LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: ANTHROPOLOGY

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

Enhanced and improved curriculum for newer courses such as ANTHR-004 including the addition of instructional supplemental materials such as – skulls for brain development, skeletons, and fossil kits.

Departmental adjunct faculty has shifted in the courses that they are teaching in the program. For example, one adjunct instructor previously only taught cultural anthropology and now is teaching biological anthropology and sociology: marriage & the family.

ANTHR-008 has is a newer course that only began to be offered in fall 2016. However, in 2018 fall due to unforeseen circumstance the previously assigned faculty member could no longer teach the course. The department is currently working with faculty to being offering the course next year.

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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

The overall census enrollment for Anthropology is 1,812, with a census fill rate of 83.9% and a productivity rate of 19.8. In Since 2017 fall ANTHR-004, ANTHR-005, and ANTHR-006 have increased census enrollment and fill rate by at least 5%; with the ANTHR-004 course doubling the census enrollment and increase of 33.3% in the census fill rate.

Overall the Anthropology has experienced upward trends in all courses throughout the program with the exception of ANTHR-008 as it has not been offered since 2017 fall. However, the two (2) semesters it was offered experienced a 20% increase in the census fill rate and almost doubled the census enrollment. This informs us that the faculty, curriculum and overall course content is successful and has attracted student interest.

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

Since the Comprehensive Program Review period, funding was allocated to the Anthropology program thus allowing the department chair to purchase various instructional materials to supplement lecture and instruction. Additionally, the rotating of adjunct faculty in teaching courses, adjustments to curriculum, and faculty outreach to students that need additional support in the courses.

I offer various office hours which include phone appointments for students who cannot make it to my office. I try and be very flexible with students as to accommodate their needs. Various student services information is also provided to students such as: Puente, Umoja, Counseling services and Outreach, Referrals to the College Core for academic/writing support, DSPS services and continued collaboration with Lawrence and Jennifer Garcia, continued discussions with our Athletic Counselor Michelle Mac to support our Athletics, library support services are provided which include librarians coming into anthropology courses to provide information about research databases and knowledge about how to utilize the library, information about the Food Pantry services are given to students, and other information is provided to my students throughout the course of the semester. Additionally,

instructional supplemental materials have been enhanced for the anthropology program. High quality skulls have been 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, the Fossil Kits have allowed students an in depth look at different types of fossils and organisms, understanding of rock formation, and the kits have been a great tool for understanding various topics in archaeology and anthropology classes.

The increase in census enrollment and fill rate has also informed me that the above named incorporated additions and changes, have been effective.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
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.**	Completed/Ongoing	Continue to provide information at the beginning and throughout the semester to students on student support programs and services. We have included the Library staff to discuss library resources and effective use of the library. Additionally, faculty refer students as needed to learning communities, counseling, intervention therapist program, and various support programs throughout the campus. Faculty worked with Librarians to develop Anthropology documentary/video links as available resources to students, so they are available on Canopy and Films o On Demand.	All Anthropology Faculty & Department
Goal 2: **Increase or update curriculum resources to improve and enhance student learning and success.**	Completed	Purchased various instructional materials to supplement lecture and instruction. These instructional supplemental materials have been enhanced for the anthropology program. High quality skulls have been 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, the Fossil Kits have allowed students an in depth look at different types of fossils and organisms, understanding of rock formation, and the kits have been a great tool for understanding various topics in archaeology and anthropology classes. In	Liana Padilla-Wilson (department chair)

		addition, I take my students on real archaeology digs located at Marsh Creek. This provides them with 1st hand participant-observation and fieldwork utilize in archaeology. Students are able to understand the various concepts of excavation by participating in the digs.	
Goal 3: **Creating more links to completion toward an AAT such as working with the transfer center and other student resources.**	**Completed**	AAT in Anthropology has been developed and implemented. The Pathways to Transfer website currently reflects the Anthropology AAT degree requirements and pathway including EMSI data for students. Faculty have worked with the Transfer Center to provide information and resources to students; in an effort to bring awareness to students on the Anthropology-AAT and jobs available in the field.	Liana Padilla-Wilson (department chair)

For CTE programs only:

1c.   Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

1d.   Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	78.1				
Degrees (AA, AS, ADT)	AS-1.2 AAT-0				
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	76.4	Offering the number of online courses in Anthropology/Behavioral	2022/2023	Liana Padilla-Wilson	

		Science can increase success in the student population. This can be done by working directly with Distant Education. 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 on campus			
Low Income	78	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. 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.	2022/2023	Liana Padilla-Wilson	
Foster Youth	62	Continue to purchase materials and supplies to upgrade the Anthropology Program and enhance student learning. The purchasing of Fossils, Documentaries/Videos, Artifacts, and other resources provides students with visual	2022/2023	Liana Padilla-Wilson	Currently, we are not offering Linguistic Anthropology which brought the number

		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 understand the terms and concepts in anthropology and better critically analyze the curriculum. Provide knowledge to students about job/employment opportunities in the field and bring in speakers to provide them with real life job opportunities.			down for Foster Youth.

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001	N/A		
COURSE 002			

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
COURSE 001	N/A
COURSE 002	
COURSE 003	

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other [_____]	
Justification:			

Operating Resource Request	
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**
Department/Unit Name	**Resource Type**
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	**Est. Expense**
Justification:	

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Behavioral Science: Anthropology	
Department/Unit Name	**Resource Type**
Anthropology 1,4,5, and 6	☐ Conference/Meeting ☑ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense
I'm requesting various parts of the anatomy of non-human primates for my anthropology courses. Parts such as Chimpanzee femurs, pelvis, and skeletal will be helpful in my courses. In addition primate skulls with lesson plans is ideal for use in all of the anthropology classes that are offered at LMC. I'm requesting this funding because we must provide students with a visual comparison of hominid and hominoid development. Students will be able to incorporate them into their critical analysis on human evolution and development. They will demonstrate a better understanding of the biological and cultural complexities in the field of anthropology. In addition, the Brentwood center must have these materials available for the student population. Each of these skulls/skeletal parts help to motivate and engage students with the curriculum. Understanding consumption patterns, teeth analysis, height, weight, disease, shapes, cranial capacity, and human brain development as compared to other animals is vital to understanding our own human development in this modern and globalized world. This additional funding will help the anthropology and behavioral science department meet goals outlined in our program review. This can help the students meet the PSLO's and CSLO's listed. My courses are intended to give students a detailed introduction to the study of the skull in archaeology and all anthropology courses. It provides an anatomical background to the skull, as well as morphological variation, sexual dimorphism, changes with age and development, and cranial pathology. It deals specifically with the evolution of early primates and man. Bone Clones, Inc. is a website that has a variety of helpful material to incorporate into my curriculum.	

Justification:

This additional funding can definitely help to attract more students to enroll in all the anthropology courses across campus. Students like to have visual aids to help them in their understanding of anthropology. Because of this my classrooms will have higher enrollment because of the hands on activities I provide in my curriculum. This will help the college as a whole to support growth, equity, and student achievement. As a Behavioral Science Department these materials are vital to meeting all of our needs in our program. It can enhance improvement in student learning, help meet our CLSO'S, and increase student achievement and equity.