

Instructional Program Review 2019/20 UPDATE

Anthropology

**Created on: 09/06/2019 12:00:00 PM PST
Last Modified: 02/03/2020 07:48:08 PM PST**

Table of Contents

General Information	1
2019/20 Instructional Program Review	2
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	4
Goal Status Report (REQUIRED)	5
Request Forms	8
Classified Position, BARC and Faculty Position Request	8
Reviewers	9
Liaison's Review	9
Manager's Review	9
Appendix	10

General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Jennifer Sime and Ryan Mongelluzzo
- Name of Liaison: Ian Kay
- Department Chair: Prof. Dina Miyoshi
- Name of Manager/Service Area Supervisor: Dr. Charles Zappia
- Is this a CTE program? (State Yes or No): No

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Anthropology Program Goals 2018-2019

Anthropology Club: Maintenance and Growth

An Anthropology Club was established at Mesa in Fall 2014. The current advisor is Prof. Mongelluzzo. The Anthropology Club gives all students interested in anthropology an opportunity to gather informally, plan activities, and explore the richness of anthropology together. We will continue to encourage students to participate in club activities and seek out leadership opportunities within the club as they arise.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness, Professional & Ethical Behavior

Develop Fieldwork Opportunities

This includes ethnographic and archaeological fieldwork. For the last three summers our archaeologist has been taking students a field site in Guatemala. We need to continue to explore funding sources to support student international travel and otherwise find more ways that Mesa College can support students in the field. Our cultural anthropologist continues to seek out opportunities for local fieldwork opportunities in the San Diego area.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.3, Strategic Goal 4.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Continue to increase number of Anthropology degrees awarded

Over the last five years, we have greatly increased the number of Anthropology degrees awarded from the previous four years: from 30 degree to 89 degrees. We will continue to work on increasing the number of Anthropology awards while maintaining the quality of those awards.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.5, Strategic Goal 2.3, Strategic Goal 4.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Develop Local Internships

Once students have learned the concepts of cultural anthropology, provide them with opportunities to use the skills while assisting groups within the local communities, thereby reinforcing their outcomes in global awareness and social responsibility.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.3, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.3, Strategic Goal 4.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Course Development

San Diego Mesa College currently has only two courses available within the subfield of Physical Anthropology, an introductory class and an introductory laboratory. These two courses introduce students to the diverse set of topics examined by physical anthropologists. Two more courses have recently been approved by the CIC: ANTH 130 (Bones: Human Osteology) and ANTH 140 (Primateology). We plan on activating these courses at Mesa and adding them to our curriculum and to our degree.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 4.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Improving Teaching Materials in Biological Anthropology

Complete the development of a lab manual for ANTH 104 to be made available to students at no cost (for pdf version) or printed cost (for lab packet version). Complete digital catalogue for teaching casts and bones for ANTH 102 and ANTH 104 and have available laminated labels for items in the cast and bone collection to be used in teaching of

ANTH 102 and ANTH 104.

Mapping

Institutional Learning Outcomes 2016/17: Critical Thinking, Global Consciousness, Information Literacy

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Anthropology Program Goals 2018-2019

Goal

Goal: Develop Local Internships

Once students have learned the concepts of cultural anthropology, provide them with opportunities to use the skills while assisting groups within the local communities, thereby reinforcing their outcomes in global awareness and social responsibility.

Action: Local Internship Outreach

Describe the actions needed to achieve this objective:	Reach out to Work Based Learning Coordinators to obtain information about how to create a viable internship program for any students interested in cultural anthropology and thereby outline the steps needed to create such a program.
Who will be responsible for overseeing the completion of this objective:	Prof. Jennifer Sime
Provide a timeline for the actions:	Prof. Sime will contact the Work Based Learning Coordinators and outline a timeline and detailed plan of action by the end of Spring 2020.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Prof. Sime will outline a timeline and detailed plan of action for the implementation of an internship program, and will report on this in the 2020-2021 Program Review.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	In the future, there will likely be a need for resources to fully implement an internship program. At these beginning stages, however, no resources are needed as yet.

Goal: Improving Teaching Materials in Biological Anthropology

Complete the development of a lab manual for ANTH 104 to be made available to students at no cost (for pdf version) or printed cost (for lab packet version). Complete digital catalogue for teaching casts and bones for ANTH 102 and

ANTH 104 and have available laminated labels for items in the cast and bone collection to be used in teaching of ANTH 102 and ANTH 104.

Action: Plan for Improving Biological Anthropology Teaching Materials

Describe the actions needed to achieve this objective:

1. We will create a formal digital database in Microsoft Access to catalogue the teaching materials collection for ANTH 102 and ANTH 104.
2. We will add catalogue numbers to the newer casts and bones acquired over the past two years.
3. All numbered specimens will be added to the database.
4. The database will be printed and made available in the lab for use by all instructors.

Who will be responsible for overseeing the completion of this objective:

Prof. Scott Suarez

Provide a timeline for the actions:

Actions will be completed by the end of the Fall 2020 semester.

Describe the assessment plan you will use to know if the objective was achieved and effective:

1. The database will be used to create label cards for the teaching materials. These labels will be printed and laminated for durability.
2. 14 already developed ANTH 104 lab activities will be compiled, edited, and made available through the campus bookstore for purchase by students.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Label cards, printing materials. Costs are low.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Anthropology Program Goals 2018-2019

Goal

Goal: Develop Local Internships

Once students have learned the concepts of cultural anthropology, provide them with opportunities to use the skills while assisting groups within the local communities, thereby reinforcing their outcomes in global awareness and social responsibility.

Action: Local Internship Outreach

Describe the actions

Reach out to Work Based Learning Coordinators to obtain information about how to

needed to achieve this objective:	create a viable internship program for any students interested in cultural anthropology and thereby outline the steps needed to create such a program.
Who will be responsible for overseeing the completion of this objective:	Prof. Jennifer Sime
Provide a timeline for the actions:	Prof. Sime will contact the Work Based Learning Coordinators and outline a timeline and detailed plan of action by the end of Spring 2020.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Prof. Sime will outline a timeline and detailed plan of action for the implementation of an internship program, and will report on this in the 2020-2021 Program Review.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	In the future, there will likely be a need for resources to fully implement an internship program. At these beginning stages, however, no resources are needed as yet.

Status for Local Internship Outreach

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	As stated in the action plans for this goal, Prof. Sime will contact the Work Based Learning coordinators by Spring 2020 and outline a detailed plan in the next Program Review cycle.

Goal: Improving Teaching Materials in Biological Anthropology

Complete the development of a lab manual for ANTH 104 to be made available to students at no cost (for pdf version) or printed cost (for lab packet version). Complete digital catalogue for teaching casts and bones for ANTH 102 and ANTH 104 and have available laminated labels for items in the cast and bone collection to be used in teaching of ANTH 102 and ANTH 104.

Action: Plan for Improving Biological Anthropology Teaching Materials

Describe the actions needed to achieve this objective:	<ol style="list-style-type: none">1. We will create a formal digital database in Microsoft Access to catalogue the teaching materials collection for ANTH 102 and ANTH 104.2. We will add catalogue numbers to the newer casts and bones acquired over the
---	---

past two years.
3. All numbered specimens will be added to the database.
4. The database will be printed and made available in the lab for use by all instructors.

Who will be responsible for overseeing the completion of this objective:

Prof. Scott Suarez

Provide a timeline for the actions:

Actions will be completed by the end of the Fall 2020 semester.

Describe the assessment plan you will use to know if the objective was achieved and effective:

1. The database will be used to create label cards for the teaching materials. These labels will be printed and laminated for durability.
2. 14 already developed ANTH 104 lab activities will be compiled, edited, and made available through the campus bookstore for purchase by students.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Label cards, printing materials. Costs are low.

Status for Plan for Improving Biological Anthropology Teaching Materials

No Status Added

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

-
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Anthropology

(REQUIRED) Program name

Anthropology

(REQUIRED) Are you on target with your assessment schedule?

Yes, the Anthropology Program is on target to complete CLO assessment by Spring 2022.

As noted in last year's review, in Fall 2017, we evaluated our "Critical Thinking" CLO for ANTH 104, ANTH 106, ANTH 107, and ANTH 110. In Spring 2018, we successfully completed assessment of our "Communication" CLO for ANTH 104, ANTH 106, ANTH 107, and ANTH 110. We took the academic year 2018-2019 to review our assessments thus far, to reflect on what those assessments reveal about how students are learning, and to revise our schedule for finishing our assessments over the next two years. We look forward to finishing assessing ANTH 104, ANTH 107, and ANTH 110 (ANTH 106 is not currently being offered) and to continue assessing our other courses in the Spring 2020 semester.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

So far, the CLO assessments that we have carried out so far (Critical Thinking and Communication for ANTH 104, 106, 107, and 110) reveal that our students are successfully learning and applying critical thinking and communication skills.

(REQUIRED) Based on your assessments, what resource needs have you identified?

We are in dire need of a storage room or shed to store and organize the archaeological equipment and tools that are used in ANTH 107. ANTH 104, Laboratory in Physical Anthropology, will also benefit from the archaeological materials being moved to another storage room because our physical anthropological materials currently share the same crowded space with the archaeological equipment. In addition, in order to keep ANTH 104 up to date and to maintain the current level of student learning, there is a continuing need to supplement our collection of casts and replicas.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Anthropology

Program Name

(REQUIRED) Type your program name.

Anthropology

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Over the last four semesters (including Summer and Winter), it is clear that African Americans and Latinx students struggle in introductory courses. No African Americans have taken ANTH 107, 110, 205, or 215 in the last academic year.

African Americans are at a 48% success rate in ANTH 102, while the overall success rate is 69%. 75 members of African Americans are needed to succeed over the 4 sections of the course to reach the overall rate, which means the number of students needed to improve is 0.63 per section. For Latinx students (a success rate of 48%) 75 members of Latinx students are needed to succeed over the 4 sections of the course to reach the overall rate.

The overall success rate of ANTH 103 was 71%, while African Americans earned a 48% and Latinx students a 70% success rate. 75 members of African Americans are needed to succeed over the 4 sections of the course to reach the overall rate to rates of 0.35 students per section and 0.04 students per section and 0.04, respectively.

In ANTH 104, the overall success rate was 82%. African Americans scored a 73% and Latinx students an 81%. 75 members of African Americans are needed to succeed over the 4 sections of the course to reach the overall rate. The Latinx rate is so close that the rate per section is 0.04 students.

The rest of the discussion will focus only on Latinx students, as no African Americans took the following courses. Two more Latinx students would need to succeed over the 4 sections of the course to have an 82% success rate. The overall success rate of ANTH 105 was 71%. 75 members of Latinx students are needed to succeed over the 4 sections of the course to reach the overall rate.

ANTH 205 and 215 are working the other way. Latinx students lead the overall success rate in both courses. In ANTH 205, the overall success rate was 71%. 75 members of Latinx students are needed to succeed over the 4 sections of the course to reach the overall rate.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

The data dashboards allow us to go back for the three years prior to the one just analyzed. For our three main courses, what is first apparent is dropping enrollments, regardless of demographic. For ANTH 102, African American needed improvement rates were 0.21, .054, and 0.22 students per section going back through time. For Latinx students, those numbers are 1.47, 0.80, and 0.56 students per section.

For ANTH 103, the needed improvement rates per section for African Americans are 0.10, 0.47, and 0.16. For Latinx students, the rates are 1.04, 0.39, 0.56 students per section.

For ANTH 104, the improvement rates for African Americans were 0.00, 0.50, 0.22 students per section. For Latinx students, the rates the prior three years are all higher than the overall success rate for the course.

The rest of the analysis only covers Latinx students, because no African Americans took the following courses. In ANTH 107, the rates are 0.55, n/a, and 0.08 students per section. N/A means that Latinx students were succeeded higher than the overall rate for that year. For ANTH 110, the rates are 1.40, 1.14, n/a students per section.

For ANTH 205, the Latinx rates are n/a, 1.35, 0.40 students per section. For ANTH 215, the rates are 0.30, 0.43, and 1.20.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

The most significant finding is that African Americans are only taking our introductory courses, and it is therefore likely there are no, or very few, anthropology majors in that demographic. Data derived from the Integrated Postsecondary Education Data System (IPEDS) (<https://datausa.io/profile/cip/anthropology-6>) states that between 2012 and 2016 the number of African American anthropology majors hovers around, but never reaches, 5% of the degrees rewarded. Obviously, this is a nationwide issue, but we are part of the problem. We consider the colonial legacy of the discipline and a perceived lack of clear applicability of the degree as two of the major factors.

Our equity success metrics indicate that the difference is very fine grained. In only one demographic, for only one course, does the needed improvement in success approach or exceed 1 student per section: Latinx students in ANTH 102 are at 1.91. All of our other courses combined average to about 0.25 students per section for Latinx and African American students.

The trend for Latinx students in ANTH 102 has worsened over time: 0.56 to 0.80 to 1.47 to 1.91 students per section over the last four years. The reasons for this trend are unclear, but it is important to understand because this past year, Latinx students have risen to 40% of the students who take the class, a jump from 36% to 38% in the preceding three years. The issue seems to be with this one course. In other courses, Latinx students have reached or exceeded the total success average 8 times. They have done so in ANTH 104, ANTH 107, ANTH 110, ANTH 205, and ANTH 215. In fact, the trend for ANTH 215 has steadily improved: 1.20 to 0.43, to 0.30, to exceeding the average.

For the rest of the courses, when we are talking about trying to improve the success of 0.25 students per section, it really is a fine-grained improvement that is needed. Interestingly, ANTH 104 has our highest success rates in general, in the two demographics, and over time. It is also our only course that is capped at 25 and only instructed face-to-face.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Our most difficult class may be ANTH 102, Introduction to Physical Anthropology. We have begun using embedded tutors in some of the sections, and those tutors are available to help any of the ANTH 102 student during their office hours. Prof. Suarez has been reviewing all of his practices: lectures, assignment types, approach to exams, etc. in an effort to constantly evolve the course in the hopes of increasing the success rates for all students, including people of color.

Profs. Sime and Mongelluzzo are undertaking similar review practices for their courses. For example, Prof. Mongelluzzo has started to allow test corrections for credit to occur. We have made more of an effort to show Anthropologists of Color, both modern and historical, in an effort to exhibit the inclusivity of the discipline and be more inviting of those unfamiliar with it (as most students are).

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

ANTH 215, Cultures of Latin America, focuses on the indigenous cultures of the Spanish speaking New World. The ancient Maya and Aztecs are studied as well as the Inca, Nazca, Moche, and other groups of South America. Professor Mongelluzzo has ongoing fieldwork at a Maya site called Ucanal in Guatemala. He has brought a Mesa student with him the prior four years. He also was on an episode of the D Report, a radio show on KUCR FM radio, which is a dialogue at the intersection of culture, education, law, politics, economics, language and “race” deconstruction.

Professor Sime includes a variety of material in her courses on the Latino experience within and outside of the United States, broaching issues such as immigration, gender and sexuality, religion and ritual practices, and health and illness.

Professors Suarez has been making consistent contributions to the HSI STEM lab over the last year. This semester, the Anthropology Club, in coordination with the Committee for Action, Equity, Inclusion and Excellence, screened the Spanish language fantasy-horror film, *Tigers Are Not Afraid*. The film is by Chicana director Issa López and was shot in Mexico City. The film explores the ravages of drug cartel violence through a lens of magic and terror.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Our program could really use a dedicated budget. Replenishing lab materials, keeping software up to date, and ensuring the appropriate storage of our materials are of the utmost importance. We have been asking for increased storage now with little movement in that direction. Conference and travel funds also need to be increased. The amount available goes nowhere near covering airfare, lodging, and conference fees. Attendance at professional conferences is essential for finding and assessing new materials for our courses, networking with colleagues at community colleges and four-year universities, presenting papers and keeping abreast of the latest developments in our discipline.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes, many of our program goals address both the implications and needs outlined above. The Mesa Anthropology Club is in full swing and continues to be an environment where students can meet like-minded people and celebrate as well as learn about our discipline. The new courses (ANTH 117, Anthropology of Gender and Sexuality; ANTH 130, Bones: Human Osteology; and ANTH 140, Primatology) we have should be more inviting to a wider array of students. The fieldwork opportunities and internships will help students gain hands on experiences and deeper understandings of anthropological topics, which should directly result in increased student success.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Our focus in last year's program review was to hone the ways curriculum development, fieldwork opportunities, and equitable classroom practices supported classroom retention and success. Prof. Sime is in the midst of her first semester of instructing ANTH 117, Anthropology of Gender and Sexuality. It enrolled well for a new course, and has been going strong throughout the semester. Prof. Mongelluzzo has retained the pilot practice of offering extra credit for office hours since it brought more students to his office door. Prof. Suarez has also retained his practices of a comprehensive study guide and exam corrections.