Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Anthropology (ANTH)

Summary and Reflection

2022 - 2026

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Like many other programs on the Mesa College campus, the Anthropology Program has faced unprecedented challenges since our last comprehensive review. In March 2020, over two weeks, we pivoted to an online format to comply with mandates to stay at home and mitigate the spread of Covid-19. As we moved forward, beginning in Fall 2020, we offered our courses in either remote (synchronous) or asynchronous formats. Although enrollment dropped, we managed to offer our core classes (102, 103, and 107) along with several elective courses that students choose to take to fulfill GE requirements, degree requirements, or out of interest in the subject matter. Our faculty became adept at using Zoom for live lectures and for recording purposes. Our faculty took advantage of Canvas training to become online certified or to deepen their existing knowledge of Canvas's tools. Even lab classes were adapted to the online format as instructors sought out innovative ways of running labs and turned toward digital models as a temporary substitute to Mesa's collection of bone casts.

Fall 2021 saw a partial return to campus with some courses returning in a hybrid format. Spring 2022 saw a more robust return to campus. We still have a larger percentage of online courses (including synchronous online courses) on the schedule than we did before the pandemic. In sum, while we successfully faced the challenges of a quick pivot to a fully online schedule and managed to offer a quality education to our students during the pandemic, we are still dealing with enrollment numbers that are below pre-pandemic levels. Our challenge is this environment is several-fold. We need to continue offering classes in a variety of modalities (on campus and online) and we need to continue to offer a diversity of courses that meet students' various needs (GE requirements, degree requirements, general interest, and life-long learning). Even with the pressure to increase enrollment, we recognize that academic rigor, sound pedagogy, and access to a wide range of classes are the foundation for our students' success.

When our faculty returned to campus for face-to-face classes, they brought with them several of the innovations and adaptations developed during the COVID-influenced distance learning. These include the use of video lectures for online classes, recorded videos available for students who face attendance challenges, and the use of 3D models in the lab and lecture classrooms.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

We have recently made several changes in our curriculum. We have activated two new courses, ANTH 140 (Primatology, first taught at Mesa in Fall 2022) and ANTH 130 (Bones: Human Osteology, first taught at Mesa in Spring 2023). We have also deactivated a number of classes that we are no longer teaching: ANTH 106 (Prehistory), ANTH 115 (Artifact Analysis), ANTH 120 (Introduction to Archaeological Fieldwork), ANTH 200 (Introduction to North American Indians) and ANTH 210 (Introduction to California Indians). We have made the necessary revisions to our AA and ADT degrees, and these are currently moving through the approval process.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Summary and Reflection

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Studying the data allows us to reflect, as a program, on enrollment, demography and success. The long view it provides allows us to see our program before, during, and after the pandemic. The effects of the pandemic cannot be understated, both on academic structures and on our student body. The only issue is that not all aspects of the data dashboards have the most recent data (for example, the HSI and Equity dashboard only goes to Fall 2021).

In terms of enrollment, perhaps the most troubling pattern in our data has been, oddly, our improved fill rates. Pre-pandemic, we averaged around 30 sections on offer, with a fill rate hovering around 70%. The last academic year has seen a reduction in sections in an effort to attain a higher fill rate. The results? A 5% boost in fill rate at the cost of about 10 sections and over 200 fewer students encountering Anthropology every semester. There will be obvious ramifications of this practice in all of our classes since taking one Anthropology course greatly increases the odds that you will take another. There will be fewer majors as well.

We have still not built back to pre-pandemic levels of face-to-face instruction. In the semesters before the pandemic, we averaged over 20 such sections; after the return to campus, we are at half that level (averaging about 10). Success rates (see below for a thorough discussion) are substantially higher in our face-to-face classes. Our course ANTH 205 provides a sobering example of this phenomenon. When it is taught in-person it has a success rate of around 70%. During the pandemic when it could only be taught online, its success rate was closer to 50%.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

A demographic analysis, our patterns are fairly steady. For the last seven years, we have had slightly more African-American and White males, but over that same time period, we had more Latina students (ranging from 52% to 58%) than Latino. We are seeing a steady decline in Asian students from a high of 107 in the Fall 2016 to a low of 31 in Fall of 2022. It would be worth exploring what is causing the decline within the ethnicity.

Across ethnicities, our students are predominantly from the 19-24 age range, which is to be expected, but we trend to that demographic to a higher degree than the college does as a whole. The college averaged about 54% of all students falling into this age range, where Anthropology averages 70-80% in the years going back to 2014. Some reflection is warranted to see how we might be more enticing to older students.

In terms of success, the mid-semester accelerated (8-week) courses' success rates are concerning. 16-week courses in Spring 2022 had a 70.3% success rate, while 8-week courses in the same semester were at 48.2%. That semester was our greatest
expression of accelerated sections with 5. Fall 2022 had a 29.2% success rate for 8-week courses, and even more troubling number.

Success in Asynchronous Online is lower than face-to-face classes. The asynchronous success rates were 52.8% in Spring 2021, 57.8% in Fall 2021, and 55.8% in Spring 2022, 57.6% in Fall 2022, and 67.6% in Spring 2023, respectively. Face-to-face success rates over that same timespan are: 71% in Spring 2020, and post-pandemic were 77.2% in Fall 2021, 77.7% in Spring 2022, 71.5% in Fall 2022, and 78.3% in Spring 2023. It is clear that a student's best chance for success in our program is through face-to-face instruction. For this reason, we remain resolutely committed to rebuilding this modality to its more robust pre-pandemic numbers of sections.

Latinx success rates are improving. The equity gap was -13.3 in Spring 2021, -9.4% in Fall 2021, and 4.7% towards the positive in Spring 2022. This is good news as Latinx is the most populous ethnicity in our program. African American success rates are volatile, likely because we have so few students in that demographic. The equity gap was -11.3 in Spring 2021, -6.6% in Fall 2021, and -21% in Spring 2022.

Summary and Reflection

Gender exhibits very tight equity gaps sometimes with males performing slightly worse and at other times females. The equity gap was 0.8% in Spring 2021, 0.1% in Fall 2021, and 3.3% in Spring 22. Unfortunately other gender identities are not expressed in the success data.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

The full-time faculty in Anthropology have both participated in outcomes assessment and held meetings analyzing the results. Our success rates with outcomes are very high, but perhaps the more salient analysis resulting from these meetings is how strongly we feel our course learning outcomes reflect our goals in the classroom.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

We have increased the number of embedded tutors in ANTH 102. These tutors provide individualized opportunities for instruction and support, increasing accessibility for help with course content through additional office hours. Those students nervous about approaching professors directly also have chances to work with recent students, increasing equity in classroom help. We will examine the effect of the increased number of classroom tutors on classroom success.

We are actively working to close equity gaps. We teach students to be effective college students; e.g., being explicit about what office hours entail, teaching students how to prepare for exams, teaching note-taking skills, and explaining how to use study guides to prepare for exams. In some classes where professors are bilingual, students have been allowed to answer in Spanish on exams, with the goal of reducing cultural gaps in success.

In cultural anthropology classes, we incorporate ethnographic material from the United States and from across the world that ask all students to engage with the study of a variety of cultural practices.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Over the course of the last few years, we have witnessed the effects of the pandemic on learning. Students self-report a reduced ability to focus in the classroom, and have more anxiety regarding taking in-person exams and participation in class discussions. At the same time, many students recognize that they need to be in the classroom (rather than online) in order to learn effectively. Just as we have seen COVID-19's differential health effects on more marginalized members of our community, we also see unequal effects on our community in terms of equity gaps and learning outcomes.

Dr. Mongelluzzo engaged in designing an outreach program during his sabbatical in the Fall of 2022. As we actualize parts of the program, the hope is that we will engage more students but also introduce our discipline to students at earlier stages of learning. We are hopeful that with a proper introduction to the field, we will see more success and see equity gaps narrow.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Summary and Reflection

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

The embedded tutor for ANTH 110 mentioned in the Practice Reflection update is simultaneously working as an intern in the SDICCCA program. Dr. Jennifer Sime is serving as her mentor. In this capacity, they discuss cultural anthropology pedagogy and the logistics of teaching in a California community college, including course development, governance, workload, committee work, and professional development.

Are there any edits or updates to the Data Reflection above?

Statistics were updated given newly available data from recent semesters.

Are there any edits or updates to the Practice Reflection above?

As of Fall 2023, we also have an embedded tutor in one section of ANTH 110. The tutor holds weekly study sessions by Zoom that are open to students in both sections of ANTH 110. In these weekly sessions, the tutor works with students in developing the study habits and techniques necessary to be a successful student in cultural anthropology classes, including tips on notetaking, annotating articles, cross-cultural comparisons, and focusing on understanding concepts rather than rote memorization.

Summary and Reflection

Research Opportunities for students

Unit Goal: Research Opportunities for students
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2025 - 2026
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Honors contracts **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Invite local scholars for guest lectures **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025	
Action Plan Status: Active **Action Plan:** Seek out venues where students can present their research **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Anthropology Outreach

Unit Goal: Anthropology Outreach
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2025 - 2026
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

Summary and Reflection

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Resurrect the Mesa Anthropology Club **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Create a rotating fossil exhibit for the LRC or SB building. **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Re-visit the possibility of CCAP classes **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

Increase Hands-On education opportunities in the BioAnth Classrooms

Unit Goal: Increase Hands-On education opportunities in the BioAnth Classrooms
Goal Status: Active
Beginning Year: 2022 - 2023
Projected Completion Year: 2025 - 2026
Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Status: Active **Action Plan:** Fill gaps in osteology collection, particularly for ANTH 130 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Obtain previously unavailable primate bones for ANTH 140 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active **Action Plan:** Bring department fossil cast collection up to date to include important recent fossil discoveries, particularly for ANTH 102 and ANTH 104 **Action Plan Cycle:** 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	