



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: Anthropology

Division: Social Sciences

Date: 11-20-2023

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

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Printed Name: Karen Markley, M. Leonor

Date: 11-27-2023

Dean Signature:
12-4-23

Printed Name: Jorge C. Gamboa Date:

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After August 15, you will be able to access PDF copies of your program's ISS data here:

[ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

- I. According to the data provided, our department meets the Completion Set Standard rate (74.1%) for several groups, with the exception of Pacific Islander (17 students at 52.9% completion), Black/African (82 students at 59.8% completion), Hispanic (1,802 at 70.1% completion), Two or More (235 students at 73.2% completion), Unknown/Decline to Answer (59 students at 66.1% completion), and White (616 students at 62.2% completion).
Our highest completion rates were: Native American (3 students at 100% completion), Filipino (6 students at 83.3% completion), and Asian (320 student at 81.3%). Both Two or More (235 students at 73.2%) and Hispanic (1,802 students at 70.1.1%) were close to the Completion Set Standard rate.**
 - II. Our department Average Completion rate is 85.5%, which is higher than the Completion Set Standard rate (74.1%) and very close to the Completion Aspiration Goal rate of 86.7%**
 - III. According to the data provided, our department exceeds the Success Set Standard rate (62.0%) for 7 out of the 9 groups represented: Asian, 320 students at 81.3%, Filipino, 6 students at 83.3%, Hispanic, 1,802 students at 70.1%, Native American, 3 students at 100.0%, Two or More, 235 students at 73.2%, Unknown/Decline to Answer, 59 students at 66.1%, and White, 616 students at 62.2%.**
 - IV. Our department's average success rate is 69.5%, which is higher than the Success Set Standard rate of 62.0%. Our department is on-course for approaching the Success Aspiration Goal rate of 78.3%.**
2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.
 - I. Based on the data provided, our department exceeds both the Completion Set Standard (74.1%) and Success Set Standard (62.0%) rates. Our department's Average Completion rate is 85.5% while our Average Success rate is 69.5%. The disparity between two standard rates may due to course type (online versus in-person). Unfortunately, the data provided does not separate course data statistics based on mode of instruction. As a department, we feel it would be helpful to examine the data separately in order to help us understand the disparity between the two standards. Our Average Success rate number may be lower due to online courses, in which students may complete the course, but do not complete critical coursework; contributing to a lower Average Success rate (in general or for each course).**
 - II. The majority of our highest Average Success and Average Completion rates will be centered around honors courses. Other courses such as Anthropology Lab, Introduction to Archaeology and Celtic Cultures also had high Average Success and Average Completion rates. We attribute high success in these courses due to the mode of instruction, in which most are taught in-person. All of our courses will exceed the**

Completion Set Standard rate (74.1%) and most of our courses will meet/succeed the Success Set Standard (62.0%), with the exception of Anth-107, which is lower at 59.9%. We continue to work on improving the Success Set Standard and Completion Set Standard rates for all of our courses.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.
- I. Our department, for the most part, meets the Institution-SLOs for Spring 2023. Our department had a "Meets expectations" rate of 94.44%, Data could not be evaluated for the "Exceeds expectations" category because this option is not available when inputting Course-SLO data.**
2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?
 - I. Based on the data provided, our department appears to meet the overall Institutional-SLO success rate for each represented group. Based on the data, 96.24% appears to meet expectations, while 3.76% does not. "Meets expectations" rates will vary based on group: African American, 21, 87.50%, while 12.50% "Does not meet expectations." Hispanic, 294, 94.23% will "Meet expectations" while 5.77% "Does not meet expectations." The remainder of groups: American Indian/Alaskan Native, Asian, Filipino, Unknown, Unspecified, and White Non-Hispanic will all "Meet Expectations" at 100%. We will continue to work as a department to improve Institution-SLO "Meets expectation" rates.**

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

We would like to request on-going funding for a trip to the San Diego or L.A. Zoo every semester for students who would like to participate to meet a required segment of the curriculum for all Biological Anthropology Labs and Lectures. This would be a minimum of 60 students and a maximum of 200. We would like to offer transportation for students who need it by renting a bus for at least 60 people. Over the years, students have really benefited from this resource as according to our student demographics (see Institutional Commitment to Diversity Report) almost 80% of our students are either at or lower than the poverty line. This makes it very difficult for them to pay the transportation fees and entrance to these sites (approximately \$70 min.).

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

It is imperative that we offer this to our students immediately as they must meet this part of the curriculum, and many are facing challenges (both financially and in terms of transportation availability) in order to complete this.

This I the amounts we are requesting and the description:

- Entrance tickets to the zoo for 200 students at \$15 for total \$3,000 per semester.
 - Bus fees \$2,000 per semester.
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

Part of the Biological Anthropology curriculum covers primatology and students learn valuable lessons and make connections by visiting local zoos. We are very fortunate to have two world-class zoos nearby and both offer discounted fees for groups but they require all students arrive together, this is extremely difficult when students drive themselves. Being able to provide the entrance tickets and a bus would help make this possible for students to participate and enhance their learning without causing them more stress and expenses.

- Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

This additional resource would help support the college mission of "advancing student learning and achievement by developing flexible pathways for students and fostering a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members" by providing excellence in education and taking the students to the community, furthermore, promoting students' analytical/critical thinking skills. The anthropology departments goals include the application of anthropological skills and practical experience that provide students with lifelong learning tools needed to navigate the globalized world. In our program review, we discussed how part of the inclusivity, we organize trips to the zoo for all students who want to take advantage of this as part of their learning and in an effort to build a sense of community and belonging among students, while also providing mentorship and connections between faculty and students.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	\$10,000 per year	Student Equity funds, Innovations Funds, any other STEM related Equity Funds.
Total Requested Amount:	\$10,000.00 per year	