

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: Anthropology

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

- 1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

The AA-T in Anthropology has changed over the last five years. I no longer offer the A.S. degree but offer an AA-T in anthropology. The current curriculum contains all the required courses for the Associates in Arts in Anthropology for transfer and these requirements were set forth by the state.

The new courses over the past 5 years in Anthropology are:

ANTHRO-001 Introduction to Biological Anthropology

ANTHRO-004 Introduction to Archaeology

ANTHRO-008 Anthropological Linguistics

I have also increased course offerings over the last 5 years as well adding more sections of anthropology courses. I now include section offerings during the summer session for anthropology 6 and I added more sections of Anthropology 001 Biological Anthropology for all semesters. I also offer Anthro-004 Introduction to Archaeology for both Fall and Spring semesters. In addition, I offer Anthropology—008 Anthropological Linguistics every Fall semester.

However I discontinued Anthropology 007 Culture Change and Globalization because it is not a state required course.

- 1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

I'm planning on offering Anthropology 007 Culture Change and Globalization again to the curriculum under an elective at this point. I want to offer this course again because I believe it is valuable for student's knowledge on globalization, commercialization, capitalization, and the labor market because it gives them the education toward an anthropology degree and I think it augments the rest of my curriculum and prepares them for the outside world. I anticipate additional resources for materials, adjunct faculty, and other elated needs (I.E. Rap)

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Anthro-001 Introduction to Biological Anthropology Anthro-004 Introduction to Archaeology Anthro 006- Cultural Anthropology	Math-034 Introduction to Statistics Psych-017 Introduction to Research Methods in Psychology	Anthro-007 Culture Change and Globalization Socio-015 Introduction to Sociology History-046 History and Cultures of Native Americans in North America(Pre European Contact through 1838)	History -047 History and Cultures of Native Americans in North America(1830 to present) Spch-150 Intercultural Communication

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

Anthro-007 is not offered because it is not state required so I now offer Anthropology 001 Biological Anthropology, Anthro-004 Introduction to Archaeology, and Anthropology—008 Anthropological Linguistics. However I’m thinking of adding back as an elective to further prepare my students in the concepts of globalization and related curriculum.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

No we are not considering deleting it but possibly adding it as an elective course.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
<i>COURSE 001</i>	ANTHRO-001 Introduction to Biological Anthropology	ANTHRO-001 Introduction to Biological Anthropology	ANTHRO-001 Introduction to Biological Anthropology	ANTHRO-001 Introduction to Biological Anthropology
	ANTHRO-001 Introduction to Biological Anthropology	ANTHRO-004 Introduction to Archaeology	ANTHRO-001 Introduction to Biological Anthropology	ANTHRO-004 Introduction to Archaeology
	ANTHRO-004 Introduction to Archaeology	ANTHRO-005 General Anthropology	ANTHRO-004 Introduction to Archaeology	ANTHRO-005 General Anthropology
	ANTHRO-005 General Anthropology	ANTHRO-005 General Anthropology	ANTHRO-005 General Anthropology	Anthro 006- Cultural Anthropology
	ANTHRO-005 General Anthropology	Anthro 006- Cultural Anthropology	ANTHRO-005 General Anthropology	Anthro 006- Cultural Anthropology
	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology
	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology
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	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology
	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology	Anthro 006- Cultural Anthropology
	ANTHRO-008 Anthropological Linguistics		ANTHRO-008 Anthropological Linguistics	Anthro-007 Culture Change and Globalization

<i>COURSE 002</i>				
<i>COURSE 003</i>				
Rationale for any Major Changes				
<p>I'm planning on offering Anthropology 007 Culture Change and Globalization again to the curriculum under an elective at this point. I want to offer this course again because I believe it is valuable for student's knowledge on globalization, commercialization, capitalization, and the labor market because it gives them the education toward an anthropology degree and I think it augments the rest of my curriculum and prepares them for the outside world.</p>				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
<i>COURSE 001</i>	
<i>COURSE 002</i>	
<i>COURSE 003</i>	

All Course Outlines have been updated.

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	
How have these changes enhanced your program?	

The requirements for the AA-T in Anthropology has changed because the anthropology department has to comply with what the state has outlined as degree requirements. The Behavioral Science Department (Anthropology, Psychology, and Sociology) has maintained a definitive program structure so that more students are on the path for transfer. Anthro-007 Culture Change and Globalization is not required by the state for an AA-T however this will just enhance my program along with the other course offerings.

The state made major changes to the prerequisites for anthropology adding ANTHRO-001 Introduction to Biological Anthropology, ANTHRO-004 Introduction to Archaeology, and ANTHRO-008 Anthropological Linguistics. This change provides a solid foundation for students because these are the major fields of anthropology. Therefore, the students are able to develop a more comprehensive scope of the 5 major fields of anthropology.

In addition, the course outlines are modified to reflect recent and relevant content and changes.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	
What significant changes to existing course content would need to be made to support the new degree or certificate?	

N/A

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.
All our courses were assessed.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
 a. Delete the course
 b. Market/promote the course to gain enrollments
 c. Other- All courses were assessed.

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

The PSLO'S were tied to the CSLO'S this made my assessment process very meaningful for overall student learning and improvement.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Course level proficiencies are excellent. **Summary Data:**

High proficiency and meets proficiency data:

PSLO1: 91%

PSLO 2: 83%

PSLO 3: 93%

PSLO 4: 90%

PSLO 5: 94%

Anthropology 5, 6, and 7 are all GE courses that are fundamental to the anthropology program. The proficiency levels in all of these courses were excellent for PSLO1, 2, 3, 4, and 5. The majority of students did very well with the short answer questions and examinations.

Four out of the five PSLO'S show there is a 90%-94% proficiency level and one PSLO scored at 83% proficiency. These percentages indicate that my students are doing well in my anthropology courses. A p

The results indicate that students are able to utilize the anthropological theories, methods, and major concepts used in this field and apply them to their life and social issues. Students who choose to major or take courses in anthropology should do well in my courses.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

I learned that changing and updating teaching pedagogical approaches in the classroom is very helpful for student learning and success. It taught me what strategies are successful for my learning and teaching that I can bring in the classroom for my students.

7.2.2. What was the biggest challenge in conducting program level assessment?

The biggest challenge is conducting program level assessments is finding dedicated time to complete, gather, and write the reports.

7.2.3. What resource needs, if any, were identified in your program level assessment?

My skeletons, brains, and models were implemented into the curriculum to provide a visual component in learning for the students. As a result in my assessments the students responded well to this overall resources added to the curriculum.

I identified a need for updated and additional documentaries for my courses. The visual component to the curriculum definitely has an effect on student learning. These are resources that I find necessary for my curriculum and student success.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	95.7%(FA16) 91.9%(Spring17)	92.7%(FA16) 91.4%(Spring17)	92.6%(FA16) 92.4%(Spring17)
Success Rate (program/discipline)	71.7%(FA16) 71%(Spring17)	78.2%(FA16) 71.3%(Spring17)	79.8%(FA16) 75.8%(Spring17)

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

I have noticed through the data that African-American student's success rate is lower than the low income student's success rate. Bringing to my attention that some new strategies may have to be implemented focusing more on African American student success in my program.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

In order to attend to student's needs and for them to become success in their learning experiences and the completion of their academic goals, three components are necessary; plan for success, initiate success, and sustain success at the college. The segments of these components are in place; assessment and placement, orientation, educational plans, student success courses, career development courses, fast track developmental education, learning communities, early alert and intervention, and tutoring. In addition, the following is only a small list of the college's support services: CARE/CALWORKS, Center for Academic Support, Child Care Services, DSP&S, Employment Center, and LGBT Resources Center Q*Spot, Financial Aid, Career Services, Assessment Center, Student Retention and Support Services, Transfer and Support 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 3SP plan is integrated planning. It includes a collective vision; planning, resources, and reporting. With research and data collection we will be 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. Students, however, need to know how to navigate the complex organization of student services.

Also my own teaching strategies have to be current and updated for student success. Always keeping up with the new and current anthropology data will help me teach my students effectively for their success. In addition, at the beginning of each semester I will tell the students of all the services available at LMC. I may ask some representatives of these services to come in and speak with the students about these services so we can develop an effective and cohesive plan for student success.

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<p>We evaluated the enrollment trends study results and determined we needed to add additional course sections in the major areas and courses in our program.</p> <p>We evaluated the transfer rate based on the state requirement and realized we needed to offer the 5 main fields in this discipline.</p> <p>We evaluated the growth in our department and due to the additional of new course sections we had to hire more adjunct faculty.</p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>We achieved all of our goals outlined in our last comprehensive program review.</p>

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees,

	<p>certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Incorporate/implement at the beginning of each semester to bring in support services staff to engage students at the beginning of the course to increase equitable student learning and success.	Strategic direction #1	#4 and #5
Goal 2: Increase or update curriculum resources to improve and enhance student learning and success.	Strategic direction #1, #3, and #4	#4 and #6
Goal 3: Creating more links to completion toward an AAT such as working with the transfer center and other student resources.	Strategic direction #1	#5,#2
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits

<input type="checkbox"/> Faculty R/T	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Operations (Fund 11)	
<input type="checkbox"/> Classified	<input type="checkbox"/> One-time	<input type="checkbox"/> Other	
<input type="checkbox"/> Manager		<input type="text"/>	
<input type="checkbox"/> Student			
Justification:			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal #2	Strategic directions #1 and #3.
Department/Unit Name	Resource Type
Anthropology	<input type="checkbox"/> Equipment <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input checked="" type="checkbox"/> Other
General Description	Est. Expense
My documentaries are either VHS or broken due to equipment malfunction, old technology, and overuse. Here is a list of the documentaries I'm requesting:	
Justification:	
<p>It has always been the goal of the Anthropology department to enhance the completion and the success rate of all of our students. The department understands that our students bring to the classroom a variety of life experiences. Some of these life experiences foster and support the success and completion rate. Other experiences, undermine the success and completion rate. We recognize these limitations as they relate to student completion and success. Anthropology meetings that will address pedagogical strategies to enhance student learning outcomes. Along with purchasing items and equipment including DVD's for Anthropology to provide visual aids to enhance student learning outcomes. In order to make our curriculum more relevant these materials will help maintain the quality of our programs and provide a vehicle for innovative classroom strategies.</p> <ul style="list-style-type: none"> • First People's DVD PBS 24.99 • Journey of Man DVD PBS 17.99 • Ancient Marvels 5 Pack DVD Nova 39.99 • Decoding Neanderthals Nova 19.99 	

- Ice Man Mystery Nova 19.99
- Skeletons of the Sahara Amazon Prime 19.33
- Lidia Celebrates America: Weddings: Something Borrowed, Something New DVD PBS 14.99
- Growing Up Primates DVD Amazon 18.21
- Nature: Animal Reunions DVD PBS 19.99
- NOVA Science NOW: What Makes Us Human DVD PBS 22.99
- Masai: The Rain Warriors Barnes and Noble 22.46
- DER Documentary Educational Resources A Rite of Passage by John Marshall 295.00
- DER Documentary Educational Resources: Wandering Warrior Clifford Moskow 320.00
- DER Documentary Educational Resources: Mystic Vision, Sacred Art Raju Gurung 295.00
- DER Documentary Educational Resources: The Living Maya Hubert Smith 1095.00
- DER Documentary Educational Resources: Manny6 Water: In Search of the Water Spirits in Nigeria by Sabine Jell-Bahlsen.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	