

Program Review 2021-2022

Anthropology

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. 2021/2022 Program Review (Form)

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Anthropology

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Lead Writers: Ryan Mongelluzzo and Jennifer Sime

Manager: Dean Pearl Ly

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

Since the pandemic began in March 2020, we have seen a marked difference in student success rate, that at least in part, appears to be influenced by course modality. In Fall 2019, the last "normal" semester we had, success rates varied across the courses that were offered that semester. ANTH 102, 103, 104, 107, 110, and 117 were all offered (or had sections that were offered) face to face, and had success rates ranging from 61% (ANTH 102) to 79% (ANTH 117), with an average success rate of 68%. ANTH 102 and 103 also had online, asynchronous sections which had success rates of 61% and 51% respectively. The average success rate for all online sections in Fall 2019 was 55%. The great difference between face to face and online modalities is not unusual in Anthropology; for this reason, prior to the pandemic, we tried to ensure that a substantial number of our classes remained in the traditional classroom format.

A year later (Spring 2020 is excluded from this analysis because of the interruptions that the pivot to online provoked), in Fall 2020, classes were offered in synchronous, web/remote (combination synchronous/asynchronous classes; these are lumped in with the fully synchronous classes on the data dashboard), and also fully asynchronous modalities. A comparison between synchronous and asynchronous modalities reveals an even greater divide in the success rate. Success rates in asynchronous classes ranged from 41-54% with an average success rate of 51%. In synchronous classes, the success rate ranged from 52% to 82% with an average success rate of 71%. It is clear that synchronous classes resulted in substantially higher success rates than asynchronous classes in the context of the pandemic. As we look toward a spring 2022 semester characterized by more on-campus classes, we are hopeful that we will see an increase in student success rates in those classes. While we recognize the continuing importance of offering asynchronous classes for reasons of access and flexibility, we will want to remain vigilant as to the success rates in that particular modality.

The data above broken down by ethnicity during the same duration shows the same trends, with Face to Face classes exhibiting higher success rates over Synchronous and finally Asynchronous web classes. Black student success rates go from 70.4% to 60.5% to 44% across the three modalities. Latinx is 63.6% to 64% to 53.5%. For White students, it's 76.2% to 76.8% to 50.8%. Synchronous classes were the best of the choices to replicate success during the pandemic, but even they do not completely mirror the success we see in face to face instruction.

We are left to wonder what about the different virtual modalities was the inhibitor to success. Was it the level of technology found in the home? Familiarity with that technology? Differences in experience with courses that lack as much structure such as with Asynchronous classes? What about stressors that were confronted due to the pandemic such as unemployment, housing insecurity, illness in themselves or loved ones? What is not left to question is that our online modalities create lower success rates.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

Outreach

New data dashboards have given us new insights into the demography of our students. Looking at Anthropology as an academic plan, some trends are clearly present in the data. First, the number of people with the Anthropology academic plan have been in decline over the last 5 years. In 2016/17, there were 160 and in 2020/21 we were down to 112. This might be explained by students being encouraged to streamline their education instead of exploring within it. Students rarely encounter Anthropology before college, we don't become their major until they take a class or two in the program. The ethnic breakdown has been fairly consistent through the years with White and Latinx students each comprising a third of students with Anthropology as their academic plan. Black and Asian students have been about 5% of our majors. A growing demographic is those who identify as multi-ethnic, but this may be due to a shift in how students identify as opposed to a group who is going with Anthropology at an increasing rate.

We would like to expand our outreach efforts in order to have more students with Anthropology as a major or at least taking a class or two. Currently, some of our faculty take students to the San Diego Zoo, the Anthropology Club does a lot of museum visiting, and some of our instructors have begun giving lectures in the community. We would like to start visiting grade and high schools to introduce those students to the concept of Anthropology as well as expand the opportunities for our faculty to speak at the community level. Professor Mongelluzzo plans to request a sabbatical leave in order to fully realize these efforts.

Zoom Incorporation

During the last 18 months, the pivot to remote teaching has meant that most of our faculty have become proficient in using Zoom. We recognize that even after most of our classes have returned to campus, Zoom can be a useful tool to ensure that students have access to office hours in spite of their busy schedules. We will encourage our Anthropology faculty to consider incorporating a Zoom office hour into their weekly schedules.

Biological Anthropology

During the spring semester of 2020, Dr. Suarez wrote a lab manual tailored for our collection of casts, bones, and lab materials. The lab manual consists of 14 chapters, one for each lab meeting during the semester. The lab manual is available to all faculty and students in pdf format at no cost, or available for purchase through the campus bookstore in printed version for approximately \$10. The manual has undergone two revisions since its completion, the most recent of which will be available for use during the spring 2022 semester.

During the spring of 2022, Dr. Suarez will create alternate lab activities for each of the lab manual chapters, so that students who are unable to attend a classroom lab activity will be able to complete a

version of the assignments on their own. These alternate activities will adapt the labs that Dr. Suarez created for distance learning during the COVID shut-down, emphasizing the use of 3D models and images. Availability of alternate labs will improve equity in lab classes, decreasing the learning penalty for classes missed, creating opportunities for all students to stay current on course learning outcomes and objectives.

Our goal during the last review to create a digital catalogue for teaching casts and bones for ANTH 102 and ANTH 104, and to create laminated labels for items for use for teaching was not completely met, primarily because of the campus shut-down for covid. Dr. Suarez did create a digital database for classroom materials in Microsoft Access. But we have not yet printed nor laminated the labels. We plan to print these during the spring semester of 2022.

As we continue to strengthen our lab and lecture classes in biological anthropology, we aim to expand our collection of lab and teaching materials. We would like to expand the postcranial and cranial casts for species of living primates. Expanding our primate cast collection will be important as these will enhance classroom instruction in the newly-added course ANTH 140 - Primate Behavior to the catalogue at SD Mesa College. Additionally, the recently added ANTH 130 - Human Osteology would benefit from the addition of more human bone examples, particularly for materials for forensic anthropology, materials that would both be of use in ANTH 102 and ANTH 104. And recent discoveries in the field of paleoanthropology make necessary casts for the collection to bring it up to date to match the current understanding and state of the field.

To better incorporate digital 3D models in ANTH 104 lab classes, we would like to seek funding for at least four tablets that can be placed at stations so that students may use them for lab activities.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

During the pandemic, we requested emergency DE status for a number of our courses which did not already have DE status. Given the general drop in success rates in those classes during the pandemic, particularly when taught asynchronously, we have decided to not request a change from emergency to regular DE status for those classes. Instead, we will be bringing those classes back to campus beginning in Spring 2022.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

It is crucial to recognize that the pandemic, more than any particular college practices or programs, have had the most drastic effect on the Anthropology program. At the least, given the outsize effect that the pandemic had on our students, it's difficult to assess the effect of any other college program or practice. As mentioned above, the pivot to remote learning had an overall negative impact on student learning and student success. We have therefore decided to not increase the number of DE courses we offer but rather are focusing on returning those courses with emergency DE status to campus. While we will no longer use Zoom to teach with the same frequency, we will encourage its use as a potential tool to facilitate students' access to faculty members, such as by holding a Zoom office hour. We are grateful to the California Community Colleges Chancellor's Office effort to bring the platform to our system. Our Anthropology Club has been inactive since the pandemic began in March 2020; we look forward to reactivating the club and contributing to Mesa's dynamic campus community once meeting protocols change.