

# LDC Program Review – Annual Discipline Update for 2021-2022

## PART A

### SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **Anthropology**

Disciplines included in this SAC: Anthropology

SAC Chair(s): Dr. Mary Courtis

Faculty Department Chair(s): Dr. Sylvia Gray, history

Program Dean/ SAC Administrative Liaison: Dana Fuller

Pathway Dean: Jeremy Estrella

Please highlight where your classes are offered.

Classes/Services offered at: **CA** / **RC** / SE / **SY** / **NB** / HC / WCC / Metro / CLIMB Other: an introductory anthropology course is planned for SE winter 2022

## SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

\*\*\*Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information'

Please include data from at least the last three years and up to the last five years. A 3-year enrollment review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A.Enrollment (SFTE) per year; Location (where course is taught); Modality

### SEE Student FTE Tab

2A1. Does this data suggest any questions that the SAC would like to pursue?

ATH 101-103 are taught in three modalities (onsite, remote and online) and at SYL, CA and RC each term. ATH 104 is only taught online. Attempts to teach ATH 104 onsite or remotely over the last three years have been less successful in terms of both enrollments and student success rates. The SAC would like to investigate why ATH 104 has lower enrollments and student success remotely and onsite than it does online. Are there more students taking ATH 104 for linguistic credit rather than anthropology credit at PSU? Are these students dual enrolled at both PCC and PSU and find the online class more convenient for them?

The SAC would like to explore these ideas further by collecting more data about the reasons why online ATH 104 classes enroll better than onsite or remote ones. Results of this SAC investigation will be reported during year two of the assessment process.

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

Enrollment is consistently highest in ATH 101-103 introductory courses over the past three years. These courses are currently offered at CA, SYL and RC. The SAC would like to begin offering anthropology courses at SE beginning spring term 2022. This plan has been explained to the anthropology FDC and the Program dean. The FDC at SE considered scheduling an anthropology class for winter term 2022. Hopefully a new anthropology class will be scheduled for spring term 2022 at SE. Offering classes at SE would allow students to take classes at all four campuses.

**Like many other programs at PCC, anthropology enrollment in all our courses has been impacted by covid. The practice of offering ATH 101-104 on a rotating basis among the different campuses has been less effective when classes are being taught remotely or online only.**

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the SAC/discipline?

The data tool already provided seems adequate.

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.

**PSU gives non lab science credit to ATH 101. More students are taking this course to fulfill science requirements leading to an increase in sections over the past three years.**

**As noted in an earlier part of this report, enrollment in anthropology courses at PCC has been impacted by covid.**

## 2B. Course Success Rates

*Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:*

*Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.*

3

### **% Success By Course and Modality**

**SEE Modality Tab**

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Prior to covid, all anthropology 101-104 classes showed student success rates of 70% or above. During 2020-21 ATH 103 (70%) and ATH 104 (76%) show higher pass rates than ATH 101 (69%) and 102 (63%).

ATH 101 and ATH 102 require students to demonstrate a greater degree of biological knowledge and scientific skills and understanding than ATH 103 and 104. More students are

choosing to take ATH 101 and 102 since they count for non lab science and lab science credits at PSU over the past year. Some of these students may not be aware of the rigor of these courses before they sign up for them..

Having a dedicated social science adviser who is familiar with anthropology courses should help improve this situation. The social science adviser could use their knowledge about the different anthropology courses to tell students more about them and the skills required to succeed. This information should help students make better class enrollment choices and help improve student success in both ATH 101 and 102. The anthropology SAC would like to spend this year establishing a relationship with the dedicated social science adviser and discussing our classes with them. The knowledge that the adviser gains will put them in a better position to advise students about anthropology classes.

The anthropology SAC has also taken steps to increase various kinds of academic support for students to help improve success rates; particularly among students of color.. The introduction of library tutorials and study guides in some ATH 101 courses over the past two years resulted in improved student performance and success rates in these courses. Implementing library tutorials and study guides in all ATH 101 classes could be another way to help improve student success rates.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Onsite anthropology classes have not been taught since the onset of covid. Prior to covid, onsite classes were few in number at all PCC campuses. Currently, all classes are taught online or remotely. Online anthropology classes generally have higher pass rates than remote classes.

4

## 2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

ATH 101 and 102 are the most challenging introductory courses. The anthropology SAC is especially interested in increasing student success rates for all students in these courses. Over the last two years the anthropology SAC collected data on whether increased library support

helped students write better term papers in ATH 101. The results of the study showed that students benefited from increased library support.. Consequently, library tutorials, study guides, librarian class presentations are now a standard part of many more ATH 101-104 classes taught at PCC.

Another area that the SAC would like to explore further is the value of repetitive assignments to strengthen student learning. Recent research (Wang, Robinson and Loisel, 2020) suggests that archaeology students benefit from repeating learning experiences related to data collection in the field, or lab procedures, such as detailed note taking, observations of context and other data patterns, artifact identification and classification, or site mapping.

In the coming year the SAC intends to identify any current ATH 102 assignments already in use that involve repetitive learning opportunities. The SAC may also possibly develop additional repetitive learning assignments and begin collecting data on student performance related to repetitive learning assignments. The results of these explorations will be reported during year two of the assessment process. The SAC also plans to review our grading practices and policies as part of this process.

Marwick, B., Wang, L., Robinson, R., & Loisel, H. (2020). How to Use Replication Assignments for Teaching Integrity in Empirical Archaeology. *Advances in Archaeological Practice*, 8(1), 78-86. doi:10.1017/aap.2019.38

## **Enrollment and % Passing By Course and Student Demographics**

### **SEE Gender, Race, and Pell Tabs**

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Enrollment and student success rates based on gender were similar for all three years in ATH 101-103. More students overall enrolled in ATH 101 classes than 102 or 103. Students who identified as non-binary were statistically few over all 3 years, but they had a higher success rate than students who identified as male or female.

The anthropology SAC is making ongoing efforts to recruit more non-binary students in our classes. These efforts include: integrating more material about non-binary gender orientation and gender inequities in our classes. Examples include:

- A discussion forum on bisexuality and evolution in ATH 101
- Expanding the module on language and gender in ATH 104
- The recent development of a Signature assignment in ATH 102 focusing on social and gender inequalities of ancient societies

- Expanding modules on concepts of gender in both ATH 101 and 103 courses.
- CCOG outcomes in 101-104 that specifically address issues of gender and systems of power

While the SAC has integrated more material about non-binary gender orientation and gender inequities in our courses, having a dedicated social science adviser who was aware of these changes would be very helpful. During the 2021-22 year, the anthropology SAC plans to develop a close relationship with the new social science adviser and discuss these changes to course content with them. The social science adviser will then be in a better position to advise non-binary students who are considering taking anthropology classes. It is anticipated that non-binary student recruitment and student success rates may increase as a result of the anthropology SAC and the social science adviser working together in this way.

The majority of students taking anthropology classes over the past three years identify as having European descent or as “White”. Students who identified as belonging to other races and ethnic groups were proportionately fewer in number, but they had a similar, or sometimes greater rate, of success than White students. Asians and Native American/indigenous students tended to have a higher success rate than Black and Latinx students during the past three years. This difference was noted in the fall 2021 YEES report.

However, it should be noted that the number of Native American students (12) who took anthropology classes during 2020-21 was much smaller than the numbers of Asians (77), Black (44) and Latinx students (119).. The higher success rates of such a few Native American/indigenous students may reflect individual differences in student motivation and preparation that are unrelated to instruction. These results are not statistically significant and do not indicate teaching practices which favor Native American/indigenous students above other ethnic groups.

The anthropology SAC is making ongoing efforts to recruit more students of color and different cultural backgrounds in our classes by adopting culturally responsive teaching methods and integrating more material about social justice and race into our classes. Examples include:

- Faculty regularly attend Teaching Week, the Anderson Conference and other trainings focused on culturally responsive teaching
- Expanding modules on concepts of race in both ATH 101 and 103 classes
- New social justice assignments in ATH 103, 104 and 208
- A new discussion forum on decolonizing stories in ATH 103.
- Use of ethnographies in ATH 208 focused on indigenous Africans and migrant farm workers impacted by colonization and systems of racial discrimination.
- CCOG outcomes in 101-104 that specifically address issues of race and systems of power

While the SAC has made these changes to our courses, having a dedicated social science adviser who was aware of the SAC’s efforts would be very helpful. During the 2021-22 year, the

anthropology SAC plans to develop a close relationship with the new social science adviser and discuss these changes to course content with them. The social science adviser will then be in a better position to advise students of color who are considering taking anthropology classes. It is anticipated that students of color recruitment and success rates may increase as a result of the anthropology SAC and the social science adviser working together in this way.

In regards to other items in the YEES report, all of our 100 level and most of our 200 level anthropology classes are taught using either OER resources, or free e-books that students can access through the PCC library. By its nature, anthropology courses strive to cover the cultures of a wide range of societies around the world. In an effort to attract more Black and Latinx students, the SAC has recently revised ATH 235 Archaeology of the Americas to include more material on the indigenous cultures of the U.S. southwest and Aztec and Mayan cultures. The ethnographies chosen for ATH 208 World Ethnography course also focus on indigneous African and Latinx migrant farm workers in the U.S. The SAC hopes that these changes to our curriculum will encourage more Black and Latinx students to take our courses in the future.

As noted earlier in this report, the anthropology SAC plans to review current assignments and grading policies over the next upcoming year. As part of this effort, the anthropology SAC chair will be teaching a remote ATH 101 introduction to biological anthropology winter during 2022 term utilizing a labor based grading system. Data will be collected on whether Black and Latinx success rates in the class increase as a result of adopting this new grading method. The results will be reported to the other faculty in the spring SAC meeting. The anthropology SAC also plans to review the merits of adopting contract grading or other forms of equity based grading practices over the coming year.

These SAC activities address all three of the objectives outlined by management in the 2021 YEES report..

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

The data tool and the YEES report already provided seems adequate.

## **SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING**

### **3A. Assessment Reports**

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?

*(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).*

ATH 102 course level outcome:

Discuss systems of power and social inequalities in ancient societies from an anthropological perspective.

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

ATH 102 Introduction to Archaeology

The SAC will compare student success rates in ATH 102 classes. One course will be taught

online by a FT faculty member and the other class remotely by a PT faculty member

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

1. Two sections of ATH 102 will be evaluated. One class will require students to complete the term paper in clearly identified stages. The other class will not complete the term paper in stages.
2. Once students submit the term paper, all identifying markers (such as names) will be removed before the papers are given to other faculty to score
3. During the spring SAC meeting, the SAC (1 Ft instructor and 4 pt instructors) will engage in a norming session. The strategy that will be used to reach agreement on how the dimensions of the grading rubric will be scored will be to have each member of the SAC score 1 or 2 artifacts on their own prior to the meeting. In the meeting, these test artifacts will be reviewed, compared and discussed. This strategy will provide an opportunity to make sure that any differences of opinion about scoring are identified early and a consensus reached before the rest of the artifacts are scored.
4. The results of the assessment will help the SAC evaluate if and where methods of instruction might be improved.

The Anthropology SAC will collect data on whether students write better signature assignments



in ATH 102 if they work on them in a step by step way throughout the term in both remote and online classes. Data from ATH 102 classes taught by FT and PT faculty will be collected to answer this question.

### 3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

**Commendations:** This is a very well-done assessment. We are pleased to see you testing an assignment that maps to a GenEd rubric. It's great to see each dimension is being assessed using a meaningful assignment in the course. We also are glad to see such wide participation from the SAC. We appreciate that the SAC looked at disaggregated data to see how you are using it to improve on different aspects of the signature assignment. It is commendable that quality assessment was carried out in such a challenging year!

**Suggestions:** It could be helpful for reliability to double score a sample of artifacts from the

8

population. This can also help ensure a focus is on assessment of student achievement and not grading. It was also noted that the ATH SAC did not identify any patterns of high/low scores across the dimensions, nor did the course delivery methods impact student achievement as far as the data showed. We encourage the SAC to consider using a GenEd rubric as an assessment project in the future and test signature assignments across courses taught by more than one instructor.

**Question:** What are you planning on assessing next year? Will the SAC continue to test signature assignments in GenEd courses? Are there ways the LAC can assist the SAC in finding other avenues of student learning that need assessment?

SAC Response:

The Anthropology SAC will continue to test signature assignments in general education courses in anthropology. This year we are collecting data on ATH 102 introduction to archaeology. Data will be collected from ATH 102 courses taught by both FT and PT faculty.

A strategy that the SAC would like to explore is the possible benefits of "chunking assignments" (breaking assignments down into smaller segments throughout the term) in ATH 102. In some

ATH 102 classes students complete signature assignments in steps. They begin by taking a library tutorial early in the term. Then they submit an outline of their paper and a list of scholarly sources midway through the term. Finally, students submit the signature assignment at the end of the term. In other ATH 102 classes, students just complete the signature assignment at the end of the term.

The SAC plans to begin collecting data and comparing student success rates in both kinds of ATH 102 classes. Data will be collected and compared on student performance on signature assignments in two ATH 102 classes.

## **SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES**

4A. Is there anything further you would like to share about your program's achievements at this time?

Part time anthropology faculty are hard at work this year developing their e-portfolios.

The anthropology SAC chair has been in conversation with the Chair of the PSU anthropology department over the past year. As a result of these conversations, the PSU anthropology faculty are presently discussing the possibility of accepting 4 credits, or one 200 level PCC anthropology course for transfer credit in addition to ATH 101-104.

9

4B. Are there any challenges not described above that you would like to note here?

PT anthropology faculty would benefit from being given annual schedules to increase their job security.

The Anthropology SAC would like to request a second MYC be given to the department in 2022-23 for the same reason.

In the past FDC's at the different campuses had little knowledge of anthropology and hired PT faculty on their own without consulting with the SAC chair. This practice often led to too many PT faculty for the number of anthropology classes being taught. Currently, the number of PT faculty is sufficient to cover all the classes being taught at the different PCC campuses and ensure that each PT faculty member consistently is assigned 2 classes per term. With the change to the one college model, the SAC hopes that the Program Dean will work with the SAC chair and the FDC's to make sure that the current PT faculty are given first priority and consideration for any and all anthropology class assignments on all PCC campuses and centers.

4C. Do you see any opportunities in the near or long term that you would like to share?

An opportunity exists to teach anthropology classes at all college campuses and centers. The SAC would like to make teaching anthropology classes at SE a priority.

Another opportunity is to teach more dual credit courses in anthropology at high schools in the Portland area. The state currently allows college faculty and high school instructors to collaborate in order to teach dual credit courses. This model would allow for more sections of the introductory ATH 101-104 classes to be taught at high schools, provide additional employment opportunities for PT faculty and lead to greater enrollment in anthropology. In order to take advantage of this opportunity, students in dual credit classes would need to pay regular college tuition to cover the costs of the college faculty member. An agreement to this effect could be worked out with the high schools and new dual credit classes offered after an agreement has been reached.

