Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Anthropology

Term/Year of Review: Spring 2022

Summary of Program Review:

Anthropology at NVC is an historically stable program, and the enrollment trends in the program initially remained consistent with the ebbs and flows of college-wide enrollment in 2019-2020. With the advent of the COVID-19 virus, the Anthropology program (and the college in general) suffered significant enrollment loss as a result of the subsequent and continuing vicissitudes of the recurring global pandemic. In addition, the college faces a multi-million-dollar deficit within which the program must maneuver. During the period studied, the Anthropology program underwent growth in line with similar trends at the college level, and several interventions identified in the 2018 Report have resulted in positive outcomes. The largest course by headcount, ANTH 120/120L, grew at a rate exceeding that of the institution as a whole (approx. 20%), even when accounting for possible pandemic-related negative outcomes in specific courses.

The Anthropology program underwent substantial changes and improvements in 2018 (pre-pandemic) that improved the student experience as part of the faculty research and professional development activities completed during the 2014-15 academic year sabbatical and subsequent analysis. These inroads, though still under investigation, are revisited briefly in this report. In addition to meeting or exceeding several of the larger strategic initiatives outlined in 2018, a series of smaller, minor "tweaks" were made in Canvas and related instructional software, to help students better navigate the pandemic learning environment.

Key pre-pandemic improvements include:

- Two new transfer courses in *Forensic Anthropology with Lab* and the *Anthropology of Tourism*;
- Implemented the Remind, Google Voice, and Starfish Apps, and expanded ConferZoom office hours to include Friday hours and early evening hours. This expanded student-to-student communication and student-to-faculty communication during the recent crisis periods; students were especially active in texting via Google Voice versus the other methods of communication;[1]
- 100% of Anthropology courses were switched over to the Canvas LMS in fully-online or hybrid formats;
- Overall, the Anthropology program estimates that over 450 hours of recorded lecture videos, and approximately 2,300 educational resource documents (slides, photos, articles, etc.) were made available to students using the Canvas LMS and the Canvas Commons;
- "Blueprint" shells, designed by the Program Coordinator for ANTH 120 and 121, allowed for easier and more effective transitioning between semesters with minimal input errors;

[1] Office hour interventions were only implemented in courses taught by full-time faculty (J. Amato) during the study period. Weekly, paid office hours for part-time faculty would provide additional comparison and/or efficacy results.

- Course content was updated in several courses to model C-ID best practices, incorporate information from the *Culturally Responsive Teaching* and *Trauma-Informed Teaching* pedagogical training provided by the NVC Academic Senate, the NVC Distance Education (DE) Workgroup, and the M^2C^3 training programs made available to faculty and staff via the Professional Development Committee (PDC);
- A complete laboratory inventory was completed, and several areas were identified for improvements and/or replacements in learning materials and supply storage.

These changes have resulted in positive outcomes for many students despite the pandemic, but the program is challenged by an interesting problem: high enrollment and persistence rates in the aggregate, with lower comparable completion rates specifically in the laboratory and fieldwork-based courses (ANTH 120, ANTH 121). Put briefly, the program maintains a high level of student interest, engagement, and persistence overall, but when "drilled down" to the course level, the inability to be outdoors doing fieldwork and the lack of tactile specimens in an online environment clearly affected the success rates in these courses. Since fieldwork and/or laboratory work of some variety is usually included in every anthropology class, this pattern has the potential to be devastating to the program if the pandemic continues unabated or worsens. With the return to on-campus learning in Summer of 2022, the program faculty look forward to implementing additional changes to boost student interest, advertise the program using on-campus tools (marquis board, catalog ads, etc.), and departments (such as the Transfer Center and Media Relations) to help improve course completion rates across the board.

Some challenges remain in bringing online course completion rates up to the standards set by in-person courses, as well as an institution-wide imbalance suggesting that asynchronous, 100% online courses have lower success rates than on-campus courses—this same disconnect is mirrored between "hybrid" and "100% online" courses, regardless of synchronicity. While this is not unique to anthropology, maintaining parity and equity among all courses, while also offering a variety of student-friendly and worker-friendly formats and scheduling options, is a key focus area for the 2023-2024 academic year and the next Program Review period (2022-25).

Planned Strategies Include:

- Emphasize the **MATH** "Recommended Preparation" for ANTH 120 and ANTH 222 by strengthening syllabus language and encouraging part-time faculty and the Counseling division to advise students of this necessary *prior* knowledge, rather than concurrent enrollment.
- Emphasize the **ENGL** "Recommended Preparation" for all anthropology courses by (1) strengthening syllabus language; (2) encourage part-time faculty and the Counseling division to advise students of this necessary *prior* knowledge, rather than concurrent enrollment.
- Discover the true cost of requiring students to purchase their own half-skeletons and consumable lab materials (tape measure, clay, etc.) for ANTH 120 and ANTH 222 as instructional materials fees.
- Increase the number of "check out" skeletal materials with support from the McCarthy Library or similar Reserve/Check-out program;
- Increase the number of ANTH textbooks on reserve in the Library;

- Increase the number of "sites" where ANTH is taught in-person. For example, teaching a section of ANTH 121 at the Napa Museum, or a section of ANTH 130 (Archaeology) using the Field Station at Sonoma State University;
- Analyze the 50-person course caps for ANTH courses;
- Evaluate lowering the course caps of ANTH courses to increase course success rates;
- Develop a strategy for a "slow burn re-entry" into the collegiate environment, either through collaboration with the Counseling division or with other interested faculty/programs;
- Investigate the cost of providing 3-D printable models and a 3-D printer for the ARAH division;
- Investigate using 3-D and X-Ray materials provided by CARTA at UC San Diego;[2]
- Investigate grant funding and fundraising opportunities/sponsorship opportunities for Anthropology students and courses;
- Investigate the use of Bumpy Camp and/or similar off-campus areas owned by the college for setting up mock dig sites, mock clandestine grave sites, mock fossil sites, etc.;
- Facilitate the evaluation and application of existing faculty for equivalency in cognate academic fields, both STEM and non-STEM;
- Develop thematic courses in the *Anthropology of Food and Farming*, the *Indigenous Americas*, and *Ethnographic Research*;
- Develop a variable-unit course in *Archaeological Field Methods*;
- Submit ANTH 145 for UC approval (currently approved for CSU);
- Hire a part-time STEM Instructional Assistant for ANTH 120, ANTH 130, and ANTH 222 sections;
- Implement a Peer Tutor program for non-STEM ANTH courses.

A. MAJOR FINDINGS

1. STRENGTHS:

- ANTH 120 (& 120L in relevant years), the core course of the program, continues to grow by headcount and enrollment at above-trend levels.
- Sections of summer courses were offered over the past three years, and the pre-COVID sections filled quickly. Currently, we are offering two summer 2022 courses (ANTH 120 and ANTH 121).
- Retention and successful course completion rates for the Anthropology Program exceeded the rates at the institutional level (combined over the past three years).
- Successful course completion rates of targeted equity groups in the program were either in line with institutional rates (data for African American students) or exceeded them (among Latinx and male students).

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[2] CARTA is the Center for the Research and Teaching of Anthropogeny at the University of California San Diego.
Anthropogeny is a specialization in Anthropology that focuses on the emergence and evolution of *Homo* species in terms of biology, behavior, and environment.

- Anthropology faculty continue to present within their fields of expertise and participate in professional development opportunities both within the college and outside of it.
- Program mapping for Anthropology is completed and will be available to students in subsequent catalogs.
- Faculty from Anthropology serve on the **California Academic Senate Distance Education and Educational Technology Committee** (known informally as "DEETAC").
- Faculty commitment to student learning and developing career skills is high, with approximately one new course being written every two years for ANTH students (most recently: *Forensic Anthropology with Lab* and the *Anthropology of Tourism*).
- Anthropology faculty have been recently published in local, national, and international fora, and have presented research at professional conferences.
- Faculty in Anthropology regularly served as senators, program coordinators, co-chairs of Academic Senate committees, and mentors to their colleagues, their students, and each other during the three-year period.
- Faculty Program Coordinator received CORA Certificates of Completion for **all four** of CORA's community college programs. This professional development is directly related to the increase in success and persistence rates of African American students and males in some of our courses:
    - *Teaching Men of Color in Community Colleges*
    - *Supporting Men of Color in Community Colleges*
    - *Teaching Boys and Young Men of Color*
    - *The entire Racial Equity in Education Series*[3]
- Several best practices from the **Minority Male Community College Collaborative (M^2C^3)** have been incorporated into recent courses.[4]
- Best practices from **XITO**[5] workshops/training have been incorporated into recent courses.
- 100% of ANTH faculty have been trained in Canvas and participated in the **Academic Senate's Instructional Design Institute in Online Pedagogy** (IDI). The Program Coordinator for ANTH is one of the Peer Facilitators/Trainers in this program (with KINE and LADS).

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[3] CORA's (the Center for Responsibility and Advancement) Racial Equity Series includes: *Understanding Bias, Racial Microaggressions, Best Practices in Teaching in the Community College, and Course Design for Racial Equity.*

[4] The ***Minority Male Community College Collaborative*** **(M^2C^3)** is a national research center that partners with community colleges in advancing outcomes for men of color, a key equity group targeted for improvement by the Anthropology program. M^2C^3 has developed rigorously validated tools for assessing institutional efforts and outcomes relevant to men of color. M^2C^3 houses the ***National Consortium on College Men of Color*** (NCCMC).
< Learn more at achievingthedream.org **>**

[5] The ***Xicanx Institute for Teaching and Organizing*** **(XITO)** is an urban education consulting collective and a program of the ***Center for Community Education***, a 501(c)(3) non-profit organization. XITO is committed to creating inclusive, vibrant and dynamic learning environments. XITO consultants offer support to achieve this goal using culturally responsive, rehumanizing pedagogy, and rigorous/relevant curriculum that inspires every student to thrive.
< Learn more at xicanxinstitute.org **>**

- 75% of ANTH faculty have participated in the Academic Senate's **Culturally-Responsive Teaching Practices (CRT) Institute**. The Program Coordinator for ANTH is one of the Designers/ Trainers in this program (with PSYC, KINE, and LADS).
- Faculty perform volunteer work related to their areas of expertise on a regular basis, and at increased levels during the wildfires and pandemic periods.
- Faculty participate in professional development opportunities and continuing education through the sabbatical process. One faculty member is pursuing a second master's degree (M.Sc.) in Forensic Medicine and Graduate Certificate in Anatomical Sciences and Education (AS&E) at the University of Florida College of Medicine as part of an approved 2022-2023 academic year sabbatical.

2. AREAS FOR IMPROVEMENT:

- Average class size in the Anthropology Program has exceeded the average class size across the institution over the past three years. This reflects demand for the program. When combined with temporary changes made to the course offerings, the number of sections offered may have been suboptimal, or the course caps for these courses might be unrealistic. Some work will need to be done so that course headcount can be more balanced across sections.
- Laboratory space and supplies remain a consistent challenge for the program. Funding requests in prior cycles have not resulted in positive outcomes for the program. It is anticipated that future budget challenges, despite astronomical gains in tax revenues, will continue. Currently, the laboratory space available for ANTH courses is insufficient, and is not well-equipped for an anthropological series of courses. Investment needs to be made in instructional course materials and conveniently lockable storage.
- Fill rates within the Anthropology program tend to be slightly lower than fill rates at the institutional level (75.4% to an institution-level rate of 84.1%). A similar result appeared in the previous Program Review. It is currently unclear if directed efforts to support increases in enrollment (such as changing an 18-week section to a 16-week section) have effectively addressed this challenge, given the restrictions on classes during quarantine. An additional measure would be to lower the course caps in ANTH courses to align with other ARAH courses.
- The gap in completion rates between online and in-person sections of ANTH 121 (Cultural Anthropology) might be explained by the difficulties in translating fieldwork experiences to an online environment. We frequently return to the drawing board and try to implement both all-hands changes as well as more surgical, directed interventions for specific courses and even for specific sections.
- The gap, while not statistically significant, might also be explained by any causative variables emerging or identified elsewhere in the behavioral and health sciences literature:
    - COVID-fatigue, Post-Traumatic Stress Disorder (PTSD) and related concomitant forms of trauma (depression, anxiety, suicidal thoughts, etc.)

- the general societal trend towards the distrust of teachers, clergy, doctors, scientists, police officers, and others in traditionally respected fields of "authority,"
- the frequent, unresolvable emergencies with campus IT infrastructure,
- the months of time required for Zoom and Instructure to adequately traffic an entire world's worth of online education;
- the violent and unconscionable racism, sexism, ethnocentrism, and similar crimes against humanity that persist in our local and global communities;
- the recurring and unpredictable losses of friends, family, and colleagues;
- the appreciable fear and reality of becoming infected with COVID-19 or worse

and many, many other potential variables for which new instruments and methodologies will need to be (and are being) invented. The Anthropology program looks forward to embracing this challenge and privilege.

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3. PROJECTED PROGRAM STABILITY/GROWTH:

The Anthropology program is a popular, stable program that is on the cusp of renewed growth and student interest in a post-pandemic world. We have many anthropologists on our campus. One might see us in the McCarthy Library as librarians or research personnel, in the Counseling division helping a student with their Educational Plan or working towards a "Caring Campus" at the highest administrative levels of our college. You might have seen us working with police investigators in the community, or on the news helping dig through wildfire remains in Paradise, California. Students mostly see us either in the classroom or in the lab (or on Zoom) as teaching faculty, although one of us appeared on *National Geographic*, and the other you might recognize from *The Discovery Channel*! Overall, students report being "Highly Satisfied" with program courses, faculty, and content, would "Highly Recommend" their anthropology class to another student, and find the organization of online anthropology classes to be "the best in the business," as one student put it succinctly.[6] However, this stability comes at a cost in terms of diversifying, decolonizing, and deconstructing our curricula.

One faculty member should not be the only anthropology professor a student takes a class from at NVC. Encouraging and supporting a diversity of actors and a plurality of positionalities is core to anthropology—it is the "anthro" part of the word! If one person has done *all* the teaching in anthropology for the past 17 years, and has written every course herself, can we really say students are getting that experience? That they have "full bellies" in the study of humanity? The answer is no, even with overt, pragmatic attempts to do so such as creating experiential courses, learning communities, and promoting team teaching—three interventions that have improved

[6] **Source:** *Anthropology Online Student Satisfaction Surveys* (SSS), *2019-22*. Raw data available by request.

student success at other campuses, but for which Anthropology seems to have trouble generating interest. Thus, a primary effort during the next Program Review cycle (2022-2025), will be to align more closely with our Counseling faculty and our new Vice-President of Diversity, Equity, and Inclusion (who is also an anthropologist!) to see what additional strategies we can implement to help get students to the finish line and to meet their goals.

Up until the pandemic, the single full-time anthropology faculty had been shouldering an overload, every semester, as far back as 2016, to meet student demand. Quite often, students remark in their online discussions that they thought anthropology was "just a really cool store."[7] Anthropology curriculum is unfamiliar to students in high school, and changes frequently. The fast-paced nature of scientific discovery is exciting, but can also be overwhelming to both a "newbie" and a "seasoned pro." As a simplified example, **we can reasonably assume that 10 + 1 will equal 11 every day of the week**. Part of what makes math beautiful is its predictive power. That is not the world of anthropology, where the very definition of *what counts as a human being* is changing or being challenged week by week, not just biologically or genetically, but culturally as well. Climate change visible in our own backyards has added a dimension of urgency to exploring solutions to problems we created, but also provides new discoveries every day—most of which carry a "rewrite our entire evolutionary history" charge attached to them.

It is not hyperbole to suggest that keeping track of all that is wonderful about anthropology is a truly joyous, and truly exhausting, academic field. Retired anthropologists often spin stories of the havoc wrought upon physical bodies as a result of archaeological fieldwork, usually in stressful or challenging environments such as the humid tropics of Guatemala or thirty meters deep in the highlands of Bolivia, sifting through sand for hours while the sun seems to rise in tune with your heartbeat at high altitude. This romanticism is a focus of recent theoretical work in psychological anthropology and counseling and views the human body and bodily/dimensional experience as lived "testimony."[8] These ideas were explored by the Anthropology Program Coordinator (J. Amato) during the Summer semester of 2020 in two graduate-level courses in Educational Counseling at San Diego State University.[9] Resources from these courses were used to support pedagogical changes from a theoretical perspective in addition to the quantitative data provided.

Support for specializations among ANTH faculty and future students is bolstered by the major professional organization for anthropologists (AAA), supplanted by statistical ratings from nearly every major ratings source, including the *U.S. Labor Outlook*, the *U.S. Bureau of Labor and Statistics*, and the *U.S. News and World Report*, all of which argue that most practicing anthropologists, even in academia,

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[7] http://www.anthropologie.com

[8] For representative citations, see Monk, G. & Zamani, N. (2020). *Narrative therapy and the affective turn: Theoretical Concepts, Part One*. San Diego State University. Unpublished Manuscript; White, M. (2000). Reflecting-team work as definitional ceremony revisited. In *Reflections on Narrative Practices: Interviews and Essays*. Adelaide: Dulwich Centre Publications; Akinyela, M.M. (2014). Narrative Therapy and Cultural Democracy: A Testimony View. *Australian & New Zealand Journal of Family Therapy*, 35, (46-49); Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*. 84:1, (74-84); Polanco, M. (2016). Knowledge Fair Trade. In Charles, L.L. and Samarasinghe, G. (Eds.), *Family Therapy in Global Humanitarian Contexts: Voices and Issues from the Field.* Springer.

[9] Transcripts, papers, and/or course syllabi available upon request.

tend to specialize within one or two major fields. One of our closest four-year allies, (UC Davis), has separated their undergraduate program into two tracks—one STEM-based and one not—to better meet student demand and workforce changes. Stanford and many other UCs implement this model for their departments. It is likely this trend will continue, and more CSUs will adopt a similar "track" approach in their ANTH programs, as it is already happening with other STEM fields, and indeed has already happened within NVC STEM programs. We would like to be closer to the forefront of these initiatives than lagging behind. When faculty are supported and encouraged to compartmentalize in this manner, students who are more STEM-focused would take a certain cluster and students interested in a general pattern would take others, either for the anthropology degree or as a supplement to another degree pathway or program (such as Ethnic Studies, Art, or Sociology, for example). This is a standard practice in the field, and similar program structures can be found in hundreds of community colleges and universities around the country and worldwide.

Other notable mentions given to the field "Anthropologist" include:

- **The #6 "Best Job in the Sciences"** (*U.S. News and World Report*[10])
- **The #2 "Best Job for Women"** (*Forbes; "Anthropologist"*)
- **The #1 "Best Job for Women"** *(Forbes; "College Professor")*

Anthropology has maintained its position as the number two career field for women because anthropologists absolutely love what they do, and that includes making anthropology **public** and **useful**. Collectively, we are exhausted but hopeful, and remain excited and passionate about our work. For an academic field whose practitioners spend over 75% of their time outside talking face-to-face with other people, COVID remains a **major** challenge in every sense of the word. We hope to improve our numbers of majors with a STEM-focused pathway strategy and increased participation in Anthro-Day, an international event that has counterpart events in major cities and colleges around the world. Locally, our students are numb and disengaged. The pandemic has resulted in enrollment loss across the campus, and the Anthropology program has not been immune to the aftermath of sending thousands of people into quarantine for over two years. As this Program Review report rounds out the final semester of fully online classes, we reiterate our confidence in the charge to meet students and colleagues where they are, to amplify and promote silenced voices, to advocate for our students, and to work collegially, respectfully, and with humility to buttress the mission and values of NVC.

Unfortunately, planning for Anthropology is often a "forced" exercise in trying to spread too few resources (adjunct faculty, inadequate lab space, etc.) too far. **The section mix and quantity of sections available for the Anthropology program is highly constrained by the lack of additional full-time faculty in the department to cover existing courses and innovate within the college.** Despite this need, the Anthropology program is proud of our dedicated part-time faculty and their unwavering service to students. One of our part-time faculty members is an expert in dancing the *Bomba;* another focuses on 2.4 million years of fossilized remains, and still another specializes in Egyptology. Our faculty bring unique perspectives, rich personal histories, and valuable knowledge and skills to the program. In the three-year

[10] https://money.usnews.com/careers/best-jobs/rankings

reporting period, we have offered an additional Cultural Anthropology section to a colleague in English, who recently received their Ph.D. specifically in Cultural Anthropology. **In order to offer higher-quality courses with more variety, the program is in desperate need of a second full-time faculty member to assume the culturally-focused and Ethnic Studies-related courses (ANTH 121, 122, 150, 180).**

As anthropologists, we think BIG and then conveniently forget we evolved from a small, committed ancestor we call "The Hobbit Man."[11] While our program is small when compared to mega-Divisions like SME, LADS or CTE, when viewed statewide, the Anthropology program at NVC is without a doubt one of the most highly regarded, ambitious, and well-structured programs in the state. A decade of letters, surveys, nominations, evaluations, and return visits from students, peers, and colleagues qualitatively attest to these accomplishments and their impact. We offer many courses (such as *Linguistic Anthropology*, *Medical Anthropology*, *Forensic Anthropology*, and the *Anthropology of Tourism*) that offer an experience like no other community college campus in California. Our Linguistic Anthropology course (ANTH 200) is the only college course available in the state that will meet both the transfer requirements **and** the upper-division major requirement for Linguistic Anthropology at Sonoma State University—other ANTH majors will have to take a 300-level course in Linguistics—ours won't! This boon for students is an outgrowth of the long-term, mutual respect of the faculty and programs, and acknowledgment of the rigor of ANTH teaching that happens daily at NVC.

These faculty relationships with SSU and with other stellar academic programs such as Cabrillo College (AS in Archaeology) and Foothill College (the only other college in the state that offers Medical Anthropology, though the numbers are growing) have enabled a kind of "Bay Area" anthropological identity. We know from digging through thousands of years of rock that teamwork is paramount, and our wider academic communities and allies are supportive and strong. We are careful and deliberate in our practice as educators and operate under a continuous improvement model that takes student voices and community recommendations and educational needs seriously. Geographically, the Anthropology program has benefitted from educational partnerships with Sonoma State University in Liberal Studies, Anthropology, and Linguistics; with the Napa Museum in securing internships and/or mentorships for our students; and with colleagues in Southern California as part of our annual "North-South Meeting" in San Luis Obispo, where anthropology faculty from across the state converge on unsuspecting antique shoppers and consult with each other on state-level initiatives, changes to the AA-T degrees, legislation updates, and presentations and workshops that focus on teaching anthropology. It is a professional opportunity that is affordable because it is drivable from the Bay Area, and therefore many part-timers can attend and carpool. A fiscal goal of the Anthropology program is to provide a small stipend to part-time faculty for attending this two-day conference that is deliberately scheduled in January between the Fall and Spring semesters so as not to interrupt the academic year with our students.

Though small, the anthropology program at NVC is one of the most highly regarded, ambitious, and well-structured two-year programs in the state.

[11] Scientific name for "The Hobbit Man": *Homo floresiensis*, who is actually a "Hobbit Woman," as recent research in Indonesia on the LB1 discovery suggests. *This classification remains disputed.

Outside of the traditional classroom, we have taken students to places as high as Kilimanjaro and as low as the bottom of the Caribbean Sea. We've taken them through dark, crawl-on-your-belly passageways into massive cave systems bursting with light and have led them through personal crises when light seems nowhere to be found. We have "adopted" some of our former students and have even been fortunate enough to officiate a few weddings of those who met in our classes. These vignettes are difficult to capture in a chart or a graph, and they certainly aren't percentage-based, but they all point to the deep investments, both personal and professional, that all faculty make in our programs, our courses, and in ourselves as educators.

Our unique position and privilege as Napa-based educators is ripe for collaboration with those industries that comprise much of the employment in our area (tourism, hospitality, environment, real estate, etc.) **Our hope is to influence educational change on a local and global level by:**

- Creating a 100% online, 100% zero textbook cost AA and AS degree.
- Create an AA-T "4x4" program in ANTH using Glendale College as a model.
- Supporting the creation and distribution of C-ID-specific templates for ANTH courses.
- Contributing course materials, research reports, online materials, and textbooks that are widely applicable and free.
- Exploring funding for 3-D printing, modelling, and other technology to reduce materials damage and spending.
- Teaching in varied formats, times, and days to address student need.
- Modeling collegial behavior and setting high expectations for ourselves, our leaders, and our communities.
- Implementing evidence-based and nuanced interventions to support student success.

In reflecting upon the recent enrollment trends, **offering some popular courses (such as ANTH 150 and ANTH 122) twice per academic year**, would likely lead to even stronger growth and enrollment in the program, give faculty a chance to test some interventions for course completion, implement additional strategies to reach disproportionately affected equity groups, and might increase the number of majors as well. However, neither of these courses are currently required or even "core" courses in the AA-T degree. To address all four subfields of the AA-T degree program, the Associate Degree for Transfer requirements include a less popular course (ANTH 130: Introduction to Archaeology) that *must* be offered in lieu of more popular courses because it is a degree requirement.

It is anticipated that pending curriculum changes to the ANTH 130 course will result in increased enrollment from both majors and non-majors. It is also worth noting that many faculty share a growing concern that the current version of the AA-T in Anthropology is insufficient to address the student demand for course variety at the transfer level. These concerns have been expressed at both the regional and State levels, as well as through the professional associations that comprise our field.[12] As this degree is currently undergoing the first Five-Year Review at the state level, the faculty hope that significant changes can be

[12] As the Past-President of the Society for Anthropology in Community Colleges, I have reiterated these concerns to the following professional organizations: the American Anthropological Association (AAA), the Society for Applied Anthropology (SfAA), the Society for Medical Anthropology (SMA), the Society for California Archaeology (SCA), and many others.

made to better serve our students and our communities while keeping within the mission, vision, and goals of NVC and wider community college initiatives.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Anthropology Program is currently updating the Program-Level Outcomes (PLOs) as part of this Program Review process. ***Table 1*** below illustrates the alignment to the Institutional Mission using language from the original PLOs used and assessed the three-year study period.

Table 1. Program Alignment with Institutional Mission

Mission Statement Language	**Program Alignment**
M1. NVC prepares students for ***evolving roles*** in a ***diverse, dynamic, and interdependent*** world.	**PLO 1:** Students will be able to understand and apply cultural relativism; they will be able to convey an understanding of multiple cultural perspectives.
M2. The college is…committed to student achievement through ***high-quality programs that are continuously evaluated and improved.***	**PLO 2:** Students will demonstrate a core knowledge base in anthropology appreciating and reflecting on human diversity in the past and present.
M3. The college serves students and the community with ***transfer courses***, career education and training, basic skills, and self-supporting contract education and community education classes.	**PLO 1 and PLO 2** and the delivery of the program through transfer-level courses, hands-on labs, and skills developed in the anthropology program align with this component of the mission.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Table 2 below illustrates the recent contributions the Anthropology program has made in service of the Institutional Mission:

Table 2. Recent Contributions to Institutional Mission, Anthropology

M1. NVC prepares students for ***evolving roles*** in a ***diverse, dynamic, and interdependent*** world.	**Mission Statement** See the above sections for explanation and background for the recent contributions the program has made to the Institutional Mission.

M2. The college is…committed to student achievement through ***high-quality programs that are continuously evaluated and improved.***	*See above.* The program has volunteered for every pilot evaluation/review process since 2009, and faculty are committed to ensuring a useful, high-quality, rigorous, and **successful** academic experience for students.
M3. The college serves students and the community with ***transfer courses***, career education and training, basic skills, and self-supporting contract education and community education classes.	*See above.* The program has increased its enrollment in transfer-level courses and offered an increased breadth of courses available, as well as continued to update and make more courses available for remote instruction (for both lecture portions and labs) during the pandemic.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

See the section labeled "Planned Strategies" above for a description of upcoming institutional plans/activities relating to the Institutional Strategic Plan.

C. New Objectives/Goals:

- Improve the consistency between the online and in-person sections of courses that are offered in both modalities.
- Enhance Canvas content for ANTH-121 (Align course with OEI Rubric)
- Identify the cause(s) of the reduced course completion rate of African-American male students and focus future professional development opportunities in this area.
- Increase Anthropology presence and visibility on campus through print and marketing materials ("branding") to increase enrollment, for example, restart efforts to increase membership in the Anthropology Club.
- Adapt Medical Anthropology into a UC-transferable course for HEOC/nursing students.

D. Description of Process Used to Ensure "Inclusive Program Review"

From the inception, this Program Review report was generated with the valuable labor and intellectual contributions from many actors, both on campus and off. Following suggestions from the Program Review Zoom sessions provided by Dr. Robyn Wornall and her superb team at RPIE, one single writer (Jessica Amato) was assigned the final report as part of the duties of the Program Coordinator position for Anthropology. During Flex Day in Spring of 2022, the program held a Zoom Program Meeting and invited all Anthropology faculty to attend to discuss Program Review after the Division meeting. In addition, all part-time faculty were also invited to attend the Zoom training sessions provided by RPIE and the Instructional Design Institute(s) of the NVC Academic Senate in *Online Pedagogy* and *Trauma-Informed Teaching*.

A second stream of data collection was provided by the *Anthropology Online Student Satisfaction Surveys* and the *"How R U Doing?"* quiz, two data collection initiatives developed by Dr. Amato as an outcome of the previous Program Review cycle in 2018. This ten-question survey and "free" quiz was developed *with* student input, and it also an opportunity *for* student input. These surveys are optional and anonymous unless the student chooses to self-identify for further follow-up. However, they are bounded by section number and stored in the aggregate. While not an ideal survey scenario, it is one more opportunity for students to participate in providing data about themselves, and about their experiences in particular courses. None of these data are used for any other purpose unless the student self-identifies and requests follow-up.

A final stream of data was incorporated qualitatively from discussions with the various people and departments on campus that play important roles for anthropology students. Questions posed to part-time faculty colleagues (over NVC email) about the relevant study period (2019-2022) included:

- *What continuing education (include certifications, degrees, trainings, workshops, etc.) have you completed or began in the past three years (2019-2022)?*
- *What conferences have you attended (specify if you presented and on what topic)?*
- *What committee/workgroups have you been involved with?*
- *What new courses/assignments/other have you developed?*
- *Please list other campus wide work of note you have been involved with:*
- *What other community involvement activities of note have you been involved with?*
- *What awards or recognitions have you received?*
- *How can I improve the Program Review process to make it easier/better/more inclusive/more effective?*
- *Anything else you'd like to share?*

Program Review Report

Spring 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Anthropology
Degree(s)/Certificate(s)	Anthropology: AA-T
Courses	ANTH-120
	ANTH-121
	ANTH-122
	ANTH-130
	ANTH-131
	ANTH-145
	ANTH-150
	ANTH-180/CFS 180[13]
	ANTH-200
	ANTH-201[14]

Taxonomy of Programs, June 2021[15]

Introduction:

In March of 2020, post-secondary education changed forever. Working together during an unprecedented time, the instructional and administrative teams at NVC worked diligently to ensure continuity for our students while the world managed a global pandemic and its impact on the college experience. This report provides an operational review of the Anthropology program during the review period and examines changes made to the program, key trends, and factors for ensuring continued growth in a post-COVID world.

Anthropology at NVC is a stable, growing program that provides unique enrichment opportunities for our students for college transfer and advancement. During the period studied, the program underwent growth in line with similar trends at the college level and the largest course by headcount, ANTH 120/120L, grew at a rate exceeding that of the institution as a whole (19.4%). Although the COVID-19 pandemic reared its ugly head in 2020-2021, the institution and the city of Napa (indeed, the entire state of California) experienced a range of

[13] ANTH 180 is a cross-listed course with CFS 180 and is taught by the Anthropology Program. CFS data have been added to all relevant chart data and subsequent analyses in this Program Review Report.

[14] ANTH 201 (Field Studies in Anthropology) is a course reserved for International Education and Abroad at Home programs and is normally not taught during the regular academic year on campus.

[15] Two approved courses (ANTH 222: Forensic Anthropology w/Lab, 4 units) and (ANTH 202: The Anthropology of Tourism, 3 units), do not appear in this taxonomy and will first be offered in Fall of 2023.

deeply impactful environmental issues during the years immediately prior to COVID that must be discussed, including:

- Historic, uncontainable wildfires and ensuing smoke and clean air challenges that disrupted courses, made many people sick, and, in severe cases, resulted in the loss of homes and lives;
- Record-breaking droughts and floods (and the levee breach danger that comes along with floods), requiring mandatory evacuations and Shelter-in-Place orders;
- Significant and ongoing infrastructural problems with technology, email, and similar tools for online learning that disrupted faculty-student and staff-institution communication, the worst occurring for an entire three weeks when faculty could not connect with their students through email;
- Local and regional electrical outages without warnings; leaving students unable to submit coursework or engage with courses as they normally would.

These challenges were amplified by a host of other internal management problems that left both students and staff frustrated, confused, disengaged, and waiting for the next crisis to drop. And drop it did.

Since the pandemic began, the Anthropology program began an initiative to move all classes to an asynchronous, online format, as part of the process to create a 100% online Anthropology degree accessible to anyone in California. Because of successful online efforts by Anthropology faculty, the program has been delivering online courses in some capacity since 2008. Thus, we were at the helm, ready to blast through the online challenges presented by COVID. The Program Coordinator had *just* finished editing the second volume of *Perspectives: An Introduction to Cultural Anthropology,* the most popular OER cultural anthropology textbook used in the United States.[16] ANTH 120, the "bread-and-butter" course of Anthropology, also benefitted from these strong publishing relationships, as the Program Coordinator also serves on the editorial board for another OER textbook, *Explorations in Biological Anthropology*. For ANTH 120 students having to pivot to 100% online asynchronous courses, initiating COVID-based changes was easier because their instructor not only helped write the book, but had edited every chapter for accuracy and breadth.

Nevertheless, and like other science labs, Anthropology had no "online-only" ANTH 120. In conjunction with the author of the laboratory manual used during COVID,[17] Anthropology faculty re-wrote 100% of their labs (26 Laboratory Mini-Workbooks) so that students could conceivably maintain the rigor used in the "in person" labs while not having the actual specimens in front of them to analyze. The result was the development of science labs that can be delivered, completed, and submitted remotely. Such an enormous pivot (that was completed without extra pay or assistance) required an extensive redesign of the curriculum and creation of new (online-based) assessments, reading materials, and Canvas shells. Some courses (for example, ANTH 121) had been taught regularly online for over a decade and needed little updating. Others needed to be "gutted to the studs" and redesigned completely to maintain equitable learning contexts for asynchronous courses. Overall, Anthropology faculty spent an estimated 1,000 hours of unpaid labor addressing these concerns.

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[16] Learn more about *Perspectives* at our website.

[17] With gratitude and acknowledgment of Dr. K. Elizabeth Soluri, anthropology faculty member at Cabrillo College and one of the Laboratory Manual and Workbook authors.

With the college planning for overall enrollment to return to historical norms, some key challenges remain ahead. Anthropology, and many of the so-called "soft" sciences (a misnomer, as Anthropology is a STEM field that straddles empirical as well as humanistic/qualitative work), suffers from two major problems: (1) it is not taught at the high school level, and (2) some nagging bad press that grumbles about the utility of a "humanities degree." Even on the west coast, safely embraced by the verdant Napa Valley, students learn the damaging anti-humanities rhetoric spouted by wealthy Southern governors and those who see their rhetoric become law. Nationally, much of the discourse has been eclipsed by recent grumblings about Critical Race Theory and partisan races to the bottom regarding science, facts, and truth in general. This national discourse has analogues on our campus. Locally, collegiality has been suffocated by several campus "black boxes" that dismiss anthropology as a "real" major and dismiss anthropologists as not being "real" scientists.[18] ***Put simply, the college needs to do better so the anthropology program can do better. It must be a collective effort to best support our students, our community, and each other.***

I. PROGRAM DATA[19]

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	518	501	497[2]	-4.1%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
ANTH-120/120L[1]	164	174	196	19.5%
ANTH-121	350	255	251	-28.3%
ANTH-122	--	41	47	--
ANTH-130	20	15	12	-40.0%
ANTH-131	--	28	--	--
ANTH-145	--	--	19	--
ANTH-150	--	37	--	--
ANTH-180[2]	--	--	25	--
ANTH-200	25	24	10	-60.0%
Within the Program	**559**	**574**	**560**	**0.2%**
Across the Institution	**32,545**	**33,102**	**30,409**	**-6.6%**
Source: SQL Enrollment Files				

[18] For a more detailed discussion of Black Box Theory, see the following Latour, B. (1999). *Pandora's hope: essays on the reality of science studies. Cambridge, Massachusetts: Harvard University Press. p. 304.* or Pinch, T. J. (1992). Opening Black Boxes: Science, Technology and Society. *Social Studies of Science*, *22*(3), 487–510. http://www.jstor.org/stable/370279.

RPIE Analysis: The number of students enrolled (headcount) in the Anthropology Program decreased by 6.8% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Anthropology Program decreased by 2.3%, while enrollment across the institution decreased by 6.6%

Enrollment in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- *ANTH-120 (19.5%)*
- *ANTH-122 (not offered AY2018)*
- *ANTH-145 (not offered AY2018, AY2019)*
- *ANTH-180 (not offered AY2018, AY2019)*

Courses with enrollment decreases:

- *ANTH-200 (-60.0%)*
- *ANTH-130 (-40.0%)*
- *ANTH-121 (-28.3%)*

For ANTH-122, which was offered in two of the past three years, enrollments increased by 14.6% between 2019-2020 and 2020-2021.

Note: While enrollments among concurrent classes are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.

[1] Prior to the 2020-2021 academic year, The ANTH-120 class used a separate lab section (120L). All students enrolling in 120 were required to enroll in a section of 120L. The sections are combined in this table to reflect this requirement and provide a consistent same-section comparison.

[2] ANTH-180 was cross-listed as CFS-180 but taught solely by the Anthropology department. Enrollments for CFS-180 (14 students) are included in this section and are included in the overall program headcount.

Program Reflection:

It is very pleasing to see that some of the changes made in the Program as a result of the "Pilot" Program Review completed in 2018 appear to be working! Major interventions to ANTH 120/120L and to ANTH 122 that may have contributed to the high enrollment growth (nearly a 20% improvement for ANTH 120 and a near 15% improvement for ANTH 122) are listed below:

- ANTH 120 labs shifted from a 100% on campus course to a fully online course with required "face-to-face" Zoom labs and recorded lectures.

- ANTH 120 now exists in three accessible formats: (1) on campus, (2) online asynchronous with synchronous labs, and (3) hybrid with on campus labs. Future data efforts may include a comparison between the outcomes of each format.
- ANTH 120 moved from a 3-unit lecture, 1-unit lab course to a 4-unit course for ease of transfer.
- Selected courses (ANTH 121, ANTH 122, ANTH 200) were scheduled with both long-term and late-start options.
- ANTH 121, ANTH 130, and ANTH 120 adopted a **Zero Cost Textbook (ZCT) philosophy** and used texts and materials that are free and accessible.

The largest course by enrollment, ANTH-120, continues to show strong enrollment (despite a declining trend at the college) even when compared to pre-pandemic numbers. This is a **key driver of top-level growth** in the program and is expected to be stable, although resource challenges remain.

Anthropology's average section size fared better than the college as a whole throughout the three-year period -- a positive reflection of the program considering the difficulty of moving the courses online and the complexity of developing effective distance-based lab materials in this discipline. One result of this trend is that Anthropology department is gaining more "market share" of student enrollments. Enrollment in the most recent academic year (2020-2021) was improved by the offering of ANTH-180 and ANTH-145 for the first time in recent years. Relief from staff and budget constraints would significantly improve the ability of the department to drive more enrollment by offering these popular courses on a more predictable basis.

Note that neither this Program Review report (2022) nor the Program's prior Program Review report (2018) contain data from the Fall 2017/Spring 2018 academic year. Had this year been included, the results shown on either report would change, in some cases dramatically (for example, ANTH 180/CFS 180 was offered in Spring of 2018 with high enrollment, thus indicating a positive trend when included as the second data point for trend data. As it appears currently, ANTH 180 shows no trend data).

1. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	# Sect.	Av. Size.	# Sect.	Av. Size	# Sect.	Av. Size	Av. Sect. Size	Trend
ANTH-120/120L	8	20.5	8	43.8	8	24.5	36.4	19.5%
ANTH-121	9	38.9	8	31.9	6	41.8	37.2	7.5%
ANTH-122	--	--	1	41.0	1	47.0	44.0	--
ANTH-130	1	20.0	1	15.0	1	12.0	15.7	-40.0%
ANTH-131	--	--	1	28.0	--	--	28.0	--
ANTH-145	--	--	--	--	1	19.0	19.0	--
ANTH-150	--	--	1	37.0	--	--	37.0	--
ANTH-180	--	--	--	--	1	11.0	11.0	--
ANTH-200	1	25.0	1	24.0	1	10.0	19.7	-60.0%
Program Average*	19	38.1	21	35.7	19	28.7	34.2	-**24.7%**

Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

- ANTH-120 and ANTH-120L are reported as ANTH-120

RPIE Analysis: Over the past three years, the Anthropology Program has claimed an average of 34.2 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. Average class size in the program decreased by 24.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

Courses with increases in average class size:

- *ANTH-120/120L (19.5%)*

Courses with decreases in average class size:

- *ANTH-200 (-60.0%)*
- *ANTH-130 (-40.0%)*

Program Reflection:

Depending on the class, course caps will need to be reviewed according to the established process in the Curriculum Committee. Currently, all anthropology classes have a 50-student cap. It is well established that smaller class sizes improve student retention and performance. The ANTH-200 and ANTH-130 courses suffered enrollment declines due to the course requirements of face-to-face verbal contact and fieldwork, this was unique to these courses and is expected to be more balanced in the future as in-person classes resume.

2. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2018-2019	681	896	76.0%
2019-2020	701	950	73.8%
2020-2021	425	550	77.3%
Three-Year Program Total	1,807	2,396	75.4%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTES	**FTEF**	**Productivity**
2018-2019	68.2	4.4	15.5
2019-2020	70.6	4.6	15.3
2020-2021	63.8	4.0	16.0

Three-Year Program Total	202.6	13.0	15.6
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Anthropology Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 75.4% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity). Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity remained relatively consistent over the three-year period, ranging from 15.3 to 16.0. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 15.6 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include five Anthropology section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

Fill rates were impacted by the changes in enrollment due to the pandemic and in course modalities. Many courses in the program were able to be moved online and retain high fill rates, but the lab portion of ANTH-120, for example, suffered from being in an asynchronous format that, in retrospect, affected overall fill rates due to the limits of this form of instruction. Changes in course offerings and modalities are expected to improve fill rates and productivity.

3. Labor Market Demand

This section does not apply to the Anthropology Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			**Successful Course Completion Rates (Across Three Years)**		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
ANTH-120	95.5%	***X***		86.8%	***X***	

ANTH-120L	95.2%	***X***		86.3%	***X***	
ANTH-121	88.5%		***X***	69.5%		***X***
ANTH-122	80.5%		***X***	63.4%		***X***
ANTH-130	90.6%	--	--	87.5%	X	
ANTH-131	85.7%		X	82.1%	X	
ANTH-145	94.7%	***X***		63.2%		***X***
ANTH-150	80.0%		***X***	70.0%		X
ANTH-180	81.8%		***X***	45.5%		***X***
ANTH-200	87.2%		X	80.9%	X	
Program Level	91.2%			**78.2%**		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Anthropology Program mirrored the rate at the institutional level. The retention rates for ANTH-121, ANTH-122, ANTH-150, and ANTH-180 were significantly lower than the program-level rate. The retention rates for ANTH-120, ANTH-120L, and ANTH-145 were significantly higher than the program-level rate. The retention rate for the Anthropology Program falls in the 36th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Anthropology Program was significantly higher than the rate at the institutional level. The successful course completion rates for ANTH-121, ANTH-122, ANTH-145, and ANTH-180 were significantly lower than the program-level rate. The successful course completion rates for ANTH-120 and 120L were significantly higher than the program-level rate. The successful course completion rate for the Anthropology Program falls in the 43rd percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (13.0%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Anthropology Program courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *ANTH-180 (36.3%)*
- *ANTH-145 (31.5%)*
- *ANTH-121 (19.0%)*
- *ANTH-122 (17.1%)*
- *ANTH-150 (10.0%)*

Program Reflection:

Overall retention rates for courses other than ANTH-120/120L were the most severely impacted by the transition to online instruction beginning in March of 2020. Specifically, ANTH-180 was a scheduling "anomaly" for students focusing on the Child and Family Studies area, largely, did not transition to online education for the majority of their schedule and (anecdotally) this seems to have driven some of the retention rate changes. This is expected to be resolved in the 2022-2023 academic year.

The ANTH-150 course "normally" contributes to a lower retention rate as shown in previous reports. The reason for this seems to be unchanged: it is one of the most difficult courses, thematically, for students in the program. One improvement under consideration is to begin offering this class with in-person instruction (it has been offered online only in recent years).

ANTH-145 is a Medical Anthropology course written primarily for nurses. The gap between the retention rate (94.7%) and completion rate (63.2%) continues a prior trend, from talking with students I believe this gap might be partially attributed to ANTH-145 being the only optional class taken by nurses at a certain point in their program, leading more to drop the class than would otherwise. One improvement under consideration is making the course a requirement for the nursing degree. I have not yet had discussions with the Nursing team regarding the feasibility of this possibility.

2. Student Equity

	Retention Rates (Across Three Years)		**Successful Course Completion Rates (Across Three Years)**	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	88.8%	86.8%	62.9%	65.0%
Latinx/Hispanic			78.9%	***72.6%***
First Generation			78.7%	***74.4%***

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level

(vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Anthropology Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the Anthropology Program, the successful course completion rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rates among Latinx/Hispanic and First Generation students were significantly higher than the corresponding rates at the institutional level.

The pattern in the successful course completion rate among African American/Black students deviates from the findings that emerged from the comparison of successful course completion at the program level vs. the institutional level, where program-level rates were significantly higher than the institution-level rates. All other patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level. (See Section I.B.1 above).

Program Reflection:

It is not immediately clear why the retention rate for these demographics is slightly lower for Anthropology. Without a more detailed analysis at a class or section level, it is difficult to use these numbers to drive action for improvement. Historically the program has had at-trend or above-trend retention rates in these areas and recent data may reflect the well-known disparity in impact of the pandemic on demographic groups. The program has taken steps to address this in recent semesters, including explicitly offering more ways to submit assignments and workarounds for campus-wide IT issues.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Three Years)			**Successful Course Completion Rates (Across Three Years)**		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
ANTH-121	90.4%		89.1%	73.5%		76.9%
Program Total	90.4%		89.1%	73.5%		76.9%
Institutional Total	88.1%		88.6%	71.6%		71.7%

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: Over the past three years, one course within the Anthropology Program has been offered through at least two delivery modes within the same academic year. In 2018-2019 and 2019-2020, ANTH-121 was offered through in-person and online formats. As ANTH-121 is the only course included in the analysis, the program-level rates are the same as the course-level rates reported in the table above.

Within the Anthropology Program:

- *The retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections mirrored the rate in online sections.*

Within the Anthropology Program:

- *The successful course completion rate in in-person sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the successful course completion rate in in-person sections mirrored the rate in online sections.*

Program Reflection:

Anthropology makes extensive use of fieldwork assignments, most of which are only available to in-person students. Fieldwork is a key aspect of many anthropology courses and is known as the "hallmark" of the field. Even small, face-to-face, ethnographic fieldwork assignments completed on campus matter because it engages students in groups and allows them to problem-solve in "real time" as a team. With the pandemic shift to 100% online learning, capturing and improving these crucial skills has been difficult, as "real time" no longer exists in an asynchronous course. As a short-term pandemic band-aid, faculty joined together to develop "Not-Quite-Fieldwork" Assignments for online students to complete, that try to capture most of the toolkit required to be a successful anthropologist, but certainly not all. Students report a high level of satisfaction with the "Not-Quite-Fieldwork" activities and with the classes that use these assignments overall (**Source:** *Anthropology Online Exit Surveys, 2018-19, 2019-20, and 2020-21*).

C. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Anthropology: AA-T	2	10	5
Institutional: AA-T Degrees	**144**	**151**	**159**
Average Time to Degree (in Years)+			
Anthropology: AA-T	*	3	*
Institutional: AA-T	**4**	**3**	**3**

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AA-T degrees conferred by the Anthropology Program increased by 150% between 2018-2019 and 2020-2021. Over the same period, the number of AA-T degrees conferred by the institution increased by 10.4%. The Anthropology Program accounted for 1.4% of the AA-T degrees conferred in 2018-2019 and 3.1% of those conferred in 2020-2021. The average time to degree among 2019-2020 Anthropology AA-T recipients was three years. The program average reflects the institutional average (of 3 – 4 years) over the last three years. [For 2018-2019 and 2020-2021, the average time to degree is not reported due to small cohort sizes.]

Program Reflection:

See prior sections for reflection on the trends affecting student completion rates.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Anthropology Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review	Has Prerequisite	In Need of Revision *Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	To Be Archived & Academic Year	No Change
ANTH	120	8/14/2020	No	--	--	X
ANTH	121	8/11/2013*	No	Yes/S/2022 (SU)	--	
ANTH	122	6/1/2018	No	Yes/S/2024	--	
ANTH	130	8/11/2013*	No	Yes/S/2022 (SU)	--	
ANTH	131	8/10/2010*	No	Yes/S/2022 (SU)	--	
ANTH	145	8/1/2011*	No	Yes/S/2022 (SU)	--	
ANTH	150	8/11/2014	No	Yes/S/2022 (SU)	--	
ANTH	180	8/11/2008*	No	Yes/S/2022 (SU)	--	
ANTH	200	8/14/2020	No	--	--	X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree	Implementation Date	Has Documentation Yes/No	In Need of Revision+ & Academic Year	To Be Archived* & Academic Year	No Change
Anthropology AA-T	8/14/2020	Yes	Yes/2024	No	No

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The AA-T Transfer Model Curriculum (TMC) in Anthropology is undergoing its first 5-year review at the state level. The Anthropology department is participating in this process. Dr. Amato has previously served on the DEETAC Committee and hopes to contribute to this TMC review as both an educator and as a distance education trainer. The AA-T will undergo a substantive change at the local level in 2023-2024 to implement the results of the 5-year TMC review. There is also an emerging need for undergraduate students to have more field training in archaeology (including GIS) before transfer. This will be assessed in the coming study period relative to the ANTH-130 class and a possible methods course or bootcamp-style workshop.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
10	6	9	60%	90%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Anthropology AA-T	2	1	2	50%	100%

Program Reflection:

Outcomes assessment remains a challenge overall, but most courses and the degree program have been assessed on regular timelines. Additional support is needed to encourage part-time faculty to assess courses and submit data to either TracDat or the LOAC faculty chair. Some part-time faculty have expressed interest in developing additional courses and this will be an area of focus for the next Flex Day gathering. The pandemic and requirements relating to remote instruction have further complicated the process for doing assessments. In addition, the results of these assessment will require context of the "temporarily" changed student engagement model and how classes are delivered.

B. Summary of Learning Outcomes Assessment Findings and Actions

It is not clear if the results of current assessments will be relevant and useful going forward, given the continuously changing situation with enrollment and distance education. More assessments in the coming year are critical to establishing a new "baseline" for the new outcomes being developed because of this program review. The department plans to work with the new LOAC faculty member in the next review period.

Program Reflection:

The changes in student engagement with the college (and this program) during the pandemic were the driver for many updates and overall modifications of how the program was delivered, based on student need. With the situation returning to normal, a new baseline assessment is needed in the coming year. This will help establish a "rate of change" and identify any areas that were impacted by students changing needs and should be reflected in the program's offerings.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

See the Summary and "Program Data" reflections of the report relating to the enrollment trends and overall state of courses in the program.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Anthropology
Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Ensure that a regular budget consistently exists for the ANTH program.	See budget submitted.	2022-2023 (includes staff sabbatical period).	Ensure that a budget exists for program and laboratory needs. This budget should include updates needed to the ANTH lab and should reflect changing learning modalities.
2. Hire a second FT/TT faculty in either: Cultural Anthropology, Anthropology, or equivalent	See enrollment trends.	Fall 2023 – Fall 2024.	Second FT/TT faculty member hired.
3. Laboratory Budget (Instructional Materials)	None	Cost assessment to be done summer 2022.	A decision will be made regarding cost/feasibility after cost assessment.
4. Laboratory Budget (Technology) – 3D printer	None	Cost assessment to be done summer 2022.	A recent lab inventory was completed and needs will be identified for budgeting.
5. Continue to fund one to two students as student Instructional Assistants/Peer Tutoring each semester.	See section on program goals.	Fall 2023 – 24.	Student hires must be made before the start of the semester if they are planned and allocated in the budget. In prior years this has been a successful initiative for both students and instructors.

6. Increase awareness of guided pathways and meta-majors.	See section on program goals.	Ongoing	Work with guided pathways teams to integrate anthropology into overall plan.
7. Assess and implement remaining objectives from prior program review that may have been delayed due to budget or pandemic factors.	See 2018 report goals.	Ongoing	Not all goals were completed from the 2018 report as the impact of the pandemic caused resources to be allocated differently than planned.

Other Initiatives:

- Begin the college's curriculum process for developing a new Museum Studies Certificate and Degree program in ANTH and ARTH
- Develop new Modules/Courses for Faculty as part of the Instructional Design Institute (IDI).
- Stable funding for at least one professional conference/year (Registration Fees) per full-time ANTH faculty or part-time ANTH faculty teaching 6 or more units. This would be in addition to the Professional Development funds available through the Senate, as anthropologists literally need to go to four meetings per year to maintain currency (AAA, SfAA, ASA, and/or AAA Specialty Committee (for example, President Committee, Scholarship Committee, etc.)
- Work with the Library to procure essential texts in Anthropology and the major subfields.
- Complete the ANTH website as part of the new NVC website architecture.

Description of Current Program Resources Relative to Plan:

The current instructional materials available for students and faculty in the Anthropology and Archaeology Labs is not sufficient to provide transfer-level instruction comparable to a CSU or a UC without implementing a regular budget process, supply sharing with similar courses, etc.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

The program has undergone many improvements during this review period. These have been summarized in other sections, see the following previous sections for specific details:

- Key pre-pandemic program improvements (pp. 1-2)
- Ongoing and planned initiatives (pp. 27-28)
- Program review and data collection (pp. 12)

B. Effective Practices

Similarly, effective practices are summarized in other areas of this report. See the following sections for descriptions of effective practices for the program:

- Program data and results from course changes (beginning on p. 17)
- Major findings and strengths as input into this report (p. 13)
- State of the program summary (p. 14)

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Van Der Velde, Senior Dean, Arts & Sciences

Date:

5/18/2022

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The faculty are the biggest strength of the program, as documented in this report. Anthropology curriculum is regularly assessed, and new courses are proposed as needed. Student retention and success rates are above the college average. Many ANTH classes were offered online pre-pandemic, so the emergency shift to online instruction was not difficult except for lab and field activities.

Areas of concern, if any:

The Anthropology program, like many others, has been hit hard by the COVID pandemic. Although the excellent faculty were able to quickly shift to online instruction, with many courses already offered online, lab and field activities suffered and enrollments have recently declined, though stable over a three-year horizon. Course offerings and enrollments will have to be monitored carefully.

Recommendations for improvement:

The Anthropology program offers a fascinating and engaging curriculum with excellent instructors. It needs more students. Work with guided pathways, outreach to prospective students, and trying to establish partnerships with other disciplines are strategies that could yield dividends. Anthropology also requires a program budget to keep instructional materials up-to-date and consistent with transfer-level expectations.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	As described in the report, the program would benefit from an additional full-time faculty member, although it is highly unlikely this will happen without significant enrollment growth.
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	Instructional equipment and supplies for the new Forensic Anthropology course has been proposed in the current unit plan. These requests should be funded, and an ongoing budget established to remain current.
Instructional Technology	A 3-D printer would be useful.
Facilities	
Operating Budget	Anthropology lacks a regular budget for operating expenses.

Professional Development/ Training	
Library & Learning Materials	