

Anthropology

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

For 2017-2019, our program is successful in our online modality, with a 73.5% success, 5.5% above the overall college average of 68.0%. Anthropology also has a high success rate with Native American students 83%, 15% higher than the college average at 63%.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Our program emphasizes extracurricular activities and opportunities for anthropology majors, such as frequent Anthropology Club activities, summer field studies courses, and extracurricular-supervised projects by faculty.

3. What do others see as the program's strengths?

The anthropology faculty are very involved in the community and voluntary campus activities, such as the MAPS committee and MICL. Two faculty are active in research and publication. Our faculty value and use sabbaticals to enhance our curriculum and pedagogy. We are active in attending conferences, and applying / receiving grants for professional development.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

The PLOs success rates are 80.7%, 84.8% and 87.1% respectively. Our students are well-prepared to transfer to four-year institutions and have gained cultural skills for being successful in the workforce.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

For 2017-2019, the overall success rate in anthropology is 63.9%. The college average is 71.2%. Our average is 7.3% below the college average for success. Individually in some courses, the success rates are quite low, ranging between 48.3% to 55%.

6. What disproportionate gaps need to be addressed?

For 2017-2019, we have low success rates (>5% below) compared to the college for some ethnicities, including Filipino and Pacific Islander.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

We see a dip in the fill rates in the last two years in Fall and Spring compared to the college averages (although summer fill rates are higher than the college average). However, this Fall our enrollments are robust, with all courses at class capacities. We continue our discussions on how to respond our scheduling and modalities to enrollment trends, and are aware that Guided Pathways will also impact our enrollments.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

The PLOs success rates are 80.7%, 84.8% and 87.1% respectively. The lowest PLO success applies to the life/bio sciences objective: "Explain how the scientific method serves as a foundation for understanding the observed variation, change and adaptation of humans and their environments."

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Guided Pathways may provide increased exposure and enrollment in ANTHR 101 and ANTHR 102, as both courses are on more than one pathway.

10. What are some industry or disciplinary trends that could enhance the program?

The development of CI-D and AA-T to homogenize requirements across CSUs will benefit anthropology transfer students.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

The recent state emphasis on CTE skills and learning job training at community colleges doesn't apply as clearly to anthropology. The recent shift in CSU and UC curriculum listings (placing courses that were once lower division into upper division categories) will affect the status of some of our courses as they go through curriculum review. This will hurt our department/program as we will have less variety of courses to offer.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

The reduction in the number of transfer institutions that offer a lab component for biological anthropology.

13. What other obstacles does the program face?

Changing loads (from 100% load to 80% load) for our lab course has resulted in negative effects on faculty load each semester.

Goal Setting and Activities

Goals

| Program Goal | Mission Alignment | Area of Focus |
|--|---|--------------------------|
| Revise instructional pedagogy to increase completion. | Innovative Education | Pedagogy |
| Reduce equity gap for underrepresented ethnicities. | Equity | Professional Development |
| Develop partnerships with local transfer institutions to increase CSU and UC anthropology transfers. | Programs / Services based on Scholarship of Teaching and Learning | Program Design |

Activities

| Activities | In Support of Goal # | Outcome or Deliverable |
|---|----------------------|--|
| Anthropology department meet and discuss course delivery, student contact, assignments and in class activities on a monthly basis | Goal #1 | Revised instruction and student-faculty interaction. |
| Research and implement strategies to increase completion rates for minority student populations. | Goal #2 | Increase completion by 5% in 2 years in underrepresented groups. |
| Meet with CSU Stanislaus, CSU Fresno and UC | Goal #3 | Increase transfer rate by 5% |

Merced anthropology faculty to discuss program strengths and strategies to increase transfers.

in 2 years in anthropology.

Resource Requests

| Category | Request | Activity # | Estimated Cost |
|--------------|--|------------|----------------|
| Prof. Devel. | Attendance at conferences that are focused 1) generally on student success and equity, and 2) specifically on discipline expertise and currency in the subfields of study. | 1 | 12500 |
| Equipment | Funds to purchase teaching materials (e.g., fossils, casts, measuring tools, bins, etc) for revised pedagogy / activities. | 1 | 10000 |
| Technology | Purchase and installation of Projection Monitor System in CAT 201 and CAT 208. | 2 | 80000 |
| Technology | SanDisk SSD Backup drives (1 TB) for faculty computers (3) | 2 | 750 |
| Technology | Purchase and install webcam for each faculty member office computer (3). | 2 | 300 |
| Personnel | One full-time classified position to support an open testing center/room to enable students some flexibility in scheduling to make-up quizzes, tests and exams. | 2 | 40000 |