

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
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

		<p>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.</p> <p>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.</p> <p>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.</p>
<p>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.</p>	<p>Optional</p>	<p>We have recently made several changes in our curriculum. We have activated two new courses, ANTH 140 (Primateology, 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,</p>

		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.	Optional	N/A
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>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).</p> <p>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.</p> <p>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</p>

		<p>(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%.</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>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 51 in Fall of 2021. It would be worth exploring what is causing the decline within the ethnicity.</p> <p>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.</p> <p>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.</p> <p>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, respectively.. Face-to-face success rates over that same timespan are: 71% in Spring 2020, and post-pandemic were 77.2% in Fall 2021, and 77.7% in Spring 2022. It is clear that</p>

		<p>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.</p> <p>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.</p> <p>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.</p>
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	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.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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.

		<p>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.</p> <p>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.</p>
<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>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.</p> <p>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.</p>
<p><i>Unit Goals and Action Plans</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>

Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p><i>Unit Goals</i></p> <ol style="list-style-type: none"> <li>1. Research Opportunities for students</li> <li>2. Anthropology Outreach</li> <li>3. Increase Hands-On education opportunities in the BioAnth Classrooms</li> </ol>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: Aligns with Scholarship, Community</p> <p>Goal 2: Aligns with Scholarship, Community, Pathways &amp; Partnerships</p> <p>Goal 3: Aligns with Scholarship</p>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p><i>Unit Goals</i></p> <p>Research Opportunities for students</p> <ol style="list-style-type: none"> <li>1. Action: Honors contracts</li> <li>2. Action: Invite local scholars for guest lectures</li> <li>3. Action: Seek out venues where students can present their research</li> </ol> <p>Anthropology Outreach</p> <ol style="list-style-type: none"> <li>1. Action: Resurrect the Mesa Anthropology Club</li> <li>2. Action: Create a rotating fossil exhibit for the LRC or SB building.</li> <li>3. Action: Re-visit the possibility of CCAP classes</li> </ol> <p>Increase Hands-On education opportunities in the BioAnth Classrooms</p> <ol style="list-style-type: none"> <li>1. Action: Fill gaps in osteology collection, particularly for ANTH 130</li> <li>2. Action: Obtain previously unavailable primate bones for ANTH 140</li> </ol>

		3. Action: Bring department fossil cast collection up to date to include important recent fossil discoveries, particularly for ANTH 102 and ANTH 104
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Jennifer Sime & Scott Suarez	
Name of Program/Unit	Anthropology	
Manager Name	Pearl Ly	
Submission Date of Program Review Draft to Manager for feedback	N/A	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	May 31, 2023	