

# Los Angeles Southwest College

## Program Review

### 2010

Program: ANTHROPOLOGY

Initiator: Angela C. Jenks

Reviewer 1: Leonard Apenahier

Reviewer 2: Glenn Yoshida

Date first draft of review was completed by initiator: October 15, 2010

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

**WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.**

---

Department Chair

Date

---

Dean

Date

---

Vice-President

Date

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

## **TABLE OF CONTENTS**

Overview of Program Mission	3
Module One: Response to Demand	3
1.0 Enrollment and Class Size	3
Module Two: Demographics and Student Success	5
2.0 Ethnicity	5
2.1 Age and Gender	6
2.2 Retention	6
2.3 Successful Course Completion	6
2.4 Degrees and Certificates Awarded	7
Module Three: Program Resources	9
3.0 Facilities, equipment, and/or supplies	9
3.1 WSCH per FTEF	9
3.2 Professional development	10
Module Four: Educational Programs	12
4.0 Courses with outdated outlines	12
4.1 Inactive courses	12
4.2 New Courses	13
4.3 Vocational Programs	14
Module Five: Student Learning Outcomes (SLOs)	15
5.0 Program SLOs	15
5.1 Course SLOs	16
5.2 Certificate SLOs	18
5.3 Student awareness of SLOs	19
5.4 Use of SLO assessment in planning and decision-making	19
Module Six: Student Feedback	21
6.0 Data collection	21
6.1 Results	21
Module Seven: SWOC	23
Module Eight: Objectives from 2008-2009 Mini-Review	24
Module Nine: 2010 Program Review Objectives	25
Module Ten: Resource Priority Requests	27
Concluding Comments and Recommendations	28

## Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

Anthropology is the study of human diversity in time and space. The Anthropology program at Los Angeles Southwest College facilitates the analysis of current local, national, and global issues and leads to an increased awareness of and respect for human diversity. These efforts enrich the lives of students no matter what their future plans. The program supports students' academic and vocational goals by offering transferrable, college-level scholarship and by facilitating improved relationships among people from a variety of backgrounds. In addition, the program's holistic approach encourages students to think critically about current social and political problems and enables them to be active global citizens.

## Module One: Enrollment Trends

### Enrollment

	2007-2008	2008-2009	2009-2010
Day	257	528	534
Evening	119	64	131
Total	376	592	665

### Average Class Size

	2007-2008	2008-2009	2009-2010
Day	51.4	44.0	53.4
Evening	39.7	32.0	43.7
Total	47.0	42.3	51.2

1.0 Describe the trends in **enrollment and average class size**.

Enrollment in Anthropology courses increased by 77% over three years. The most significant increase occurred between 2007-2008 and 2008-2009, when day enrollment more than doubled. In 2009-2010, there were four times as many students enrolled in day classes as in evening classes.

Although evening enrollment decreased in 2008-2009, it increased again the following year. This temporarily low enrollment was probably due to a reduction in the number of evening classes offered. In the 2008-2009 academic year, only 1 evening class was offered. However, in the 2009-2010 academic year, 3 evening classes were offered.

Despite the large increase in total enrollment, class size remained relatively stable, declining slightly in 2008-2009 and then increasing the following year. Average class size was maintained by increasing the number of class sections offered. While 4 Anthropology sections were offered in the Fall of 2007, 6 sections were offered in the Spring of 2010, and 8 sections are running this semester (Fall 2010).

Although average class size has not changed significantly, it still exceeds the 40-seat cap established for most of the classes. This indicates that, on average, Anthropology classes are filled beyond capacity.

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

The considerable increase in enrollment reflects broader national trends linked to the economic recession. The Pew Research Center’s 2010 report “Minorities and the Recession-Era College Enrollment Boom” noted that between the Fall of 2007 and the Fall of 2008 post-secondary institutions around the nation, and particularly two-year institutions, experienced the largest increase in enrollment recorded in 40 years.

Anthropology classes fulfill both natural science (Anth 101) and social/behavioral science (Anth 102 and 133) general education requirements and are either required or recommended electives in several other degree programs. The program must meet increased demand by ensuring the availability of a sufficient number of class sections.

Although the number of classes offered has increased over the last three years, many students indicate that they still have difficulty registering for Anthropology classes. In a survey given to all Anthropology classes in the Spring of 2010, 25% of students strongly disagreed, disagreed, or were neutral (i.e., answered 1, 2 or 3 on a 1-5 scale) in response to the statement “I am able to register for Anthro classes I need with few conflicts.” Importantly, this survey only reflects the opinions of those who were successful in registering for an Anthropology class. Other students may have had similar registration difficulties that ultimately prevented them from enrolling.

Class scheduling should be structured to meet the needs of as many students as possible. On this same survey, students indicated that they preferred morning classes (75/141) and evening classes (25/141) as opposed to afternoon, weekend, or online classes. (However, most of the students who took the survey were enrolled in morning and evening classes, so this information is of limited value and may not reflect the preferences of other students.)

An increase in the number of online classes may offer more flexible enrollment options for many students. At least one online section of both Anth 101 and Anth 102 is already planned for Spring 2011.

**Objective for Module One**

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

## Module Two: Demographics and Student Success

### Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.8%	0.8%	1.2%
Black/African American	64.4%	53.9%	59.5%
Hispanic	31.9%	30.2%	31.4%
Native American	0.8%	0.2%	1.7%
Pacific Islander	0.3%	0.2%	0.6%
Caucasian/White	0.0%	0.8%	0.6%
Other	0.5%	1.0%	0.2%
Unknown/Decline To State	1.3%	12.8%	4.8%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

Over half of the students enrolled in Anthropology courses consider themselves to be Black/African American and nearly a third of the students consider themselves to be Hispanic. The proportion of African American students appears to be decreasing, a trend that is especially evident when longer-term data are considered. The 2005 Anthropology program review indicated that approximately 80% of students were African American, while in 2009-2010 59.5% of students were African American.

Although the proportion of Hispanic students remained relative stable over the last three years (ranging from 30% to just under 32%), it has significantly increased over the last five years. The 2005 program review indicated that just 15% of Anthropology students were Hispanic.

The proportion of students who declined to state their ethnicity increased sharply in 2008-2009 and the proportions of other populations shows only minor fluctuations over the last three years.

These data show that the surge in enrollment that occurred in 2008 largely involved an increased enrollment of African American and Hispanic students. African Americans and Hispanics are severely underrepresented among the college-educated population in the United States, but these increased enrollments offer an opportunity to help address this inequity. It is therefore essential that the college in general, and the program in particular, ensures access for these students and encourages newly-enrolled students to continue to pursue post-secondary education even after the economic recession ends.

### Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	31.9%	46.5%	52.3%
20-24	28.5%	29.7%	22.9%
25-29	6.9%	7.8%	6.8%
30-34	6.9%	5.4%	3.6%
35-39	8.2%	3.0%	6.2%

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

40-49	12.0%	4.7%	4.7%
50+	5.6%	2.9%	3.6%

### Gender

Gender	2007-2008	2008-2009	2009-2010
Female	68.4%	62.3%	68.1%
Male	31.6%	37.7%	31.9%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

The percentage of Anthropology students in the youngest age group (19 years and under) increased by 64% over three years, while the percentage of students between the ages of 40 and 49 years decreased by 60%. Both shifts are especially noticeable between the 2007-2008 and 2008-2009 academic years. These data suggest that the increase in enrollment in 2008 was largely an increase in the enrollment of younger students. While 60% of students in 2007-2008 were under the age of 25, over 75% were under 25 by 2009-2010.

This increase in the number of younger students may be related to national employment trends. The Pew Research Center report (discussed above) notes that the current recession has been accompanied by a severe decline in the teen labor market and by the highest rates of teen unemployment ever recorded in the United States. Many of these youth who would have otherwise entered the labor market may be choosing instead to enroll in college.

In addition, Anthropology courses are an important part of general education but are not often considered to be a part of specific job training. Although more data and research would be needed to support this conclusion, older students with already-established careers may seek specific job-related education during an economic recession. Younger students often do not have established career paths or even clear career goals. Anthropology classes may attract these younger students who are focused on fulfilling general requirements and exploring a variety of academic disciplines.

Anthropology students are largely female. 2008-2009 saw a brief increase in the proportion of male students, but this change was not sustained. Interestingly, the program does attract a larger proportion of male students than seen in the college overall. According to LACCD data, 25% of LASC students are male, while over 30% of Anthropology students are male. Low male enrollment is not limited to this program and several college-wide initiatives have focused on increasing the proportions of male students and improving success rates of African American males in particular. Assessments of student learning outcomes and other aspects of the Anthropology program should pay particular attention to the status of male students.

## Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	89.5%	78.2%	90.3%
% Evening	94.1%	92.2%	85.5%
% Total	91.0%	79.7%	89.3%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Overall retention rates dropped between 2007-2008 and 2008-2009, but increased again in 2009-2010. Retention rates in evening classes, however, decreased each year. Even with these fluctuations, retention rates in the Anthropology program are generally higher than those of the college as a whole. College-wide data show that retention rates over this period hovered between a high of 84% in the Spring of 2008 and a low of 80% in the Fall of 2008. Statewide retention rates in Anthropology are around 85%

Additional data from the California Community Colleges Chancellor's Office (see link above) show that retention rates in the Anthropology program tend to be higher in the Fall than in the Spring. Although during some semesters the retention rate is equivalent for men and women, other semesters it is higher for men. In the Fall of 2009, for example, the retention rate was 97% for men and 91% for women; in the Spring of 2009 it was 72% for men and 69% for women.

Retention rates also appear to be higher for Hispanic than for African American students. In the Spring of 2010 the retention rate was 88% for Hispanic students and 81% for African American students; this difference continued in the Fall of 2010, when the retention rate was 97% for Hispanics and 91% for African Americans.

In both semesters of the 2009-2010 academic year, the lowest retention rate was among the 35-39-year-old age group, while the highest retention rates were among students under the age of 18 years and over the age of 50 years. This may be because students in their mid-30s are more likely to be balancing school with family and job responsibilities.

These data show that retention rates in the Anthropology program are comparable to and often exceed the state-wide and college-wide averages. Nevertheless, efforts should be made to better understand and address some of the identified patterns. The steady decline in evening retention, for example, may be related to the greater enrollment of adult students with full-time jobs in those classes. Greater efforts should be made to make services such as tutoring, computer labs, and one-on-one instruction in office hours available to evening students as well as day students.

## Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	40.5%	44.3%	48.7%

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

% Evening	81.5%	59.4%	43.5%
% Total	53.5%	45.9%	47.7%

2.3 Given the data, describe the trend in **successful course completion** rates.

Fewer than half of the students successfully completed Anthropology classes in 2009-2010. Although the percentage of students completing day classes improved over three years, the successful completion rate of evening class fell by nearly half. Additional data from the California Community Colleges Chancellor's Office (see link above) show a discrepancy in the successful course completion rates of African American and Hispanic students. In Spring 2010, only 45% of African American students successfully completed Anthropology courses, while 57% of Hispanic students did.

These additional data also indicate that the successful completion rate in LASC's Anthropology program is lower than the state average (67%) and the lowest in the district. Successful Anthropology course completion rates in Spring 2010 were over 60% at four other LACCD schools (Valley, Pierce, Mission, and Harbor) and over 50% at the remaining four schools (West, East, Trade Tech, and City).

Successful completion rates have especially plummeted for evening students. This trend was also noted in the 2005 program review, when faculty recommended improving the availability of student support services and tutoring for evening students.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

To fully understand this trend, it is important to distinguish among the various Anthropology courses. In particular, Anthropology 101 (Human Biological Evolution) and Anthropology 102 (Human Ways of Life) are very different and present separate challenges. Although official data on the successful completion of those two courses are not available, informal evidence suggests that Anthropology 101 presents the greatest challenge. For example, the full time faculty member (Angela Jenks) examined her Spring 2010 classes and found that 70% of students who received a grade in Anthropology 102 received a C or above; however, only 58% of students in her Anthropology 101 sections received a C or above.

Anthropology 101 is the biological branch of Anthropology and examines human evolution. This subject in general presents unique difficulties. Some students arrive hostile to the topic and resistant to learning about it. At the same time, as the 2005 program review noted, many students take this class to fulfill their natural science general requirement because they believe it will be easier than Biology, Chemistry, or Physics. Students are often unprepared for the scientific approach of the course, including the study of DNA, Mendelian inheritance, and population genetics. In this third area, for example, many students lack the basic algebra skills needed to complete work calculating allele and genotype frequencies.

In addition, SLO assessments of this course have revealed other concerns (see SLO matrix in course outline). The assessment found that students tended to be able to answer factual information but not to explain the significance of this information as course assignments required. Recommendations stemming from SLO assessment included the development of more hands-on activities (perhaps even through the introduction of a laboratory component to the class) that would give students greater experience applying the concepts addressed in the class. The implementation of this recommendation requires a number of resources, including laboratory materials and smaller class sizes.

Success rates may also be hindered by students' life circumstances. Many students have a number of other responsibilities outside of school and may find it difficult to devote the time needed to successfully complete classes or to take advantage of available learning resources. In a survey given to Anthropology students in the Spring of 2010, 10% indicated that they were currently working 40 hours or more a week. Interestingly, 60% of students indicated that they are not currently working. This high percentage may be linked to both the high numbers of teenage students and high unemployment rate in the Los Angeles area; the survey did not ask whether students were currently searching for work.

### 2.3.2 What are the implications of this trend in successful course completion for your program?

The anthropology program must focus on increasing successful course completion rates. The different success rates for Anthropology 101 and 102 may require different interventions.

All courses should include a greater focus on the basic reading, writing, and math skills required to complete a transfer-level course. This could involve a greater variety of low-stakes practice assignments before high-stakes exams and research papers are required.

Assignments and course requirements should focus not only on the memorization of facts, but on the application of course concepts to real-life situations. In Anthropology 101 this could involve more hands-on experiments and activities. The program should consider the creation of a laboratory component to be taught alongside the lecture class; such a change would require a significant investment in laboratory space, materials, and supplies. Some activities can be integrated into the current lecture class, but reduced class size would be needed to allow faculty to oversee these activities. In Anthropology 102, real-world experience could be gained through the incorporation of activities like field trips (either short day trips around the Los Angeles area or longer study-abroad experiences). Assignments requiring students to interview others or conduct their own ethnographic research could help them connect course concepts to an analysis of their own social worlds.

Finally, Anthropology tutoring should be made available, particularly for Anthropology 101, so that students who are struggling in the class can seek assistance. Reduced class sizes would also allow faculty to give more focused attention to individual students.

### Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	1	0	0
Certificates	0	0	0
Skills Certificates	0	0	0

### 2.4 Given the data, describe the trend in **degrees and certificates** awarded.

Only one Anthropology degree has been awarded over the past three years.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

The lack of degrees earned in Anthropology may be the result of several factors. First, very few people know what Anthropology is. Anthropology is usually not taught in high schools and, unlike English, History, or Math, is therefore an unfamiliar discipline.

Anthropology is also not directly associated with a specific career path. In a survey given to all Anthropology students in the Spring of 2010, students overwhelmingly agreed with the statement “I am able to experience intellectual growth in the Anthropology program” (average score of 4.39 on a scale in which 1 was “strongly disagree” and 5 was “strongly agree”). They also agreed that “this program helps prepare me to transfer to a 4-year school” (average score of 4.26). However, the average score on the question “this program helps prepare me for my job of choice” was only 3.38.

Interestingly, many of these same students did indicate an interest in earning an Anthropology degree. Six of 141 students indicated that they were currently majoring in Anthropology, and another 26 students indicated that they were considering majoring in Anthropology. The program must therefore determine why so few students actually complete the AA degree.

One cause may be the small number of courses offered at LASC. Currently only three Anthropology courses (101, 102, and 133) are offered. Anecdotal evidence suggests that students would be interested in more courses if they were available. For example, several students have asked the full time Anthropology instructor about the possibility of taking other courses. These students have indicated that they plan to take additional Anthropology courses at other LACCD campuses.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

Although most students, even those who earn Anthropology degrees, do not plan to become practicing anthropologists, the field plays an essential role in general liberal arts education. While many students do not believe Anthropology will be important in their careers, the knowledge and skills gained from Anthropology, particularly those related to cross-cultural relations, can be essential in many vocational areas, including the health care field, social work, counseling, and education.

Several steps should be taken to support those students who are interested in Anthropology in their goal of earning a degree. A greater variety of courses should be developed and offered on a regular basis. Courses in linguistics and archaeology, for example, would address the other two traditional subfields of Anthropology; both courses would also be transferrable and are required by the Anthropology programs at the California State University, Dominguez Hills (CSUDH) and University of California, Los Angeles (UCLA). Anthropology 121 (Religion, Magic, and Witchcraft) is also a popular course around the district that aligns with the CSUDH and UCLA programs and could be made available at LASC. Current faculty members also have expertise in the areas of medical and urban anthropology and could develop courses related to those areas as well.

The program should also consider developing certificate programs in particular areas. For example, the possible development of a Forensic Anthropology certificate has been discussed for a number of years. Specific research should be conducted to determine whether this program would meet the needs of students and employers; further steps should be taken to determine the resources needed to create this program.

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

Finally, efforts should be made to increase awareness of anthropological questions, methods, and career opportunities. Guest speakers, campus-wide screenings and discussions of recent ethnographic films, and other public activities could encourage more students to explore the field of Anthropology.

**Objective for Module Two**

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	To increase the successful course completion rate by 10 percentage points over the next 5 years.  This objective is linked to the following Strategic Planning Objective (Goal 2, Objective 2): “Increase successful course completion rates by discipline to state averages.”
Planned Activities	<ul style="list-style-type: none"> <li>• Hire tutors for Anthropology 101 who will be available for both day and evening students.</li> <li>• In all Anthropology classes, increase the use of hands-on activities that give students an opportunity to apply course concepts to real-world situations. This may involve the development of in-class activities, outside field trips, and new forms of assessment beyond traditional exams and research papers.</li> <li>• Increase the number of class sections offered to meet rising demand and reduce individual class size, allowing instructors to better address the varying basic skills needs of individual students.</li> </ul>
Individual Responsible	Angela C. Jenks (full time faculty member) will be the lead individual, but all Anthropology instructors will participate in the development and implementation of strategies to increase success in Anthropology courses.
Start Date	Spring 2011
Method of Evaluation	This objective will be evaluated by examining successful course completion rate data on the next comprehensive program review.

Objective	To expand the Anthropology program and support both general education students and potential Anthropology degree recipients by ensuring that a sufficient number of class sections are offered to meet enrollment demands and by offering at least two additional courses over the next five years.  This objective is linked to the following Strategic Plan Objective (Goal 2, Objective 3): “Increase UC/CSU transfer rates by 10% per year using 2007-2008 as a baseline.” Increased Anthropology course offerings will offer students additional lower-division credits that can be transferred to CSU and UC.
Planned Activities	<ul style="list-style-type: none"> <li>• Increase the number of class sections offered so that students are able to complete their requirements.</li> <li>• Expand program offerings for the AA degree by writing course outlines for at least two new required and elective Anthropology</li> </ul>

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

	<p>courses that fulfill lower-division requirements at CSU and UC.</p> <ul style="list-style-type: none"> <li>• Increase awareness of the Anthropology program and its courses through public campus events (guest speakers, film screenings, etc.) and partnerships with community organizations.</li> <li>• Examine whether the development of additional Anthropology programs (such as a forensic anthropology or urban anthropology concentration) would address student needs, improve student success, and support the mission of the program and college. If so, develop proposals for the establishment of these programs.</li> </ul>
Individual Responsible	Angela C. Jenks
Start Date	Spring 2011
Method of Evaluation	This objective will be evaluated by examining the number of courses offered, their enrollments, and WSCH per FTEF on the next comprehensive program review.

### **Module Three: Program Resources**

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

As a field focused on the history, development, and current ways of life of human beings around the world, Anthropology is difficult to learn from texts alone. Some resources requested in the 2005 and 2008 program review, such as hominid and non-human primate skull casts, have been purchased and offer an important visual demonstration of biological change over the course of human evolution.

Additional visual resources would also be useful. These include DNA models that can be used to demonstrate transcription, translation, and principles of inheritance; stone tool replicas that show the development of human culture; and laboratory resources that could help students better understand genetic principles.

Resources to support learning in cultural anthropology classes include support for trips to local museums, archaeological sites, religious centers, or cultural events and recording devices (Flip cameras or audio recording) and related technology that could be used by students in conducting interviews, participant observation research, or in the practice of Digital Storytelling.

An objective addressing these resources was developed in Module 2.

#### **WSCH per FTEF**

	2007	2008	2009
Anthropology	595	645	884

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

WSCH per FTEF has increased considerably over the last three years and is well above the 525 standard of efficiency. WSCH per FTEF for the Anthropology program is also well above the campus average, which was 663 in 2009.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

The trend in WSCH per FTEF indicates the need to increase program faculty.

One full time faculty member was hired in the Fall of 2009 (the semester after the 2009 data were collected). Continued high WSCH per FTEF values will indicate a need for additional full time faculty.

Additional faculty will allow the program to meet rising enrollment demands and decrease class size, allowing instructors to provide students with more individualized attention and assistance.

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Angela C. Jenks	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	<p>Professor Jenks regularly attends and presents research at discipline-specific conferences, including the American Anthropological Association and the Society for Medical Anthropology. She has recently published a chapter in the edited volume <i>What’s the Use of Race?: Modern Governance and the Biology of Difference</i> and is currently co-editing a special volume of the journal <i>Culture, Medicine and Psychiatry</i> tentatively scheduled for publication in Summer 2011.</p> <p>At LASC, Dr. Jenks has participated in a number of professional development activities including LACCD’s Faculty Teaching and Learning Academy, two courses related to online teaching and the use of Moodle, and campus meetings and presentations related to disabled student services, the development of SLOs, accreditation, and strategic planning.</p>
Mary W. Walker	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	<p>Professor Walker is an active member of several professional anthropological associations, including the Association for Africanist Anthropology (AfAA) and the Society for Anthropology in Community Colleges. She is also a member of the California African American Genealogical Society and regularly attends local cultural events throughout Los Angeles county. She maintains her knowledge of current research and developments in the field by reading journal articles, blog posts, and anthropology news websites. In addition, Professor Walker in an active participant in on-campus Flex activities.</p>
Alberto Morales	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	<p>Professor Morales has recently participated in two programs designed to improve student success. One of these was a workshop focused on improving student engagement and participation; this workshop gave participants tools to</p>

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

		encourage students to become active and life-long learners. The second program, Reading Apprenticeship, is focused on improving student success through reading and literacy strategies.
Deanna Heikkinen	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input checked="" type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	<p>Professor Heikkinen conducts ongoing research as part of the archaeological field crew of the Tell El-Hibeh Excavations in Middle Egypt and has participated in other national and international excavations. She regularly presents her research at the annual meeting of the American Research Center in Egypt and other field-specific academic conferences. She has published a chapter in the volume <i>Evolving Egypt: Innovation, Appropriation, Reinterpretation</i> (currently in press).</p> <p>In addition, Professor Heikkinen often communicates anthropological and archaeological findings to non-specialists. She has been a guest speaker at the Bakersfield Museum of Art, the Buena Vista Museum of Natural History, and Russo’s Books in Bakersfield, CA, and was interviewed for the Discovery Channel episode <i>Bone Detectives: Death on the Nile</i>.</p>

**Objective for Module Three**

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

## Module Four: Educational Programs

- 4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
All Anthropology course outlines were updated in Spring 2010.			

- 4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
N/A	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	

- 4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
Anthropology 121: Anthropology of Religion, Magic and Witchcraft	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input checked="" type="checkbox"/> Similar CSU/UC lower division requirements <input checked="" type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Anthropology 104: Human Language and Communication	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input checked="" type="checkbox"/> Similar CSU/UC lower division requirements <input checked="" type="checkbox"/> Course needed for sequence

	<input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Anthropology 103: Archaeology: Reconstructing the Human Past	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Integration of technology <input checked="" type="checkbox"/> Similar CSU/UC lower division requirements <input checked="" type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
No number (not yet offered in district): Urban Anthropology	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input checked="" type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

**4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)**

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

N/A

4.3.2 Does your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

N/A

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

N/A

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

**Objective for Module Four**

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

## Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
  - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).
  - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

<u>LASC Institutional SLOs</u>	
1.	Communication (Oral and Written Skills) <ul style="list-style-type: none"> <li>○ use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.</li> </ul>
2.	Cognition (Reading Comprehension, Computational Skills, and Critical Thinking) <ul style="list-style-type: none"> <li>○ use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.</li> </ul>
3.	Information Competency (Information Competency and Technological Literacy) <ul style="list-style-type: none"> <li>○ utilize research skills necessary to achieve educational, professional, and personal objectives.</li> </ul>
4.	Social Responsibility (Responsible Citizenship and Valuing Diversity) <ul style="list-style-type: none"> <li>○ demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.</li> </ul>
5.	Personal and Professional Development (Employability and Confidence Building) <ul style="list-style-type: none"> <li>○ demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.</li> </ul>

Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs.  
 Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

<b>Program Title: AA in Anthropology</b>				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Apply a holistic anthropological perspective to the analysis of local, national, and global human issues	Anth 102	Essay assessment: Written analysis of a selected issue  <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
2. Analyze the	Anth 101	Embedded assessment		<input type="checkbox"/> 1

role that culture plays in human behavior, biology, evolution, and ways of life		through homework and exam questions <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	<input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Develop an awareness of and respect for human diversity	Anth 102	Pre- and post- tests measuring student awareness and attitudes <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

- 5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
<b>Example:</b> Course name: Chemistry 51	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Anthropology 101: Human Biological Evolution	SLO 1: Apply a biocultural framework to the understanding of human development and contemporary human life	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Analyze and participate in contemporary debates about evolution in the United States	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Anthropology 102: Human Ways of Life	SLO 1: Examine human ways of life holistically and comparatively, applying an anthropological perspective to the analysis of current events and social issues.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Demonstrate an understanding of and respect for human similarities and differences.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Analyze his or her own cultural biases and perspectives.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Anthropology 133: Peoples and Cultures of Africa	SLO 1: Critically interpret current news items related to the African continent and discuss events in terms of their social, political, and economic contexts.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Apply an anthropological perspective to the analysis of contemporary issues related to Africa and the African diaspora.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
  - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
  - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
  - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

<b>Certificate Program and SLO</b>	<b>Target Courses</b>	<b>Assessment Strategy &amp; Timing</b>	<b>Results and Plans for Improvement (if applicable)</b>	<b>Related Institutional SLO (mark all that apply)</b>
Name of Certificate Program: None				
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

Course student learning outcomes are included in the course syllabi that are distributed to students at the beginning of each semester; these SLOs are highlighted by the instructor on the first day of class. Program SLOs will be listed in the 2010-2012 course catalog. In addition, instructors strive to use class lectures, activities, and assignments that emphasize the connections between individual course topics and the overall course and program SLOs.

5.3.1 How do you measure whether students understand what the outcomes mean?

Student understanding of SLOs is assessed through informal question and answer sessions at the beginning of each course. In a survey given to all Anthropology students in the Spring of 2010, students were asked to respond to the question “I am aware of the goals/purpose (or Student Learning Outcomes) of the Anthropology program and its courses.” On a 1 (strongly disagree) to 5 (strongly agree) scale, the average response was 4.11.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

Students receive rubrics that are used to assess their written research and analytical essays. They also receive feedback from their instructors on homework assignments and exam performance. Students can apply this feedback to the self-assessment of future work.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

The results of SLO assessment are recorded in the course outline of record. SLOs were assessed for two courses (Anth 101 and Anth 102) in the Spring 2010 semester. The results of these assessments will be used to develop recommendations that can improve student learning. After these recommendations are implemented, their success will be measured with future SLO assessments.

**Objective for Module Five**

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Use the results of SLO assessment to develop recommendations for all Anthropology courses that can improve student learning.  This objective is linked to the following Strategic Plan Objective (Goal 2, Objective 4): “Assess institutional SLOs by sampling 20% of annual graduating students.”
Planned Activities	<ul style="list-style-type: none"> <li>Assess at least one SLO in Anth 133 in Fall 2010; Analyze the results and develop and implement course revisions to improve student learning</li> <li>Continue cycle of assessment according to the 6-semester plan developed by the SLO committee.</li> <li>Develop improved methods of assessing student understanding of SLOs, including surveys, class discussions, and reflective writing assignments</li> </ul>
Individual Responsible	Angela C. Jenks will be the lead person, but all Anthropology faculty will be involved
Start Date	Fall 2010
Method of Evaluation	After these activities are completed and course recommendations are developed and implemented, future SLO assessments should show improved student learning.

## **Module Six: Student Feedback**

### 6.0 Data collection

#### 6.0.1 How many surveys were collected from students?

141 surveys were collected from students enrolled in all Anthropology classes in the Spring of 2010. The survey instrument is attached.

#### 6.0.2 How many students participated in focus groups?

0

#### 6.0.3 How many students participated in interviews?

0

#### 6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

0

### 6.1 Describe the results of the data accumulated in the above methods.

The results of student feedback have been discussed throughout the previous five modules. To summarize:

- Students overwhelmingly agreed with the statement “I am able to experience intellectual growth in the Anthropology program” (average score of 4.39 on a scale in which 1 was “strongly disagree” and 5 was “strongly agree”). They also agreed that “this program helps prepare me to transfer to a 4-year school” (average score of 4.26).
- Students agree that they receive excellent instruction in Anthropology classes (average score 4.64). Anthropology faculty treat students with respect (average score of 4.58) and are knowledgeable about the field (average score of 4.65).
- Many currently-enrolled students (23% of those completing the survey) are planning to or considering majoring in Anthropology. However, only 1 degree has been awarded in the past 3 years.
- Students are not always able to register for the Anthropology classes they need and many disagree with the statement “this program helps prepare me for my job of choice” (average score of 3.38).
- Some students believe they do not receive sufficient understanding of life emergencies and unique life circumstances (average score of 4.04 on question 11 and 4.01 on question 13).
- Students do not believe they are notified early in the semester if they are doing badly in an Anthropology class (average score of 3.59 on question 24).
- Most currently enrolled students prefer morning (before 11 am) or evening (after 4pm) classes.

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

**Objective for Module Six**

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Regularly collect feedback from Anthropology students that can be used to inform course offerings and scheduling and to improve student success.  This objective is linked to the following Strategic Plan Objective (Goal 4, Objective 4): “Ensure that instructional departments and non-instructional programs conduct annual assessments and evaluations of their areas and make adjustments and improvements as mandated by those evaluations.”
Planned Activities	<ul style="list-style-type: none"><li>• Survey Anthropology students at least once each academic year to monitor changing needs</li><li>• Document student feedback collected by other means (i.e., class discussions, informal conversations, etc.)</li></ul>
Individual Responsible	Angela C. Jenks will be the lead person, but all Anthropology faculty will be involved
Start Date	Spring 2010
Method of Evaluation	This objective will result in an accumulation of data over multiple years that can indicate trends in student concerns.

**Anthropology Program Student Survey, Spring 2010**

1. Which of the following Anthropology courses have you taken at LASC? (circle all that apply)
  - a. Anthropology 101: Human Biological Evolution
  - b. Anthropology 102: Human Ways of Life
  - c. Anthropology 133: Peoples and Cultures of Africa
  
2. Are you currently an Anthropology major?
  - a. Yes
  - b. No
  
3. Are you considering majoring in Anthropology?
  - a. Yes
  - b. No

**Directions:** Please answer the following questions based on your experiences in the Anthropology program as a whole (not only individual classes) at LASC.

	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
4. The Anthropology program requirements are clear and reasonable.	1	2	3	4	5
5. Channels for expressing student complaints are readily available.	1	2	3	4	5
6. I am able to experience intellectual growth in the Anthropology program.	1	2	3	4	5
7. This program helps prepare me for my job of choice.	1	2	3	4	5
8. This program helps prepare me to transfer to a 4-year school.	1	2	3	4	5
9. I am aware of the goals/purpose (or Student Learning Outcomes) of the Anthropology program and its courses.	1	2	3	4	5
10. I would recommend the Anthropology program to another student.	1	2	3	4	5
11. I receive sufficient support and understanding of life emergencies and circumstances in this program.	1	2	3	4	5
12. Anthropology faculty care about me as an individual.	1	2	3	4	5
13. Faculty are understanding of students' unique life circumstances.	1	2	3	4	5
14. Anthropology faculty treat students with respect.	1	2	3	4	5

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 15. Faculty consider student differences as they teach Anthropology courses.                       | 1 | 2 | 3 | 4 | 5 |
| 16. Faculty provide timely feedback about student progress in a course.                            | 1 | 2 | 3 | 4 | 5 |
| 17. Anthropology faculty are knowledgeable about the field.  | 1 | 2 | 3 | 4 | 5 |
| 18. Anthropology faculty are usually available outside of class.                                   | 1 | 2 | 3 | 4 | 5 |
| 19. I am able to register for Anthro classes I need with few conflicts.                            | 1 | 2 | 3 | 4 | 5 |
| 20. Anthro classes are scheduled at times that are convenient for me.                              | 1 | 2 | 3 | 4 | 5 |
| 21. The quality of instruction I receive in my Anthropology classes is excellent.                  | 1 | 2 | 3 | 4 | 5 |
| 22. Anthropology courses are increasing my knowledge.  | 1 | 2 | 3 | 4 | 5 |
| 23. Anthropology classes deal with practical experiences and applications.                         | 1 | 2 | 3 | 4 | 5 |
| 24. Students are notified early in the semester if they are doing poorly in an Anthropology class. | 1 | 2 | 3 | 4 | 5 |
| 25. Which class schedule is usually the most convenient for you? (circle one)                      |   |   |   |   |   |
| a. Any daytime hours (before 4:00pm).  |   |   |   |   |   |
| b. Any evening hours (4:00pm or after).  |   |   |   |   |   |
| c. Mornings are best (8:00-11:00am).   |   |   |   |   |   |
| d. Afternoons are best (1:00-4:00pm).  |   |   |   |   |   |
| e. Classes offered at noon times (11:00-1:00)  |   |   |   |   |   |
| f. Weekend classes.  |   |   |   |   |   |
| g. Online classes.   |   |   |   |   |   |

**Student Information**

- |   |                          |          |
|---|--------------------------|----------|
| 26. Gender  | 27. Age group (years)    |          |
| a. Male   | a. 19 and under          | e. 35-39 |
| b. Female   | b. 20-24                 | f. 40-49 |
| c. Other/Decline to state                             | c. 25-29                 | g. 50+   |
|   | d. 30-34                 |          |
| 28. Ethnicity   |                          |          |
| a. Asian  | e. Pacific Islander      |          |
| b. Black/African-American                             | f. Caucasian/White       |          |
| c. Hispanic   | g. Other                 |          |
| d. Native American                                    | h. Decline to state      |          |
| 29. Are you currently working while attending school? |                          |          |
| a. 40 hrs/week or more                                | d. 11-20 hours           |          |
| b. 31-40 hours  | e. 10 hours or less      |          |
| c. 21-30 hours  | f. Not currently working |          |

## **Module Seven: SWOC**

Based on your program review, summarize:

### **Program Strengths**

All Anthropology courses reflect current research in the field, have updated course outlines, and are transferrable to a four-year university.

Anthropology courses attract and retain large numbers of students (with retention rates above the college-wide average). Students overwhelmingly agree that Anthropology courses increase their knowledge, allow them to experience intellectual growth, and help prepare them to transfer to a 4-year school. Students also agree that they are treated with respect by Anthropology faculty.

### **Program Weaknesses**

On average, fewer than half of students successfully complete Anthropology courses. The successful course completion rate in LASC's Anthropology program is well below that of other Anthropology programs around the state and in the LACCD district.

### **Program Opportunities**

The large increase in enrollment that has occurred over the last three years offers an important opportunity. Increased numbers of African American and Hispanic students, who are traditionally underrepresented among the college-educated population in the United States, are enrolling in institutions of higher education, including Los Angeles Southwest College. The Anthropology program has the opportunity to enrich the lives of these students and support them in achieving their academic, career-related, and personal goals.

### **Program Challenges**

The Anthropology program lacks many of the resources necessary to meet this increased demand and improve student success. Classes are filled beyond capacity and students report having trouble registering for the classes they need. The high WSCH per FTEF indicates that faculty may have trouble providing students with the hands-on activities and individual attention they may need to succeed.

**Module Eight: Objectives from 2008-2009 Mini-Review**

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
To hire a fulltime faculty person	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	A full time faculty member (Angela Jenks) was hired in the Fall of 2009.
To ensure students who attend the same courses learn similar basic information	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	All of the course outlines have been updated and course and program level SLOs have been identified. Some of these SLOs have been assessed. These activities have made some progress toward the completion of this objective. Further assessment of SLOs across the discipline will allow faculty to better determine whether all students are achieving the desired outcomes.
Update course outlines in the discipline	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	All course outlines were updated in the Spring of 2010.

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

<p>To expand program through course offerings</p>	<p><input type="checkbox"/> Completed  <input checked="" type="checkbox"/> In Progress  <input type="checkbox"/> Not Implemented</p>	<p>The expansion of the program and development of new course offerings was hindered by the lack of a full time faculty member. This objective will continue and is also listed in this review.</p>
<p>Create a plan to improve the physical aspects of the teaching and learning environment</p>	<p><input type="checkbox"/> Completed  <input checked="" type="checkbox"/> In Progress  <input type="checkbox"/> Not Implemented</p>	<p>Many of the activities that were part of this objective have been completed. Anthropology instructors now have access to audio-visual equipment and resources such as skull casts of hominid species and non-human primates. Further resources to address this objective are contained in this review.</p>

**Module Nine: 2010 Program Review Objectives**

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	<p>To increase the successful course completion rate by 10 percentage points over the next 5 years.</p> <p>This objective is linked to the following Strategic Planning Objective (Goal 2, Objective 2): “Increase successful course completion rates by discipline to state averages.”</p>	<p>--Hire tutors for Anthropology 101 who will be available for both day and evening students.</p> <p>--In all Anthropology classes, increase the use of hands-on activities that give students an opportunity to apply course concepts to real-world situations. This may involve the development of in-class activities, outside field trips, and new forms of assessment beyond traditional exams and research papers.</p> <p>--Increase the number of class sections offered to meet rising demand and reduce individual class size, allowing instructors to better address the varying basic skills needs of individual students.</p>	<p>Angela C. Jenks (full time faculty member) will be the lead individual, but all Anthropology instructors will participate in the development and implementation of strategies to increase success in Anthropology courses.</p>	<p>Spring 2011</p>	<p>Fall 2015</p>

2	<p>To expand the Anthropology program and support both general education students and potential Anthropology degree recipients by ensuring that a sufficient number of class sections are offered to meet enrollment demands and by offering at least two additional courses over the next five years.</p> <p>This objective is linked to the following Strategic Plan Objective (Goal 2, Objective 3): “Increase UC/CSU transfer rates by 10% per year using 2007-2008 as a baseline.” Increased Anthropology course offerings will offer students additional lower-division credits that can be transferred to CSU and UC.</p>	<p>--Increase the number of class sections offered so that students are able to complete their requirements.</p> <p>--Expand program offerings for the AA degree by writing course outlines for at least two new required and elective Anthropology courses that fulfill lower-division requirements at CSU and UC.</p> <p>--Increase awareness of the Anthropology program and its courses through public campus events (guest speakers, film screenings, etc.) and partnerships with community organizations.</p> <p>--Examine whether the development of additional Anthropology programs (such as a forensic anthropology or urban anthropology concentration) would address student needs, improve student success, and support the mission of the program and college. If so, develop proposals for the establishment of these programs.</p>	Angela C. Jenks	Spring 2011	Fall 2015
---	--	--	-----------------	-------------	-----------

3	<p>Use the results of SLO assessment to develop recommendations for all Anthropology courses that can improve student learning</p> <p>This objective is linked to the following Strategic Plan Objective (Goal 2, Objective 4): “Assess institutional SLOs by sampling 20% of annual graduating students.”</p>	<p>--Assess at least one SLO in Anth 133 in Fall 2010; Analyze the results and develop and implement course revisions to improve student learning</p> <p>--Continue cycle of assessment according to the 6-semester plan developed by the SLO committee.</p> <p>--Develop improved methods of assessing student understanding of SLOs, including surveys, class discussions, and reflective writing assignments</p>	Angela C. Jenks will be the lead person, but all Anthropology faculty will be involved	Fall 2010	Fall 2015
4	<p>Regularly collect feedback from Anthropology students that can be used to inform course offerings and scheduling and to improve student success</p> <p>This objective is linked to the following Strategic Plan Objective (Goal 4, Objective 4): “Ensure that instructional departments and non-instructional programs conduct annual assessments and evaluations of their areas and make adjustments and improvements as mandated by those evaluations.”</p>	<p>--Survey Anthropology students at least once each academic year to monitor changing needs</p> <p>--Document student feedback collected by other means (i.e., class discussions, informal conversations, etc.)</p>	Angela C. Jenks will be the lead person, but all Anthropology faculty will be involved	Spring 2010	Fall 2015

**Module Ten: Resource Priority Requests**

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity/ Units	Program Objective Number Related to this Request	<a href="#">Strategic Goal/Objective Number</a> Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Additional course offerings to meet rising student demand, decrease class size, and bring faculty efficiency (as seen in WSCH per FTEF) in line with industry standards.	The precise number of courses required will vary according to fluctuating enrollments. Offerings should be increased to reduce class size to an average of 35.	1 and 2	Goal 2, Objectives 2 and 3	Enrollments have increased by 77% over the last three years and classes are overfull. WSCH per FTEF is well above the industry standard. Increased course offerings (and faculty to teach those courses) will meet the needs of these newly-enrolled students and offer credits students can transfer to the CSU and UC. Increased course offerings will also reduce class size, allowing faculty to include more hands-on activities to improve student learning and to provide students with more individual attention to better address their basic skills needs and improve students success.	To be determined

2	Tutors for Anthropology 101 who will be available 10 hours a week for both day and evening students	1	1	Goal 2, Objective 2	Successful course completion rates are below the state-wide and district-wide averages. Evidence suggests that completion rates are lower in Anthropology 101 (Human Biological Evolution) than in other classes. Currently no formal tutors are available for Anthropology students and faculty are often unable to provide close individual attention (see WSCH per FTEF data). Tutors will be available to meet the needs of students who require extra support and will help improve student success rates.	\$3520/year (average of \$11/hr for 10 hours a week for 32 weeks)
3	Visual teaching aids for use in hands-on class activities and to allow students to explore cultural practices and social concerns both locally and around the world. These may include DNA models, stone tool replicas, Flip cameras, and ethnographic film DVDs.	5 DNA models 10 flip cameras 5 ethnographic films 5 hominid bone casts (pelvi)	1	Goal 2, Objective 2	As the study of human diversity, Anthropology cannot be learned from texts alone. Assessments show that students are better able to repeat factual information than apply concepts to real-world situations. An increased focus on hands-on class activities and practical experiences with cultural difference will address this gap.	\$5,000

*Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population*

4	Support for campus-wide events related to Anthropology (guest speakers, ethnographic film screenings and discussions, etc.). Funds would be used to cover the use of campus facilities, honoraria for outside speakers, film screening rights, etc.	5 events (1 each academic year)	2	Goal 2, Objectives 2 and 3; Goal 5, Objective 2	Anthropology is one of the broadest academic disciplines, addressing the range of what it means to be human. As such, it plays an essential role in general education. Public campus events would not only increase the visibility of the Anthropology program, but would introduce members of the campus and local community to the use of anthropological approaches in the analysis of current social problems. Such events would highlight the importance of anthropology in everyday life and raise awareness of current social and political issues.	\$2,500
---	---	---------------------------------	---	---	--	---------

## **Concluding Comments and Recommendations**

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

- 3. List a minimum of (3) recommendations for the program.**

1. Expand course offerings to meet increasing enrollment demands and support students who plan to pursue Anthropology degrees and/or transfer to four-year institutions. Ensure that courses are offered at times and in formats (i.e., face-to-face or online) that meet students needs.
  2. Increase the successful course completion rate by 1) developing class activities and assignments that address basic skills and provide hands-on and real-world experience; 2) reducing class size to allow faculty to provide students with individualized attention; and 3) providing tutors who are available for both day and evening students.
  3. Monitor student success rates more frequently (i.e., each academic year) to identify improvements or declines and adjust program activities accordingly.