

# Instructional Units Program Review Year Five Update -Anthropology Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

## Instructional Units Program Review Year Five Update

### 1. Program Update : Version by Padilla-Wilson, Liana on 12/07/2021 22:30

#### 1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

I enhanced and improved curriculum for all my anthropology courses including the addition of online courses. Anthropology 006, 005, and 004 are all on canvas. All three of these courses have prerecorded lectures, PowerPoint slides, embedded/linked videos (to illustrate the concepts addressed in the textbook), PowerPoint slides which include audio component, Zoom session discussions, discussion board activities, and quizzes/midterms. The Canvas management system enabled me to manage and organize their learning materials and review course analytics to achieve their objectives and match them to the CSLO'S. Each module was designed to collaborate with the course material and provide students with the various anthropological concepts/data, student resources, and allow for students to walk easily through the curriculum. All of the exams and assignments are also imbedded in each module to allow for easy access.

Department adjunct faculty has shifted in the courses that they are teaching in the program. For example, one adjunct instructor previously only taught in anthropology and is now teaching in areas of Psychology and Sociology. She is teaching the Theory and Methods in Sociology and Psychology.

Anthropology 008, due to unforeseen circumstances the assigned faculty member could no longer teach this course. The department is currently working with faculty to offer this course in the upcoming semesters.

In addition, Biological Anthropology will be offered in upcoming semesters as well. Due to the current pandemic we didn't offer this class online. We are in discussions to bring this course online and back to in person campus learning. With that being said, it is going to be offered Spring 2022 in person/on campus.

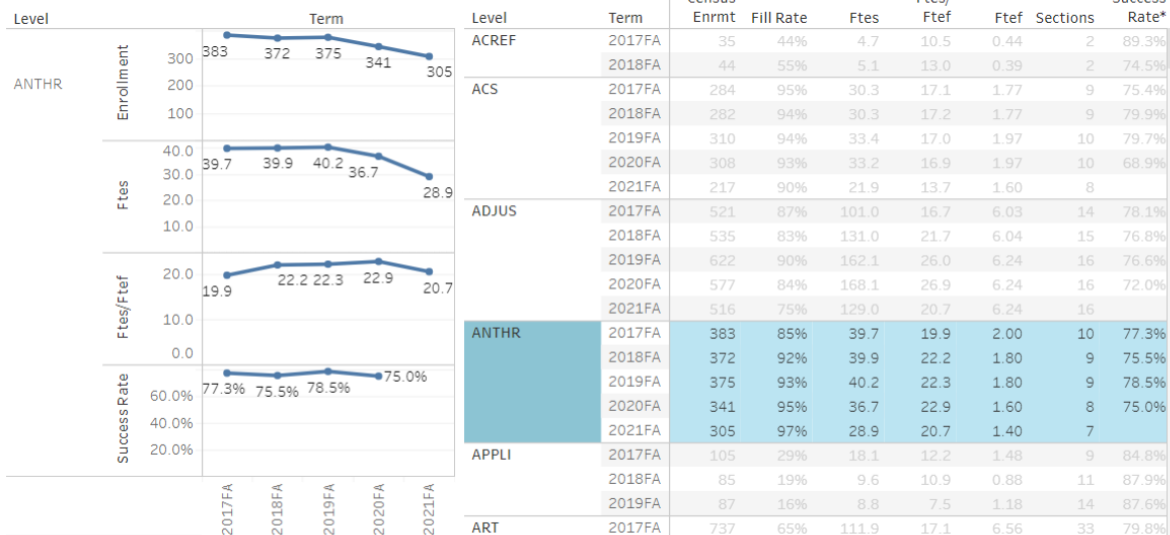
The current anthropology curriculum contains all the required courses for the Associate in Arts in Anthropology for transfer. These requirements were sent forth by the state. Since these requirements for the associate in Arts in Anthropology were set by the state, we are not anticipating any changes to the degree.

In addition, I'm currently working on aligning Cultural Anthropology 006 to the CVC Course Design Rubric for badging on the CVC exchange.

#### 1b. Please address the following enrollment data provided for your program.

##### 1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.  
[Click on a topic in the Level column to filter the data.](#)



The overall census enrollment for Anthropology is 1,971 (2020 Fall) with a fill rate of 93% and a productivity rate of 21.5 which has gone up since the last program review. For anthropology 004 (Introduction to Archaeology) since 2017 census enrollment has increased from 54 to 89 in its current status. Anthropology 005 (General Anthropology) since 2017 census enrollment

has increased from 149 to 177 in its current status. Anthropology 006 ( Introduction to Cultural Anthropology) has decreased slightly from 372 to 335 because we decreased the number of sections offered in this course because of our transition to online teaching due to the current pandemic. However looking at the number of sections offered and the current enrollment trends I can see that the trends in Anthropology 006 stayed relatively strong. Anthropology 001 ( Introduction to Biological Anthropology), in 2017 census enrollment was 122 with just a few sections offered. Currently, with our transition to online teaching we have not offered this course in the online landscape. This is also reflective in Anthropology 008 ( Linguistic Anthropology) with a census enrollment of 25 for fall 2017 with 1 course offering. Currently Anthropology 008 is not being offered in the online format. Overall Anthropology has experienced upward trends in 004, 005, and 006 throughout the program with the exception of Anthropology 008 and 001 due to a decrease/elimination in both these courses being offered online. However when these two courses were offered in person we saw that enrollment trends were high. For example Introduction to Biological Anthropology 001 saw an increase in enrollments trends from fall 2017 at 122 and 135 for fall 2018. When these courses are offered I see an increase in enrollment. This informs me that the faculty, curriculum, and overall course content is successful and has attracted student interest.

**1b. Please address the following enrollment data provided for your program.**

**1.b.2. What does the data suggest in terms of future needs/directions?**

Since the Comprehensive Program Review period, the Anthropology program has seen a shift as it relates to online teaching. As a department we may have to offer Anthropology 001 and 008 in an online format. Additionally, the rotating and implementation of adjunct faculty to teach Anthropology 001 and 008 online may need to be addressed. As well as continue to offer a variety of anthropology classes asynchronous and synchronous.

With that being said, I transitioned Anthropology 004, 005, 006, online using the Canvas Management System. To make this transition effective in my program I offered various Zoom office hours at different days and times of the week. 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 live. Various student services information is also provided to students in the Canvas modules and through email. 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. 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/>). I will participate in a 6-8 week workshop, where I'm paired with a peer mentor, Dr. Sophia Ramirez, where we will be engaged in discussions to refine my online course design. 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 increase in census enrollment and 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.

**1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.**

**Goal 1:**

Continue to incorporate and implement at the beginning of each semester to bring in asynchronous/synchronous student services/resources to increase equitable student learning and success.

Timeline: Completed and Ongoing

Action Steps: 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 continue to struggle in the online format so Anthropology staff continue to make this a priority for student success.

Responsible Parties: Liana Padilla-Wilson and all Anthropology Staff

**Goal 2:**

Continue to increase or update curriculum resources asynchronous/synchronous to improve and enhance student learning and success.

Timeline: Completed and Ongoing

Action Steps: 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.

Responsible Parties: Liana Padilla-Wilson

**Goal 3:**

Continue to enhance asynchronous learning for student success and learning.

Timeline: Completed and Ongoing

Action Steps: Currently the anthropology faculty and Behavioral Science faculty has taken the BEOI 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. In addition I'm participating 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/>). I will participate in a 6-8 week workshop, where I'm paired with a peer mentor, Dr. Sophia Ramirez, where we will be engaged in discussions to refine my online course design. 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 is beneficial for both faculty and 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. 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.

Responsible Parties: Liana Padilla-Wilson

**FOR CTE PROGRAMS ONLY**

1c. Community and Labor Market Needs (Link Ed Code 78016 ([http://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78016](http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016)), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION\\_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

Not Applicable

**FOR CTE PROGRAMS ONLY**

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

Not Applicable

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				

Goals and Objectives			Modified	In Progress	Abandoned	Completed
<b>Recommended Actions</b>	<p>Goal 1: Continue to incorporate and implement at the beginning of each semester to bring in asynchronous /synchronous student services/resources to increase equitable student learning and success. Timeline: Completed and Ongoing Action Steps: 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 continue to struggle in the online format so Anthropology staff continue to make this a priority for student success. Responsible Parties: Liana Padilla-Wilson and all Anthropology Staff</p>	<p>0 linked SLOs 0 resource requests</p>				
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)						
<b>Recommended Actions</b>	<p>Goal 2: Continue to increase or update curriculum resources asynchronous/synchronous to improve and enhance student learning and success. Timeline: Completed and Ongoing Action Steps: 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. Responsible Parties: Liana Padilla-Wilson</p>	<p>0 linked SLOs 0 resource requests</p>				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)						

Goals and Objectives		Modified	In Progress	Abandoned	Completed
<b>Recommended Actions</b>	<p>Goal 3: Continue to enhance asynchronous learning for student success and learning. Timeline: Completed and Ongoing Action Steps: Currently the anthropology faculty and Behavioral Science faculty has taken the BEOI 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. In addition I'm participating 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. I will participate in a 6-8 week workshop, where I'm paired with a peer mentor, Dr. Sophia Ramirez, where we will be engaged in discussions to refine my online course design. 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 is beneficial for both faculty and 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. 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. Responsible Parties: Liana Padilla-Wilson</p>	0 linked SLOs 0 resource requests			

2. Vision for Success Goals Update : Version by **Padilla-Wilson, Liana** on 12/07/2021 22:30

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. \*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees ( AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR				79.0%	78.1%	78.1%	77.9%	76.3%	77.9%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
---	---	---	----------	---------------------	---------------------------

Course Success	78.1 (Y3 Goal) Modified to 76%	Modified	FA22	Liana Padilla Wilson	This goal was modified as since the last PR the program experienced loss of faculty to teach sections, and reduction in course offerings due to pandemic and transition to online instruction.
Degrees (AA, AS, ADT)	AS-1 AAT-3	Modified	FA22	Liana Padilla Wilson	This goal was modified to increase the number of degrees awarded, as the program has been successful in student completion (i.e. degrees awarded).
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

**African American**

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR	African_American			70.7%	71.3%	73.6%	69.2%	58.8%	68.4%
		American_Indian			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Asian			88.4%	87.2%	73.3%	84.6%	86.4%	83.9%
		Filipino			86.8%	79.5%	75.5%	85.7%	73.9%	80.3%
		Hispanic			80.1%	75.6%	76.0%	74.2%	77.5%	76.6%
		Multi_Ethnicity			72.5%	78.2%	81.9%	83.6%	80.0%	78.9%
		Other/Undeclared			100.0%	50.0%	50.0%	81.8%	79.2%	77.8%
		Pacific_Islander			66.7%	100.0%	25.0%	66.7%	83.3%	66.7%
		White_Non_Hispanic			80.9%	82.8%	86.3%	83.3%	81.5%	83.0%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

**Low Income**

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR	No			82.6%	78.4%	79.5%	78.3%	77.7%	79.2%
		Yes			75.8%	77.8%	76.6%	77.6%	74.6%	76.6%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

**Foster Youth**

					2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total
Level 1	Level 2	Level 3	Level 4	Level 5	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
LMC	ANTHR	No			79.2%	78.4%	78.7%	78.5%	76.7%	78.3%
		Yes			75.0%	69.2%	62.1%	60.0%	65.2%	66.4%
Grand Total					79.0%	78.1%	78.1%	77.9%	76.3%	77.9%

Course Success by DI Population	Program Set Goals (PR Year Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	76.4 (Y3) Modified to 70%	Modified	FA22	Liana Padilla Wilson	Goal was modified due to decrease in course offerings and transition to online due to pandemic, experienced overall reduction in student enrollments and DI populations. Continue to increase awareness of student resources such as the library, intervention counseling and counseling services, student services, Learning Communities, the Food Pantry, and other resources offered both in the asynchronous and synchronous classroom.
Low Income	78 (Y3) Modified to 75%	Modified	FA22	Liana Padilla Wilson	While the course success rate for this DI population remained somewhat steady since PR Y3, this goal was modified as overall course enrollments have decreased resulting in slight decreases in student enrollments and subsequently course success rates for this DI population. Continue to incorporate technology tools to communicate support to students and customize the student experience through CANVAS this will increase options for our overall student population. Continue to enhance my Canvas modules and course by taking classes like the BEOI to enhance student success. Increase collaboration with local schools to ensure potential students are aware of the programs and classes offered. Get an Anthropology tutor in the COOR to work with students in the various courses offered in the discipline.
Foster Youth	62	Completed	SP21	Liana Padilla Wilson	Goal was attained with a 65.2% course success rate in 2020-2021 for Foster Youth students enrolled in Anthropology courses. The program will continue to monitor the data and develop additional strategies if needed should course success rates for this DI population decrease below goal. Continue to purchase materials and supplies to upgrade the Anthropology Program and enhance student learning. The purchasing of more Fossils/Fossil Kits, Documentaries/Videos, Artifacts, and other resources provides students with visual and tactile aids because it is important for educators to understand the differences in their students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum, and assessments. These material resources will help my students both synchronously and asynchronously, to understand the terms and concepts in anthropology and better critically analyze the curriculum. In addition, I will continue to provide knowledge to students about job/employment opportunities in the field and bring in resources/people to provide them with real life job opportunities.

**3. Assessment Status Update and CSLO Assessment Effectiveness** : Version by **Padilla-Wilson, Liana** on **12/07/2021 22:30**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All CSLO Cycle Two Assessments for Anthropology courses were completed and submitted.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Enhanced and improved curriculum for anthropology courses including the addition of online courses and taking the BEOI course to understand and create effective online student learning as been completed. Anthropology 006, 005, and 004 are all on canvas. All three of these courses have their lectures on YouTube and PowerPoint. In addition, I have modified the concept sheets and objective questions on my quizzes. I also enhanced all my canvas exercises related to discussion boards such as including article analysis and current topics such as medical anthropology as related to the Covid 19 and each modification is designed to improve student learning and outcomes. I have also modified the study guides, exams questions, and imbedded videos from online resources. In addition, I included more group discussion to analyze concepts and material as it relates to the course material. Weekly emails and announcements updating information, confirming the key words and chapters that need analysis have also been implement. Included in the announcements are assignment due dates and an overall check in for the students. With that being said, I go over all assignments in the zoom sessions as well and direct students to services offered at LMC. With all these changes in my anthropology curriculum and program, all my students did well with their assessments as it relates to the CSLO'S. The CSLO assessment(s) provides feedback on course learning and the extent to which students are successfully meeting the Course Student Learning Outcomes. Most students were 90% or more proficient in each CSLO. This high percentage and high number of students who met "above proficiency" reflects teaching was very effective and learning proceeded as expected.

**4. Course Outline of Record Updates** : Version by **Padilla-Wilson, Liana** on **12/07/2021 22:30**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs) to the Curriculum Committee by November 1, 2021.\*

*\*NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
ANTHR-005	Liana Padilla Wilson (COOR submitted to CC 9/18/21)
ANTHR-006	Liana Padilla Wilson (COOR submitted to CC 9/18/21)

ANTHR-007*
------------

\*ANTHR-007 was not taught in Cycle Two, the COOR will be updated/revised once it is scheduled to be taught.

### Impact of Resource Allocation