islander	18	15	83.3%	0	0
Two or More	35	25	71.4%	0	2
Unknown	31	25	80.6%	0	0
White	487	369	75.8%	0	0
Total	**4,692**	**3,547**	**75.6%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
- Excludes students with Gender: Unknown

Retention

When we look at the three year period as a whole, no equity gaps are identified. When we get down to the granular level, Hispanic Females had lower retention rates than their fellows but that "low" retention rate was 88.3%. Again, the Ant 1 course semed to be the course that caused the issue. We are not planning to address this as the retention rate is still well above the college rate of 84.1%

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Year
- ☐ 2015-16
- ☐ 2016-17
- ☐ 2017-18
- ☑ 2018-19
- ☑ 2019-20
- ☑ 2020-21

Term
- ☐ Summer 2018
- ☐ Fall 2018
- ☐ Winter 2019
- ☐ Spring 2019
- ☐ Summer 2019
- ☐ Fall 2019

College
- ☐ MVC
- ☑ NC
- ☐ RCC

Discipline
ANT ⌄

Instruction Type
- ☐ Hybrid
- ☐ Non-Online
- ☐ Online

Course
- ☐ Select all
- ☑ ANT-1
- ☐ ANT-10
- ☐ ANT-16
- ☐ ANT-1H
- ☐ ANT-1L
- ☐ ANT-2
- ☐ ANT-2H
- ☐ ANT-3
- ☐ ANT-4
- ☐ ANT-5

Support Course
- ☐ No

Discipline-Level: ANT

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**2,601**	**2,349**	**90.3%**	**0**	**0**
African American	150	132	88.0%	0	4
Asian	237	226	95.4%	0	0
Hispanic	1,601	1,428	89.2%	0	24
Native American	9	7	77.8%	0	2
Pacific Islander	5	4	80.0%	0	1
Two or More	37	35	94.6%	0	0
Unknown	19	15	78.9%	0	3
White	543	502	92.4%	0	0
Male	**2,091**	**1,881**	**90.0%**	**0**	**8**
African American	134	114	85.1%	0	8
Asian	225	208	92.4%	0	0
Hispanic	1,157	1,046	90.4%	0	0
Native American	4	4	100.0%	0	0
Pacific Islander	18	16	88.9%	0	1
Two or More	35	31	88.6%	0	1
Unknown	31	27	87.1%	0	1
White	487	435	89.3%	0	5
Total	**4,692**	**4,230**	**90.2%**	**0**	**0**

Course-Level: ANT-1

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,229**	**1,140**	**92.8%**	**0**	**0**
African American	78	68	87.2%	0	5
Asian	120	116	96.7%	0	0
Hispanic	763	707	92.7%	0	1
Native American	6	4	66.7%	0	2
Pacific Islander	2	2	100.0%	0	0
Two or More	13	13	100.0%	0	0
Unknown	7	6	85.7%	0	1
White	240	224	93.3%	0	0
Male	**1,120**	**1,038**	**92.7%**	**0**	**1**
African American	76	67	88.2%	0	4
Asian	124	118	95.2%	0	0
Hispanic	597	553	92.6%	0	1
Native American	3	3	100.0%	0	0
Pacific Islander	9	7	77.8%	0	2
Two or More	22	20	90.9%	0	1
Unknown	17	16	94.1%	0	0
White	272	254	93.4%	0	0
Total	**2,349**	**2,178**	**92.7%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
- Excludes students with Gender: Unknown

Program of Study and Awards

Data Review

We are a smaller discipline, so when we disaggregate the data by ethnicity and gender, we only have one or two students (or none) in the groups; it is difficult to interpret meaningful patterns from these numbers. However, some patterns do emerge that are worth discussing. When we look at the disaggregated groups of students who declared an anthropology major, our data match many of the overall trends seen at Norco college. In AY 2019/20, we had 73 declared majors. Of those majors, 32.9% (24 out of 73) of them were Hisp./Latina females, which tracks with the overall rate for Hisp/Latina females at Norco College with a declared program of study (33%). We also see that our Asian females (4 out of 73) and Black females (5 out of 73) make up 5.4% and 6.8%, respectively. This is on target for Asian females (5.2%) and above for Black females (3.8%) at Norco in the same year. Underrepresented in our majors are American Indian/Native Alaskan females (we only had 1 major in 18-19), and females of two or more races/ethnicities (1 in 18/19) Our white female students are also slightly higher at 13.7% (10 out of 73), compared to the overall rate at 10.9%. Interestingly, our white females have actually declined over the last five years, going from 22.2% of our majors (10 out of 45) to 13.7% (10 out of 73). It is unknown whether this reflects an overall demographic shift for Norco College, or if there is another variable at play here.

In our male students, we see our Hisp/Latino males made up 27% (20 out of 73) of our majors, which I slightly higher than the Norco rate at 24%. We had very low numbers in AY 2019/20 for men of color majors; only 1 Asian male (1.4% compared to 4/9% overall), 0 Black males (compared to 2.8% overall), 2 Native Hawaiian/Pacific Islander males (2.7% compared to 0.24%), and 1 of two or more races/ethnicities (1.4% compared to 0.8%). White males only made up 4.1% of our majors in 19/20, compared with 9.8% overall. Like with white females, white male majors have also decreased over time: from 11.1% in 15/16 (5 out of 45) to 4.1% in 19/20 (3 out of 73). Again, it is unclear whether this is reflective of a larger demographic shift of the student population, or of our discipline's efforts to decolonize our courses and decenter the while male experience as default.

For awards, our numbers once again mostly align with overall Norco College trends. Over the past 5 years, we have awarded 23 degrees in Anthropology, compared to 6987 degrees at Norco College. Of those degrees, the majority (8) have gone to Hisp/Latina females (34%), which is similar to the overall trend at Norco (35%). We are also on trend with Hisp./Latino males (5) representing 21.7% of our awards (compared to 21% of all Norco degrees), white females (3) representing 13% of our awards (compared to 15% of all Norco degrees), and Black males (1) representing 4.3% of our awards (compared to 5% of all Norco degrees). White males (2) represent 8.7%, which is slightly under the overall rate at 10.5%. We also have one multiracial female and one multiracial male, each representing 4.3% of our degrees, which is greater than the overall 1.3% rate for multiracial females and 1.1% rate for multiracial males. Noticeably, we are missing quite a few groups in our awards, especially considering that we have most groups represented in our Program of Study data. We will need to dig into this data more and identify the bottlenecks for each group in our program, and figure out how to address the unique needs of each population, so that we can have better representation in our degree awards.

Overall, our disaggregated demographics within Anthropology mostly align with those of Norco College. However, it is our belief that we can do better. We are working to implement much of the anti-racism training and equity-minded pedagogy that has been presented to (and by) Norco faculty over the past few years. We will also be looking at new ways to actively recruit and retain students of all ethnicities into the

Data Review

program, along with other groups that historically have not been represented in academia (such as our LGBTQ+ students, foster youth, and veterans).

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?
The concerning trend is discussed in the section above and we believe that a return to regular modalities will adress the recent decline after our significant gains pre-covid.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?
Anthropology

What percent of SLOs in the disciplines you identified above have been assessed?
91.8%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).
According to Nuventive, the SLOs for ANT 5 (SLO 1, SLO 2, SLO 3, SLO 4, SLO 5, and SLO 6) have not been assessed. This is disconcerting, as we offered ANT 5 in Fall of 2019, and the associate faculty member conducted assessment for this class. However, something happened between then and now, and it no longer appears in Nuventive. We are unsure why this is.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?
No

If all SLOs are not mapped to at least one PLOs, please explain why.
91% of our SLOs map to our PLOs. We are only missing 3 SLOs aligned to our PLOs. All 3 of these come from the same class, ANT 10 Forensic Anthropology. This is a highly specialized course, and when the mapping was done 7+ years ago the connections between SLOs and PLOs were not as clear. We will be revisiting our mapping prior to the upcoming assessment cycle, and make sure all SLOs are mapped to at least 1 PLO.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)
Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.
N/A

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?
ADT Anthropology

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.
All three PLOs (PLO 1, PLO 2, and PLO 3) in our Anthropology program achieved their benchmarks.

To what to you attribute this success?
Our 3 core courses (ANT 1, ANT 2, and ANT 6) have all adopted Norton texts for their classes. Norton offers a formative adaptive learning tool with all three texts that allows students to practice their knowledge and understanding of the materials prior to quizzes and exams. Looking at the results, it is clear that this is having a positive effect on student learning: prior to our adoption of Norton texts (2017 for ANT 1, 2018 for ANT 2, and 2019 for ANT 6), 10 SLO assessments that map to at least 1 PLO did not achieve their benchmark; after our adoption, 8 our of these 10 SLOs met their benchmark. In the past few years, we have also utilized CORA and

Assessment Review

USC CUE (Center for Urban Education) trainings and seminars on equity-minded practices and teaching men of color; it is probable that these practices also contribute to increased student success in our classes.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.
None

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?
N/A

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.
Our program is an ADT, and thus our primary focus is to align with transfer needs. The three core courses for our degree fulfill 2 separate areas of transfer on both the IGETC and CSU GE requirements: ANT 1 fulfills Area 5B (while ANT 1L fulfills 5C) for IGETC and Area B2 (ANT 1L fulfills B3) for CSU GE; ANT 2 and ANT 6 fulfill Area 4 for IGETC and Area D for CSU GE. Additionally, our List A courses (students must take 2) contain 6 courses outside our discipline, all of which can be used to fulfill further IGETC or CSU GE requirements, such as Areas 2, 4 (2nd discipline), and 5A for IGETC and Areas B-1, B-4, and D (2nd discipline) for CSU GE. This means that, in addition to our ADT's 18-20 required semester units, a student can fulfill the rest of their transfer requirements in as little as 20 units (IGETC) or 23 units (CSU GE). Additionally, one of our ADT elective courses (ANT 4) has been cross-listed to fulfill the new CSU Area F Ethnic studies requirement.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).
While we currently do not offer a capstone course, several of our specialty courses do implement a semester-long research or service project (ANT 3, ANT 4, ANT 16) that models a capstone project. In addition, ANT 16 (Field Methods in Archaeology) is entirely devoted to experiential learning; after the first few weeks of instruction, students spend the majority of their time actively engaged in archaeological survey, excavation, and analysis methods that they are expected to master prior to obtaining a job in the field.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).
Students need to have a holistic understanding of the human experience, meaning they need to consider both cultural and biological aspects of humanity. In addition, they need to demonstrate cultural relativism, meaning that each culture should be understood within their own cultural context, and not judged by outside standards. This goes hand-in-hand with appreciating the wide diversity of the human experience, in both cultural and biological settings. If students plan to pursue anthropology at a bachelors level or beyond, they also need to engage with fieldwork of some type. Finally, they need very strong communication skills (both written and oral) and demonstrate critical thinking abilities.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?
For the most part, yes. There is some room to revise our current PLOs to be more specific to the outcomes listed above and include specific skills we would expect our program graduates to achieve.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
Anthropology has increased the course offerings of the critical lab course (Anth 1L) in order to allow us to take more students and provide a needed graduation requirement.
We have created multiple ways to access this course to accomodate different student wishes and learning styles.

What are your plans/goals (3-year) regarding this goal?
We plan to offer an entirely online Anth ADT that could be completed from anywhere. This will require online labratory resources. We also have a hyrbid model where the student could come to the LRC and handle the hands-on portion at their own pace, outside of a synchronous model. For this, we need a display case in the LRC.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
Our section numbers of Anth 1L have gone from 0, to 4 in the primary terms and 0 to 2 in the intercessions. This increases the FTES for the college by 28 and headcount by 300.
We also have supporting evidence in the assesment area for Anth 1L

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
In the past 5 years, our degrees awarded have increased from 2 in 2015 to 6 in 2020. This is in line with Objective 2.1 to increase the number of degrees by 15% annually.

What are your plans/goals (3-year) regarding this goal?
While we have increased our degrees awarded, our data shows that we should be awarding around 14 degrees annually, based on the number of students who have declared Anthropology as their major. We plan on addressing this gap over the next 3 years. First, we will identify which classes are causing the bottlenecks, and perhaps adjust our course rotations or schedule to fix the bottlenecks. Our ADT also contains several courses outside of our discipline (MAT 12, PSY/SOC 48, PSY/SOC 50, GEG 1, GEG 2), so we may need to collaborate with those disciplines to ensure a smooth pipeline for our majors.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

The number of students who have declared Anthropology as thier major went from 45 to 73 in 5 years. This represents an increased growth for our program. Of these students, only 13.21% have met with a counselor and developed an educational plan. This large lack of educational plans may be the reason we have a low number of awards. In the last 5 years, we have only awarded 23 ADTs in Anthropology, averaging less than 5 per year. Over the last five years, we have gone from awarding 2 degrees out of 45 majors (4.4%), to awarding 6 degrees out of 73 majors (8.2%). The expected number of students who should get a degree would be approximately 14 (20% of majors in 2019/20). The gap in our pipeline is approximately 8 more students to graduate with a degree or certificate.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

As discussed in the Data Review section, as of AY 2019/2020 we had been successful at closing the equity gaps for African American males, Hispanic/Latino males, and Hispanic/Latina females. In 2018/19, we began CORA training in the discipline and changed some basic course design to decolonize our syllabi and practice more intrusive teaching practices. The changes resulted in all three equity gaps identified in previous years to be closed. However, once the pandemic hit and we retreated to online teaching, the gaps came back with a vengence; it is clear that the pandemic disproportionately impacted African American males, but why this is so is less clear. As mentioned in the Data Review section, we are intrusive with all our online students and are proactive about sending them reminders and reaching out when they do not submit assignments. Clearly, this is not enough and we need to do more. We need to have a different game plan in place.

One grave concern we have is the lack of data gathered on our LGBTQ+ and Foster Youth students. We know there are gaps at the college level for both of these groups, but we have not been able to collect any data at the course level for our students. Part of the problem lies in how the CCC data on LGBTQ+ data is collected: it is only asked as part of the CCCApply process, and only if the applicant is over 18 at the time. There are many reasons why LGBTQ+ students may not choose to self-identify at the time, including if they are not out or are unsafe in their current home environment. Additionally, many LGBTQ+ individuals do not identify as such at the start of their college journey, but do so while in college. There is currently no way for students to go back and change their initial identification within the system.

What are your plans/goals (3-year) regarding this goal?

We are planning to revisit and assess our online course design and instruction methods to determine why these equity gaps in African American males returned. We are planning to assess and potentially adopt recent OER textbooks in our three core disciplines (ANT 1, ANT 2, and ANT 6). We also plan to take 2 new CORA trainings: Best Practices for Teaching in the Community College, and Course Design for Racial Equity.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
In 2018/19, African American males had a success rate of 58.75% while Hispanic/Latino males had a success rate of 72.8%. After CORA training, in 2019/20, African American males had a success rate of 76.7% and Hispanic/Latino males a success rate of 73.1%. In 2017/18, Hispanic/Latina females has a success rate of 70.7%; in 2019/2020, they had a success rate of 83.1%.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
We are developing a Cultural Resource Management Certificate. This certificate would allow a student to work at a well compensated job while also attending school. However, if they do not wish to continue their education, this certificate could stand alone for future employment.
We are working with the State Parks to identify a site and a pathway to emplyment for our certificate holders.

What are your plans/goals (3-year) regarding this goal?

We plan to meet with prospective local employers to assess the value they would place on the certificate. We also plan to have the certificate through curriculm by the end of 2023.
The certificate will require the creation of 2 new courses (GIS for Archaeology and Laboratory Methods in Archaeology). We plan to have these courses through curriculum by the end of 2022.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
As this is a goal in progress, we have no supporting evidence in the form of assessment data but our research has indicated that such a program exists within half of the community colleges in the state and at just over a quarter of the CSU's. This is evidence of the validitiy of this goal. Please see the document repository for a list of community colleges with similar programs.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?
Yes

What percentage of your courses are out of date?
0%

If you have courses that are not current, are they in the curriculum process?
N/A

For out of date courses that are not already in progress of updating, what is your plan?
We are listed as out of date with the two Honors Courses but updates were submitted in the Fall of last year and are, for some reason, not relefcted here. We have contacted the appropriate people and are awaiting a response.

Do you have proposals in progress for all the DE courses you intend to file?
Yes

Do you require help to get your courses up to date?
No

Program Review Reflections

What would make program review meaningful and relevant for your unit?
Program review is meaningful and relevant for our unit.

What questions do we need to ask to understand your program plans, goals, needs?
N/A Our questions have been asked

What types of data do you need to support your program plans, goals, needs?
We need student employment data, workforce data, household size and income level data. We need these data to establish the market for our degrees as well as the information regarding the socioeconomic barriers our students face in order to better support them right now instead of in the future when their degrees are complete. We need a way to collect data on our LGBTQ+ and Foster Youth students at the program and course level. We need a way to disaggregate SLO data by race/ethnicity, gender, LGBTQ+ identity, and foster youth.

If there are any supporting documents you would like to attach, please attach them here.
List of California Community Colleges with an Archaeology Certificate.docx

Resource Requests

2021 - 2024

What resources do we already have?
We have skulls and exemplar material

What resources do you need?
 2 Locking display cabinets for those materials

Request related to EMP goal or Assessment?
EMP Goal 1

$ Amount Requested
1,800

Resource Type
ITEM: Instructional supplies

Potential Funding Source(s)
Instructional Equipment Allocation,General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
1

2021 - 2024

What resources do we already have?
CORA trainings for Teaching Men of Color and Racial Microaggressions

What resources do you need?
CORA trainings for Best Practices for Teaching in the Community College, and Course Design for Racial Equity.

Request related to EMP goal or Assessment?
EMP Goal 3

$ Amount Requested
800

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)
Equity

The evidence to support this request can be found in:
Program Review: Part 1,Data Review

This request for my area is Priority #:
3

Resource Requests

2021 - 2024

What resources do we already have?
None

What resources do you need?
Institutional License for ArcGIS

Request related to EMP goal or Assessment?
EMP Goal 7

$ Amount Requested
2,700

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Instructional Equipment Allocation

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
2

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review
Yes

List of California Community Colleges with an Archaeology (or Related) Certificate

Cypress College – Archaeological Technician certificate
Fresno City College – Archaeological Technician certificate

College	Certificate	Units Required
Cypress College	Archaeological Technician	26 - 28
Folsom Lake College	Heritage Interpretation	14 - 15
Foothill College	Cultural Resource Management	19 - 20
Fresno City College	Archaeological Technician	18
Lake Tahoe Community College	Applied Anthropology, CRM Focus	18
Moorpark College	A.A. in Archaeology	45
Ohlone College	Archaeology	14 - 15
Palomar College	Archaeological Field Technician	18
Pasadena City College	Archaeological Field Work	17
San Diego City College	Archaeology	15
Santa Monica College	Cultural Resource Management	9