Program Review - Overall Report

2024 - 2027

Instructional: Anthropology

2024 - 2027

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

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(The formatting of this document is problematic. Please see attached word document with correct formating.

 Overall trends:

For success and retention

Our Overall success rate in Anthropology is 82.1% , which is well above the college average of 70.6%

Figure 1 Overall Success rates in Anthropology 21-24

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	2,203	1,843	83.7%	0	0
African American	122	95	77.9%	0	6
Asian	198	179	90.4%	0	0
Hispanic	1,354	1,127	83.2%	0	0
Native American	Masked Data			0	
Pacific Islander	10	5	50.0%	0	4
White	422	358	84.8%	0	0
Two or More	77	65	84.4%	0	0
Unknown	14	11	78.6%	0	1
Male	1,935	1,558	80.5%	1	58
African American	106	76	71.7%	1	12
Asian	213	191	89.7%	0	0
Hispanic	1,079	854	79.1%	1	44
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	428	347	81.1%	0	6
Two or More	67	53	79.1%	0	3
Unknown	30	26	86.7%	0	0
Unknown	35	26	74.3%	0	3
African American	Masked Data			0	
Total	4,173	3,427	82.1%	0	0

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In success rates, when we look at the three-year cycle, our success rates are acceptable but what I would like to highlight is that they are getting better each year after the odd dip year that was likely pandemic related.
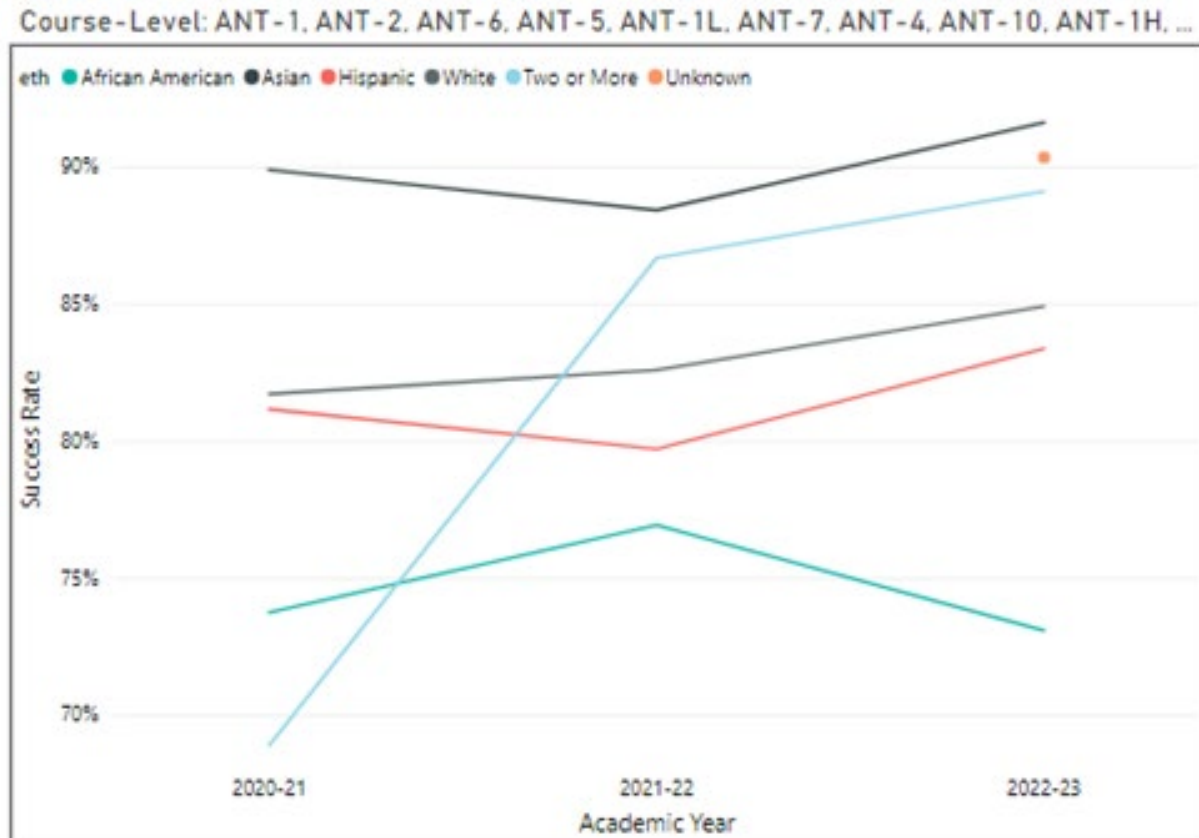

Figure 2 Success Rates Disaggregated

Data Review

Figure 3 Overall Retention rate for the Past 3 years

Course-Level: ANT-1, ANT-2, ANT-6, ANT-5, ANT-1...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	2,203	2,083	94.6%	0	0
African American	122	110	90.2%	0	5
Asian	198	191	96.5%	0	0
Hispanic	1,354	1,284	94.8%	0	0
Native American	Masked Data			0	
Pacific Islander	10	9	90.0%	0	1
White	422	396	93.8%	0	1
Two or More	77	74	96.1%	0	0
Unknown	14	14	100.0%	0	0
Male	1,935	1,803	93.2%	0	25
African American	106	98	92.5%	0	2
Asian	213	205	96.2%	0	0
Hispanic	1,079	1,001	92.8%	0	16
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	428	398	93.0%	0	5
Two or More	67	61	91.0%	0	2
Unknown	30	29	96.7%	0	0
Unknown	35	31	88.6%	0	2
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	13	12	92.3%	0	1
Pacific Islander				0	
White	13	11	84.6%	0	2
Total	4,173	3,917	93.9%	0	0

This graph represents <u>retention</u> in Anthropology at the discipline level for the last three years. In case it is difficult to read, our overall retention for the discipline is 93.9%, which is well above the college rate of 87%.

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Overall, though our total retention rate over the three-year period in our ANT 1 and 2 courses was very good (see table), with about ten percent of the college being served each year.

	20-21	21-22	22-23
OL	94.6	95	96.4
Face to Face	90.9	100	94

Hybrid	91.2	94.3	90.4
Total	93.8	95.1	95.5

	20-21	21-22	22-23
OL	94.2	94.4	95.5
Face to Face	89.3	94.2	94.7
Hybrid	91.2	96.7	90.4
Total	92.5	94.5	94.9

Our total retention rate for all sections is also not bad with parity seen between modes of instruction over time. Please see the table above.

Data Review

For <u>Program of Study,</u> while we see a small amount of overall growth, compared to previous program review cycles, we have seen a definitive decline. While it is encouraging to see that the number of previously underrepresented students, particularly Hispanic males has gone up (In proportion, if not in number), I feel these numbers could be higher.

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	38	43	35	38
African-American	6	4	4	1
Asian	3	4	2	5
Hispanic	20	23	20	18
Two or More	1	1	2	1
Unreported			1	
White	8	11	6	13
Male	25	26	18	31
African-American				2
Asian	3	4	2	
Hispanic	16	12	8	14
Pacific Islander	1			
Two or More	2	2		1
Unreported	1	2	1	4
White	2	6	7	10
Non-Binary				1
White				1
Unreported	2			1
Asian	1			
Hispanic				1
Two or More	1			
Total	65	69	53	71

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Figure 4 Anthropology Declared Program of Study

Figure 5 Degrees/Graduates in Anthropology Disaggregated

Data Review

Degrees					
Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23
Female	2	1	6	5	6
Asian					1
Black or African American				1	
Hispanic/Latino	2	1	3	3	1
White			3	1	4
Male	3	3	3	1	
Asian				1	
Black or African American	1				
Hispanic/Latino	2	2	1		
Native Hawaiian or Pacific Islander			1		
White		1	1		
Unreported		2		1	
Black or African American		1			
Hispanic/Latino		1			
White				1	

Our Program Awards hardly bear talking about except that we have a very serious problem. We used to award several hundred degrees or ADTs over a program review cycle. Over this cycle it was 33. Looking at the disaggregated data for such a small sample is also pointless. It is important to note that, of our majors, only a tiny fraction are getting the ADT. The remainder are transferring without the ADT or leaving the discipline. I am not sure why we are losing them or where they are going but I expect it is the general move away from the programs of study considered "woke" by some folk but also I think we have failed to engage them int the field. Last semester, I was given a list of the student emails, and we will be trying to reinvolve them in the discipline through activities like CAP hours and field trips. I also think once we get our field school up and running (need to replace a missing faculty member first), that students will see a reason for being an anthropologist. A tik tok has also been suggested. I am willing to try anything.

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Please add any relevant documents here.

PR 1st Question 24.docx

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

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(Correctly fomratted document attached)

For the most part, we have pretty close parity for all students as seen in success and retention conversations above, but we have seen some slight differences we wish to discuss,

In Anth1, we would like to draw your attention to something unusual. We have higher rates of retention for African American males than females.

Data Review

Figure 1Anth 1 retention for last 3 years

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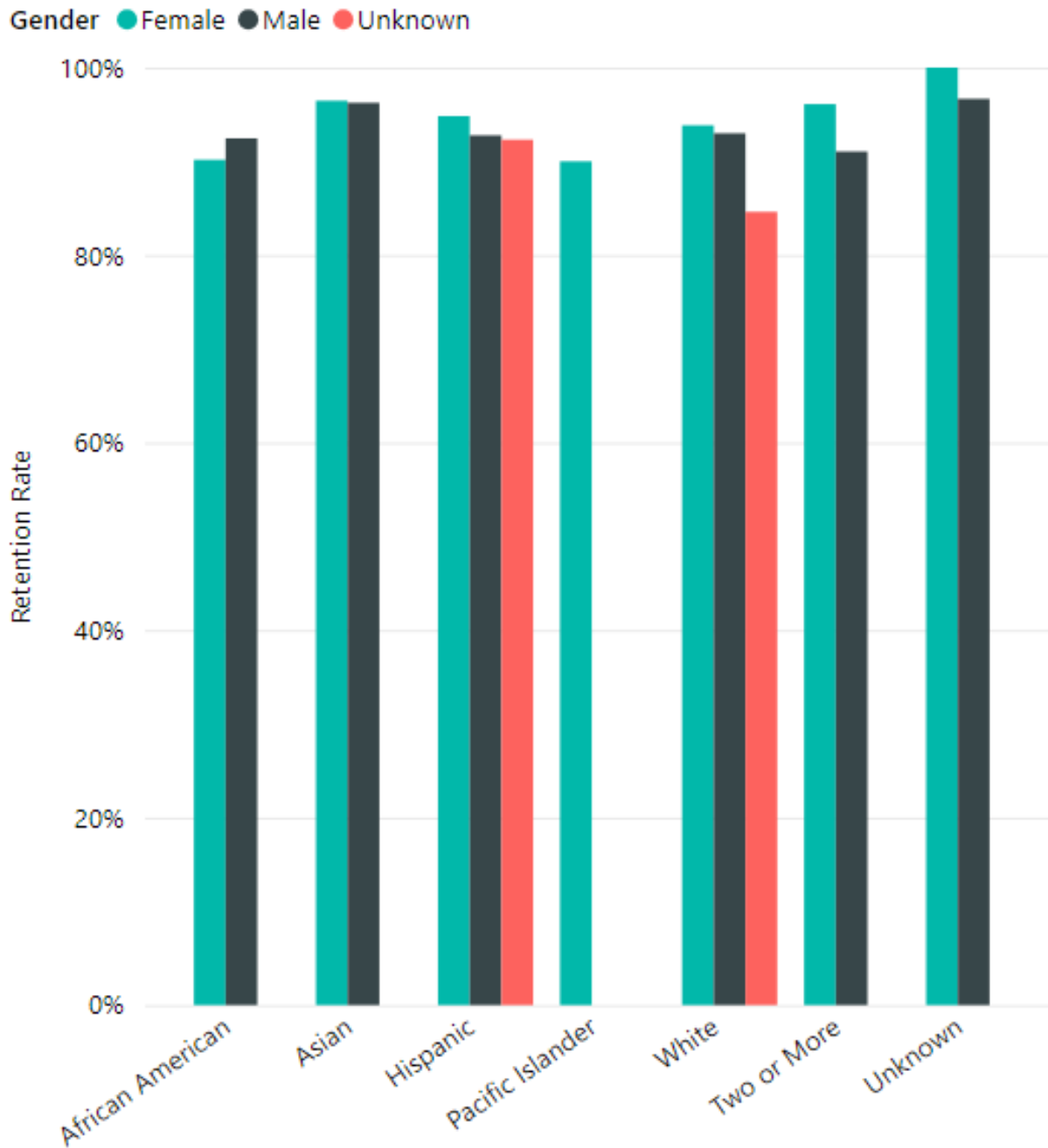
For Anth 2, we see a different story:

Data Review
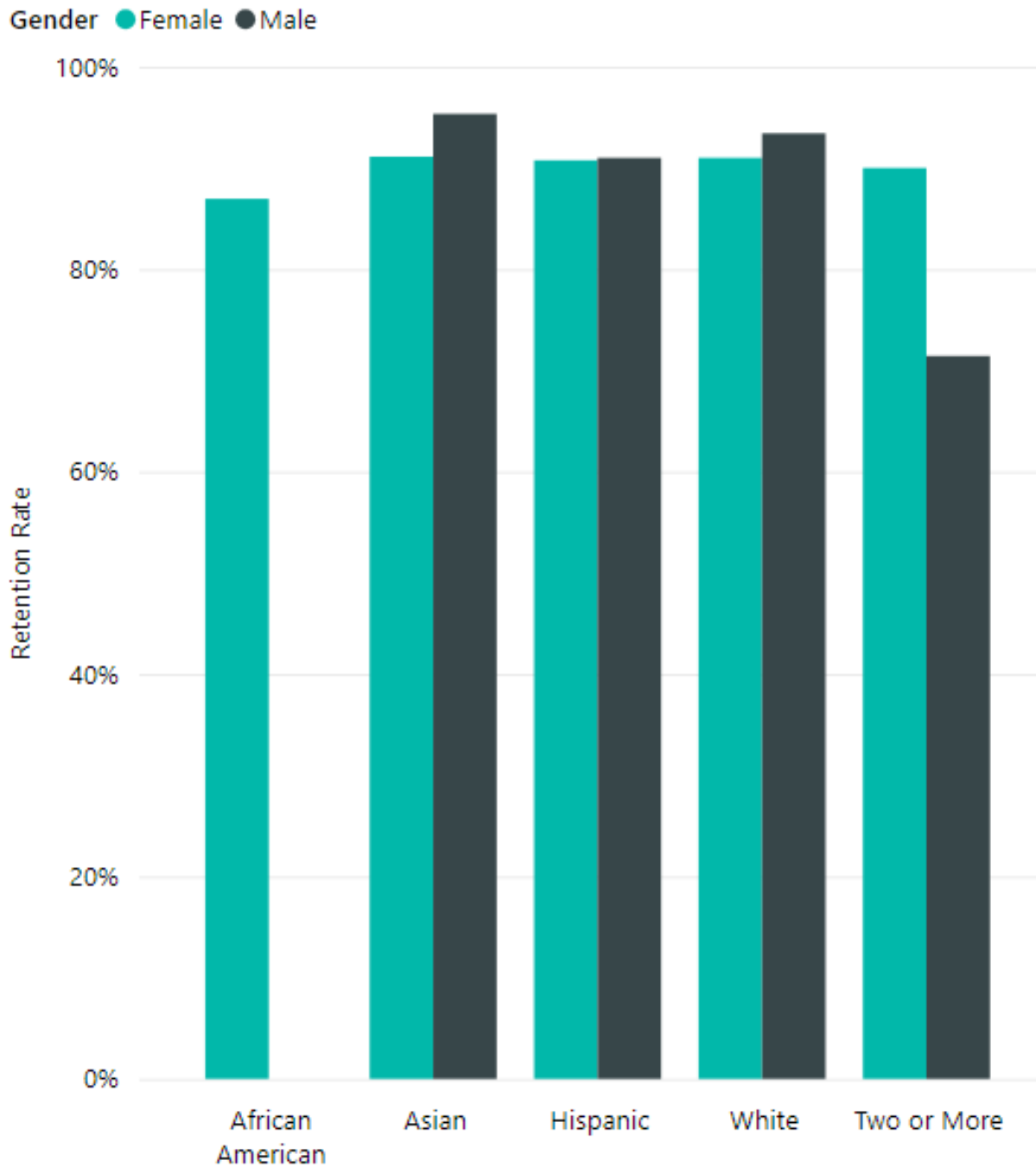
Figure 2 Anth 2 Retention 3 year

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In this course, while males retain better than females, in most categories, we do not seem to be attracting African American males to the course.

For the remainder, the samples were small enough (or had a single instructor) that it bears combining the courses:
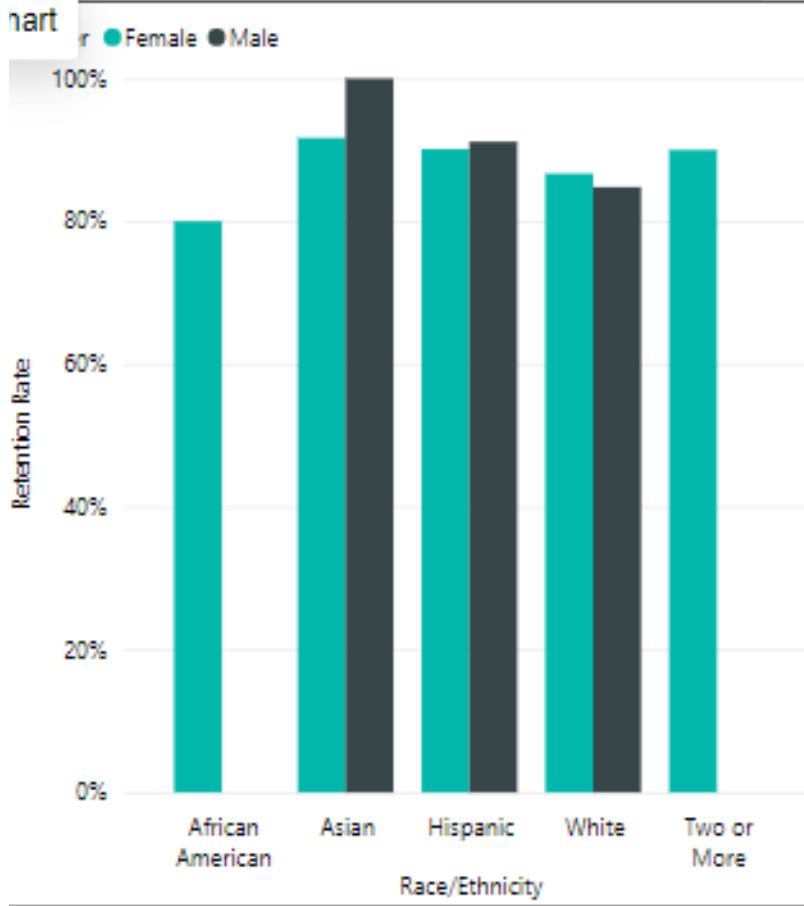
Data Review

Course-Level: ANT-6, ANT-5, ANT-7, ANT-4, ANT-1...

Figure 3 Anth 3, 4, 5,6, 7, 8 and 10 retention

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In the combined groups, we see the most retention in Asian males, but the groups show parity for the most part.

Figure 4 Overall Parity

Data Review

Course-Level: ANT-1, ANT-2, ANT-6, ANT-5, ANT-1L, ANT-7, ANT-4, ANT-10, ANT-1H, …

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Data Review

Course-Level: ANT-1, ANT-2, ANT-6, ANT-1L, ANT-7, ANT-4, ANT-1H, ANT-3

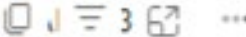| Academic Year 2022-23 Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**634**	**537**	**84.7%**	**0**	
African American	28	18	64.3%	1	6
Asian	60	56	93.3%	0	
Hispanic	384	319	83.1%	0	8
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	126	113	89.7%	0	
Two or More	23	23	100.0%	0	
Unknown	Masked Data			0	
Male	**611**	**516**	**84.5%**	**0**	
African American	24	20	83.3%	0	1
Asian	58	53	91.4%	0	
Hispanic	355	297	83.7%	0	4
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	116	94	81.0%	0	5
Two or More	32	26	81.3%	0	2
Unknown	22	22	100.0%	0	
Unknown	**11**	**7**	**63.6%**	**0**	**3**
Total	**1,256**	**1,060**	**84.4%**	**0**	

Figure 5 African American Females 2022

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<u>In success rates</u>, when we look at the three-year cycle, our success rates are acceptable but what I would like to highlight is that they are getting better each year and particularly for our African American (83.3% in 22-23) and Hispanic males (83.7%). There are some lower success numbers for Hispanic males in the DRC and among Veteran's, but the Puente data and the general population follow the increasing pattern. The population in decline last year was African American females. This may be a blip though as their three years success rate is 79.2. I think there is room for improvement there, but I am not sure yet what techniques to employ. Intrusive pedagogy which has had real success in the last three years with our men of color, appears to be very off-putting for our women of color as it does not signal support to them in the same way. I have conducted informal interviews with my female students of color, and they find my constant reminders a sign that I lack confidence in their organizational skills, and therefore in their overall ability. I feel like I need the kind of training I have not yet received or identified.

The one group that are showing a marked decline are white males in our Anth 3,4,5,6,7,8 and 10 courses, despite having overall higher success rates in the ANT 1 and 2 courses (83.8%).
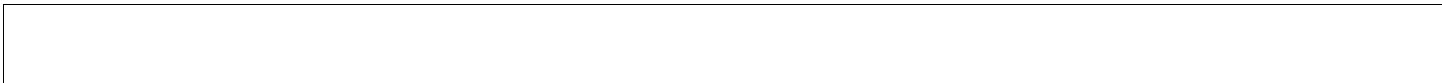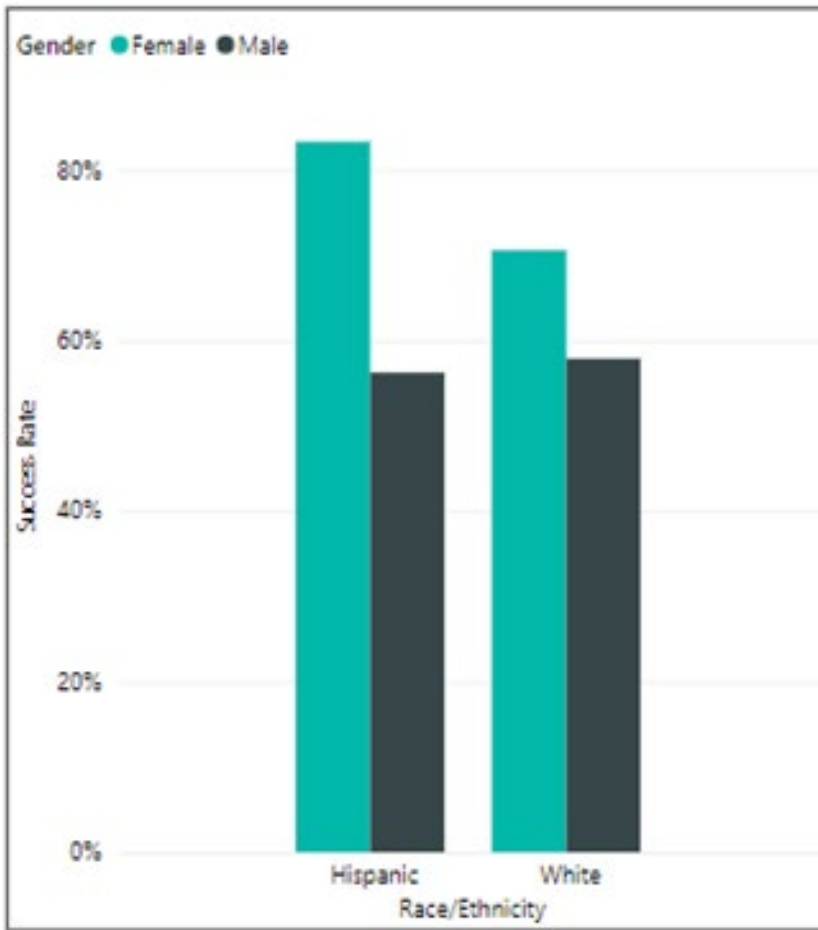
Data Review
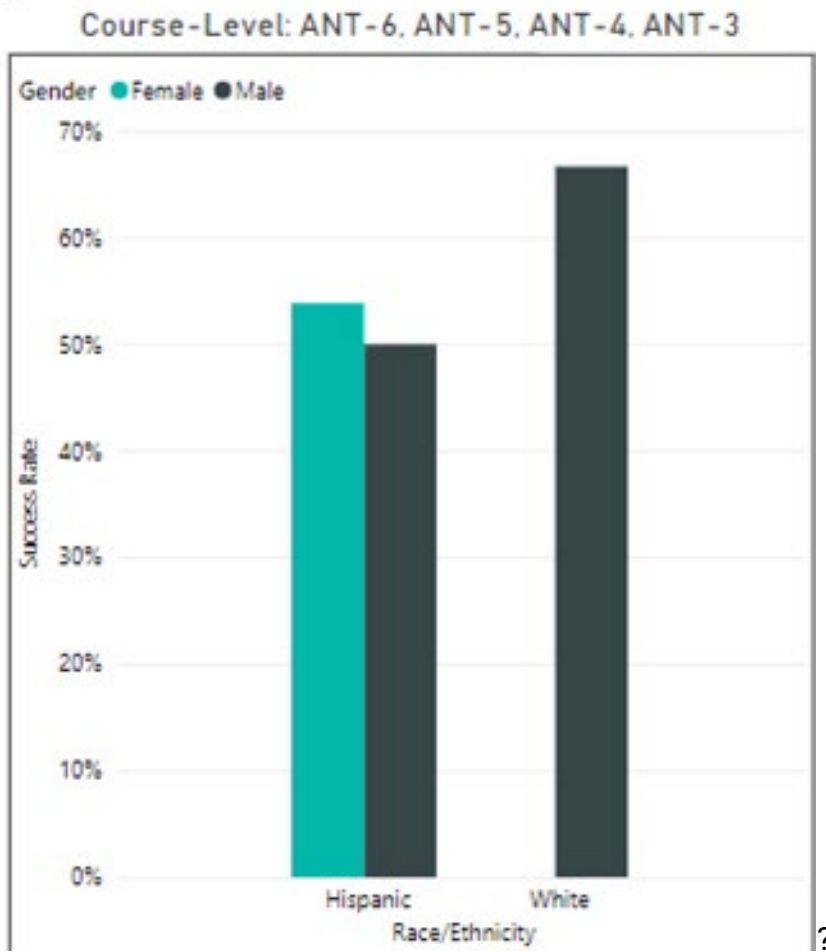
Figure 6 Success white males 20-21

Course-Level: ANT-6, ANT-5, ANT-4, ANT-3

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Figure 7 Success white males 21-22

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Figure 8 Success white males 22-23

Course-Level: ANT-6, ANT-7, A

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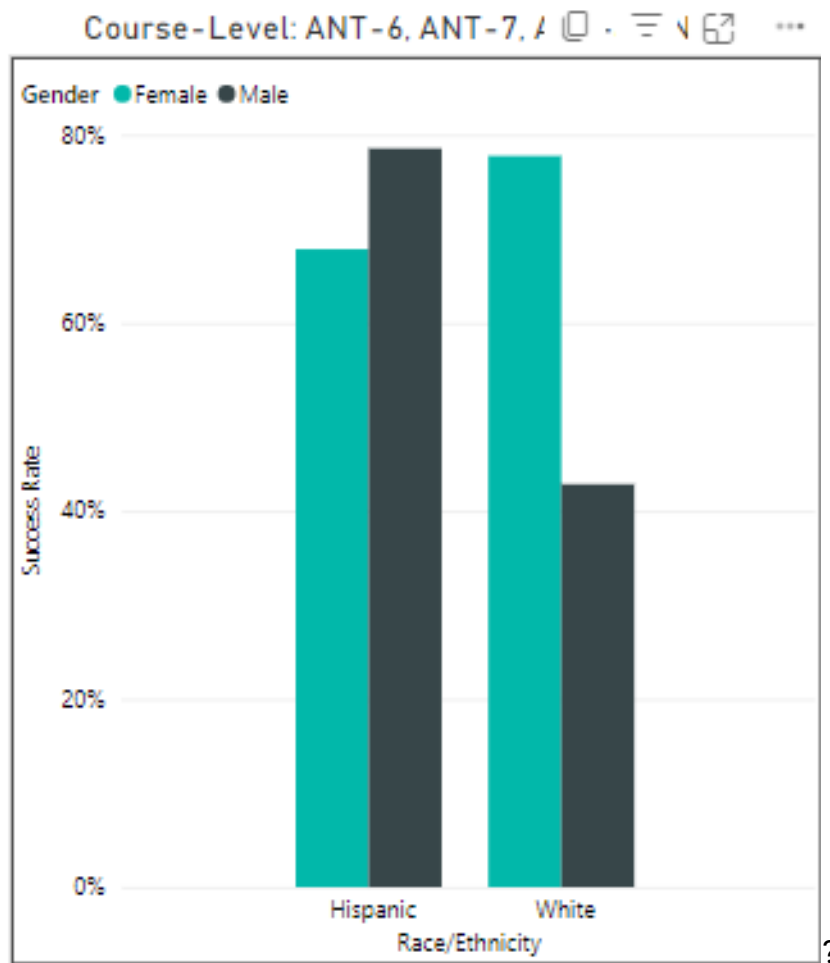
Generally, this group has the most external support when we look at the structure of our society but that does not mean we might not need to keep any eye on this trend and address lack of parity in the future.

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If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

I would not say the trends are concerning, per se, but I do intend to find some sort of training for better success rates in the African American female population. I will be asking for respurces for trainings, or if none exist, research funds to create them. Any other small observations are discussed above.

Please add any relevant documents here.

PR Question 2 24.docx

Increased Student Majors (programs of Study)

Program/Unit Goal
Increase the number of students who declare Anthropology as their program of study and increase the number of students who plan to complete an Anthropology ADT.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
IIn previous years (pre pandemic), we would have many majors which we kept in close contact with through field trips, club activities and participation in student government. Even before the pandemic, our numbers had begun to dwindle as both members of the department were positioned in administrative capacities with less student facing opportunities. We have lost one of the faculty members and are in the process of replacement. There are very few majors now and an even fewer number of ADTS granted. We have created a canvas shell to communicate with our major, but few have participated. We are also participating in CAP hours but we intend to increase those efforts.

What are your plans (3-year) regarding this goal?
Replace the faculty member with a faculty member more focused on student activities and outreach. We would like to add one more additional faculty member to broaden the kinds of outreach and direct student involvement that we can do. We have been stretched too thinly within our discipline to both have representation in our shared college governance and engage students with activities. We plan to ask for resources to support field trips and student attendance at conferences as well.   All of theses efforts have worked in the past and we have reason to believe that these efforts will work again.

We are particularly concerned that we are not attacting African American males to our program so it is our intention to do some targeted recruiting within some of our special programs.

Additionally, it might be usefull to do some outreach at the HIghschools to catch them early on.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.4 - KPI 3 (Student Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Evidence

Evidence Date
02/29/2024
Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	38	43	35	38
African-American	6	4	4	1
Asian	3	4	2	5
Hispanic	20	23	20	18
Two or More	1	1	2	1
Unreported			1	
White	8	11	6	13
Male	25	26	18	31
African-American				2
Asian	3	4	2	
Hispanic	16	12	8	14
Pacific Islander	1			
Two or More	2	2		1
Unreported	1	2	1	4
White	2	6	7	10
Non-Binary				1
White				1
Unreported	2			1
Asian	1			
Hispanic				1
Two or More	1			
Total	65	69	53	71

These are the number of people who have declared anthropology as their program of study.

Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23
⊟ **Female**	2	1	6	5	6
Asian					1
Black or African American				1	
Hispanic/Latino	2	1	3	3	1
White			3	1	4
⊟ **Male**	3	3	3	1	
Asian				1	
Black or African American	1				
Hispanic/Latino	2	2	1		
Native Hawaiian or Pacific Islander			1		
White		1	1		
⊟ **Unreported**		2		1	
Black or African American		1			
Hispanic/Latino		1			
White				1	

These are the number of degrees granted in anthropology

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
A faculty member and some field trip support

Please add any relevant documents here.

Equity

Program/Unit Goal
Close equity gap in success for African American Females

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
We have had noted success in anthropology courses with African American Men and Men of Color in general. We would like to see that success reflected in African American females. Right now our intrusive pedagogy methods that work so well with the men, are having what appears to be negative effects on the women.   We need more inofrmation as we have only just discoved this problem and it has only been a very recent thing.

What are your plans (3-year) regarding this goal?
We plan to ask for training to improve our success rates with African Amercian Females but if there is no training, we olan to conduct student led research in order to create either trainings or best practices.

Please add any relevant documents here.

Mapping

<u>Educational Master Plan (2020-2025):</u> ( )
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 4.2 (Planning and Development):
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Evidence

Evidence Date
02/29/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Course-Level: ANT-1, ANT-2, ANT-6, ANT-1L, ANT-7, ANT-4, ANT-1H, ANT-3

Academic Year Gender	2022-23 Enrolled	Success	Success Rate	DI	Close Gap
Female	634	537	84.7%	0	
African American	28	18	64.3%	1	6
Asian	60	56	93.3%	0	
Hispanic	384	319	83.1%	0	8
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Unknown	Masked Data			0	
Male	611	516	84.5%	0	
African American	24	20	83.3%	0	1
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Hispanic	355	297	83.7%	0	4
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	116	94	81.0%	0	5
Two or More	32	26	81.3%	0	2
Unknown	22	22	100.0%	0	
Unknown	11	7	63.6%	0	3
Total	1,256	1,060	84.4%	0	

64.3% is far too low to be acceptable. While this is only one year, it was not exemplary in previous years either and we would like to address this equity gap.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
Professional Development training

Please add any relevant documents here.

CRM Certificate creation

Program/Unit Goal
Create a Certificate in Cultural Resource Management

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
We have been working on this goal for two program review cycles. We aquired the equipment, the field site and the permits to dig. We lost the faculty memeber who was doing the curriculum proposal so the project has stalled.

This goal is very important because this certifcate can provide the holder with immediate access to emplyment while they complete their education if they wish, or continued employment just with the certifcation alone.

What are your plans (3-year) regarding this goal?
We plan to develop the curriculm in conjunction with RCC before the next program review cycle. This will require a replacement hire but that is already in the works.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.5 - KPI 7 (Student Services):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 6.2 (Planning and Development):

Create an OER Lab with manual for Anth 1L

Program/Unit Goal
Our goal is to create a ZTC for ANTH 1L To do so, we need more supplies for the lab
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
We have been aquiring supplies by donation and previous purchases. Other colleges, even within our own district have much more comprehensive supplies.
What are your plans (3-year) regarding this goal?
We plan to ask for more materials
Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.3 (Academic Affairs):
- 2025 Objective 6.5 (Office of the President):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.5 (Academic Senate):

Bring ANTH 1L lab into currency

Program/Unit Goal
We need to update our supplies for Anth 1L. A growing number of students are taking this course and we do not have the supplies to accommodate large numbers. Some supply requests will be ongoing.
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
We have been getting supplies through personal funds, donations and gifts.
What are your plans (3-year) regarding this goal?
We plan to ask for the appropriate resources.
Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.3 (Academic Affairs):
- 2025 Objective 6.5 (Office of the President):

- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.5 (Academic Senate):

Equity

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

In the last three years, we have completed CORA and MOC training. Additionally we completed equity training that was discipline specific.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Intrusive pedagogy and a shift to department wide use of OER

3. What additional equity-related professional development/trainings do you seek to better support your area?

We need training for women of color

Please add any relevant documents here.

2024 - 2027

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

More than 25%

If you have courses that are not current, are they in the curriculum process?

Yes

For out of date courses that are not already in progress of updating, what is your plan?

For ANTH 10, we are rewriting the objectives collectively across the district. ANT 16 is awaiting a replacement faculty member as the other faculty member that could do it is out on leave right now. ANT 1L is having the objectives rewitten as are ANT 3,6,7,8. One of our discipline across the district is on the committee and we are aware of our deficits.

Do you have proposals in progress for all the DE courses you intend to file?

Yes

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

ANT 1 Overview

Date
03/07/2024

Observation

What did you notice?
We have been pretty consistent but in 2022, we had a wobble down to the lowest point of benchmark. I think that was likely the result of students having a difficult Fall 22 which happened discipline wide.
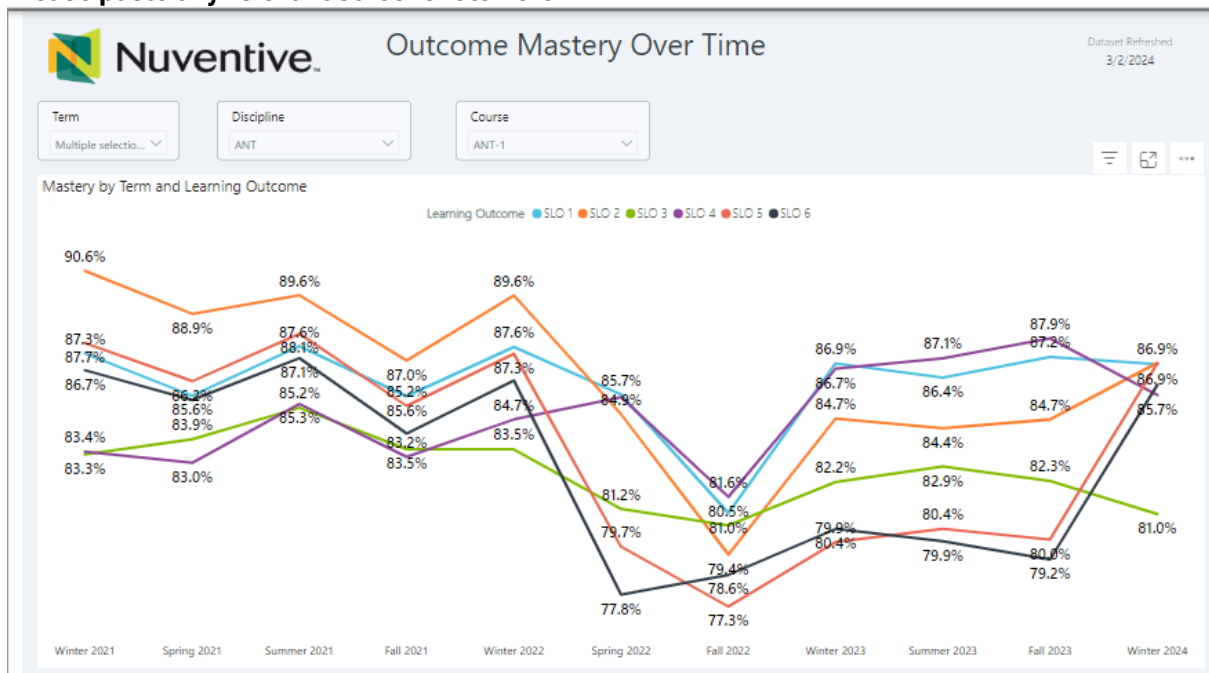
Course(s)
Ant 1

SLO(s)
1-6

Discussion/Analysis
At first glance, we look like we are hitting all the benchmarks, and when the SLO's are taken in their entirety, that is true (with every SLO well over 80%) but we very clearly had a bit of a crash on every SLO, which has since righted itself.

Please paste any relevant screenshots here.

Please add any relevant documents here.

ANT 1L Overview

Date
03/12/2024

Observation

What did you notice?
Additional SLO's need to be assessed

Course(s)
ANT 1L

SLO(s)
1-5

Discussion/Analysis

While we have data for SLO 1, the data seems odd, with outcomes starting at 87.3% and ending at 12.5% but I think there is something wrong with these data. The collection seems very spotty. We plan to standardized the collection through Canvas with new faculty.

Please paste any relevant screenshots here.
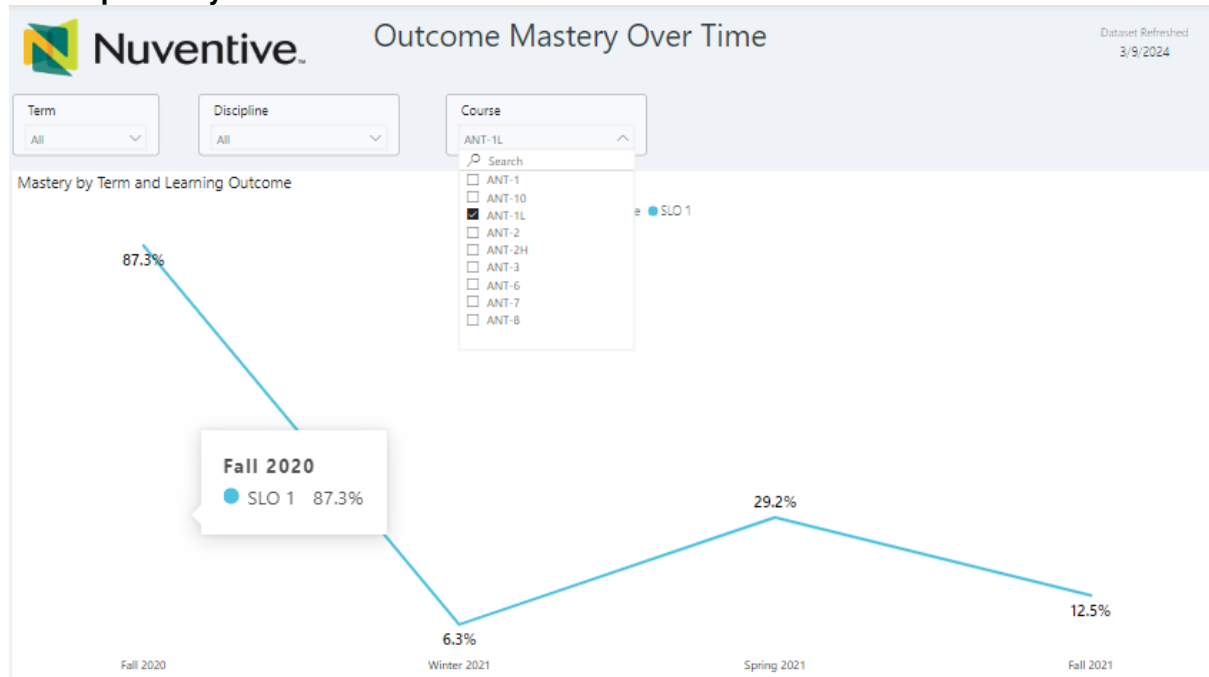
Please add any relevant documents here.

Ant 2 Overview

Date
03/07/2024
Observation
What did you notice?
While the data I have are scanty (it only covers two semesters, all SLOs were assessed and they remained fairly constant
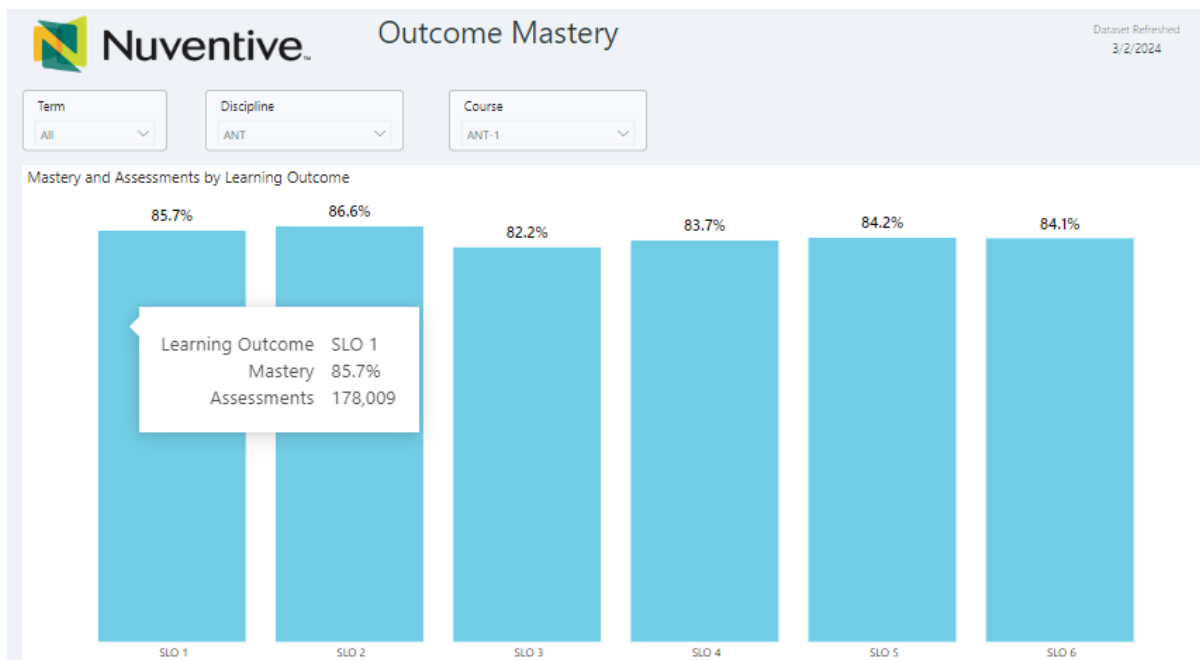**Course(s)**
ANT 2
SLO(s)
1-6
Discussion/Analysis
The professor who collected these data has left and taken her data with her but we had regular conversations about SLO data
Please paste any relevant screenshots here.

Please add any relevant documents here.

ANT 2H Overview

Date
03/12/2024
Observation
What did you notice?
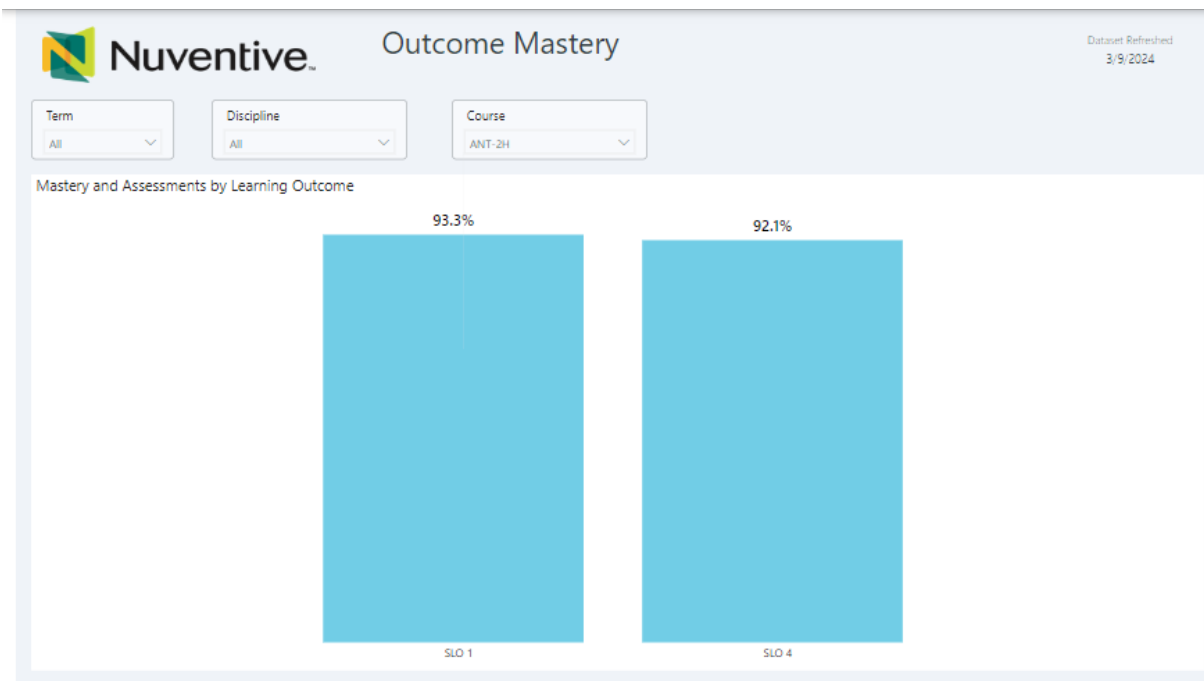We need to assess the course
Course(s)
2H
SLO(s)
1-6
Discussion/Analysis
Below we have the beginning of data collection as these data come from the last few weeks. We are on the way to rebuilding these data.
Please paste any relevant screenshots here.

Please add any relevant documents here.

ANT 3 Overview

Date
03/07/2024

Observation

What did you notice?
There have been multiple instructors but these data are from a single instructor so we do not have collection across all sections but overall we see very consistent success across all SLOS
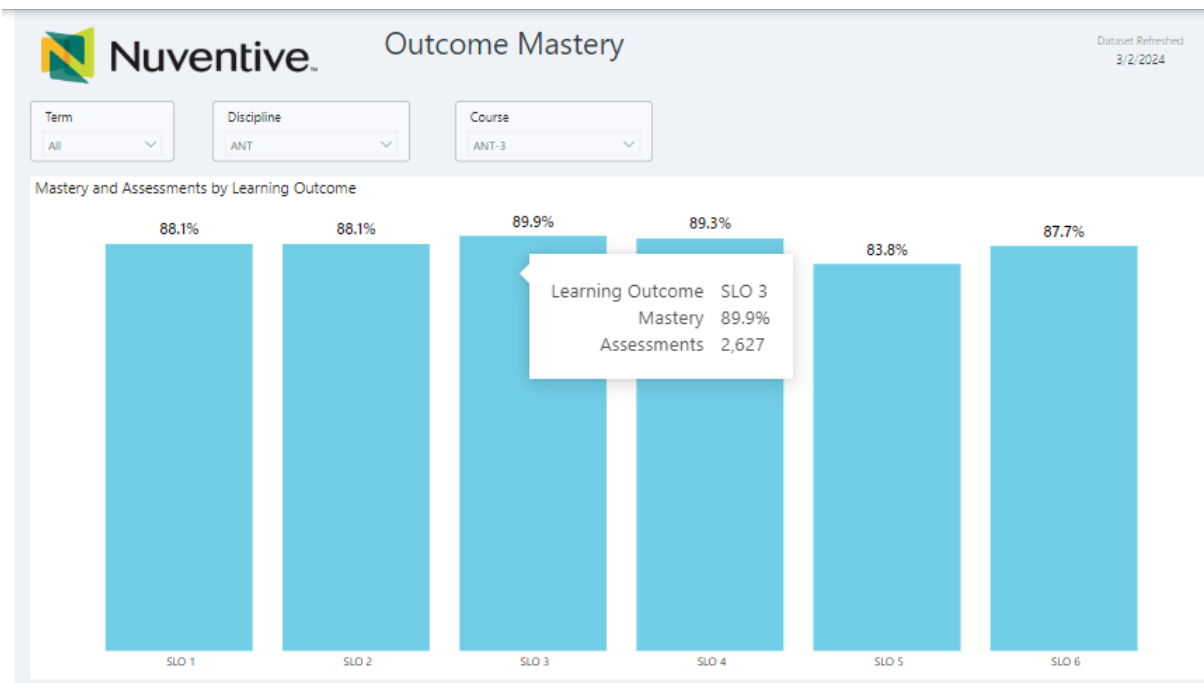
Course(s)
ANT 3

SLO(s)
1-6

Discussion/Analysis
The success has been consistent across demographics and across years.

Please paste any relevant screenshots here.

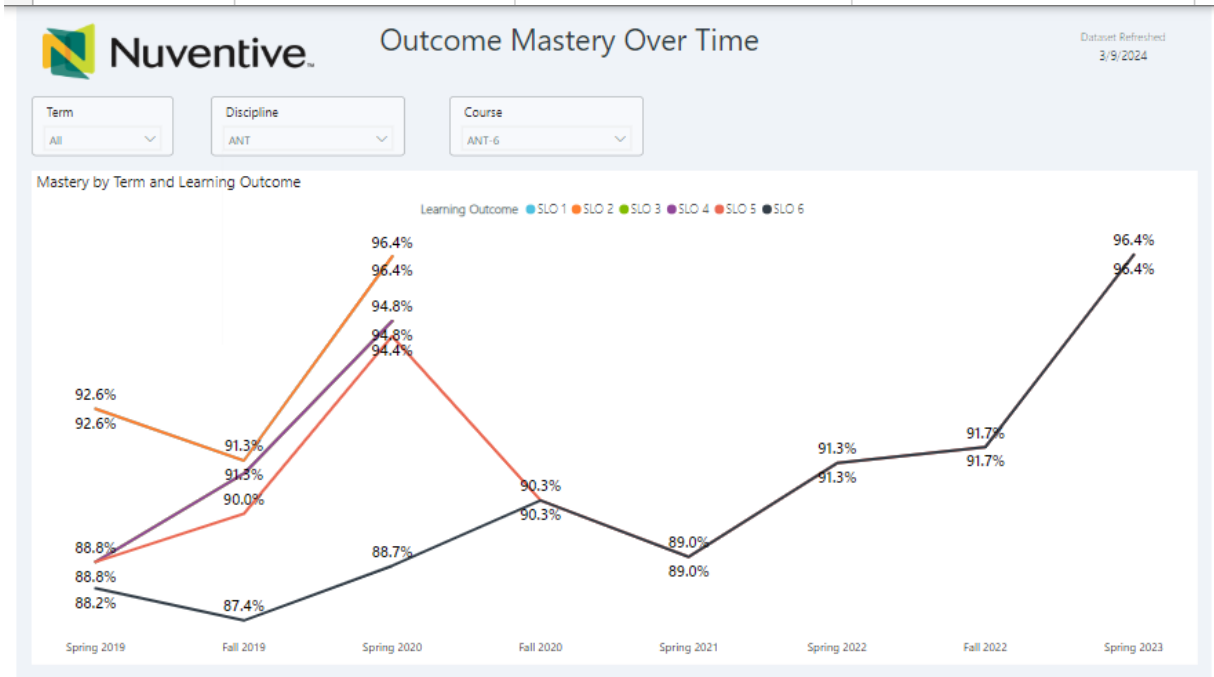**Please add any relevant documents here.**

ANT 6 Overview

Date
03/12/2024

Observation

What did you notice?
We need to be more consistent with data collection across SLOs

Course(s)
ANT 6

SLO(s)
1-6

Discussion/Analysis
We have met benchmark but data collection across SLOs has been inconsistent. That will be changing with the new faculty member.

Please paste any relevant screenshots here.

Please add any relevant documents here.

ANT 7 Overview

Date
03/12/2024
Observation
What did you notice?
With the exception of a bad Fall 19 discussed in other places, we meet benchmark in every SLO except 4
Course(s)
ANT 7

SLO(s)

1-5

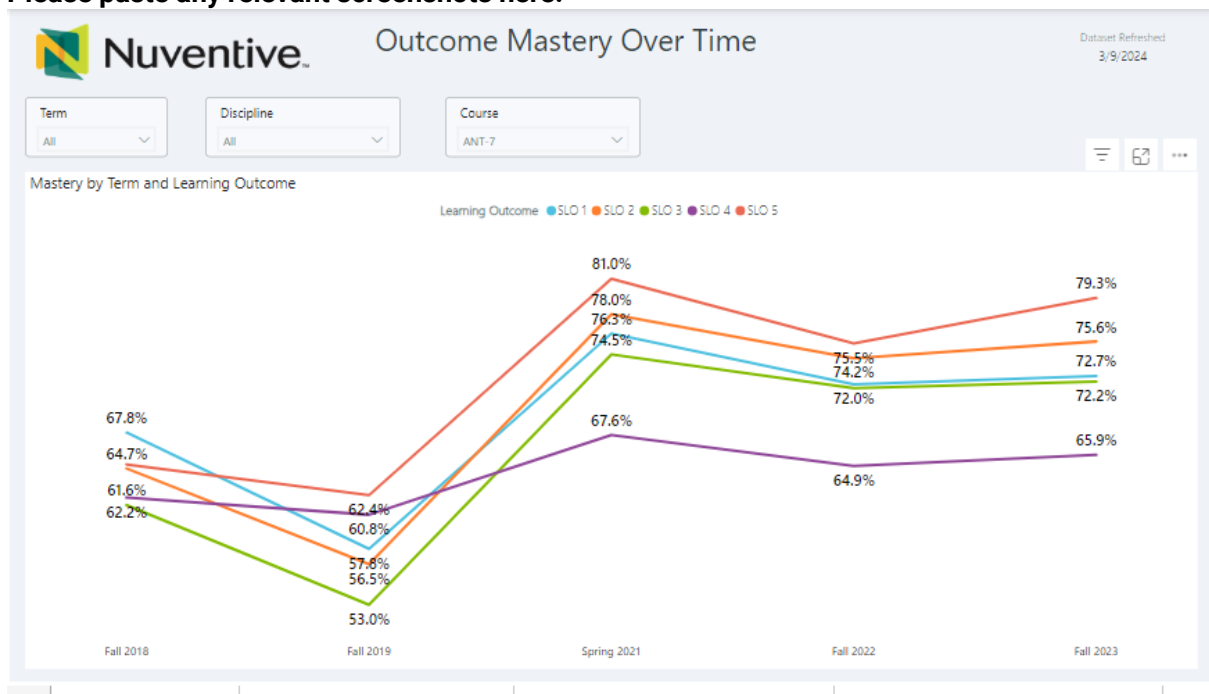**Discussion/Analysis**

SLO 4 is "Integrate cross-cultural data on witchcraft beliefs, syncretism, revitalization movements, and cults, and the role these play in facilitating and mediating social and political change" which our students struggle with. The identified problem is the religiosity of our students and their resistance to other culture's beliefs systems. They try to avoid this section entirely. We used to have three weeks devoted to it but we changed that and saw some very slight improvement but they still have not met benchmark. Demographics are the same so it is likely a local cultural phenom. We will continue to look for ways to help them understand that they can learn about witches without becoming one.

One thing I would like to note, however, that the foundations being assessed in this SLO, recognizing the roles that cults play in mediating and facilitating cultural and political change is a global problem at the time of this writing.

Please paste any relevant screenshots here.

Please add any relevant documents here.

ANT 8 Overview

Date

03/12/2024

Observation

What did you notice?

SLO 2 and SLO 3 did not meet Benchmark

Course(s)

ANT 8

SLO(s)

1-5

Discussion/Analysis

SLO 2 and SLO three are about structural linguistics and the application of those ideas to real languages. It is one of those topics that you either love it or you don't. Most people don't. However, we keep switching texts to try and capture more interest. It appears that the text we used in Spring of 21 may have been the most effective so I expect a return to some version of that text. Unfortunately it is not an OER. We see no real differences by demorgraphics

Please paste any relevant screenshots here.
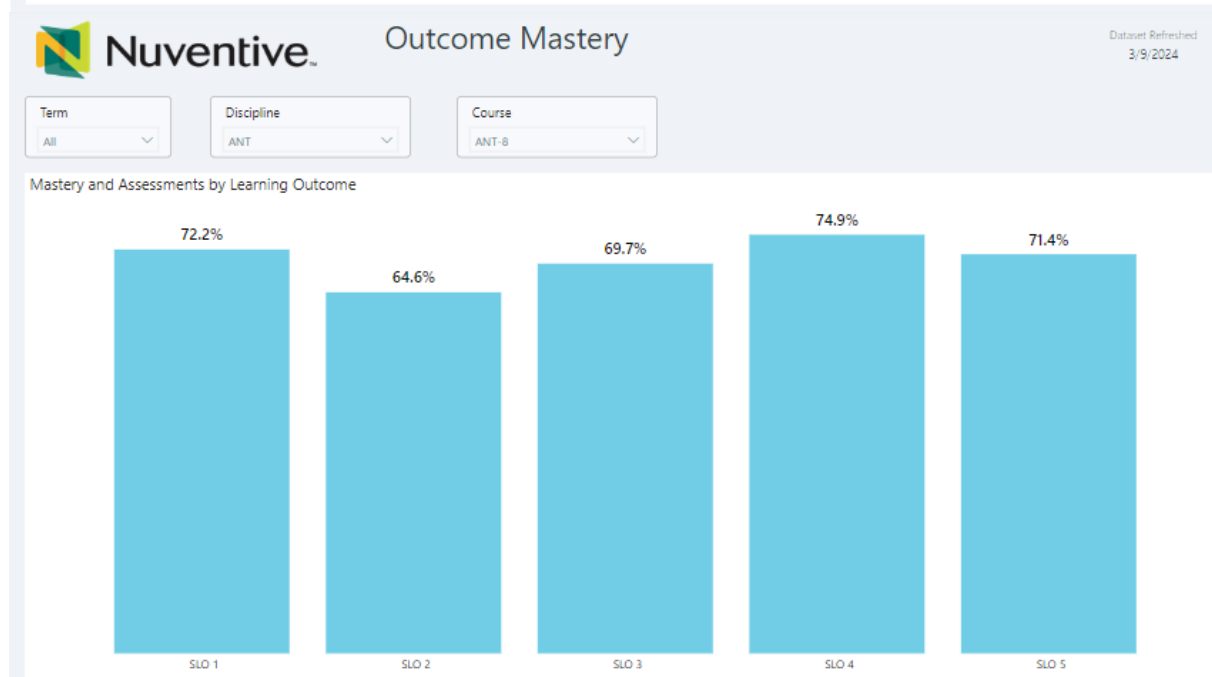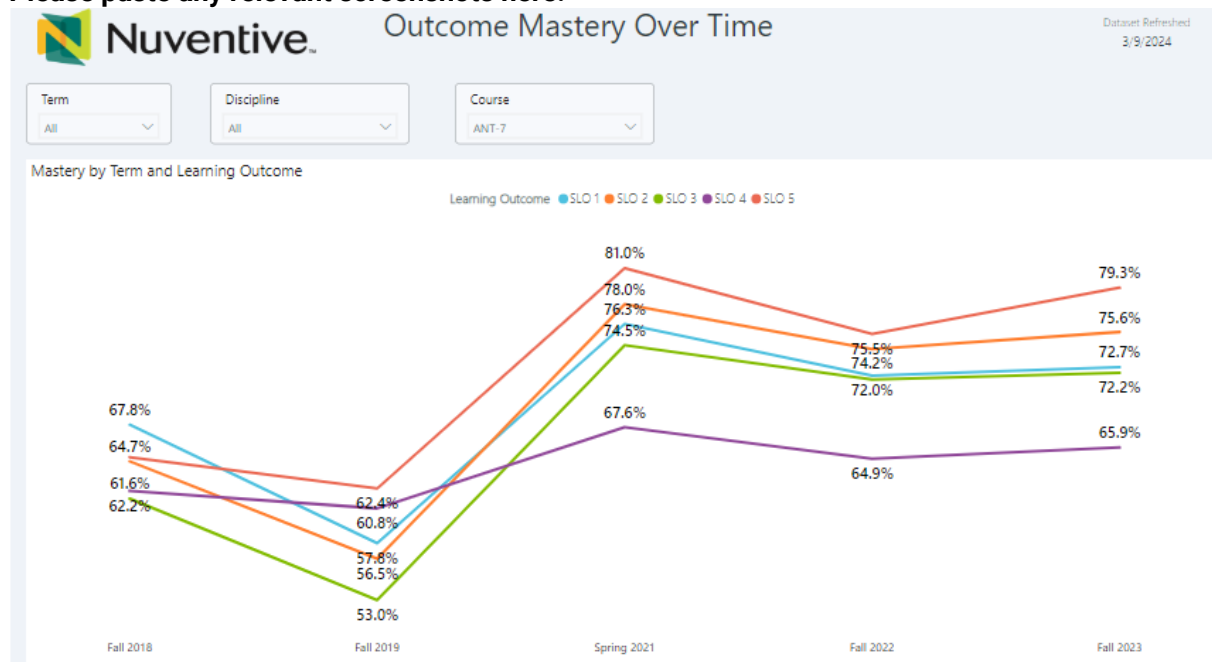
Please add any relevant documents here.

ANT 10 Overview

Date
03/12/2024
Observation
What did you notice?
We are below benchmark on SLO 3
Course(s)
ANT 10
SLO(s)

1 and 3

Discussion/Analysis

SLO 3 is: Apply objective and subjective techniques to the analysis of human bones to determine age, sex, ancestry, and stature. The vast majority of the course is devoted to this and there are many assessments. This is also where most students find if they have an aptitude for it and they usually don't. However, Spring of 22 was the first semester we tried an OER for the course. It was a spectacular failure for teaching the basics. We will be searching out a new text.

Please paste any relevant screenshots here.
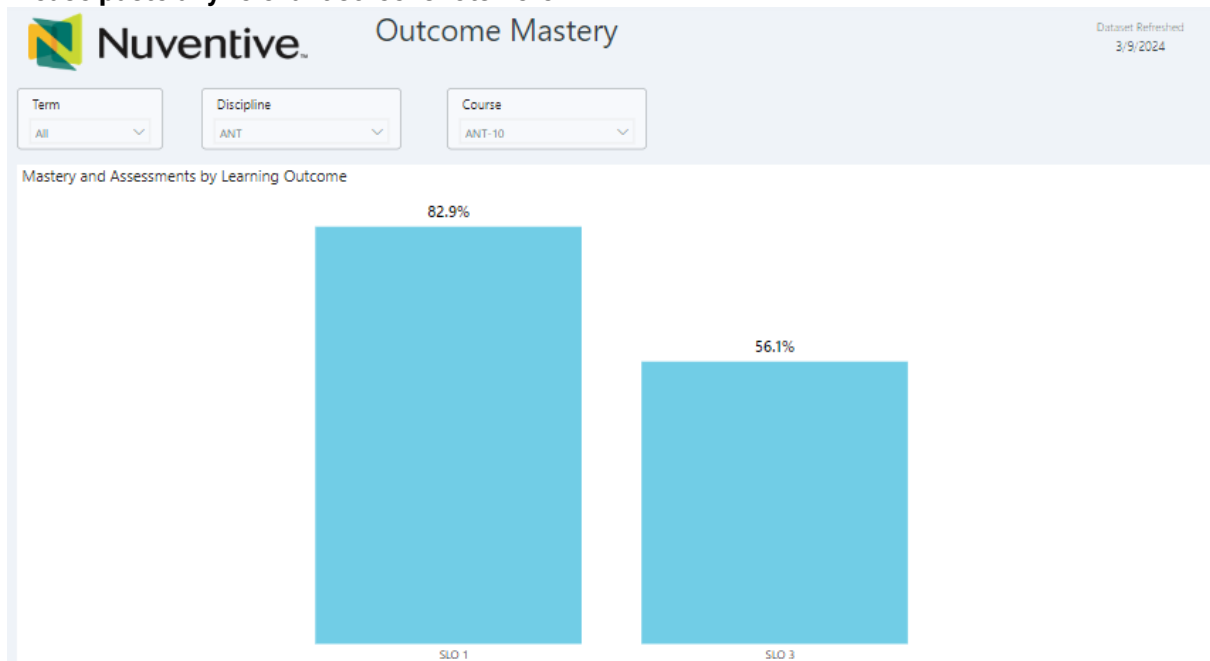
Please add any relevant documents here.

Blood Type Kits

Resource Year
2024 - 2027

What resources do we already have?
We have no blood type kits

What resources do you need?
Synthetic Blood Typing Kits (4 classes of 30 version) *2 (129.5 ea)

$ Amount Requested
259

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:
1

Is this request
New

Mapping
<u>Instructional: Anthropology:</u> (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Calculators

Resource Year
2024 - 2027

What resources do we already have?
We have no calculators.

What resources do you need?
Amazon Basics LCD 8-Digit Desktop Calculator, Black - 5 Pack

$ Amount Requested
26.99

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:
2

Is this request
New

Mapping
<u>Instructional: Anthropology:</u> (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Male Skeleton

Resource Year

2024 - 2027

What resources do we already have?
misc. human bones

What resources do you need?
Human Male Robust Asian Skeleton, Disarticulated (SC-287-D)

$ Amount Requested
1,675

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Supports the learning of SLO 5 (learning human Skelton anatomy and understand application of medico-legal contexts)

This request for my area is Priority #:
3

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Female Skeleton

Resource Year
2024 - 2027

What resources do we already have?
misc. bones

What resources do you need?
Human Female Asian Skeleton, Diarticulated (SC-211-D)

$ Amount Requested
1,675

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Supports the learning of SLO 5 (learning human Skelton anatomy and understand application of medico-legal contexts)

This request for my area is Priority #:
4

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Carrying case for skeleton

Resource Year
2024 - 2027

What resources do we already have?

What resources do you need?
Premium Carrying Case for Disarticulated Skeletons *2 (258ea)

$ Amount Requested
516

Resource Type
ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Cases needed for proper storage of disarticulated skeletons

This request for my area is Priority #:
5

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Intermembral Index Sets

Resource Year
2024 - 2027

What resources do we already have?
none

What resources do you need?
indri, capuchin, vervet, mandrill, macaque, siamang, chimpanzee Intermembral sets

$ Amount Requested
1,718

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Supports student learning of SLO 2 (analyze non-human primate morphology)

This request for my area is Priority #:
6

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Female Gorilla Skull

Resource Year
2024 - 2027

What resources do we already have?
2 male gorilla skulls

What resources do you need?
Female Gorilla Skull

$ Amount Requested
320

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Supports learning of SLO 2 (analyze non-human primate behavior, social organization, and morphology)

This request for my area is Priority #:
7

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Tarsier skull

Resource Year
2024 - 2027

What resources do we already have?
misc. primate skulls

What resources do you need?
Tarsier Skull

$ Amount Requested
105

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social organization, and morphology.)

This request for my area is Priority #:
9

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Rhesus Macaque Skull

Resource Year
2024 - 2027

What resources do we already have?
misc. primate skulls

What resources do you need?
Rhesus Macaque Skull

$ Amount Requested
197

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social organization, and morphology.)

This request for my area is Priority #:

11

Is this request

New

Mapping

Instructional: Anthropology: (.)

- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Male Chimpanzee Skull

Resource Year

2024 - 2027

What resources do we already have?

misc. primate skulls

What resources do you need?

Male Chimpanzee Skull

$ Amount Requested

298

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social organization, and morphology.)

This request for my area is Priority #:

12

Is this request

New

Mapping

Instructional: Anthropology: (.)

- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Female chimpanzee skull

Resource Year

2024 - 2027

What resources do we already have?

misc. primate skulls

What resources do you need?

Female Chimpanzee skull

$ Amount Requested

298

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social organization, and morphology.)

This request for my area is Priority #:

13

Is this request

New

Mapping

Instructional: Anthropology: (.)

- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Indri Skull

Resource Year

2024 - 2027

What resources do we already have?

misc. primate skulls

What resources do you need?

Indri Skulls

$ Amount Requested

172

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social organization, and morphology.)

This request for my area is Priority #:

14

Is this request

New

Mapping

Instructional: Anthropology: (.)

- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

DNA Model Kit

Resource Year

2024 - 2027

What resources do we already have?

incomplete DNA model

What resources do you need?

miniDNA (AMDNA06012) DNA Model 12 Base Pair Layer Kit

$ Amount Requested

35.2

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports student learning of SLO 6 (Identify human, hominid, and non-human primate molecular evidence such as DNA and RNA structure and function to understand the biological continuum of the order.)

This request for my area is Priority #:
16

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- Create an OER Lab with manual for Anth 1L: .

Osteology Teaching Skull

Resource Year
2024 - 2027

What resources do we already have?
none

What resources do you need?
Magnetic Osteological Teaching Skull, 22-piece, color

$ Amount Requested
335

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Supports student learning of SLO 5 (Identify the difference between human and non-human skeletal anatomy and understand that application to medico-legal contexts.)

This request for my area is Priority #:
17

Is this request
New

Mapping
Instructional: Anthropology: (.)
- Bring ANTH 1L lab into currency: .
- CRM Certificate creation: .
- Create an OER Lab with manual for Anth 1L: .

Fragmentary Skeletal Set

Resource Year
2024 - 2027

What resources do we already have?
misc. bones

What resources do you need?
FC001 Full Fragments Collection #1

$ Amount Requested
1,650

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports student learning of SLO 5 (Identify the difference between human and non-human skeletal anatomy and understand that application to medico-legal contexts.)

This request for my area is Priority #:

18

Is this request

New

Mapping

Instructional: Anthropology: (.)

- Bring ANTH 1L lab into currency: .
- CRM Certificate creation: .
- Create an OER Lab with manual for Anth 1L: .

Fragmentary Skeletal Set #2

Resource Year

2024 - 2027

What resources do we already have?

misc. bones

What resources do you need?

FC002 Full Fragmentary Collection #2

$ Amount Requested

1,380

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports student learning of SLO 5 (Identify the difference between human and non-human skeletal anatomy and understand that application to medico-legal contexts.)

This request for my area is Priority #:

19

Is this request

New

Mapping

Instructional: Anthropology: (.)

- Bring ANTH 1L lab into currency: .
- CRM Certificate creation: .
- Create an OER Lab with manual for Anth 1L: .

Faculty Professional Development Requests

<div style="text-align:center">**2024 - 2027**</div>

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

General Fund,Other/None,Department Regular Funding

What resources do you need?

I need to go to the Society for American Archaeology meeting to refresh my knowledge to ask informed questions of a potential candidate and I need to recruit at the National level for the replacement Anthropology position. I need airfare (aprox $600, Approximately $1000, Meeting registration $230.00, 170 for food and transfers). The conference is from 4/17-4/21)

Request related to EMP goal or Assessment?

EMP Goal 4

$ Amount Requested

2,000

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

I have received this request

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website
Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs ($)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals ($75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

Faculty Professional Development Requests

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

N/A

Potential Funding Source(s)

Other/None

What resources do you need?

I need to go to the the American Association of Biological Anthropologists meeting in Los Angeles, CA

Request related to EMP goal or Assessment?

EMP Goal 4

$ Amount Requested

686.13

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

This request for my area is Priority #:

2

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Yes

Date of Request

03/05/2024

Activity Date(s)

3/20-3/23/24

Attendee Name

Alexis Gray

Position

Full-time Faculty

Discipline

Anthropology

Name of Activity and Organization/Sponsor

American Association of Biological Anthropologists

Link to Activity Website

https://bioanth.org/meetings-and-webinars/93rd-annual-meeting-los-angeles-california-2024/

Location

In state

City, State

Los Angeles CA

Have you sought any other co-sponsorship (other internal and/or external funding)?

No

If yes, list source and total dollar amount.

Estimated Costs ($)

Registration

285

What is included with Registration?

No expense items are included in the registration

Air Travel or Mileage (65.5 cents/mile)

161.13

Hotel (tax included)

0

Airport Parking

0

Ground Transportation

0

Meals ($75/day maximum)

75

Hotel Parking

165

Incidentals

Total Costs

686.13

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Improvement of teaching,Maintenance of current academic/technical knowledge & skills

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

I need to attend this college to bring my academic knowledge to currency. It is very important because we have had HUGE changes in the discipline due to reinterpretations of the fossil record.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Provide adjunct training,Change something in your classroom,Develop professional learning materials

Briefly explain your selection above.

I will be disseminating this information to our adjuncts and I will be using the new information to help check our new OER lab Manual in development with our associate faculty

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Yes

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

Faculty Hiring Resource Requests

<div style="text-align: center; background-color: #5f8a8b; color: white;">2024 - 2027</div>

Resource Request

What resources do we already have?

We have one FT and one replacement FT for a total of 2

Potential Funding Source(s)

General Fund

What resources do you need?

Faculty Member (Anthropologist, Generalist)

Request related to EMP goal or Assessment?

EMP Goal 4,EMP Goal 7,EMP Goal 8

$ Amount Requested

131,136

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Program/Unit Goals,Data Review

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

alexis.gray@norcocollege,edu

Faculty Requesting Email:

Alexis Gray

Faculty Position Requested:

Anthropologist (Generalist)

This request is for:

Growth position in existing program

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Data Review

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.
Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:

Summer Enrollment 2020-2022

Faculty Hiring Resource Requests
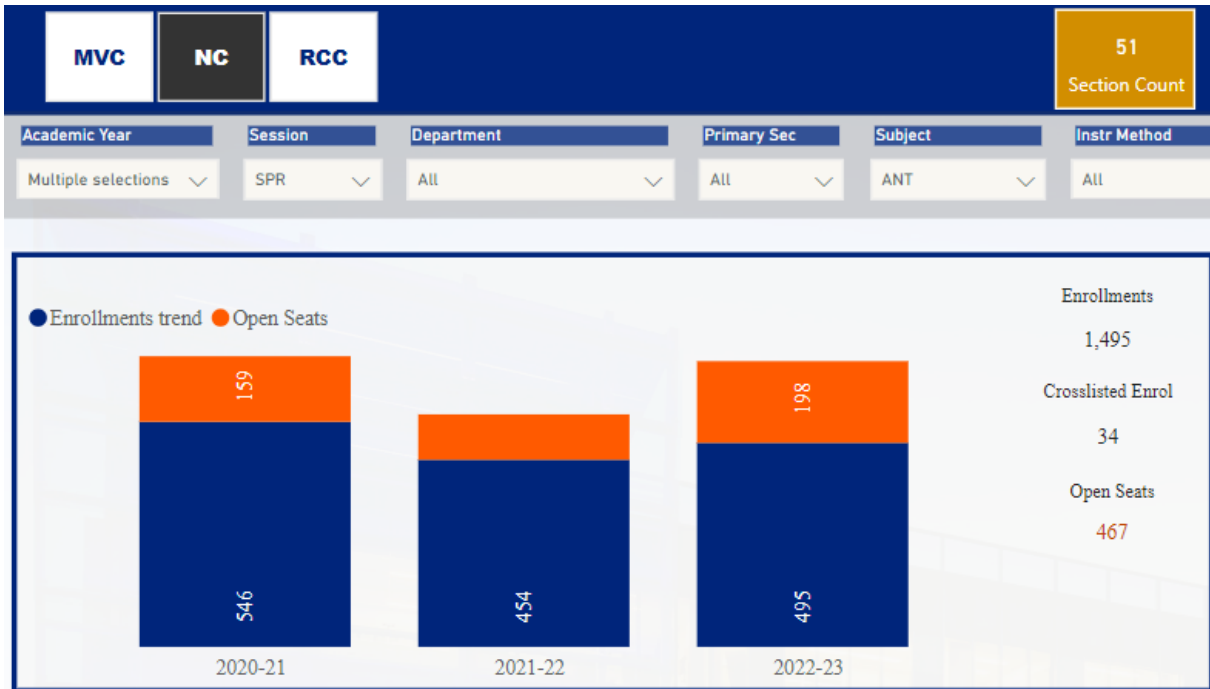

Fall Enrollment 2020-2022

Winter Enrollment 2021-2023
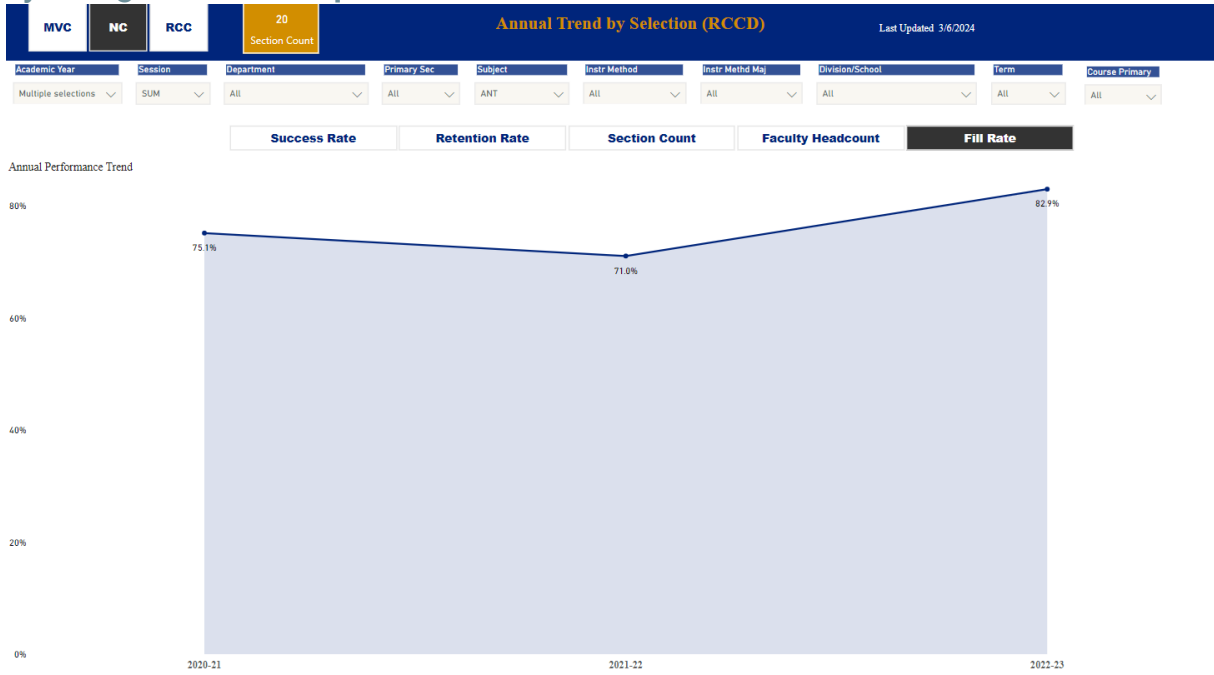
Faculty Hiring Resource Requests

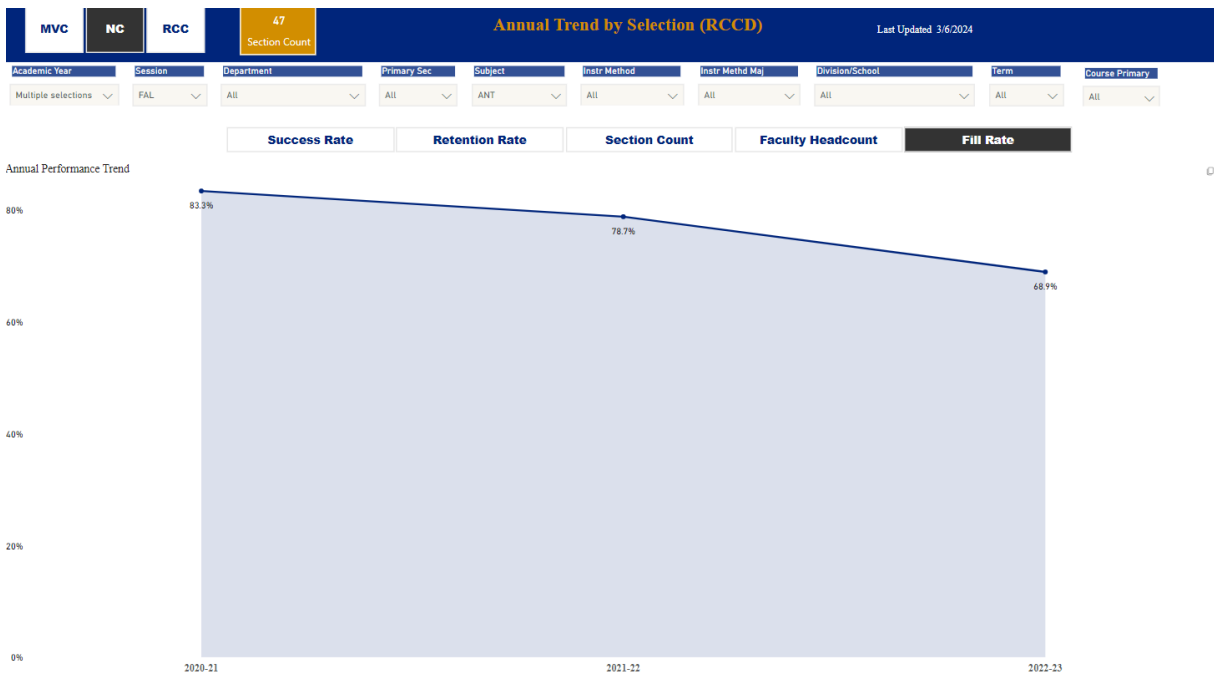Spring Enrollment 2021-2023

Provide the percent capacity/fill rate for each semester in the discipline for the last three years:

Summer 2020-2022 Fill Rate

Faculty Hiring Resource Requests

Fall 2020-2022 Fill Rate
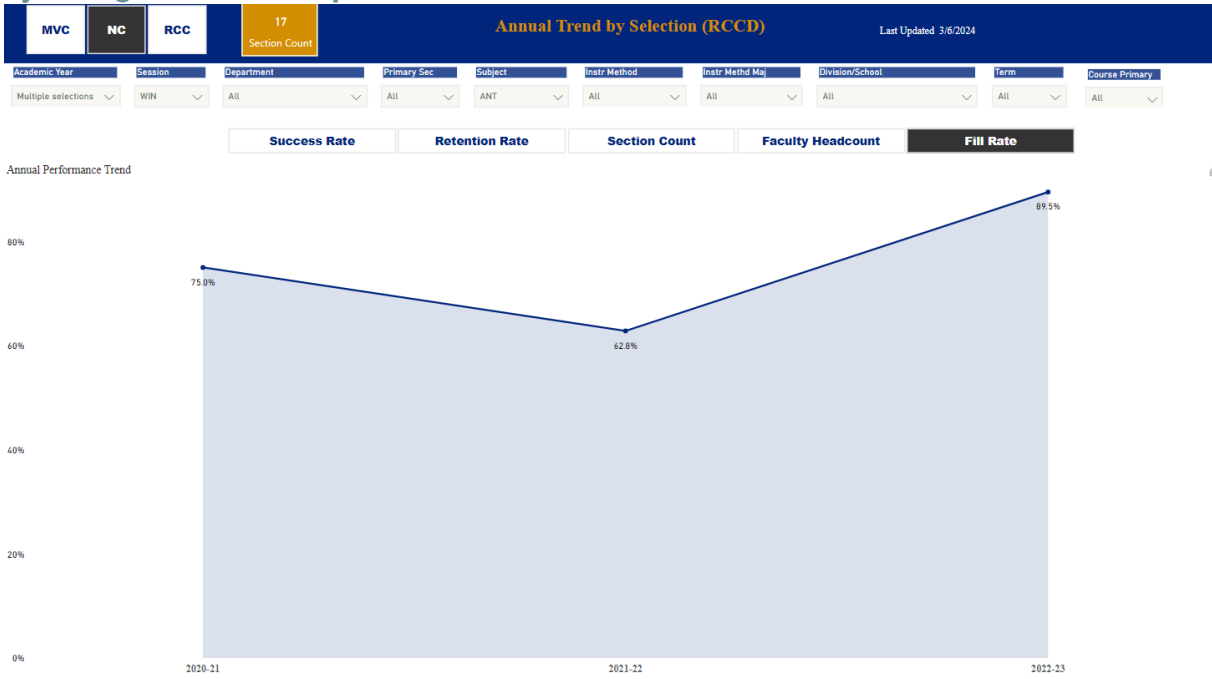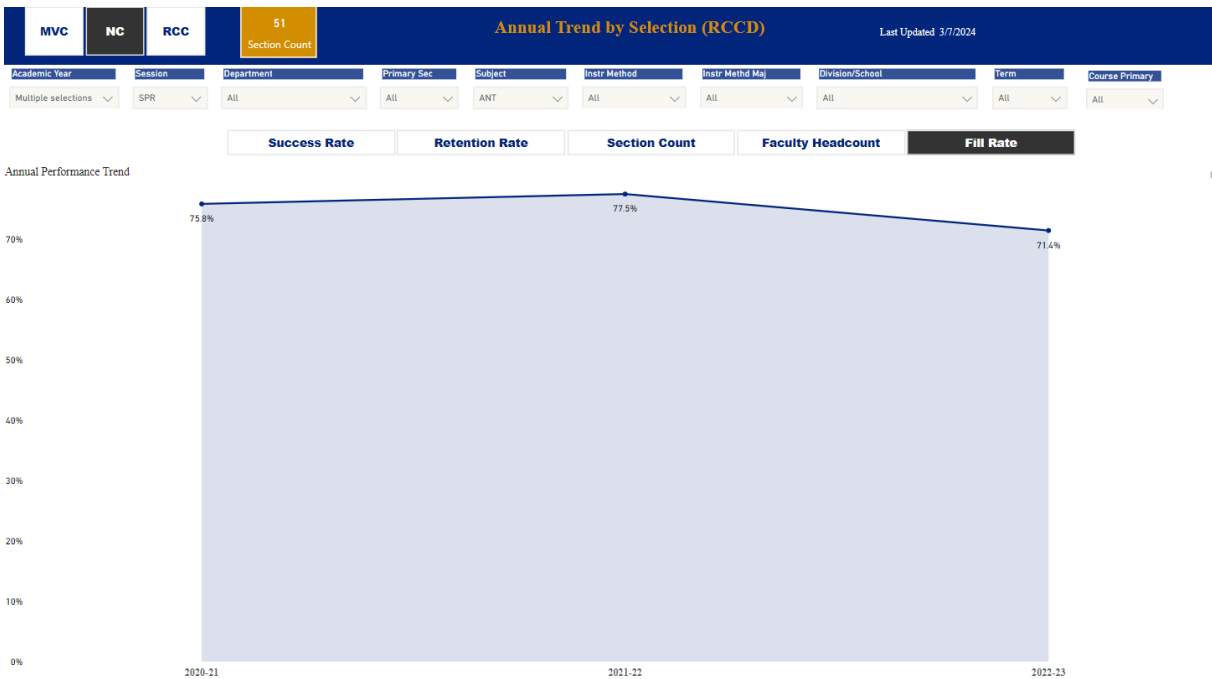

Winter 2021-2023 Fill Rate

Faculty Hiring Resource Requests

Spring 2021-2023 Fill Rate

Provide the average class size at Census for each semester for the last three years:

	2021-2022	2022-2023	2023-2024
Summer	28.78	26.50	32.00
Fall	36.47	33.56	30.64
Winter	32.50	25.33	35.80
Spring	32.12	28.38	27.50

Faculty Hiring Resource Requests

Provide the efficiency (WSCH/FTEF) for the last three years:
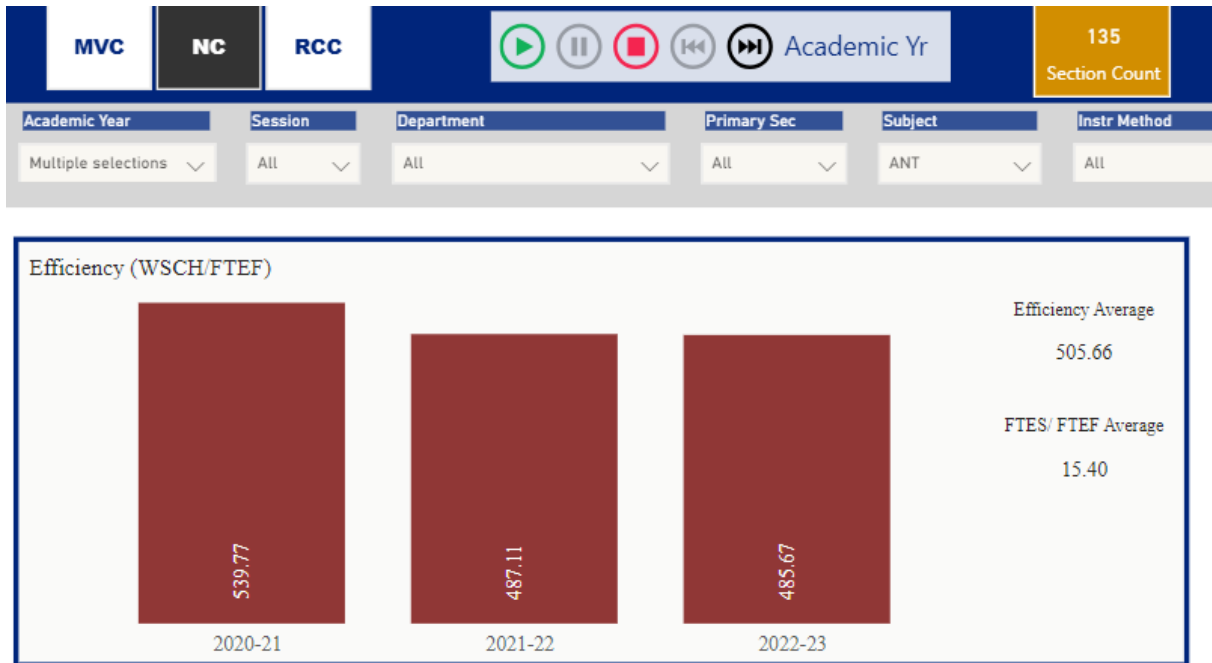
Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

39

Are any of the sections cross-listed?

No

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

43

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

2

Full-time instructors by headcount:

2

Full-time instructors by FTEF:

20-21: 1.6 (OL 3.4), 21-22: 2.1 (OL 3.1), 22-23 2.6 (OL 2.2)

Number of associate faculty instructors currently in the discipline:

14

Associate faculty instructors by headcount:

10

Faculty Hiring Resource Requests

Associate faculty instructors by FTEF:

20-21: 4.6 , 21-22: 3.4 , 22-23 3.6

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

.2

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

1.1

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...

As you can see in previous sections, our enrollment and efficienies have gone down. We need this new hire to do the outreach that we no longer are able to do. We need the new hire to be able to go to the highschools, meet with the clubs and stir up interest in the discipline again. This hire should be able to meet EMP goals 1.1, 1.2, 1.3 which all relate to enrollment and outreach and 7.5 and 7.6 to help us expand our offerings and support our students inside and outside of the classroom. We could support three hires. We are asking for one.

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

Anthropology is a five field discipline. We have three of the five covered with existing positions. We need a generalist that can cover the remaining two and jump in where we might have holes. We also have departmental needs as we are a very small department. As discussed elsewhere in our program review, our discipline has been shrinking. We need a new member who can revitalize student interest, participate in club building and participate in outreach.

Explain the impact this hire will have on other disciplines, programs, and the college.

SBS in general cannot participate fully in the shared governance of the college because there are too few of us. Additinally, we currently cannot participate in most of the outreach programs for the college. This position would be explicit in the requirement for these duties. That could help the college increase enrollment.

Explain the impact if this faculty position is NOT hired.

Anthropology will continue to shrink as a discpline. Our enrollment numbers will continue to shrink.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Both of the full time instructors were working overload. We each took on the equivalent of a whole load for an adjunct so that number should be higher (1.6). Our efficiency is above the college average and while the average class size chart looks like our classes are small, they present the worng picture. Our classes that run on tiny enrollment like honors and some of the ADT courses incorrectly frame the remaining classes wich are usually at least 10% overenrolled from the Cap. Our FTEF is 15.40

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

3

2. How many approved hires within this discipline are currently unfilled?

1

3. How many growth positions in this discipline are being requested and prioritized before this position?

1

4. Complete the calculation = (1-2-3) =

1

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

2

6. Department Relative need total:

1

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

Yes

For Administrative Use Only

Funding Status

APC Ranking

Notes

<div align="center">2024 - 2027</div>

Program Review Reflections

What would make program review meaningful and relevant for your unit?

It is already meaningful for my unit but I want to offer an explanation for the spottiness of assesment. The faculty member who taught several of our courses left abruptly, taking their assesment data with them. Please do not judge us harshly.

What questions do we need to ask to understand your program plans, goals, needs?

No additonal questions

What types of data do you need to support your program plans, goals, needs?

I need efficeny and FTES data in the dashboard like we used to have. I want to be able to discuss my efficiency in general terms outside of a resourse request

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

For the most part, we have pretty close parity for all students as seen in success and retention conversations above, but we have seen some slight differences we wish to discuss,

In Anth1, we would like to draw your attention to something unusual. We have higher rates of retention for African American males than females.
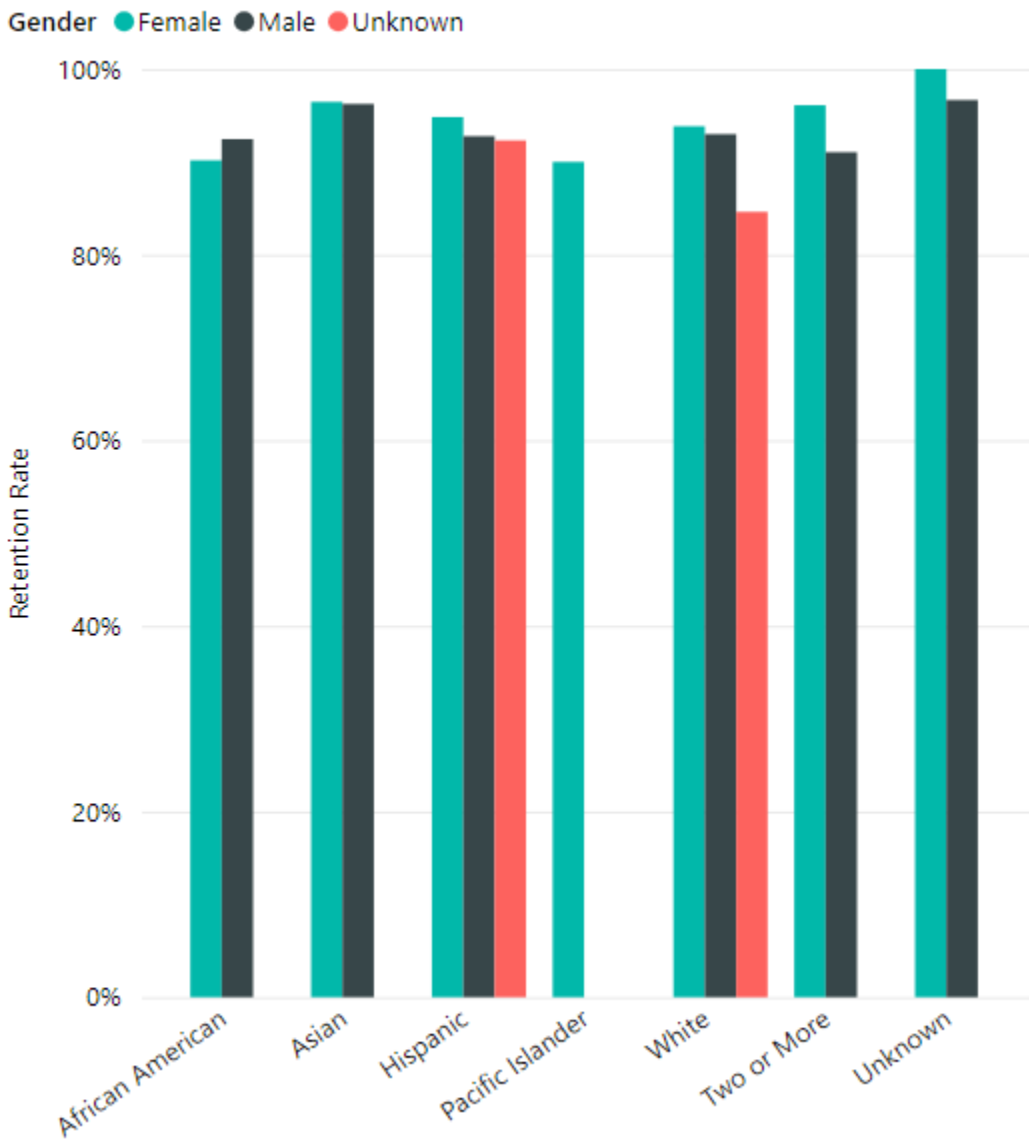
Figure 1Anth 1 retention for last 3 years

For Anth 2, we see a different story:

Figure 2 Anth 2 Retention 3 year

In this course, while males retain better than females, in most categories, we do not seem to be attracting African American males to the course.

For the remainder, the samples were small enough (or had a single instructor) that it bears combining the courses:

Course-Level: ANT-6, ANT-5, ANT-7, ANT-4, ANT-1...

Figure 3 Anth 3, 4, 5,6, 7, 8 and 10 retention

Course-Level: ANT-1, ANT-2, ANT-6, ANT-5, ANT-1L, ANT-7, ANT-4, ANT-10, ANT-1H, ...

In the combined groups, we see the most retention in Asian males, but the groups show parity for the most part.

Figure 4 Overall Parity

Course-Level: ANT-1, ANT-2, ANT-6, ANT-1L, ANT-7, ANT-4, ANT-1H, ANT-3

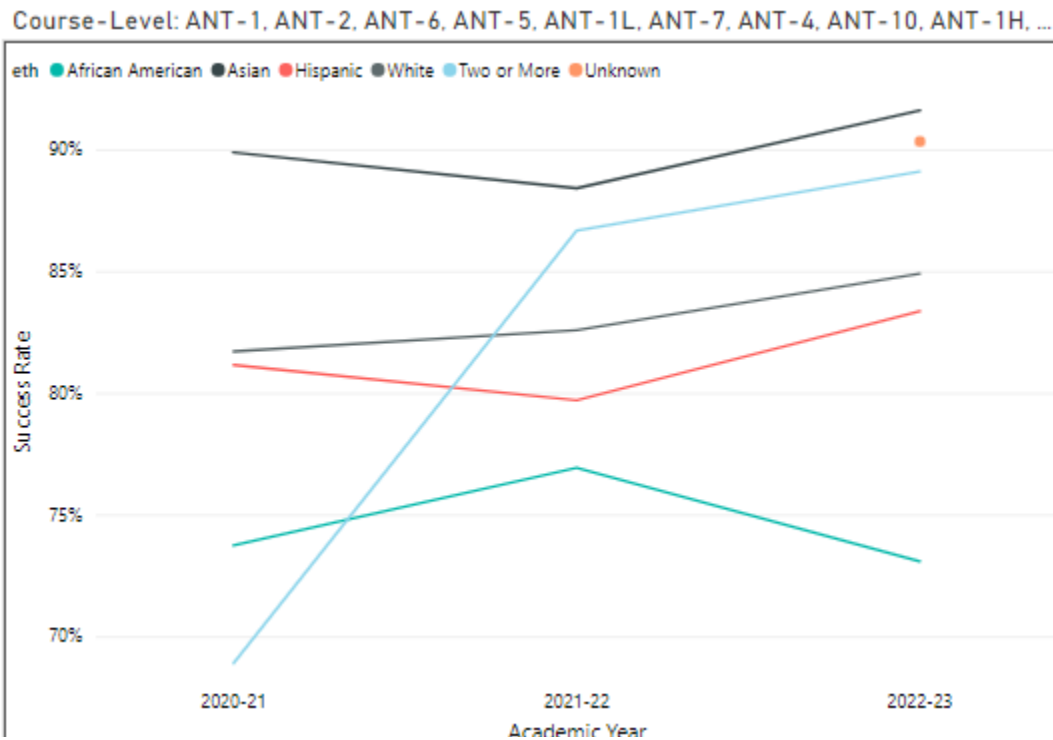| Academic Year	2022-23				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**634**	**537**	**84.7%**	**0**	
African American	28	18	64.3%	1	6
Asian	60	56	93.3%	0	
Hispanic	384	319	83.1%	0	8
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	126	113	89.7%	0	
Two or More	23	23	100.0%	0	
Unknown	Masked Data			0	
Male	**611**	**516**	**84.5%**	**0**	
African American	24	20	83.3%	0	1
Asian	58	53	91.4%	0	
Hispanic	355	297	83.7%	0	4
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	116	94	81.0%	0	5
Two or More	32	26	81.3%	0	2
Unknown	22	22	100.0%	0	
Unknown	**11**	**7**	**63.6%**	**0**	**3**
Total	**1,256**	**1,060**	**84.4%**	**0**	

Figure 5 African American Females 2022

<u>In success rates</u>, when we look at the three-year cycle, our success rates are acceptable but what I would like to highlight is that they are getting better each year and particularly for our African American (83.3% in 22-23) and Hispanic males (83.7%). There are some lower success numbers for Hispanic males in the DRC and among Veteran's, but the Puente data and the general population follow the increasing pattern. The population in decline last year was African American females. This may be a blip though as their three years success rate is 79.2. I think there is room for improvement there, but I am not sure yet what techniques to employ. Intrusive pedagogy which has had real success in the last three years with our men of color, appears to be very off-putting for our women of color as it does not signal support to them in the same way. I have conducted informal interviews with my female students of color, and they find my constant reminders a sign that I lack confidence in their organizational skills, and therefore in their overall ability. I feel like I need the kind of training I have not yet received or identified.

The one group that are showing a marked decline are white males in our Anth 3,4,5,6,7,8 and 10 courses, despite having overall higher success rates in the ANT 1 and 2 courses (83.8%).
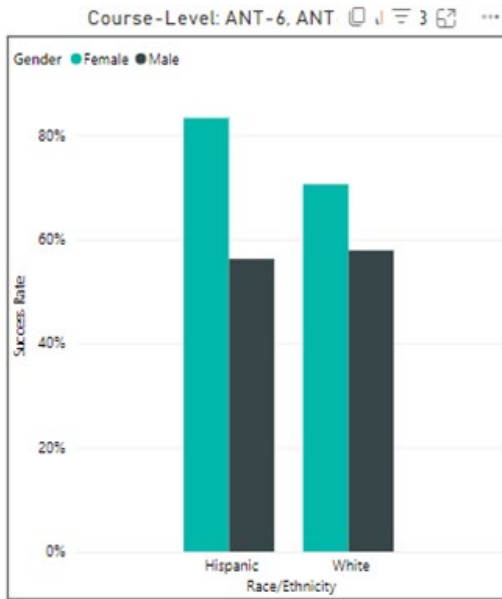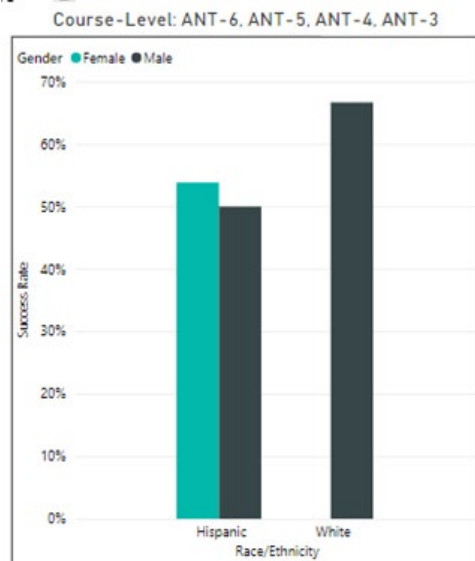

Figure 6 Success white males 20-21

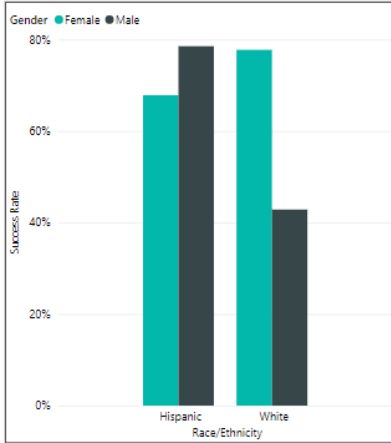Figure 7 Success white males 21-22

Figure 8 Success white males 22-23

Generally, this group has the most external support when we look at the structure of our society but that does not mean we might not need to keep any eye on this trend and address lack of parity in the future.

Overall trends:

For success and retention

Our Overall success rate in Anthropology is 82.1% , which is well above the college average of 70.6%

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**2,203**	**1,843**	**83.7%**	**0**	**0**
African American	122	95	77.9%	0	6
Asian	198	179	90.4%	0	0
Hispanic	1,354	1,127	83.2%	0	0
Native American	Masked Data			0	
Pacific Islander	10	5	50.0%	0	4
White	422	358	84.8%	0	0
Two or More	77	65	84.4%	0	0
Unknown	14	11	78.6%	0	1
Male	**1,935**	**1,558**	**80.5%**	**1**	**58**
African American	106	76	71.7%	1	12
Asian	213	191	89.7%	0	0
Hispanic	1,079	854	79.1%	1	44
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	428	347	81.1%	0	6
Two or More	67	53	79.1%	0	3
Unknown	30	26	86.7%	0	0
Unknown	**35**	**26**	**74.3%**	**0**	**3**
African American	Masked Data			0	
Total	**4,173**	**3,427**	**82.1%**	**0**	**0**

Figure 1 Overall Success rates in Anthropology 21-24

In success rates, when we look at the three-year cycle, our success rates are acceptable but what I would like to highlight is that they are getting better each year after the odd dip year that was likely pandemic related.

Course   -10, ANT-1H, ...

eth ● African American ● Asian ● Hispanic ● White ● Two or More ● Unknown
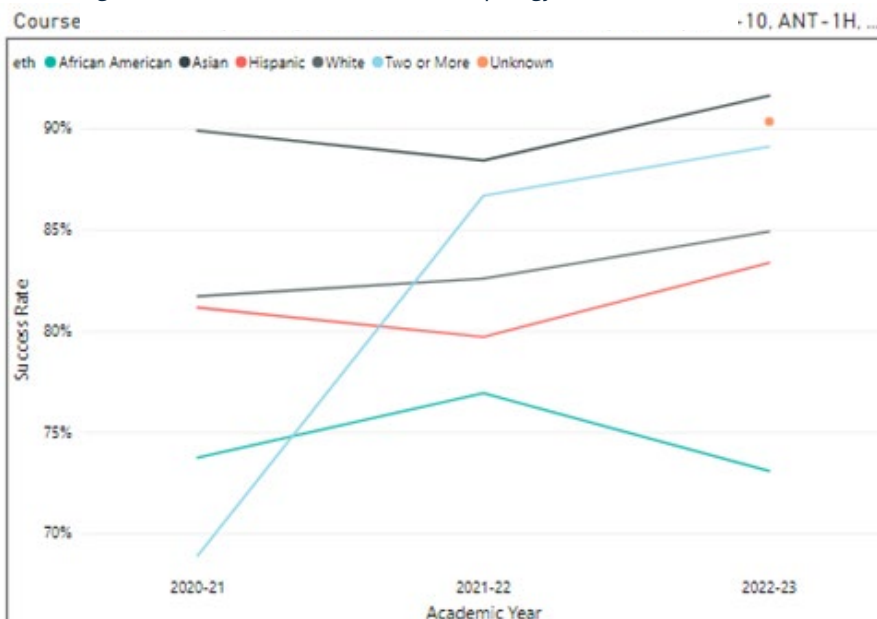
Figure 2 Success Rates Disaggregated

This graph represents <u>retention</u> in Anthropology at the discipline level for the last three years. In case it is difficult to read, our overall retention for the discipline is 93.9%, which is well above the college rate of 87%.

Course-Level: ANT-1, ANT-2, ANT-6, ANT-5, ANT-1...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	2,203	2,083	94.6%	0	0
African American	122	110	90.2%	0	5
Asian	198	191	96.5%	0	0
Hispanic	1,354	1,284	94.8%	0	0
Native American	Masked Data			0	
Pacific Islander	10	9	90.0%	0	1
White	422	396	93.8%	0	1
Two or More	77	74	96.1%	0	0
Unknown	14	14	100.0%	0	0
Male	1,935	1,803	93.2%	0	25
African American	106	98	92.5%	0	2
Asian	213	205	96.2%	0	0
Hispanic	1,079	1,001	92.8%	0	16
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	428	398	93.0%	0	5
Two or More	67	61	91.0%	0	2
Unknown	30	29	96.7%	0	0
Unknown	35	31	88.6%	0	2
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	13	12	92.3%	0	1
Pacific Islander				0	
White	13	11	84.6%	0	2
Total	4,173	3,917	93.9%	0	0

Figure 3 Overall Retention rate for the Past 3 years

Overall, though our total retention rate over the three-year period in our ANT 1 and 2 courses was very good (see table), with about ten percent of the college being served each year.

	20-21	21-22	22-23
OL	94.6	95	96.4
Face to Face	90.9	100	94
Hybrid	91.2	94.3	90.4
Total	93.8	95.1	95.5

	20-21	21-22	22-23
OL	94.2	94.4	95.5
Face to Face	89.3	94.2	94.7
Hybrid	91.2	96.7	90.4
Total	92.5	94.5	94.9

Our total retention rate for all sections is also not bad with parity seen between modes of instruction over time. Please see the table above.

For <u>Program of Study,</u> while we see a small amount of overall growth, compared to previous program review cycles, we have seen a definitive decline. While it is encouraging to see that the number of previously underrepresented students, particularly Hispanic males has gone up (In proportion, if not in number), I feel these numbers could be higher.

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	38	43	35	38
African-American	6	4	4	1
Asian	3	4	2	5
Hispanic	20	23	20	18
Two or More	1	1	2	1
Unreported			1	
White	8	11	6	13
Male	25	26	18	31
African-American				2
Asian	3	4	2	
Hispanic	16	12	8	14
Pacific Islander	1			
Two or More	2	2		1
Unreported	1	2	1	4
White	2	6	7	10
Non-Binary				1
White				1
Unreported	2			1
Asian	1			
Hispanic				1
Two or More	1			
Total	65	69	53	71

Figure 4 Anthropology Declared Program of Study

Degrees Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23
Female	2	1	6	5	6
Asian					1
Black or African American				1	
Hispanic/Latino	2	1	3	3	1
White			3	1	4
Male	3	3	3	1	
Asian				1	
Black or African American	1				
Hispanic/Latino	2	2	1		
Native Hawaiian or Pacific Islander			1		
White		1	1		
Unreported		2		1	
Black or African American		1			
Hispanic/Latino		1			
White				1	

Figure 5 Degrees/Graduates in Anthropology Disaggregated

Our Program Awards hardly bear talking about except that we have a very serious problem. We used to award several hundred degrees or ADTs over a program review cycle. Over this cycle it was 33. Looking at the disaggregated data for such a small sample is also pointless. It is important to note that, of our majors, only a tiny fraction are getting the ADT. The remainder are transferring without the ADT or leaving the discipline. I am not sure why we are losing them or where they are going but I expect it is the general move away from the programs of study considered "woke" by some folk but also I think we have failed to engage them int the field. Last semester, I was given a list of the student emails, and we will be trying to reinvolve them in the discipline through activities like CAP hours and field trips. I also think once we get our field school up and running (need to replace a missing faculty member first), that students will see a reason for being an anthropologist. A tik tok has also been suggested. I am willing to try anything.