

Fall 2012 Program Review - Annual Update Profile

As of: 3/15/2013 02:19 AM EST

Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

Fall 2012 Anthropology (PR)

1. Discipline/Program/Area Name

Anthropology

2. Year

2012-2013

3. Name of person leading this review.

Dr. Darcy Wiewall

4. Names of all participants in this review.

Dr. Darcy Wiewall

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual enrollment. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Similarly enrollment in ANthropology courses has seen a decrease of 7.8%, however though the decrease seem minimal to the campus, many students take a sequence of Anthropology courses over a fiscal year. The stagnant rate of enrollment can be related to the apparent need for ANTH courses as they are transferable to UCs and CSUs.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AVC	20435	21780	20205	18430	17276
ANTH	490	455	457	472	452

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

The success rate for sex at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. The success rate show a slight increase in females while males shows a 12% increase over the past five years. The data comparison with AVC shows that sex groups in ANTH have near a 10% higher success rate.

The retention rate for sex at AVC shows that males and females are the same listed at 88% which is up from 1% from five years ago. The data comparison with AVC shows that the retention rate for females in ANTH is the same at 88% and the retention rate for males has increased by 1% in the past year.

The data comparison of the success rate by ethnicity (incorrectly stated as race) with AVC shows that Anthropology has a higher success rate with American-Indian, African-American, Pacific Islander, and Mexican/Central or South American students (see below). The drop in White students is surprising and this gap will be addressed in the upcoming academic year. The drop in Asian and Other and Unknown difference success may be related to low enrollments by ethnicity.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown	
AVC		5%	4%		5%	2%	3%	6%
ANTH		13%	-14%		32%	65%	-2%	12%
Difference		7%	-18%		27%	63%	-5%	6%

The retention rate by ethnicity (incorrectly stated as race) at AVC as well as Anthropology shows that there is an increased retention rate for students across all ethnicities, with the exception of Other and Unknown which is likely due to low enrollments by this ethnic group. In particular, Anthropology has significantly increased retention rates for American-Indian(+3%), Mexican/Central or South American (+4%) and African-American (+8%) students.

The current persistence rate at AVC is 61%. The data comparison with AVC shows that student persistence in Anthropology has near a 10% higher persistence rate.

All classes are currently taught in a face-to-face delivery format at the Lancaster campus.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

Overall student achievement has improved over the past five years. This is particular evident in the success rate by ethnicity (incorrectly stated as race) which shows that Anthropology has a higher success rate with American-Indian, African-American, Pacific Islander, and Mexican/Central or South American students than the campus average. This is likely due to the number of students who identify as a particular ethnic group being attracted to the course offerings in Anthropology which they can self-identify with. The persistence rate for Anthropology courses is also near a 10% higher rate than the campus average.

There are several key factors that have contributed to the increase in student achievement and reduction in achievement gap. These increase are directly related to faculty decisions regarding, (1) development of more hands-on assignments; (2) more discussion time in class; (3) advertising of Anthropology courses; (4) the retention of students who are electing to be Anthropology majors who complete a sequence of Anthropology courses over a two year period before transferring to UCs and CSUs; and the development of a student Anthropology Club.

In addition, we have recently acquired laboratory materials for hands-on learning opportunities that we anticipate will further increase student achievement and further reduce the gaps.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

Discussion have occurred between the one full-time faculty and the one adjunct faculty to reflect on findings and action plans relating to providing access to supplies and equipment to students prior to entering the new HS building. These discussions took place at the end of Fall semester 2011 and again at the beginning of the Spring 2012 semester.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, faciilit... (The full text shows at beginning of the document)

The fall 2011 assessment of ANTH 101 SLO 1 did not result in the 70% achievement target. Faculty met and re-evaluated the current assessment to evaluate if changes needed to be made. Upon review the faculty was confident that the current assessment method was a valid assessment tool. However, we discussed other ways in which to provide more hands-on laboratory activities, which we believed could help students understand the material being covered. These labs were developed in light of the opening of the new Health & Sciences building which would have a dedicated Physical Anthropology laboratory and these labs could be used to segue into the new laboratory and the anticipated new fossil collections and equipment. The spring 2012 findings were significantly better with an increase from 55% to 80% of the students meeting the achievement target. The faculty will continue to monitor the established assessment.

ANTH 112 was a new course in Fall 2009. The faculty thought that the application of a pre/post test would assess what knowledge students had coming into the course and also be able to assess what knowledge the students had gained throughout the semester, This was clearly an invalid method of assessment for the course. Only 65% of the students met the achievement criteria. A new assessment was developed and implemented in Fall of 2010 when the course was next scheduled. The new assessment was a semester long research project on a student selected Native American group from an anthropological holistic perspective. The assessment was measured using a standardized grading rubric. 74% of the students met the student achievement criteria. A few minor revisions were made to the research guidelines and in Fall 2011, 85% of the students measured met the 70% student achievement criteria. The will continue to monitor the established assessment.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

Goal 1: A second full time faculty position in Anthropology.

Ongoing

Goal 2: Develop an Associate of Arts transferable degree (AA-T) in Anthropology.

Ongoing, in process

Goal 3: Develop new courses to enhance transferable curricula.

In process

Goal 4: Acquire additional lab materials for hands-on learning opportunities for lab students in physical anthropology and archaeology.

Completed, but ongoing

Goal 5: Obtain appropriate curation supplies, equipment, and storage facilities for the archaeology collection.

Ongoing

Goal 6: Develop distance learning options for anthropology courses.

In process

Goal 7: Obtain and maintain a subscription to the Human Relations Area Files eHRAF World Cultures Ethnographic Database

Ongoing, long term goal

Goal 8: Stimulate student interest in the issue of human origins and prehistory and promote cross-cultural understanding.

Ongoing and continuous

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

Human Capital:

1 New full-time faculty member

2 Adjunct faculty

1 Instructional assistant for Anthropology Laboratory

Facilities

New lab- Completed

Lecture hall- Completed

Equipment

Stereo microscopes

Digital calipers

Digital scales

Magnifying table lights

Primate and Hominin skeletal casts

Curation bins

Light table/map drawers