Instructional Program Review
American River College
2015 - 2016

Instructional Area: Instruction - C (Lawrenson)

Department: Behavioral and Social Sciences

Discipline: Anthropology

Submitted: Friday, March 4, 2016

Mission Statement

Over the last six years, please describe how your program has supported the College's mission as shown above.

Our program includes many courses which fulfill general education needs as well as transfer students. We offer both a local A.S. degree in Anthropology as well as an AD-T in Anthropology. These degrees give students a grounding in basic anthropological theory and practice while fulfilling their transfer requirements. For students not majoring in anthropology, our courses fulfill a number of requirements for other programs. For instance, ANTH 300 and 301 fulfill the Life science and Lab science requirements, and ANTH 310 fulfills the Multicultural requirement. Our classes are offered on the ARC Main campus as well as at the Natomas Center and at the McClellan Center. The Natomas Center schedules not only the core classes for the Anthropology degrees, but enough electives in Anthropology that a student can earn the A.S. in Anthropology entirely through the Center. We also offer many of our courses in 8-week short-term, and fully online and hybrid modalities as well as traditional face-to-face classes.

Stated Outcomes and Recommendations from Previous Program Reviews

Recommendation from Previous Program Review Report

Were the previous program review outcomes, addressing **strenghts**, achieved and how did these outcomes improve student learning?

We have a solid 4-field anthropology program, with classes in Physical Anthropology, Cultural Anthropology, Archaeology, and Linguistics. The "Intro to" courses in the first three of these fields form the backbone of the Anthropology degrees, with Linguistics a required course at many (but not all) upper-division programs our students transfer to. Our course offerings, however, tend to lean towards the Physical end of the program, with more sections of ANTH 300 taught than any other single course in our catalogue. Our faculty is made primarily of "4-fielders" (Anthropologists with training in all four fields), so our students have the benefit of getting a holistic view of what it means to be human. This view recognizes the integrated nature of Anthropology as a discipline.

Were the previous program review outcomes, addressing **challenges**, achieved and how did these outcomes improve student learning?

Some of these were achieved, others were not. We are still struggling with setup and tear-down of our lab classes. As a stop-gap measure, we're scheduling the labs in an "off-sync" schedule to allow an extra 15 minutes between the lab sections and other classes so that both classes get their full instructional time. This does, however, create a situation where we lose an instructional period (we end up fitting two lab sections into three time-slots).

We're also continuing to rely on semester-by-semester student help to work in the lab and help with set-up, tear-down, and movement of skeletal material between the storage room and the classroom. This creates a constant need to identify and train lab assistants. Because many students don't take their science classes until their second or third semester, we rarely have the same lab assistant for more than 2 semesters.

Were the previous program review outcomes, addressing **SLOs**, achieved and how did these outcomes improve student learning?

One area where we've achieved significant success is with the acquisition of casts of some of the new fossil finds. With the recent publishing of new hominin fossil scans online, the development of low-cost 3D printing technology (and a mini-grant from the ARC Foundation), we're in the process of purchasing a 3D printer. This will allow us to create "lab sets" of fossils so that each group of 2-3 students will be able to examine and compare their own fossil casts rather than having to share one set with the other 17-20 students in the class. Because the identification and interpretation of fossils is an element of the SLOs in both ANTH 300 and 301, this will be a significant asset in helping students achieve this goal.

Analysis of Data: A 6 Year Reflection

Student Enrollments and Characteristics

After each data set below, provide a narrative reflection about the significance of the data for the program for the past five years.

Includes the following sections:

- Using the course enrollment and demographic profile. Are there any data that are significantly different then the college? If yes, can you explain why there is a difference?

  There does not seem to be a significant difference between enrollment and demographic profiles of the college overall and the Anthropology program. If anything, our enrollments tend to be on the high side, with average enrollments exceeding those of the Behavioral and Social Sciences as a whole.

- Does the difference affect the program, planning and/or student success?

  We can effectively utilize any additional FTE that may come our way by adding additional sections of our core courses. These courses typically fill as soon as enrollment opens, and have long waitlists, so additional sections can accommodate students who might not be able to get into one of the previously scheduled sections.

- What, if anything, can you do to address these differences?

  N/A

Student Learning Reflection

Curriculum

For all programs with degree and certificates: How well do your courses support the program student learning outcomes? How do you know?

We have mapped the course student learning outcomes to the program student learning outcomes, and place emphasis on making sure that the program outlines are met primarily with the core courses. They're then reinforced with the SLOs from the elective and specialty courses so that regardless of which electives or specialty courses a student does or does not take, they're getting those core program concepts.

Are students able to complete the courses required for your degrees and/or program in a "normal" timeframe?

Yes- all core courses for both degrees are offered every semester, with the more common electives offered at least once per year, and the specialty classes are offered at least once every two years. A student therefore has sufficient opportunity to take any of our classes within a two-year cycle.

Explain major additions, changes, or deletions to the program's curriculum over the last six years.

In the past 6 years, we have completed the AD-T in Anthropology, as well as added a number of new courses including ANTH 319-Visual Anthropology; Introduction to Ethnographic Film, ANTH 321-Ancient Technology, ANTH 336-Anthropology of Sex, Sexuality and Gender, and ANTH 481-Honors Cultural Anthropology.

Have all course and program outlines been updated within the last 6 years? Yes

Information Literacy

Information literacy is a college-wide goal. Using the checklist below, how do your courses help students learn to recognize when information is needed and give students the ability to locate, evaluate, and effectively use the needed information? Choose all that apply.

☑ Lecture, in-class discussions, or activities

☑ Research-based assignments

☑ Research workshop(s), led by a librarian or other research specialist

☑ Online library research guide or instructional video tutorials

☑ Individual guidance from a librarian or the instructor

☑ Assigned readings or other course materials

Other

☐ Does not apply

List the courses in your discipline that include the components identified above.
(example: ENGWR 300, STAT 300)

ANTH 300, ANTH 301, ANTH 303, ANTH 310, ANTH 319, ANTH 320, ANTH 321, ANTH 330, ANTH 333, ANTH 334, ANTH 335, ANTH 336, ANTH 341, ANTH 370, ANTH 372, ANTH 480, ANTH 481

If the questions above do not pertain to your discipline, please explain why your discipline does not include components of information literacy in your program.

This question is for English, ESL, and Business only (i.e. departments fulfilling ARC General Education Requirement II-A, CSU GE Pattern A-2, and IGETC Pattern A-1). How are information literacy skills evaluated in your program?

Student Success

After each data set provide a narrative reflection about the significance of the data for its programs for the past five years.

Provide a short, written reflection for the following sections:

- Course sequence and scheduling: How effective are course scheduling, offerings, and sequence in students completing their educational goal? How do you know?

  We make it a point to schedule our core classes in a variety of times and modalities. Because our core courses meet transfer requirements, these courses are taken by students who are not Anthropology majors, rather they take these Anthropology courses specifically because they're part of the transfer pattern. By scheduling these classes throughout the day and in multiple modalities, we help as many students as possible achieve their transfer and general education requirements.

- How successful are students in your courses? How do you know?

  Our students are generally quite successful. The 5-year report shows that as a discipline, Anthropology enrollments are down slightly over the last 5 years, but not as much as the college as a whole. Likewise, our success rates dipped slightly below the college average for the 2012-13 year, but have since rebounded and for the 2014-15 year are in line with the college. We average about 15 degrees granted in Anthropology per year, but we expect that with the new AD-T in Anthropology we might see that number go up.

SLO Assessment

Please provide a summary of your discipline's SLO Assessment results over the last 6 years.

Our SLO assessments show that while there are occasional SLOs that need work, most of our students (75-80%) can demonstrate that they understand the key principles they're being asked to learn.

Based on your discipline's SLO assessment work, what improvements to student learning have occurred?

We have revised some of the SLOs to reflect changes in discipline content and expectations. This brings
our SLOs in line with the transfer institutions and what they expect to see from students who have taken
the equivalent courses.

List, as a set of outcomes, the discipline's plans for continuous quality improvement for student learning outcomes.

Anthropology Degree Promotion (AS and ADT) - Promote the Anthropology Degrees.

New Lab Materials - Acquire additional lab materials for hands-on learning opportunities for lab courses taught at both the ARC
main campus and the Natomas Center.

Community Development - Establish connections with local and regional groups that increase student involvement with
community resources, i.e. Native American museums, zoological and archaeological societies, etc.. As part of this process, we
encourage our students to attend discipline-specific academic conferences.

Distance Education

For every course offered in both Distance Ed and face-to-face formats:

For distance education courses: What percentages of your student population enroll in DE courses?

Roughly 1 in 3 Anthropology students enrolls in a DE course.

How successful are students who enroll in DE courses? How do you know?

Generally quite successful. There has been a dip in the success rates as reported by the Distance Ed
Report for the last three reporting cycles, but whether this is a result of small sample size in the data
or is part of a broader economic trend which our students are faced with is unclear.

Compare and contrast success rates for Distance Education sections of the same course offered in face-to-face sections. How
does a distance education course differ from face-to-face? (e.g., offerings, scheduling, and success rates)

Generally speaking, DE sections show an altered bell curve on the reports. The higher grades (As) are
more frequent, with fewer Bs, Cs and Ds, and then again a higher percentage of Fs and Withdrawals. We do
not offer all of our courses in a fully online format, but many are offered in a hybrid mode. The reports
don't seem to allow us to separate out the fully online from the hybrid modalities. We offer our core
lecture courses (ANTH 300, 310, and 320) as fully online offerings on a regular basis (multiple sections
of 300 are offered online every semester, 310 and 320 at least every other year). Other courses are
offered online or hybrid when the situation warrants. In addition, we make it a point to offer the three
core courses (ANTH 300, 310, and 320) in online format during the summer sessions on a rotating basis.

Vocational Programs Only

A. How well does your department prepare student for a job? What are the indicators?

*B. Does your program provide any assistance with job placement? If so, describe the activities and include any data you
have on results.*

*What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their
beginning salaries?*

Findings

Based on the analyses and reflections conducted during the program review precess, answer the following questions:

- ***What other major developments and accomplishments occurred over the last six years?***

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One of our long-time tenured faculty members has retired and we have hired a new full-time
replacement for her. We have instituted the "Invitational Anthropology Student Symposium", which
is an annual forum for our students to present their original research to their peers. Held in the
Spring semester, this forum is now in it's 5th year. We hosted the regional AnthroExpo event in
2013, and will host it again in 2018. In February of this year we hosted a screening of a new
documentary film (The Anthropologist) for World Anthropology Day. We also received a mini-grant
from the ARC Foundation, which will allow us to purchase a 3-D printer and print fossil casts of
some of the new finds coming out of Africa. This is really exciting, because it allows us access
to literally ground-breaking information and share it with our students in a way that was simply
impossible before.
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Conclusions and Recommendations

Based on the analyses and reflections conducted during the program review process, answer the following questions:

1A. What are the strengths of the program?

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The Anthropology Program at American River College is a strong, 4-field program in Anthropology. We have
faculty (both full-time and adjunct), who have specific backgrounds in each of the 4 fields of
Anthropology (Physical, Cultural, Archaeology, and Linguistics). Students who plan to transfer to the
university with one or both of our degrees (the A.S. In Anthropology, or the AD-T in Anthropology)
receive a comprehensive foundation in the discipline.
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1B. List, as a set of recommendations, your plans for maintaining the quality of the instructional program.

Anthropology Degree Promotion (AS and ADT) - Promote the Anthropology Degrees.

Distance Education - Offer distance learning options for ANTH 300, 310, 320, and 330 during both the regular semester and summer session. In addition, offer distance learning options for other classes where possible.

Community Development - Establish connections with local and regional groups that increase student involvement with community resources, i.e. Native American museums, zoological and archaeological societies, etc.. As part of this process, we encourage our students to attend discipline-specific academic conferences.

Full-Time Faculty Position - Additional full-time faculty position requested to replace 40% position lost due to retirement.

2A. What are the challenges of the program?

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The primary challenges faced by the Anthropology program centers around our Physical Anthropology Lab
class. The restraints of the physical space (we use a standard classroom, with storage in a separate
space) and the lack of consistent student help for our lab classes means that we waste a lot of time and
effort moving materials around. This leads to unnecessary wear and tear on the skeletal and
archaeological materials, as well as inefficient scheduling. Because we also offer classes in off-campus
locations (the Natomas and McClellan Centers), we need a way for those instructors to take fossil casts
and archaeological materials to and from those centers without risking damage or loss.
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2B. List, as a set of recommendations, your plans for addressing these challenges.

Instructional Aid/tutor - Hire an Instructional Aid for 20 hours/week to help maintain, set-up, take down, and coordinate materials for use in the physical anthropology lab courses held at the ARC main campus as well as the Natomas Center. In addition, this individual would act as an anthropology tutor between lab classes for drop in tutoring session.

New Lab Materials - Acquire additional lab materials for hands-on learning opportunities for lab courses taught at both the ARC main campus and the Natomas Center.

Dedicated Lab Room - Obtain a dedicated classroom to offer physical anthropology laboratory course.

Archaeology off-campus materials - to assemble a traveling collection of tools and artifacts for faculty to use when teaching ANTH 320 in off-campus settings.

Foreign DVDs - to be able to show DVDs purchased overseas in the classroom, we need a DVD player capable of playing discs other than those specified for "North America".

Video Captioning - to caption our classic videos so that they meet current standards for student accessibility.