

Instructional Units Comprehensive Program Review - Anthropology Latest Version

This cycle is used by Instructional Units to plan for the next five years and report on updates from the last program review cycle, as part of Comprehensive Program Review.

Instructional Units Comprehensive Program Review

1. Course Scheduling, Sequencing & Modality (Pillar One: Clarify the Pathway) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user is asked to report on course scheduling, course sequencing and/or course modality for your program/unit that show students a clear pathway to completion (transfer or employment in field of study). Please include any recent updates or revisions that have supported clarifying your program's pathway, and any information as to how your program has worked towards providing a clear pathway. You do not have to report on all three (3) areas listed above, but the user is required to report on at least one.

**Please click here (https://email4cd.sharepoint.com/w:/s/LMC/lmces/ERkc2g_bc9pPlgSGHR3ynUUBSjmDOI NmV3h37F8TiFAPjw) to view some guiding questions to consider when developing your response.*

The Anthropology Program schedules classes to provide a clear pathway for student success. We always schedule to improve institutional enrollment across the board. Prioritizing students during master scheduling ensures that all students enroll in the courses they need to graduate and succeed in transferring to post secondary schooling. For example in both fall and spring sessions I have General Anthropology, Cultural Anthropology, and Introduction to Archaeology so the students can choose any of these GE requirements. In addition I offer these courses in several modalities. However I also collaborate with the other disciplines in the Behavioral Sciences about course offers, times, and modalities so students have choice for success and the program has broad offerings across the board. Behavioral Science Department (Psychology and Sociology) work together to make sure our scheduling is effective. The Anthropology Program tries to provide options for students to improve student satisfaction and retention. I try and ensure that students have the courses they need to persist and graduate. In addition, reducing scheduling inefficiencies is a prior for our faculty. We have seen the importance of course access for students, balancing offerings for students and LMC, and providing the availability of seating and the importance of course availability for students as well. Students need to take courses according to their schedules and we are very aware of how schedules plays a crucial role in them taking courses and enrollment trends.

With that in mind, we always make changes when necessary. For example we always analyze our enrollment data and thus make the necessary changes. We offer asynchronous, synchronous, face to face, and hybrid throughout our schedule. In addition, we offer classes at both the Pittsburg and Brentwood center. We have to be diligent to offer courses that meet the AAT- Transfer Anthropology requirements which can be completed in two years and meet the general education requirements for the University of California and California State University College requirements. All of this helps with student retention. The Anthropology Program analyzes several factors to understand the challenges that students face and we try and develop innovative methods to boost retention rates across the board and ensure students progress all the way to graduation. Several factors goes into our analysis. First we have to define student success. In our program it is important to be clear, communicate well with students, set goals, expectation, and provide them with the resources for success. Part of this is engaging and connecting with our students in all modalities early on and throughout their activities in the course. In addition, by using the analytics in the Canvas Application System I have been able to reach out to students and send them emails, have zoom sessions with them, and connect with them to ensure success. Tracking this data has been key to detect early warning signs and has been helpful to reach students before failure. This engagement has been effective for student retention and our program success. It is also important to cultivate a relationship with student services and counselors on campus to help students acquire the resources they need. A big part of my program is to create a sense of community and sense of belonging for my students. Establishing a community both in asynchronous, synchronous, F2F, and hybrid classroom helps to build a strong network for students and the support they need for success. In my asynchronous environment I offer a Student Cafe, where students can work together with the curriculum, build relationships with classmates, discuss a variety of issues, and work together to build academic success. I offer several zoom sessions and make appointments with them to humanize the online experience and make them feel a sense of belonging in the classroom.

As a Behavioral Science Department we always have to analyze course offerings (consecutive and like term analysis is completed each term and semester) with students needs in mind and program success.

This analysis gives us historical data and provides an opportunity to make necessary adjustments as needed. Every semester in Anthropology (courses have a 45-student class maximum) the fill rates are good. We have a very high productivity rate.

Students have always taken the variety of anthropology classes to fill an area of requirement.

In the Covid landscape, where students are navigating a mix of online, F2F, and hybrid classes, the Anthropology Program has to be aware and make changes according to their needs. Prior to Covid-19 (2020-2022) courses were scheduled across days and times. For example: morning, afternoon, evening classes—Monday-Saturday and scheduling blocks were consistent with guidelines set forth by the college — MW and TTH one hour and one-half-blocks, three hours and thirty-five-minute evening and Saturday class blocks. Scheduling during and after the Covid-19 pandemic height, led to the transition of anthropology courses to the asynchronous landscape. To adapt to the challenge online, professors and students adapted to Canvas, a web-based management system. This system enables professors to manage and organize online learning material—PowerPoint slides, video presentation developed by the professors, imbedded videos from online resources, study guides, resource material, and application exercises. To encourage professor/student and student/student interaction, chats, group projects, discussion assignments, and Zoom sessions humanized the online experience.

Currently, the trend in the nation and the world is that online learning is "here to stay." A variety of course formats—face to face, hybrid, synchronous, and asynchronous offerings will provide more options for students in our program. Students who work full time or part-time, are employed in more than one job, have a family, and are caretakers need to have an option that works well with the demands of their schedule. Students have voiced that the online format is what they desire and we need to redefine the traditional landscape. Our courses online are filling up quickly while the f2f aren't as desirable for the students. Keeping this in mind, the Anthropology Program will:

1. scheduling courses in different formats
2. incorporating information about student support services to increase equitable student learning and success
3. increasing and updating curriculum resources to improve and enhance student learning and success
4. providing information that will assist students in completing the AAT in Anthropology

These are ongoing goals and faculty will continue to work with student services, faculty, and continue in their professional development to ensure student success in attaining their goal(s). The census enrollment, census fill rate, and productivity numbers are consistent with the transition to entirely online teaching. The census enrollment rate and fill rate have good percentages even with a drop in number of students from Fall 2018-Fall 2021.

The drop in the census enrollment is due to the fact the administration asked departments to cut courses and the anthropology department removed two courses and offered less classes. This is reflected in the drop in student enrollment from Fall 2018 to Fall 2021. Anthropology courses have a class maximum of 45. All courses in anthropology with 45 students, often have several students enrolled before the first week of class. The productivity rate dropped because of the removal of courses. Even with the removal of courses, the rates remain good.

The Behavioral Science Department consists of Anthropology, Psychology, and Sociology. It is very important to recognize that we balance course offerings within the discipline and across disciplines. Therefore, the department members are cognizant of our enrollment trends and we work in collaboration with each other. We must be careful in our offerings not to jeopardize or conflict with the other disciplines in the department.

2. Curriculum Analysis (Pillar Two: Enter the Pathway) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user is asked to analyze their program/unit curriculum and describe any recent or upcoming changes in course offerings, degrees, certificates and/or content based on the analysis. Please include rationale for any changes, and how these changes enhance your program. Modifications to curriculum through analysis (i.e. increasing course offerings, adding new degrees or certificates, changing content to include support for academically unprepared students) support our students in entering the pathway they select.

***Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions that will support you in your response.**

The anthropology program takes a five-field approach to the study of the human condition, offering courses in archaeology, physical/biological anthropology, cultural anthropology, and linguistic anthropology. We teach on the fifth field- Applied anthropology and incorporate this subject matter in the others anthropology courses. Biological Anthropology is taught every other semester while Cultural Anthropology, General Anthropology, and Archaeology are taught every semester so the students that are majoring in Anthropology can take all 3 courses for transfer. The anthropology program always keeps in mind student success with curriculum and making curriculum relevant to the students' lived experiences. Students have to connect with curriculum to find meaning. Because curriculum is so valuable to student success, the anthropology program considers the lived reality of the students the college serves. Too often, faculty blame students for their lack of involvement rather than focusing on what institutions can do to create environments that meet students where they are and eliminate systemic barriers that hinder their involvement. Understanding students is the key for the Anthropology program and curricular offerings are designed to meet the diverse students personal and professional needs.

We also refer and encourage students to connect with career, transfer, and counseling services. All the student services on campus offer an array of support for our students. The Anthropology faculty make every attempt to assist/refer students if they are having difficulties in technology-assisted strategies, skill-based support, specialized needs (example, DSPS students), study strategies, financial assistance, mental health, food pantry, and so forth.

In addition, involvement outside the classroom plays a key role in student retention, persistence, and graduation. Such experiences include participation in student clubs and organizations, college athletics, student government, leadership programs, community service programs, theatre and the arts, and much more. Through their involvement, students foster awareness and develop competencies important for college and beyond, including time management, problem-solving, leadership, collaboration, decision-making and intercultural competence – and they develop them at higher rates than those who are not involved. They also learn more about campus resources, develop an enhanced understanding of others, make gains in critical thinking, improve their resilience, and connect with mentors. In addition, involvement in college based programs at the community college not only positively correlates to their development (greater self-confidence, higher ability to manage emotions), but it contributes to students' academic success and positively influences student satisfaction with the overall college experience.

We will be having several changes that will benefit students in the upcoming semesters. We will be offering a variety of modalities in anthropology. Courses and curriculum will be asynchronous, synchronous, hybrid, and face to face learning. We will be offering biological anthropology on a more regular basis thus enhancing our program in all modalities.

I will continue to help students make the connection between their coursework and the curriculum and create intentional intersections between class offerings and events, community service and volunteering (Anthropology Volunteer Program), and programs on campus. I will continue to create institutional learning goals that allow students to select from various ways to demonstrate their learning and competencies – in the classroom, through curricular activities, through their employment, and in service to their community/college community.

3. Program Enrollment Trends (Pillar Three: Stay on the Pathway) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user reviews the data provided on the program's enrollment trends (FTES, FTEF, and Productivity Ratio) and then responds to/evaluates the trends. The response should include strategies to improve/sustain enrollment, if your program offers courses at both campuses be sure to evaluate each campus' effectiveness and provide strategies to improve/sustain enrollment. Note: The user will need to review the data to write the reflection.

***Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions that will support you in your response.**

Anthropology enrollment trends may reflect a slight decrease in enrollment, which may be related to a decrease in course offerings. The decrease in offerings is primarily due to a reduction in the number of department faculty. While we are unable to increase the number of course offerings due to minimal faculty to teach, the course sections in Anthropology consistently have a high fill rate. For example, in 2021 fall the fill rate was 97%, and more recently in 2022 spring at 84%.

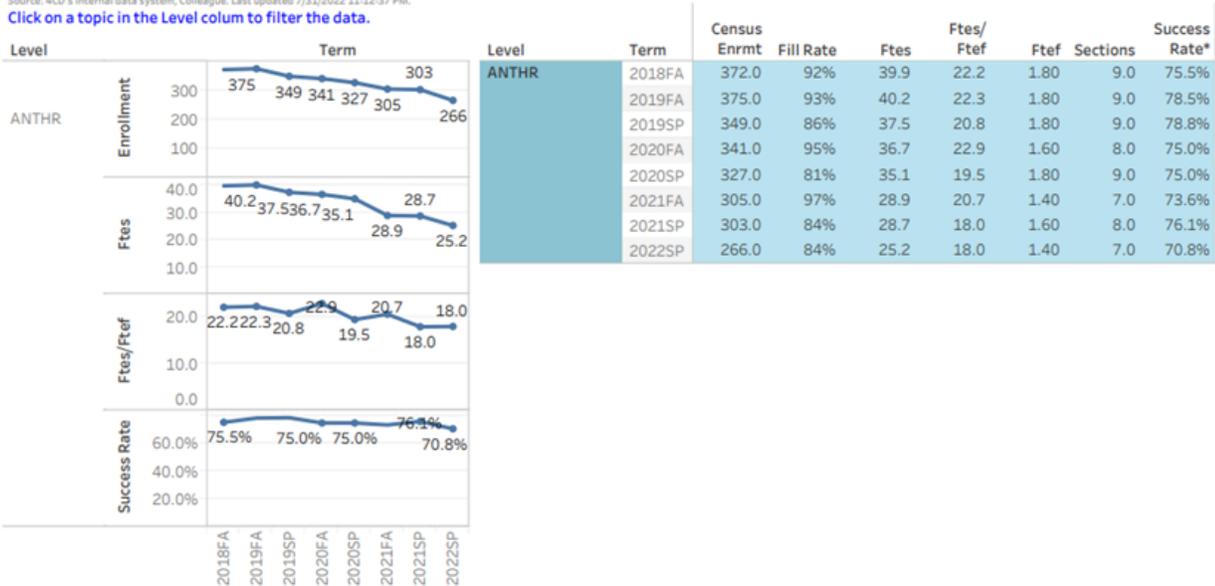
Since the Comprehensive Program Review period, the Anthropology program has seen a shift as it relates to online teaching. As a department brought back offerings in Anthropology 001 both online and face-to-face. Additionally, the rotating and implementation of adjunct faculty to teach Anthropology 001 online has been addressed. As well as continue to offer a variety of anthropology classes asynchronous, synchronous, hybrid, and face to face. With that being said, I transitioned Anthropology 004, 005,006, online using the Canvas Management System as well. To make this transition effective in my program I offered various Zoom office hours at different days and times of the week.



Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Source: 4CD's internal data system, Colleague. Last updated 7/31/2022 11:12:37 PM.
 Click on a topic in the Level column to filter the data.



4. Learning Assessment (Pillar Four: Ensure Learning) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

LEARNING ASSESSMENT - CSLO

For this item, the user is asked to review the results of CSLO assessments in their program/unit and describe how students are provided opportunities to practice the key knowledge, skills, behaviors reflected in the CSLOs. Please include any opportunities students have to apply and deepen knowledge and skills through active learning activities that are intentionally embedded into coursework.

**Please click here (https://email4cd.sharepoint.com/w:/s/LMC/lmcrs/ERkc2g_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions that will assist you in your response.*

Meeting CSUC requirements for the AAT-Anthropology

Transfers from California's community colleges to the CSUS and UC system have been central to the state's high education system.

It has been more than 10 years since the CSUC had implemented the AAT. Each CSUC in California designed the major requirements for transfer in a discipline. Anthropology and Behavioral Science faculty worked collaboratively with the articulation officer to match LMC curriculum (psychology and math) with curriculum designed by the state to meet major degree requirements for the AAT-Anthropology. The CSUC's designated clear PSLO's (program learning outcomes). CSLO's (course student learning outcomes) were developed by the Anthropology department and align with the PSLO's. The AAT was approved by the CSUS system. In addition, the Associate in Arts Anthropology(AAT), provides the first two years of a four-year curriculum for students who wish to specialize in anthropology or are preparing for graduate programs in anthropology or related fields. Students majoring in anthropology develop critical thinking, problem solving and written and verbal communication skills. As anthropology majors, students have learning opportunities that are relevant to many types of careers, including law, forensics, education, government, nonprofit organizations, and within health and human services, etc. In addition, students have the opportunity to acquire knowledge about anthropology principles and concepts, and relate this information to the world around them. With that said, students have the opportunity to apply the scientific method to problem solving and understanding concepts of race, identity, biology, gender, etc...

Furthermore, Course outlines of record for anthropology are developed by the me in collaboration with members of the Behavioral Science Department (Psychology and Sociology). Course outlines are modified to reflect recent and relevant content. These outlines are reviewed and updated every five years at per Title V guidelines. The Program Student Learning Outcomes (PSLO's) are established by the California State and University System to meet the transfer institution curriculum to prepare them for the major (ATT-Psychology). PSLO's are statements of the overarching knowledge, skills, abilities, and/or values that students should acquire in a program of study. Course Student Level Outcomes (CSLO's) align with PSLO's and are developed by anthropology faculty in collaboration with members of the Behavioral Science Department. Faculty within the Behavioral Science Department reached consensus on measures used for PSLO and CSLO assessment.

Instructional methodologies are designed to tie to a variety of learning styles for practical application of anthropology methods and theories across the board. For example, case analysis provide an opportunity for students to apply what they learn to real-life experiences, sculpting concepts make an external picture of structure of an internal process, video clips illustrate concepts and present critical issues in anthropology, module item prepare students for class discussion and exam preparation, instructional technology enhance course content though PowerPoint, embedded videos/You Tube videos, cooperative learning encourages small groups of students to work together to achieve a common goal (dyad/triad work) and lecture/discussion engages students is course participation.

Different methods of assessment may be used determine proficiency (skill/ability). The methods state the knowledge, skill, or ability that determine proficiency for the PSLO/CSLO being measured. Rubrics accompany the assessment. Possible methods of assessment include but are not limited to the following: quizzes, midterms, final, group activity, projects, writing assignments (ex. discussion board, presentations, essays, research papers etc.), case study analysis, archaeology digs, and so forth. An example of one assignments that students read "Living through the Donner Party", where they examine the archaeological context, archaeological traces of the camp, osteological remains to explore the human condition and the backdrops of starvation and cannibalism. The students analyze the assemblages and put themselves as members of the Donner party. They analyze gender, sex, and family names and examine who will be chosen for consumption in the classroom. They apply all the methods and theories discussed in the asynchronous and synchronous class and on their discussion boards to figure out how parties were chosen for death and they do statistical analysis. Students apply how bone fragments, human tissue, animal remains, and artifacts are the foundation of archaeological analysis. **Exams and quizzes** are given throughout the course of the semester to cover current concepts. The exams and quizzes are designed to include multiple choice questions, short answer questions, true/false, fill in the blank, yes/no, and identification.

In addition, The Vision for Success Goals 5-Equity, the college has identified three disproportionately impacted populations: African-American, economically disadvantaged students (low

income), and foster youth.

Faculty are able to review assignments and content and improve learning. This aids in the success for our improve learning. This aids in the success for our underrepresented students and to determine the impact of equity practice on outcomes.

When course assessment is completed the Behavioral Science faculty review results. Assessment results help faculty determine:

- which learning outcomes are met
- which learning outcome are not met
- difficulties in understanding concepts, principles, and application of material
- pedagogy changes if necessary throughout the semesters

Learning Support Outcomes (Student Services)

In order to attend to students' needs and for them to become successful in their learning experiences and the competition of their academic goal, three components are necessary; plan for success, initiate success, and sustain success at the college. The segments of these components are in place; assessment, orientation, educational plans, study/career development classes, learning communities, early alert and intervention, and tutoring. This is just a small list of the college's support services: Care/CalWORKs, Center for Academic Support, Child Care Services, DSPS, Financial Aid, Career/Transfer Services, Counseling Services, and Veterans Services. There are many support practices/strategies within these services that Los Medanos College has in place to help students successfully complete their courses. The Anthropology Program has all these support services embedded on the Canvas Application so students can access services first hand in the asynchronous landscape. I have referred students to various services such as the Food Pantry to help with food inequity. I put these in Canvas announcements and sent this information through email. I also refer students to Counseling services and Outreach. Several Students have needed help in areas of mental health, especially with limited access and resources to mental health services. My collaboration with DSPS services has continued to be effective for DSPS students. Technological support and referring students to the proper number or person has helped them understand and navigate the Canvas Management System, Outlook, and acquiring access to technology if they have been limited. Many students continue to struggle with resources, so the Anthropology faculty continue to make this a priority for student success

The anthropology faculty help students navigate the complex organization of student services. Information is disseminated to assist students in meeting their academic goal with research and data, we are able to determine the success of students. Self-efficacy, the importance that a student believes they have the ability to be successful is important as well. We work diligently with all departments and services on campus to help in student success.

DIRECTIONS ON HOW TO COMPLETE SECTION

LEARNING ASSESSMENT - PSLO

For this item, the user is asked to review your PSLOs to ensure they are aligned with the requirements for success in further education and employment outcomes targeted by the program/unit. Please describe whether students are mastering learning outcomes and building skills across your program, and how results of learning outcomes are used to improve teaching and learning through program review, professional development and other intentional campus efforts. Include any updates or revisions to PSLOs that may improve or enhance student learning and program effectiveness.

****Please click here (https://email4cd.sharepoint.com/w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions that will assist you in your response.***

I continually plan to improve on my PSLOS, learning, and assessment new and new and creative strategies designed to help students understand the anthropological concepts used in the field of anthropology. I work with members of my department who have similar PSLO's to develop new approaches for classroom pedagogy. Continually. I work with other college faculty in professional development activities and repeat assessments as necessary. I will develop new approaches and rubrics for student assessments. In addition, I analyze what activities are successful for student learning in an asynchronous and synchronous settings. I use all my results of my PSLO assessments to improve student learning by examining how the assessment results have indicated which PSLO'S may need new or modified ways to present the topics for class discussion. This will lead me to consider using revised exercises and pedagogy. I want to present anthropological concepts and theory in a format that will parallel the students everyday life. All of my assessments take into account the diverse population at Los Medanos College and are all aligned and connected to my PSLO'S in my program. Students seem to be successful with meeting my PSLO'S and mastering the learning outcomes and applying it to their employment and professional development. Communication skills, understanding diversity in several aspects, race, and cultural competency has all been effective in working with such a diverse population in this globalized world. Students are able to apply all the PSLO'S in understanding the world around them.

5. Program Relevance (Pillar Two: Enter the Pathway) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this section, the user evaluates the relevance of their program by describing how their program meets local demand for employment in this field of study, and/or how the program's effectiveness is demonstrated (i.e. by the completion, employment of graduates, etc.). Please describe any results from evaluating the program's effectiveness, if no measurement for effectiveness exists describe what is needed for measurement. Note: The user will need to review the data to write the reflection.

****Please click here (https://email4cd.sharepoint.com/w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to support in your response.***

In my anthropology program students learn how to work with a diverse group of people in the job market. They learn a variety of different skills that can make them successful in employment. They gain really interesting insights about how and why people behave so differently in the various cultures around the world. Better yet, the knowledge they gain gives them practical applications in business and other fields today. That's why courses in cultural anthropology/anthropology helps students get a job with a company that does business in Asia, Africa, Europe, South America, or elsewhere. In addition, the knowledge students gain help them understand various cultures globally and how to improve communication with diverse groups of people with different linguistics as well. This all leads into a better workplace environment. Student's can understand the companies and their employers better. We work in a time and era where people are from cultures that are different from our own, or even work for companies that are owned by foreign corporations. If student's are aware of their cultural expectations and norms that surround them, they will better understand what is expected of them and how to better "fit in" and succeed. This all leads to success rates in and out of the classroom.

Anthropology in essence is a field that helps you erase negative stereotypes and understand and appreciate the difference among the people around you. Furthermore student's will have greater success with their job and employers. In addition, students knowledge can help them achieve greater success with customers and clients from other countries and cultures. The sensitivity that they gain by studying Cultural Anthropology can prepare them for greater success. In essence, anthropology prepares students for excellent jobs and opens doors to various career paths: my courses of study provides global information and thinking skills critical to succeeding in the 21st century in business, research, teaching, advocacy, and public service. Furthermore, anthropologists have great skills at careful record-keeping, attention to details, analytical reading, and clear thinking are taught in my anthropological courses. Social ease in strange situations, critical thinking, and strong skills in oral and written expression are cultivated by anthropological training. Using a range of social, behavioral, biological, and other scientific research methods, anthropology students learn to supplement statistical findings with descriptive data gathered through participant observation, interviewing, and ethnographic study. My anthropology students in all my courses know the importance of collecting data, in listening and watching what others are doing, in reflecting on what has actually as well as apparently occurred, in researching the context, in applying various explanatory models, and in adopting a broad perspective for framing an understanding. Whatever the topic of research, my students in anthropology share a particular holistic vision that requires using a repertoire of methods in order to forge a deeper understanding of situations. This holism characterizes the best anthropology and imparts the perspective for which the profession is valued. The demand for anthropologists is increasing in other areas, stimulated by a growing need for analysts and researchers with sharp thinking skills who can manage, evaluate, and interpret the large volume of data on human behavior. The extent of occupational flexibility reflects the emphasis on breadth, diversity, and independence of thought. My students learn all of the above skills and have the knowledge to thrive in various job markets.

In addition, I will continue to increase or update curriculum resources asynchronous/synchronous/hybrid/and face to face to improve and enhance student learning and success. I continue to purchased various instructional materials to enhance the Anthropology Program. Since the last program review the department has purchased a variety of different primate skulls and increased our collection so students can visually understand the physical and biological changes in brain development. These high quality skulls continue to provide a visual aid in understanding human and nonhuman primate evolution and development. We also purchased more fossil kits ranging from plants, insects, bones, and rocks. These kits have allowed

students an in depth look at different types of fossils and organisms, understanding plant and rock formation and stages, and the kits have been a great tool for understanding various topics in archaeology and anthropology. It gives students a visual grasp of the fossilization process. In addition I have incorporated all these resources in my You Tube videos and Canvas modules.

With that being said, I have incorporated several new articles and documentaries that are relevant to my program. Students are continually analyzing current and modern data in the discipline and applying it to concepts in the classroom. In addition, documentaries are emotionally powerful vehicles that can transport students to other cultures and create an awareness of global issues from the inside out through feeling and empathy. When enhanced with written reflection, films help students develop social and emotional learning in ways not available from textbooks or lectures. Students can experience the world through real-life people as well as see and feel what it is like for a person living around the world. These documentaries provide a visual connection to the content, material, and concepts in my courses.

6. Retention, Success and Outcomes (Pillars Three and Four) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user will respond to the pathway program data provided on retention, success and outcomes including strategies on improvement or sustainment. When considering the data, respond to/evaluate: course success trends, degree/certificate awards, transfers, examination of disaggregated data (i.e. race, income, age, gender) to determine equity gaps. Note: The user will need to review the data to write the reflection.

****Please click here (https://email4cd.sharepoint.com/w:/s/LMC/mcres/ERkc2g_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to support you in your response.***

My course success rates overall are currently at 70.8 % 2022 Spring. Students with disabilities have a course success rate of 92.9% in Spring of 2022. Across all populations I have noted high course completion rates but slightly lower success rates. For example in 2022 Spring I had 24 African American students complete courses in my program but only 13 of those students successfully completed the courses in my program. In comparison in 2019 Fall I had 45 African American students complete courses in my program and 38 were successful in completing the Anthropology program. While we are entering an endemic with Covid 19 the virus itself and its aftermath are still very much a reality for my students. There were several students in my courses not able to successfully complete the courses because of them or their family members becoming ill with Covid 19. I implemented various strategies for student retention.

I included phone appointments for students who couldn't make it to my zoom office hours, I try and always be flexible with students to accommodate their various needs around work, childcare, and the busy lifestyles they balance. Various student services information is also provided to students in the Canvas modules, through email, and face to face. Student services such as: Puente, Umoja, Counseling services and Outreach, Referrals to the College Core for academic/writing support, DSPS services and continued collaboration with the DSPS counselors and staff, continued discussions with Michelle Mac to support our Athletic program, library support services are provided to my students which includes librarians coming into all my anthropology courses while in person and information in their canvas modules to help them obtain information about research databases and knowledge on how to use the library is provided. In addition, the Food Pantry services are given to students throughout the course of the semester through email, Canvas announcements, and located in the modules under services. Additionally, I direct all my students to resources for technical support. I provide them with Canvas support hotlines, student technological support at LMC, LMC desktop support, and problems with outlook are directed to the district helpdesk. Additionally, I continue to use instructional supplemental materials to enhance my anthropology program. In my You Tube videos and my Power Point slides I use high quality skulls as a perfect tool for teaching students about physical and biological changes in various brains. Primate skull comparison is a fundamental part of anthropological analysis on skull shape, size, and understanding biological and environmental changes that can affect changes in the skull and brain. In addition, Fossil kits have allowed students an in depth look at different types of fossils and organisms, understanding rock formation, and the kits have been a great tool for understanding various topics in archaeology and in my anthropology classes that are offered online. I'm able to use these kits in my You Tube videos to illustrate the fossilization process and what fossils physically look like. With that being said I have also incorporated new documentaries and videos in all my classes. For example I have worked with the various librarians at LMC and they have gained access to current and informative documentaries as it relates to Forensic Anthropology, Race and identity, Gender analysis, Evolutionary changes, and the various topics that the field of anthropology covers. I have uploaded all these new documentaries into my Canvas modules to make it easier for students to access. To help student success rate and achievement I also took the BEOI course and various flex workshops to improve my online teaching. I will continue to enhance my courses by going to workshops, college meetings, and taking part in programs like POOM-CVC. This in-depth professional development opportunity supports faculty in a self-reflective process that transitions already existing courses towards alignment with the CVC-OEI Course Design Rubric. I participated in this program for over 1 year and worked diligently with Janith Norman and Heidi Lawson to badge (CVC) my Cultural Anthropology 006 Course. Currently it is under review by the committee. Once certified by the District Peer Review Team and any necessary changes are made, the course will be forwarded to CVC-OEI for final review, and once approved, the faculty member's course will be badged as a "quality reviewed" on the CVC Exchange. This program seemed beneficial for both me and my students. Enhancing my course and working with a colleague for improvement is a way for me to enhance effective student learning while collaborating with colleagues. Continuing to be part of these programs in the future will help me stay an effective teacher and mentor to my students. I also have created various flex workshops in regards to the online transition. Workshops about humanizing the online classroom, strategies for improvement for teachers and students, how to have teacher presence, are just some topics I have presented. I will continue to create and present workshops that can help the faculty/student learning relationship. All of this is meant to help increase equitable student learning and success. Overall, the high fill rate has informed me that the above named incorporated additions and changes, have all been effective. With that being said I continue to utilize these changes and make adjustments as needed.

I will continue to incorporate and implement at the beginning of each semester to bring in asynchronous /synchronous/hybrid student services/resources to increase equitable student learning and success. In addition, I will continue to provide information at the beginning and throughout the semester student support programs and services. The Anthropology Program has collaborated with the Library staff to help students navigate the library online and in person. The Librarians have developed and continue to develop anthropology documentaries, videos and we have given students access through the Canvas system as well. I have provided links on Canvas and in my syllabus to all the films and how to acquire them through Films on Demand from the LMC library. Additionally, I have referred students to various services such as the Food Pantry to help with food inequity. I put these in Canvas announcements and sent this information through email. I also refer students to Counseling services and Outreach. Several Students have needed help in areas of mental health, especially with limited access and resources to mental health services. My collaboration with DSPS services has continued to be effective for DSPS students. Technological support and referring students to the proper number or person has helped them understand and navigate the Canvas Management System, Outlook, and acquiring access to technology if they have been limited. Many students have mastered the online format and thrive in this modality.

I continue to enhance asynchronous, synchronous, hybrid, and face to face learning for student success and learning. Currently the anthropology faculty and Behavioral Science faculty have all taken the BEOI course and the BEOI hybrid course which helps to create and navigate the Canvas Management System. This course was designed to help faculty enhance, create, and effectively create an online course. The Anthropology faculty put their lectures on Power Point, You Tube videos, inside their modules, directed students on how to navigate the system, learned how to put assignments/exams/discussion boards, resources, documentaries, etc...on Canvas for student success.

Enhancing my course and working with a colleague for improvement is a way for me to enhance effective student learning while collaborating with colleagues. Students will benefit when the Canvas and online course is easy to navigate. I will continue to take classes and courses that will help me improve my curriculum and align to all of my CSLO'S.

In addition, the anthropology department in collaboration with the Behavioral Science Department are offering several different scheduling modalities for our students. The combination of face to face, hybrid, asynchronous, and synchronous landscapes has been a strategy to increase enrollment in our department. Students like having the options in their schedules to meet their needs.

Furthermore, students enrolled in my anthropology program and courses are send reminders through technology and I'm communicating with them using the tools that are on CANVAS such as announcements, emails, messages on assignments, and etc...I send targeted reminders (<https://element451.com/product/communications>) to students about important deadlines, new classes and courses, or to inform them about what's next in their Behavioral Science journey. I use all the analytics and data provided in CANVAS to reach out to them and stay connected. This personal connections has been very successful and students feel that faculty really care about their journey. The analytics have been a very important strategy to continue to help in student success.

7. Marketing, Communication, Outreach (Pillars One, Two, Three) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user will describe marketing strategies, student communication efforts, and outreach activities that help improve/sustain course and program enrollments,

success, and completion. Include collaborations with student services (i.e. Outreach, Financial Aid, EOP&S, DSP&S, etc.) and/or administrative units (i.e. Marketing, Office of Equity & Inclusion, etc.).

Note: The user will need to review the data to write the reflection.

***Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcrs/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.**

The Anthropology and Behavioral Science Department worked diligently together in our approach to reach out to the LMC student population and we utilize several strategies to maintain and increase enrollment, success, and completion. We also worked with several branches of Student Services, the LMC Counseling department, and we utilize the Canvas application to reach out to our students and inform them about upcoming courses in all of the Behavioral Science Department. We send out emails and announcements cross-disciplinary, in all our courses, to inform students about future Anthropology, Psychology, and Sociology courses. In addition, many of our students are in different levels of our pathways, so we let them know about vital courses they may need for transfer. With that said, we also send Student Services Departments and the Counseling Department descriptions of the various Behavioral Science courses offered, as to inform students of exactly what the courses entail.

Furthermore, Student Success Team (SST) is an excellent approach to help students in the competition of their academic goal. It demands coordinated effort of many branches of student services/ faculty/staff/administration to work together. The components would encompass:

- Outreach—marketing department reaching out through video, digital, social media advertising, mailers
- Orientation—counseling orientation for new students
- Gateway courses—Career Exploration, College Success, Transfer Planning, Theories and Application of Learning to College
- Early identification of students who may need courses to build English and math skills
- Identify student needs and align them to student services-- it is important to note that the LMC schedule of classes does not list the array of student services offered. It does highlight Financial Aid. It would be important for students to be aware of all student services LMC offers. An online survey can be developed to determine student interest in particular services. An email address in the schedule can direct them to this survey. Follow up by contacting the students with the specific information on a service(s) in which they showed interest.
- Faculty—advising/workshops regarding the major/career fields
- Early alert
- Peer mentors—phone calls to students, tours, assistance in out reach
- Administration—meetings with the success teams to evaluate the process and give assistance

We have a wealth of information based on major, units completed, major courses completed, general education curriculum completed, etc. These indicators can help with assisting our students in reaching their academic goal. Los Medanos College has the ability to:

- Track persistence patterns across all students
- Identify difficult courses
- Assess current student needs
- Set measurable retention goals
- Track retention rates for specific programs
- Monitor progress in learning management system
- Statistically predict student success Title III or V funding
- Use financial aid targeted at retention

We have wonderful information and support systems available to us, however, we need a coordinated approach in integrating all these aspects to help with student success and retention. The Behavioral Science Department has utilized several approaches for retention, enrollment, and success. We work collaboratively to help students get on and stay on their Guided Pathway within the program. Thus, Guided Pathways builds institutional capacity to define clear and coherent pathways for degree completion and to ensure learning while on the pathways, leading to completion of a degree. It is within this structure, we as a Behavioral Science Department, provide all students with clear enrollment avenues, course-taking patterns, and support services for their success.

8. Impact of Equity Practice on Outcomes (Pillars One, Two, Three, Four) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item the user will consider the impact of equity practice in outcomes for any of the four (4) Guided Pathways pillars. Note, the user does not need to address every pillar, but most select at least one pillar to respond to.

***Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcrs/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.**

Refer to #1 for a detailed explanation of this process regarding course scheduling, sequencing, and modality that all relate to providing an equitable space for all students.

The Anthropology and Behavioral Science Department always works cooperatively with other disciplines in the Behavioral Science Department to make sure we have equity in the process. For example, reforming and changing practices and pedagogical approaches when necessary is part of keeping our curriculum relevant and modern. We constantly revise our methods and strategies throughout the semester to increase effective learning. With that being said, we also analyze our policies and procedures to support academic fairness and inclusion. This can ensure every student has everything they need to be successful, like resources, access to faculty, and intervention strategies. For example, I use Canvas analytics and reach out to all my students and send emails to see how I can assist them in the course and make them more successful. As faculty, I want my classrooms to be equitably, so I paying close attention to each student as an individual and know that some students may require different or more personalized help depending on their past educational experiences and their learning styles and abilities.

In addition, the Anthropology and Behavioral Science faculty as a unit tries to:

1. Get to Know Your Students.
2. Maintain Consistent Communication.
3. Acknowledges and Respect Every Student.
4. Practice Cultural Sensitivity.
5. Incorporate Diversity in my curriculum.
6. Community Connection.

For Anthropology and in my courses equitable learning means providing access to educational resources to all students. This can range from textbooks access to assistance from academics. Under equitable learning programs, my students can get the structure and help that they need, ensuring that they have the same opportunities as their peers to succeed. I try and give my students a voice in the classroom and incorporate their lived reality and experiences. They have opportunities to teach each other about their culture and background which helps to promote equity in the classroom. In my asynchronous, synchronous, and F2F modalities equity can even strengthen students' social-emotional development. I have realized that when they have encouragement and support, it gives students the confidence they need to be successful academically. Promoting and understanding diversity and providing opportunities to develop empathy means students of all backgrounds and abilities are more likely to extend to others compassion and kindness as we discuss curriculum about race, gender, identity, etc...

In addition, the Anthropology Department and the Behavioral Science Department have worked diligently to implement innovative, efficient, and effective class scheduling informed by student enrollment patterns, course success rate and student educational plan. There have been changes to the CSUC AAT requirements in Anthropology and the department is in the

process of updating the information. This has also led to a revision in identifying what courses a student should take and in what sequence. For example it is best for Behavioral Science students to take the theories and methods course in the spring so they can complete the introductory courses during the fall semester.

Faculty in the Behavioral Science Department (Anthropology, Psychology, and Sociology) attend and develop flex workshops that meet the State Chancellor's Office Flex Guidelines. The topics include, and are not limited to, improvement in teaching, learning, success, maintenance of current academic/technical knowledge, development of innovations in instruction, equity/diversity, online instruction, and assessment.

We attend PDAC (professional development activities on campus) that highlight diversity/equity, leadership/communications, teaching and learning/assessment.

All full-time and adjunct faculty in the Behavioral Science Department (anthropology, psychology, and sociology) completed the CCCC district's BEOI course. This course prepared us to develop and teach asynchronous and hybrid courses. We continue to update our online skills and attend workshops that highlight an aspect of online learning.

9. Professional Development (Pillars One, Two, Three, Four) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user will describe any revisions or updates to their program (i.e. curriculum, pedagogy, marketing, outreach, etc.) based on recently attended professional development, any planned professional development activities, and/or any identified future professional development needs.

****Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.***

Faculty in the Behavioral Science Department (Anthropology, Psychology, and Sociology) attend and develop flex workshops that meet the State Chancellor's Office Flex Guidelines. The topics include, and are not limited to, improvement in teaching, learning, success, maintenance of current academic/technical knowledge, development of innovations in instruction, equity/diversity, online instruction, and assessment.

We attend PDAC (professional development activities on campus) that highlight diversity/equity, leadership/communications, teaching and learning/assessment.

All full-time and adjunct faculty in the Behavioral Science Department (Anthropology, Psychology, and Sociology) completed the CCCC district's BEOI course. This course prepared us to develop and teach asynchronous courses. We continue to update our online skills and attend workshops that highlight various aspect of online learning.

In addition, for the past year and a half I have participated in LMC POMP which is a College Peer Online Mentoring Program. This in-depth professional development opportunity supports faculty in a self-reflective process that transitions already existing courses towards alignment with the CVC-OEI Course Design Rubric (<https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/>). Once certified by the District Peer Review Team and any necessary changes are made, the course will be forwarded to CVC-OEI for final review, and once approved, the faculty member's course will be badged as a "quality reviewed" on the CVC Exchange. This program seemed beneficial for both faculty and students. Enhancing my course and working with colleagues throughout this process for improvement, is a way for me to enhance effective student learning while collaborating with colleagues about pedagogy, curriculum development, equity, transfer, and various aspects of student success.

In addition to the above professional activities within the LMC structure, I always participate in professional growth activities outside the LMC community, as part of my enhancement as an instructor and a professional to help me ensure that my students are learning current theoretical and methodically approaches and curriculum in anthropology. Some of my activities include membership with the **Society for Applied Anthropology**, where I attend conferences, discussions, and panels that analyze current global and social problems and the role of anthropology in the process. I am also a member of the **American Anthropology Association**, where I attend conferences that cover a variety of issues and topics that span the whole discipline. Additionally, I am a participant of the **Association of Latino Anthropologists** a professional group that promotes research and distributes information on Latinos in the U.S. and encourages respect for indigenous and multicultural perspectives. I also work actively with **Environmental Justice Immersion Project** where statistical analysis on health problems in lower

income communities are continually charted. In addition, my work with **Border Lives Immersion Project** allow students to experiences and understand the lived border, reality of immigration, and the various topics that relate to this space and place. Since many students at LMC experience this reality, my research becomes effective as part of my curriculum in my classrooms. I have also developed and maintained a **Community Service Program called the**

Anthropology Donation Program for students at LMC where they collect and donate school supplies for underprivileged students

grades K-12th. I also work with the **local high schools** in my area, speaking to students about LMC and the variety of pathways, majors, and careers they can choose from. I have mentored numerous students about their transition from high school into the LMC pathway. Participation in all these arenas enhance my professional growth and development by: creating activities and demonstrations for student critical thinking, understanding current research, theories, and methods, incorporating all knowledge into curriculum development, helping in the assessment of student outcomes, and further developing my overall teaching methodology asynchronously and synchronously. All of my methods align directly with providing an academic pathway for LMC students both in an asynchronous, synchronous, F2F, and hybrid landscape.

10. Other (i.e. policy, procedure, practice) : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user can describe and/or provide any information that should be reported and included as part of this comprehensive program review, including anything relevant to planning for the next five years. Some information to consider for this open-textbox response are: revision of award policies/practices to mitigate institutional roadblocks for completion, and any technologies implemented that enhance the effectiveness and efficiency of program completion.

****Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.***

Technology: Updating technology in the various modalities such as video updates etc... are important for student learning. Online technology is increasing popular among students and we have to continually keep up with the changes in technology. These technologies provide immediate access to important information that students need for success.

- Present new content, reading, videos, and learning materials in a structure students can consistently refer back to.
- Highlight key terms used throughout the course and canvas modules.
- Archive materials, resources and sites shared in live/zoom meetings.
- Share additional resources that students can use to extend learning beyond what is addressed in class meetings or make deeper connections with students through the Student Cafe.
- Create discussions that allow students time to process and then respond to topics and problems introduced in meetings.
- Provide detailed descriptions for assignments, activities and assessments for the course.
- To post individual grades and feedback for easy referral in technology.
- Add benefit beyond what students are obtaining from engaging with asynchronous course elements.
- Engage in discussion questions that necessitate students application, analysis and evaluation of information presented in course materials; moving students beyond recall of information to higher order thinking in the asynchronous and synchronous landscape by using newer technology.

- Clarify student misconceptions that you have identified from pre-meeting quizzes, surveys, polls, higher order question discussions or other course assessments.
- Allow students to ask specific questions related to the topics in the weekly materials.
- As consultation for or a group think opportunity to address challenging dilemmas or problems students have posed about course content.
- For small group work activities. Zoom breakout rooms (<https://wiki.millersville.edu/display/instructdocs/Tips+for+Running+Synchronous+Zoom+Sessions>) may support this type of activity.
- Provide organizational tools, like checklists, or a weekly schedule of information outlining "in class" and "online" elements for students to support their learning and work in your course. Be clear about what needs to be done before class meeting, during class meeting and after class meeting.
- Create a weekly 'look ahead' or 'in review' announcements/ email (<https://wiki.millersville.edu/display/d2ldocs/Emailing+from+the+classlist>) to your students to ground them in the work they've done and will need to do throughout the course.
- Record instructional videos on course concepts using MU Video (<https://wiki.millersville.edu/display/instructdocs/Creating+and+sharing+video+content>) and share and make them available to view in D2L announcements during a consistent time each week (ex. Monday or Tuesday morning) for your students to view prior to any synchronous/asynchronous learning instruction sessions that week.
- Make due dates for like activities for the same day/time of the week throughout the course. Stay consistent!
- Use asynchronous/synchronous technology and tools to collect information from students that you can use to prepare appropriate questions or materials for synchronous/asynchronous meetings.

In my Program technology is vital for students success and keeping up with the changes in Canvas and the additions of new technology is helpful for students in this asynchronous/synchronous/hybrid era.

11. Five-Year Program Goals : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

PROGRAM GOALS COMPLETION (FROM YEAR FIVE UPDATE)

For this item, your program will report on any goals from the Program Review Year Five Update that were in progress or modified, please note whether the goal(s) was abandoned or completed and the impact it had on your program (i.e. did completing the goal meet the anticipated outcomes, if goal was abandoned why, etc.).

Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. District 1 and 2

Align Action

Timeline: In progress (ongoing and have been completed).

Responsible Parties: Liana Padilla-Wilson/Adjunct Faculty

Goal 1: Incorporate information about student support services to increase equitable student learning and success.

Action: Notify students about Los Medanos College's student support services – examples are Counseling, Child Care Services, DSP&S, Employment Center, Financial Aid, and LGBT Resources Center. These are just a small list of services that Los Medanos College offers.

Action: Recruit tutors for Anthropology courses.

Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.

Action: Develop and enhance professional knowledge, practice, and quality of learning quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice.

Action: Review and update material regarding culture of equity, diversity, inclusion, and racial justice.

Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Align Action

Timeline: In progress (ongoing and have been completed).

Responsible Parties: Liana Padilla-Wilson/Adjunct Faculty

Goal 1: Incorporate information about student support services to increase equitable student learning and success.

Action: Notify to students about Los Medanos College's student support services – examples are Counseling, Child Care Services, DSP&S, Employment Center, Financial Aid, and LGBT Resources Center. These are just a small list of services that Los Medanos College offers.

Action: Recruit tutors for Anthropology courses.

Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.

Recommended Actions

Action: Develop and enhance professional knowledge, practice, and quality of learning quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice.

Action: Review and update material regarding culture of equity, diversity, inclusion, and racial justice.

Action: Update and utilize Canvas by adding practice application questions and incorporate more of Canvas technical offerings such as commenting on student assignment with an audio and/or visual component.

Action: Incorporate more student use of Canvas's audio and/or visual components for student assignments.

Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

The knowledge students gain help them understand various cultures globally and how to improve communication with diverse groups of people with different linguistics as well. This all leads into a better workplace environment. Student's can understand the companies and their employers better. We work in a time and era where people are from cultures that are different from our own, or even work for companies that are owned by foreign corporations. If student's are aware of their cultural expectations and norms that surround them, they will better understand what is expected of them and how to better "fit in" and succeed. This all leads to success rates in and out of the classroom. Anthropology in essence is a field that helps you erase negative stereotypes and understand and appreciate the difference among the people around you. Furthermore student's will have greater success with their job and employers. In addition, students knowledge can help them achieve greater success with customers and clients from other countries and cultures. The sensitivity that they gain by studying Cultural Anthropology can prepare them for greater success. In essence, anthropology prepares students for excellent jobs and opens doors to various career paths: my courses of study provides global information and thinking skills critical to succeeding in the 21st century in business, research, teaching, advocacy, and public service.

Recommended Actions Align Action

Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)

Align Action

Timeline: In progress (ongoing and have been completed).

Responsible Parties: Liana Padilla-Wilson/Adjunct Faculty

Goal: 1 Incorporate information about student support services to increase equitable student learning and success.

Action: Notify to students about Los Medanos College's student support services – examples are Counseling, Child Care Services, DSP&S, Employment Center, Financial Aid, and LGBT Resources Center. These are just a small list of services that Los Medanos College offers.

Action: Recruit tutors for Anthropology courses.

Recommended Actions **Goal: 2 Increase/update curriculum to improve and enhance student learning and success.**

Action: Develop and enhance professional knowledge, practice, and quality of learning quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice.

Action: Review and update material regarding culture of equity, diversity, inclusion, and racial justice.

Goal: 3 Provide information that will assist students in completing their AAT in Anthropology.

Action: Develop and offer informational workshops which address lower division requirements for the Anthropology major and discuss career fields in Anthropology.

Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

Align Action

Timeline: In progress (ongoing and have been completed).

Responsible Parties: Liana Padilla-Wilson/Adjunct Faculty

Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.

Recommended Actions Action: Develop and enhance professional knowledge, practice, and quality of learning quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice.

Action: Review and update material regarding culture of equity, diversity, inclusion, and racial justice.

Action: Utilize funding resources Los Medanos College offers.

All of these Goals are continual and aligned with achieving the college mission. All aspects of our department and staff are dedicated to student success and program excellence through continuous improvement.

1. Serving Students (degree and transfer, personal interest, and developmental learners).
2. Improving curriculum continually throughout our program.
3. Improving learning in the various modalities.
4. Improving professional development that align with the college mission for example equitable learning.
5. Collaborating with colleagues on Program Development.

All of these actions will be continually monitored throughout the next 5 years. We have achieved our goals but we have to continue to work in the various areas to enhance student learning. All of our goals will continue to be monitored by Liana Padilla-Wilson, Estelle Davi, and Alex Sample.

DIRECTIONS ON HOW TO COMPLETE SECTION

FIVE-YEAR PROGRAM GOALS

For this item, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend any of the goals from the Program Review Year Five Update. Include action plans, timeline, responsible parties, and anticipated outcome(s) (i.e. SMART Goals). Please be sure to align each goal with the College's EMP 2020-2025 Goals (https://www.losmedanos.edu/planning/LMCMasterPlan_12.08.20_JSB.pdf).

My plan to improve student learning in my program will continue to focus on new approaches and strategies designed to help students understand the anthropological theories and research methods used in the field of anthropology and will follow the colleges mission. I will analyze all of these goals over the next five years while continuing to look at the 5 goals from the previous Program Review.

- I will examine new and creative approaches to present classroom exercises in a asynchronous/synchronous/hybrid/F2F modalities while incorporating new video clips, newspaper articles, and classroom discussions to highlight current topics in anthropology.
- I will continue to work with members of my department who have similar PSLOs to develop new approaches for classroom presentations and pedagogy.
- I will also continue to work with other college faculty in professional development activities.
- Repeat assessments to enhance student success rates.
- Finally, I will develop new approaches and rubrics for student assessment.

I believe that it is extremely important to continue to enhance the classroom experience for students. When students have a good classroom experience, in the various modalities, it tends to reflect itself in student performance and success.

- Explain core concepts in anthropology
- Applying the methods and theories of anthropology in their daily life
- Communicate effectively with different cultures around you
- Critically analyze contemporary issues
- Gather, interpret, and evaluate anthropology data by using the scientific method
- History shapes who we are as people and it is so important for students to understand history to understand themselves.

My Anthropology Program will continue to incorporate these strategies to improve student success while continuing to work with the last 5 goals in my program.

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Recommended Actions	Goal 1: Incorporate information about student support services to increase equitable student learning and success.	0 linked SLOs 0 resource requests			
	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success	0 linked SLOs 0 resource requests			
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Recommended Actions	Goal 1: Incorporate information about student support services to increase equitable student learning and success.	0 linked SLOs 0 resource requests			
	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success	0 linked SLOs 0 resource requests			

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
Recommended Actions	Goal 1: Incorporate information about student support services to increase equitable student learning and success.	0 linked SLOs			
		0 resource requests			
Recommended Actions	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success	0 linked SLOs			
		0 resource requests			
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success	0 linked SLOs			
		0 resource requests			

12. Instructional Units Recommendations : Version by Stone, Bethann on 12/06/2022 17:48

DIRECTIONS ON HOW TO COMPLETE SECTION

Instructional Area Only. Based on Program Enrollment Trends and Program Relevance, please write one of the following recommendation in the response textbox:

- 1. Program meets community/student needs and mission of the college.**
 - 2. Program meets the mission of the college but is currently unable to meet community/student demand and should be expanded.**
 - 3. Program modifications are needed in order to adequately serve community/student needs and mission of the college and should be referred to the program revitalization processes.**
 - 4. Program does not meet community/student needs and mission of the college and should be referred to the program revitalization process.**
1. Program meets community/student needs and the mission of the college including the Anthropology AAT and general education.

The Anthropology program is designed to provide outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals. In this learning process we transform student lives.

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment. The following is a list that includes but is not limited to specific knowledges and skills the students will be able to achieve.

- To be tolerant of the various cultures around them.
- To understand diversity and to apply it to the world around them.
- To critical understand the concept of race and identity while applying it to their understanding of the world and their participation in the job market.
- To have a critical lens when analyzing current politics and economics.
- History shapes who we are as humans.
- Scientific analysis provides meaning and multiple ways of looking at our world.
- There are multiple perspectives to understanding humans.
- The main advantage of a theory as a kind of explanation is that it may lead to new understanding or knowledge by suggesting new relationships or offering new predictions that research might support or confirm.
- Analyze human cultures and behaviors.
- Statistical analysis and data gathering.
- Do open and closed interviewing in and outside of the classroom.
- Communicate effectively with various peoples and culture.
- Solve global social problems.
- Write effectively.
- Analyze data and conduct research in the field.
- Critical think to use and analyze information gathered from multiple sources and form conclusions based on evidence rather than assumption.
- Integrate knowledge, use reasoning, and problem solving.
- Take an overarching piece of information and to present concepts in a logical manner.
- Self-assessment skills including setting academic and career goals, developing and following a plan to achieve a goal and make decisions.
- Organizational skills related to time management, note taking, test-taking, and studying for success in college.
- Understanding human diversity.
- Investigative skills.
- Compare and contrast data.
- Make connection between variable.

All of these knowledges and skills helps students develop a sense of social responsibility; strong intellectual and practical skills that span all areas of study in the Anthropology and the Behavioral Science disciplines, such as communication, analytical, and problem-solving skills; and the demonstrated ability to apply knowledge and skills in real-world settings is advantageous for students to be successful in and outside of the classroom setting.