SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Anthropology (ANTH)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Like many other programs on the Mesa College campus, the Anthropology Program has faced unprecedented challenges since our last comprehensive review. In March 2020, over two weeks, we pivoted to an online format to comply with mandates to stay at home and mitigate the spread of Covid-19. As we moved forward, beginning in Fall 2020, we offered our courses in either remote (synchronous) or asynchronous formats. Although enrollment dropped, we managed to offer our core classes (102, 103, and 107) along with several elective courses that students choose to take to fulfill GE requirements, degree requirements, or out of interest in the subject matter. Our faculty became adept at using Zoom for live lectures and for recording purposes. Our faculty took advantage of Canvas training to become online certified or to deepen their existing knowledge of Canvas's tools. Even lab classes were adapted to the online format as instructors sought out innovative ways of running labs and turned toward digital models as a temporary substitute to Mesa's collection of bone casts.

Fall 2021 saw a partial return to campus with some courses returning in a hybrid format. Spring 2022 saw a more robust return to campus. We still have a larger percentage of online courses (including synchronous online courses) on the schedule than we did before the pandemic. In sum, while we successfully faced the challenges of a quick pivot to a fully online schedule and managed to offer a quality education to our students during the pandemic, we are still dealing with enrollment numbers that are below pre-pandemic levels. Our challenge is this environment is several-fold. We need to continue offering classes in a variety of modalities (on campus and online) and we need to continue to offer a diversity of courses that meet students' various needs (GE requirements, degree requirements, general interest, and life-long learning). Even with the pressure to increase enrollment, we recognize that academic rigor, sound pedagogy, and access to a wide range of classes are the foundation for our students' success.

When our faculty returned to campus for face-to-face classes, they brought with them several of the innovations and adaptations developed during the COVID-influenced distance learning. These include the use of video lectures for online classes, recorded videos available for students who face attendance challenges, and the use of 3D models in the lab and lecture classrooms.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
We have recently made several changes in our curriculum. We have activated two new courses, ANTH 140 (Primatology, first taught at Mesa in Fall 2022) and ANTH 130 (Bones: Human Osteology, first taught at Mesa in Spring 2023). We have also deactivated a number of classes that we are no longer teaching: ANTH 106 (Prehistory), ANTH 115 (Artifact Analysis), ANTH 120 (Introduction to Archaeological Fieldwork), ANTH 200 (Introduction to North American Indians) and ANTH 210 (Introduction to California Indians). We have made the necessary revisions to our AA and ADT degrees, and these are currently moving through the approval process.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Studying the data allows us to reflect, as a program, on enrollment, demography and success. The long view it provides allows us to see our program before, during, and after the pandemic. The effects of the pandemic cannot be understated, both on academic structures and on our student body. The only issue is that not all aspects of the data dashboards have the most recent data (for example, the HSI and Equity dashboard only goes to Fall 2023).

In terms of enrollment, perhaps the most troubling pattern in our data has been, oddly, our improved fill rates. Pre-pandemic, we averaged around 30 sections on offer, with a fill rate hovering around 70%. The 2023 academic year saw a reduction in sections in an effort to attain a higher fill rate. The results? A 5% boost in fill rate at the cost of about 10 sections and over 200 fewer students encountering Anthropology every semester. There will be obvious ramifications of this practice in all of our classes since taking one Anthropology course greatly increases the odds that you will take another. There will be fewer majors as well. In Spring of 2024 and Fall of 2024, we saw a growth of about 5 sections (per semester), will fill rates of 66% and 87% respectively.

We have still not built back to pre-pandemic levels of face-to- face instruction. In the semesters before the pandemic, we averaged over 20 such sections; after the return to campus, we are at half that level (averaging about 10). Success rates (see below for a thorough discussion) are substantially higher in our face-to-face classes. Our course ANTH 205 provides a sobering example of this phenomenon. When it is taught in-person it has a success rate of around 70%. During the pandemic when it could only be taught online, its success rate was closer to 50%.

In 2024, our sections increase mentioned above was mainly in-person instruction. Our fill rate in all in-person sections were 66% in the Spring and 89% in the Fall. Clearly there is a trend of students favoring in-person instruction.

In 2025, our enrollment was even better. Our fill rate for in-person sections was 84% in the Spring, and 99% in the Fall.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
A demographic analysis, our patterns are fairly steady. For the last seven years, we have had slightly more African-American and White males, but over that same time period, we had more Latina students (ranging from 52% to 58%) than Latino. In 2022, Latinas dropped to 42% and in 2023 they represented 44% of our student body. We are confused by this decline. We are seeing a steady decline in Asian students from a high of 107 in the Fall 2016 to a low of 31 in Fall of 2022. In the Fall of 2023, the number of Asian students rebounded to 51.

Across ethnicities, our students are predominantly from the 19-24 age range, which is to be expected, but we trend to that demographic to a higher degree than the college does as a whole. The college averaged about 54% of all students falling into this age range, where Anthropology averages 70-80% in the years going back to 2014. Some reflection is warranted to see how we might be more enticing to older students.

In terms of success, the mid-semester accelerated (8-week) courses' success rates are concerning. 16-week courses in Spring 2022 had a 70.3% success rate, while 8-week courses in the same semester were at 48.2%. That semester was our greatest expression of accelerated sections with 5. Fall 2022 had a 29.2% success rate for 8-week courses, and even more troubling number. We have stopped offering short-term classes due to these abysmal numbers. It is clear that students do not perform well with our content in accelerated modalities during the normal academic semesters.

Success in Asynchronous Online is lower than face-to-face classes. The asynchronous success rates were 52.8% in Spring 2021, 57.8% in Fall 2021, and 55.8% in Spring 2022, 57.6% in Fall 2022, and 67.6% in Spring 2023, 57% in the Fall of 2023, and 53% in the Spring of 2024 respectively. The 2024/2025 rate was 54.6%. Face-to-face success rates over that same time span are: 71% in Spring 2020, and post-pandemic were 77.2% in Fall 2021, 77.7% in Spring 2022, 71.5% in Fall 2022, 78.3% in Spring 2023 and 78% in Spring of 2024. For 2024/2025, the success rate is 72.9%. It is clear that a student's best chance for success in our program is through face-to-face instruction. For this reason, we remain resolutely committed to rebuilding this modality to its more robust pre-pandemic numbers of sections.

Latinx success rates are improving. The equity gap was -13.3 in Spring 2021, -9.4% in Fall 2021, 4.7% towards the positive in

Summary and Reflection

Spring 2022, and another 1% positive gain in the Fall of 2023. This is good news as Latinx is the most populous ethnicity in our program. In 2024/25, we were 4.4% in the negative. I am hesitant to see this as some sort of regression as the campus-wide success rate has been skyrocketing. Are we simply doing a better job of pushing our students away from AI?

African American success rates are volatile, likely because we have so few students in that demographic. The equity gap was -11.3 in Spring 2021, -6.6% in Fall 2021, and -21% in Spring 2022. In the fall of 2023 there was a 6% gap, and in the Fall of 2023 at 13% gap. The larger gaps exist when we have a lower headcount of Black students. In 2024-2025, the African American equity gap was -9.2%.

Gender exhibits very tight equity gaps sometimes with males performing slightly worse and at other times females. The equity gap was 0.8% in Spring 2021, 0.1% in Fall 2021, and 3.3% in Spring 22. Since the Fall of 2022, there was no equity gap between males and females. Unfortunately other gender identities are not expressed in the success data. The new success rate dashboard shows data for entire academic years. In 2024-205, we did see a gap in the traditional genders where males performed 6.1% worse than females. Non-binary is a new category and we can post a 22.1% positive gap compared to the rest of the campus.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The full-time faculty in Anthropology have both participated in outcomes assessment and held meetings analyzing the results. Our success rates with outcomes are very high, but perhaps the more salient analysis resulting from these meetings is how strongly we feel our course learning outcomes reflect our goals in the classroom.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
We have increased the number of embedded tutors in ANTH 102. These tutors provide individualized opportunities for instruction and support, increasing accessibility for help with course content through additional office hours. Those students nervous about approaching professors directly also have chances to work with recent students, increasing equity in classroom help. We will examine the effect of the increased number of classroom tutors on classroom success.
We are actively working to close equity gaps. We teach students to be effective college students; e.g., being explicit about what office hours entail, teaching students how to prepare for exams, teaching note-taking skills, and explaining how to use study guides to prepare for exams. In some classes where professors are bilingual, students have been allowed to answer in Spanish on exams, with the goal of reducing cultural gaps in success.

In cultural anthropology classes, we incorporate ethnographic material from the United States and from across the world that ask all students to engage with the study of a variety of cultural practices.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Over the course of the last few years, we have witnessed the effects of the pandemic on learning. Students self-report a reduced ability to focus in the classroom, and have more anxiety regarding taking in-person exams and participation in class discussions. At the same time, many students recognize that they need to be in the classroom (rather than online) in order to learn effectively. Just as we have seen COVID-19's differential health effects on more marginalized members of our community, we also see unequal effects on our community in terms of equity gaps and learning outcomes.

Dr. Mongelluzzo engaged in designing an outreach program during his sabbatical in the Fall of 2022. As we actualize parts of the program, the hope is that we will engage more students but also introduce our discipline to students at earlier stages of learning. We are hopeful that with a proper introduction to the field, we will see more success and see equity gaps narrow.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
The embedded tutor for ANTH 110 mentioned in the Practice Reflection update is simultaneously working as an intern in the SDICCCA program. Dr. Jennifer Sime is serving as her mentor. In this capacity, they discuss cultural anthropology pedagogy and the logistics of teaching in a California community college, including course development, governance, workload, committee work, and professional development.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
Statistics were updated given newly available data from recent semesters.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
As of Fall 2023, we also have an embedded tutor in one section of ANTH 110. The tutor holds weekly study sessions by Zoom that are open to students in both sections of ANTH 110. In these weekly sessions, the tutor works with students in developing the study habits and techniques necessary to be a successful student in cultural anthropology classes, including tips on notetaking, annotating articles, cross-cultural comparisons, and focusing on understanding concepts rather than rote memorization.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
We continue to rebuild the program out of the pandemic. As enrollment grows, it is imperative that the Administration backs our foundational commitments to in-person, 16-week instruction and deep and varied course offerings. A common refrain in our recent student feedback is gratitude for offering classes in-person. This is especially important given the grave concerns our program has with generative AI software. In student evaluations, we consistently hear that students didn't know what Anthropology was until they took one of our courses. Our majors are very appreciative of the varied specialized classes that range from area courses to hands-on lab-oriented classes.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Statistics were updated given newly available data from recent semesters.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
We have re-developed the form we use for outcomes assessment. The new form is better attenuated towards our specific outcomes as well as allowing for the qualitative analysis prized by our program. To date, about 1/3 of our courses have been assessed with their results uploaded to Nuventive. The results for two more courses should be uploaded by the end of Fall 2024. That will leave four courses scheduled for Spring 2025, and once course for Fall 2025, at which point our assessment will be complete for this round.

Unit Goals and Action Plans:
Research Opportunities for Students
TBA.
Honors contracts
All of our full-time faculty continue to be open to and offering Honors contracts to Mesa students. Honors assignments are deep and enriching experiences in the sub-disciplines to which individual classes are devoted.
Invite local scholars for guest lectures
TBA.
Seek out venues where students can present their research
TBA.

Anthropology Outreach
Resurrect the Mesa Anthropology Club
The Mesa Anthropology Club has been resurrected as of Fall of 2023. This puts students interested in Anthropology together in an environment demonstrating our outcomes, without the pressure of being graded. We have more majors and more Honors

students now. Students have engaged in Communication during a Q&A our full-time faculty held on anthropological fieldwork. Personal Actions and Civic Responsibilities, as well as Global Awareness were increased when the club held a meetup in Los Angeles at the Getty Villa. There, students saw museum displays on ancient Greece, Rome, Egypt, Thrace, and Etruria.
Create a rotating fossil exhibit for the LRC or SB building.
TBA.
Re-visit the possibility of CCAP classes
TBA.

Hands-On Education
Fill gaps in osteology collection, particularly for ANTH 130
While benchmarks for all outcomes were met for ANTH 130, the goal is to increase the benchmark in the coming cycles. Bone replicas have been added over the last couple of
BARC requests and their impact on learning is clear. Having tangible and highly detailed reference materials is a necessity for achieving our outcomes.

Obtain previously unavailable primate bones for ANTH 140
While bones have been acquired for ANTH 140, the course has not been assessed yet.

Bring department fossil cast collection up to date to include important recent fossil discoveries, particularly for ANTH 102 and ANTH 104
TBA

Resource Requests
Our outcomes of Critical Thinking and Civic Responsibilities can both be better taught in our Biological Anthropology and Archaeology classes when students have access to a diversity of bone materials in the classroom. Students should see examples of different bones, bone illnesses and injuries. But a stronger sense of variation in bone anatomy, particularly in cases of osteological markers of sex and heritage, would help with students learning that even within-sex variation is quite strong in bones, or that there is a strong variation in anatomy across the globe. A broader collection of osteological materials can help make these critical thinking ideas more clear. A stronger understanding of variation contributes to a more mature appreciation of forensic anthropology, evolution and archaeology, therefore contributing to a better sense of Civic Responsibility. More bone replicas are needed.
In Archaeology, students use a program called Sketchup to model an ancestral Maya palatial structure. Currently, this project, as an assessment, enjoys a 100% success rate. However, classroom computers in SB-201 are outdated and struggle to run the program. Students can also use the program at home, but it is more becoming more apparent every year that the software will become paywalled. This impending change will create an increase in class-based equity gaps owing to the cost of the software and the inability of the classroom computers to run it. No request is being made this year, but one will be made once the Sketchup software is paywalled.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
We are still waiting for trends to develop that will determine the benefit the embedded tutors have on our ANTH 102 classes.

Cultural Anthropology classes, while always having explored socially significant issues from our near world, is doing so at a more intense level now. By focusing this way, the courses bridge outcomes with topics relevant to our students' lives.

Obviously, the new issue that will impact students' success (in both the short and long term) are the use of generative AI models by students instead of earnestly engaging with assignments. The short term problem is that the student's experience with the assignment is ruined as are any learning processes embedded within the assignment. The long term issue is that students' will be failing to pick up the skills necessary to succeed in classes of ever increasing challenge.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Enrollment in Anthropology courses has been healthy and we are seeing unprecedented numbers in our specialized classes. Unfortunately, enrollment plays much too large a role in whether or not Mesa's Anthropologists can see their pedagogical vision in a given semester's course offerings. Enrollment was good this past year, so we saw our vision executed in terms of

course breadth, modality, and frequency. This should be true every year, in every discipline. Good fill rates are not the prerequisite for pedagogy.

The specter of generative AI looms ever larger over our institution and its students. Absolutely nothing of meaning and value has been generated by this institution or its district to ensure rigor, prevent alienation of both faculty and students, and guarantee that students leave Mesa better than they started it.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Statistics were updated given newly available data from recent semesters.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
In the 2024-2025 period, we continued to make progress in the assessment of our courses. Currently, we stand at 87.2% of CLOs with Results, with more results coming in from our instructors. We currently stand at 100% results with Targets Met. As always, the process is precarious as we are asking instructors (and sometimes adjunct instructors) to complete more work without any real compensation. Given how dependent our accreditation is on this process, I am flummoxed at lack of resources put in its direction.

If you review our goals and action plans, they almost all are entirely oriented around improving student experience. The core philosophy is that if student's are brought closer to the discipline (through the use of hands-on learning, meeting and hearing scholars, and experiencing real world expressions of Anthropology), then students will perform better in its classes. This philosophy appears to be bearing consistent fruit.

However, it is important to note that a philosophy like this is never completed in terms of its realization. The discipline changes as do the avenues available to make it shine to students. Our continued resource requests represent both a loyalty to our core philosophy and a recognition that our field continues to evolve.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Professor Sime will be on sabbatical leave in Spring 2026. Her sabbatical project focuses on the redesign of ANTH 103 through the incorporation of OER and zero-cost resources, including the development of an original ethnographic field manual. The objectives of the sabbatical are twofold: first, to reduce equity gaps through the use of open access and zero-cost resources; and 2) increase the relevance of cultural anthropology to students' everyday lives through a renewed focus on experiential learning and ethnographic fieldwork.

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.
Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Research Opportunities for students

Unit Goal: Research Opportunities for students

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Honors contracts **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/14/2026 **Action Plan Update**: Professor Sime has offered honors contracts in ANTH 110 (with ten students completing honors contracts in Spring 2025 and Fall 2025), her online sections of ANTH 103 (with four students completing the contracts in Spring 2025 and Fall 2025), and ANTH 117 (with one student completing a contract in Fall 2025). Professor Mongelluzzo continues to offer Honors Contracts for ANTH 103 and 107. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/30/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Professor Sime continues to offer honors contracts to students in ANTH 110 (with four students completing honors contracts in ANTH 110 in Fall 2024) and has extended the option of honors contracts to her online sections of ANTH 103 (with three students completing honors contracts in Fall 2024). Professor Mongelluzzo offers Honors contracts in ANTH 107 and ANTH 215. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Invite local scholars for guest lectures **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/14/2026 **Action Plan Update**: Anthropology invited Dr. Russell of the GIS program to talk to the Mesa Anthropology Club. Professor Sime, together with Professor Gwin (Philosophy) invited Dr. Susanne Hillman to deliver a public lecture at Mesa College in May 2025 as part of Jewish American Heritage Month **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 01/30/2025 **Action Plan Update**: Professor Sime, together with faculty members in the Department of Social Sciences, is working on inviting a local scholar, either from SDSU or UCSD, to give a public lecture during Jewish Heritage Month in May 2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Seek out venues where students can present their research **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/14/2026 **Action Plan Update**: Professor Mongelluzzo currently has two students preparing research to be presented at the MCRC conference. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 01/30/2025 **Action Plan Update**: One of Professor Sime's honors students presented her research at the honors conference in Irvine in Spring 2024. Professor Sime will continue to encourage her students to present their research in that conference and at the research conference held at Mesa College in May 2025.v **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Anthropology Outreach

Unit Goal: Anthropology Outreach

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 01/30/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Resurrect the Mesa Anthropology Club **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: The Mesa Anthropology Club has been renewed and officially re-registered as a club. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** Create a rotating fossil exhibit for the LRC or SB building. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/14/2026 **Action Plan Update**: The 3D printer is now regularly producing bone fossil replicas. We are still trying to coordinate with the LRC. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/30/2025 **Action Plan Update**: Our 3D printer has enabled us to create a great deal of bone replicas. Our next step is to talk to the librarians to see if they are open to the display. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Re-visit the possibility of CCAP classes **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/14/2026 **Action Plan Update**: High schools do not appear to be currently requesting Anthropology classes. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/30/2025 **Action Plan Update**: Anthropology is still trying to gauge whether CCAP classes are appropriate and also desired by the high schools. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Increase Hands-On education opportunities in the BioAnth Classrooms

Unit Goal: Increase Hands-On education opportunities in the BioAnth Classrooms

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Fill gaps in osteology collection, particularly for ANTH 130 **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/14/2026 **Action Plan Update**: Professor Suarez has used the 3D printer to print more than 40 different osteological samples for use in ANTH 130. These include partial or damaged bones for use in bone identification exercises, complete bones, bones with illnesses and damage, and sets of adult and deciduous teeth. Additionally, Mesa College funding was used to purchase complete example sets of adult and deciduous teeth, forensic sets of damaged bones. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Obtain previously unavailable primate bones for ANTH 140 **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/14/2026 **Action Plan Update**: We have used the 3D printer to print 5 additional primate skulls since the last update, and have printed an additional 10 post-cranial bones to round out purchased sets of primate limb bones, particularly adding an ulna to each set. We have also used campus funds to purchase an additional primate skull (Cebus). **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/17/2024 **Action Plan Update**: With the purchase of a 3D printer, we have printed 4 primate skulls, including Aotus, Rhinocolobus, Cynocephalus, and Colobus. Additionally, we have begun printing primate post-cranial bones. We have printed a baboon femur, tibia, fibula, humerus, radius and ulna. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Bring department fossil cast collection up to date to include important recent fossil discoveries, particularly for ANTH 102 and ANTH 104	**Submission Date**: 02/14/2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: We continue to print fossils to bring our collection of important human ancestor remains up to date. Since the last update, we have printed more than 40 additional fossils. This new set covers large gaps in the collection, particularly with the addition of post-cranial remains of fossil species, important taxa that are not represented in the collection, and important new discoveries. The new discoveries represented in our collection now include the recently discovered Homo longi, Paranthropus capensis, and Homo naledi. Additionally, we have begun replacing some of our delicate ceramic casts with more durable 3D prints. We also used college funds to purchase a new fossil cast of a juvenile Australopithecus afarensis. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 12/17/2024 **Action Plan Update**: With the purchase of a 3D printer, we have begun printing fossils to fill in our gaps in a teaching collection. We have printed fossil primate bones, including Plesiadapis skull and mandible and femur, Parapithecus skull and mandible, Catopithecus skull and mandible, Apidium femur. We have also printed fossils for human evolution, including the skull and pelvis of Australopithecus afarensis, the pelvis of Australopithecus africanus, a Homo Habilis skull, a Homo Erectus skull, the hand and foot of Homo naledi, and three Mousterian tools. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track