Instructional Program Review 2018/19 (Comprehensive)

Anthropology

Created on: 09/04/2018 12:58:00 PM PST
Last Modified: 02/04/2019 06:39:25 AM PST

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General Information (Instructional Program Review 2018/19 (Comprehensive))

2018/19 Instructional Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

Lead Writers: Profs. Ryan Mongelluzzo and Jennifer Sime

Liason: Professor Ian Kay

Department Chairs: Prof. Dina Miyoshi, Chair; Profs. Ryan Mongelluzzo and Jennifer Sime, Assistant Chairs

Manager: Dr. Charles Zappia

CTE: No

Faculty/staff (REQUIRED)

- Number of T/TT Faculty = 3
- Number of Adjunct Faculty = 7
- Number of sections taught by T/TT Faculty = 14
- Percent of FTEF taught by T/TT Faculty = 46.7
- Number of Pro-Rata Faculty = 0

Program Mission (REQUIRED)

Anthropology is the study of what it means to be human, with a worldwide perspective and a time depth of millions of years. It encompasses five sub-fields of cultural anthropology, biological anthropology, archaeology, linguistic anthropology, and applied anthropology. The study of anthropology prepares students to better understand themselves in their own sociocultural context, better understand and communicate across cultural boundaries, and prepare for careers involving social interaction and policy (EG, business, education, environmental protection and cultural resource management, health, law, and religion).

The mission of the Mesa College Anthropology Program is to:
Prepare students for transfer
Help students earn the AA/ADT degrees
Develop academic skills that will enable students to succeed in a variety of contexts
Promote cultural literacy and social awareness of alternative solutions to human problems
Encourage a mindset of cultural relativism to prepare students for the diverse world they live in
Promote scientific literacy in an increasingly technological world
Provide leadership and mentoring to students and adjunct faculty
Engage in scholarly research
Maintain standards of collegial professionalism and ethics

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Overview Section (See appendix)

Curriculum (REQUIRED)

Form: "2018/19 Comprehensive Program Review Instructional Program Overview Section"

Created with : Taskstream
Participating Area: Anthropology

(REQUIRED) Program name

Anthropology

(REQUIRED) Program strengths

Discuss strengths of the program.

Our program supports Mesa College's committment to equity: we offer a wide array of rigorous classes, all of which teach students how to critically engage with essential questions pertaining to human diversity.

In general, anthropology classes have strong enrollments, our students have solid success rates, students are apply their classes to GE requirements in both the natural and the social sciences, and they successfully transfer. Our program maintains a high level of productivity. We offer day, evening, and online classes. We offer honors contracts and an honors section in cultural anthropology. Our introductory classes are consistently high demand.

We have a dedicated faculty, both tenured/tenure-track and adjunct, who cover the breadth of the field. Our three tenured/tenure track faculty represent three of the subdisciplines in Anthropology: Cultural Anthropology, Archaeology, and Physical Anthropology. Through our faculty we have connections to universities across the United States and to international research facilities and universities in Latin America and Europe.

We have developed two more new courses this year since our last comprehensive program review. ANTH 106, World Prehistory, was first offered in Fall 2017. It will be offered every fall semester. ANTH 117, Anthropology of Gender and Sexuality will begin to offered in Fall 2019 and will also be an elective course for the new AA degree in Women's Studies.

ANTH 110, Anthropology of Magic, Witchcraft, and Religion, has proven popular enough to offer once every Fall semester with two sections being offered every Spring semester.

More courses are in the pipeline: ANTH 130, Bones: Introduction to Human Osteology and ANTH 140: Primatology, created by City College faculty, will be activated at Mesa College once they are approved and we can assess which of these classes, or both, would be of particular interest to our students.

Professor Mongelluzzo has taken one Mesa student to conduct archaeological research in Guatemala every summer since Summer 2016.

Anthropology fascinates students because it covers lots of hot topics in the news: ancient civilizations, fossils, human evolution, Ebola and other emerging diseases, DNA issues, privilege and social inequality, religious and ethnic conflicts, anthropogenic effects on our earth. Anthropology is also important because it teaches students to appreciate their "human-ness" and their place in the biological and cultural continuum. With an emphasis

on global awareness, civic responsibility, cultural competence, and critical thinking, our classes prepare students for a variety of work situations.

(REQUIRED) Program challenges

Discuss challenges to the program.

For our recently tenured faculty members who are also the most senior fulltime faculty in Anthropology at Mesa, these last few years have involved learning how to do Program Review, evaluate adjunct faculty members, do scheduling and outcome assessments while also mentoring our newest tenure-track faculty member. Although these years have been challenging, we are proud of our work in maintaining and continuing to develop an Anthropology Program that meets the needs and interests of students and facilitates the transfer of majors to four-year universities.

Although the summer excavation in Guatemala is a strength of our program, funding that program and making it more accessible to students remains a challenge. In addition, finding local opportunities for excavation is a project that is moving slowly.

We share with other programs the challenge of scheduling a array of courses to meet students' interests and needs in a time of softening enrollments. Our class caps are high at 45 students. We have made cuts to our Spring 2019 offerings and have decided to offer some more specialized classes every other semester (such as ANTH 106) and every other year (ANTH 210) in order to maintain our offerings while maximizing enrollments.

We support new efforts at Mesa and across California to offer students better structured support as they embark upon their studies at our College. However, we are also concerned that a move to the establishment of metamajors at Mesa with the concomitant, ostensibly well-intentioned effort to keep students on the path they choose to follow when they begin their studies at Mesa, will damage our program in Anthropology. The majority of students who major in Anthropology at Mesa are not exposed to the discipline before ending up in one of our classes in order to fulfill a GE requirement. We have students who change their major to Anthropology after beginning in fields as diverse as English, engineering, and biology. We are concerned that the establishment of metamajors will limit students' abilitity to freely explore their intellectual interests and potential career opportunities at the beginning of their college career. If this is indeed the case, enrollment in our classes and the number of Anthropology majors may drop. We would like clarification regarding to what extent these metamajors will allow students the flexibility to explore various options for their intellectual paths and professional futures that has been the hallmark of a college education.

We are constantly updating and revising our class material to keep it current and relevant.

We still do not have a good handle on our majors: who they are, how many there are, where they transfer to, how and what they do after they leave Mesa. The establishment of Anthropology Club has helped us learn more about students majoring in Anthropology who decide to become active in the club, but we still need a mechanism within Mesa that would give us more complete information on our majors. We now have better coordination with UCSD and SDSU in terms of what their programs have to offer our students, but we need to continually work to maintain active relationships with those universities. When we help our students connect with those departments before they transfer, their likelihood of baccalaureate success increases.

We continue to work on informing our students about what they can really do with a degree in anthropology, how it can prepare them for careers involving social interaction and policy (in such fields as business, education, environmental protection , health, law, religion).

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

As noted in our 2014/15 Program Review, seemingly simple factors such as lack of student parking can affect enrollments and retention. As construction on campus has continued over the past few years, parking has remained a challenge. We hope that the parking situation improves as major projects on campus come to a close, and we expect to see a correlating improvement in enrollment and retention.

Enrollments have dropped since the days of the recession and continue to soften in Anthropology and the College as a whole. However, the economic upturn has enabled us to hire a third tenure track faculty members since our 2014/15 Program Review. We now have three fulltime faculty, each one of whom represents one of the major subdisciplines: Cultural Anthropology, Archaeology, and Physical Anthropology. Full time faculty are able to attract students to our discpline and provide the mentoring and diversity of classes that keep students coming back to take more classes and also to major in Anthropology.

Political instability and draconian policies from Washington affect our students greatly, perhaps most obviously our DACA and undocumented students and those who cross the border to attend classes at Mesa. We do everything in our power to support these students and refer them to resources on campus that can be helpful.

The job market for anthropologists is not robust and postgraduate studies are usually required for students to be able to work as a professional anthropologist. However, in Anthropology classes, students acquire knowledge and skills in cultural competency and analysis, field research, communication, critical thinking, and scientific literacy. Employers in a number of fields, ranging from the state of California to NGOs to large corporations, seek to hire employees with these skills.

(REQUIRED) Areas of Focus

Describe one or more areas that your department is focusing on. You will refer to this response in the Program Analysis Section.

We are focusing on ways that our Program can continue to support student success and retention rates, particularly by honing the ways in which curriculum development, fieldwork opportunities, and equitable practices in the classroom can support sucess and retention. The Program Analysis section discusses in detail how we are addressing these areas.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

_____

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other

funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not CTE.

Not applicable.

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not CTE.

Not applicable.

Form: "2018/19 Comprehensive Program Review Instructional Curriculum Section"

Created with : Taskstream
Participating Area: Anthropology

(REQUIRED) Program Name

Anthropology

(REQUIRED) What degrees and certificates are offered?

Degrees available in Anthropology:

Associate of Arts Degree

Associate of Arts for Transfer Degree (ADT)

Associate of Arts Degree: Liberal Arts and Sciences with an Emphasis in Social and Behavioral Sciences—Anthropology (in process of deactivation)

(REQUIRED) How many of each degree and certificate have been earned in the past 4 years?

According to the data dashboards, over the past 4 years, we have awarded eighty-nine degrees, an almost 200% increase from the preceding 5 years. Thirty of these were AA degrees and fifty-nine were ADT degrees. We are in the process of deactivating our Liberal Arts and Science degree as Mesa has pivoted away from this degree structure.

Our other two degrees articulate well with the UC and CSU systems and private colleges and universities, though we are in the process of updating the degrees to better incorporate new course offerings.
There are now twelve anthropology courses on record; Mesa offers eleven of them. All are available within a two-year period so a student can complete an anthropology degree in a timely manner.
In Fall 2019, a thirteenth course will be added: ANTH 117, Anthropology of Gender and Sexuality. It will be taught at Mesa as well as be incorporated into the Anthropology degree as well as the new interdisciplinary Women's Studies degree.

Two new Anthropology courses are in the approval pipeline: ANTH 130 Bones: Human Osteology and ANTH 140 Primatology. Upon their successful progress, they will be incorporated into the degrees and course offerings in Anthropology here at Mesa. Prof. Suarez can teach both courses, the second of which is his professional research focus.

(REQUIRED) If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

N/A

(REQUIRED) Have you developed any new courses in the past 4 years? Please give details.

We have developed two courses during that time span: ANTH 106 World Prehistory and the previously mentioned ANTH 117 Anthropology of Gender and Sexuality.

ANTH 106, developed by Prof. Mongelluzzo, covers the development of human society from the earliest evidence of culture to the beginnings of recorded history. Prehistoric archaeological concepts, methods, and data are used to examine the major transitions in human prehistory, including the origins of culture, agriculture, and early civilization. This course is intended for anthropology majors or anyone interested in world prehistory.

ANTH 117, developed by Prof. Sime, provides an overview of anthropological perspectives on gender and sexuality, employing a cross-cultural perspective in order to examine the role of culture and society in shaping specific gender distinctions and normative ideas and expressions of sexuality. Students engage with theoretical and ethnographic texts, photographic representations, films, and other media to identify and critically think about taken-for-granted notions about gender and sexuality. Students conduct a short ethnographic research project about gender and sexuality. This course is designed for all students interested in Anthropology, in Gender and Women's Studies, and in gender and sexuality more generally.

(REQUIRED) Have you made other curricular changes? (for example, renumbering, sequence change, co-reqs or pre-reqs)

N/A

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

_____

(REQUIRED) List any licensure and/or accreditation associated with your program.

Enter "not applicable" if your program is not CTE.

Not Applicable

(REQUIRED) Indicate the program TOP codes for your AA, AS, COA and COPs.

Please find TOP Code Link in the Directions.

Enter "not applicable" if your program is not CTE.

Not Applicable

(REQUIRED) Indicate the SOC codes and title associated with your program's AA, AS, COA and COPs.

Please find SOC Code Link in the Directions.

Enter "not applicable" if your program is not CTE
Not Applicable

(REQUIRED) Select the sector associated with your program.

Link to sectors list: In process of being developed

- Other

Form: "2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Anthropology

(REQUIRED) Program name

Anthropology

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program on target to complete CLO assessment by Spring 2022? Please attach your schedule for CLO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Yes, the Anthropology Program is on target to complete CLO assessment by Spring 2022.

As noted in last year's review, in Fall 2017, we evaluated our "Critical Thinking" CLO for ANTH 104, ANTH 106, ANTH 107, and ANTH 110. In Spring 2018, we successfully completed assessment of our "Communication" CLO for ANTH 104, ANTH 106, ANTH 107, and ANTH 110.

(REQUIRED) Please list your PLOs.

Program Learning Outcomes

Students who complete the Anthropology Program will gain facility with:

- Critical Thinking: Use an anthropological framework to think critically in reading, writing, and/or speaking, thereby interpreting relevant problems, theses, arguments and evidence to draw and defend rational conclusions.
- Communication: Effectively communicate employing anthropological perspectives while recognizing and respecting potential differences in worldview.
- Personal Actions and Civic Responsibilities: Articulate the varieties of biological and cultural adaptations and demonstrate an understanding of cultural diversity.
- Global Awareness: Articulate ability to understand one's role in local and global society, take responsibility for one's own actions, and make ethical decisions in complex situations.
- Information Literacy: Collect data and engage with research through appropriate use of an array of scholarly sources and through discipline specific technologies and frameworks.

(REQUIRED) What progress have you made in your PLO assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Once all CLO assessments are completed, we will be ready to assess our PLOs. Because the Anthropology Program does not offer its courses sequentially, nor is there an equivalent to a capstone seminar, we need to rely on aggregating our CLO assessment data in order to make a clear assessment of our PLOs.

(REQUIRED) What have your completed assessments revealed about your courses or program?

So far, the CLO assessments that we have carried out so far (Critical Thinking and Communication for ANTH 104, 106, 107, and 110) reveal that our students are successfully learning and applying critical thinking and communication skills.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

At this point, there are no outstanding issues or problems that we have identified.

(REQUIRED) Based on your assessments, have you identified resource needs?

- Budget
- Facilities

Please provide any other comments.

We are continually working to improve our holdings of bone casts and replicas, which help our students in Physical Anthropology courses learn human and primate anatomy and evolution. Our storage room is full to bursting with our bone collection and archaeological equipment. We desparately need additional storage space for our archaeological equipment, ideally a shed since some of the archaeological equipment takes up a good bit of space.

Form: "2018/19 Comprehensive Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: Anthropology

(REQUIRED) Program name

Anthropology

(REQUIRED) Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

RETENTION

The course retention rate of our program has remained consistent over the last five years, and always above the college retention rate of 87%. We average 89%, never below 88% (2013/2014) and never above 90% (achieved in both 2014/15 and 2017/18).

Retention by gender exhibits similar numbers 88% for female and 89% for male over the 5-year span. First generation students also are retained by 88%. Students 24 and younger are retained at a 90% rate, while those 50 and older were retained at 88%. The individual academic years vary more for the older students (a 79% low and a 91% high), but this is likely due to how few of them there are (only 160 of 12,285 enrollments).

In terms of ethnicity, the 5-year retention rate for White is 90% (4,344 enrollments), Latinx is 88% (4,337 enrollments), Asian is 92% (1,174 enrollments), Black/African American is 87% (743 enrollments), Filipino 87% (484 enrollments), Pacific Islander is 83% (72 enrollments), Native American is 89% (36 enrollments).

The Latinx demographic posted consecutive years of 87%, but he 2017/18 academic year was 89%, and this hopefully is the start of an upward trend. In terms of courses, the retention rate for ANTH 107 has been at or over 95% the last two years. ANTH 102 is on a three-year upward trend (85% to 86% to 90%). ANTH 103 has hovered around 89% the last three years.

The retention rate for the Asian demographic is very high at 92%. This may be a result of cultural factors off campus. Our program is sure to represent Asian culture, prehistory, and ancestry, but it is not emphasized over other ethnicities.

The difficulty in trying to understand lower retention rates for the Black/African American demographic is that the numbers are so volatile. The demographic posted two academic years at 88% and 91%, but the year in between was 83%. ANTH 103 mirrors this volatility. ANTH 102 is again on a three-year upward trend (85% to 87% to 88%). The dashboard indicates that no Black/African American student has taken ANTH 107 in the last 5 years. This statistic should definitely be addressed especially as it would mean there may be no Black/African American majors.

The Filipino ethnicity posted three consecutive years of 89% or higher, but the last two years have been at 84%. We are seeing a similar trend with Pacific Islanders with two years at 91% and 93% respectively, but the last two coming in at 86% and 71%. We have not

had Native American identifying students in our courses since 2015/2016, but their early numbers match the other ethnicities mentioned in this paragraph.

SUCCESS

The five-year average of our success rates is 71%. 2016/17 appears to be anomalous at 68% with all other years being at either 71% or 72%. This dip appears across especially strong with our Latinx, first generation, and under 24 demographics. Last year, we wondered if the Presidential election had an effect, and things do appear to be slowly improving since then. There are upwards trends since that year in almost every demographic. We have not yet met the IEPI Goal for 2021/22.

The success rates by gender are similar with males succeeding at a slightly lower rate than females. First generation students fell all the way to 63% in 2016/17, but rebounded to 66% last year. Students under 24 are up 2% during that same timeframe as well. Interestingly, students over 50 enjoyed a 10% rise in success rates in the Presidential year going from 74% to 84%. Senior citizens are the biggest supporters of the president.

In terms of ethnicity, the 5-year success rate for White is 76%, Latinx is 66%, Asian is 80%, Black/African American is 59%, Filipino 68%, Pacific Islander is 64%, Native American is 64%.

Latinx students represent a troubling trend. Their average is 66% with a high of 68% trending down to 64% and 63% the last two years, respectively. Of course, the new regime's immigration stance is one that stresses the Latinx demographic more than others and bad news from that realm has not ceased.

The Asian demographic continues to fare well. It would be interesting to be able to break things down my socio-economic status to see how class impacts success across ethnic boundaries.

The Black/African American demographic shows the same 2016/17 dip but regardless of small-scale trends, their success has been at a lower rate. Their average of 59% seems to be heavily influenced by ANTH 102 in which they have posted success rates of 42%, 65%, 53%, 45%, and 57% over the last five years respectively. The performance in ANTH 103 has been higher four of the five past academic years, even posting a 78% in 2015/16. Students, regardless of their demographic, may get drawn to ANTH 102 because it fulfills the science requirement and is perceived by students as "easier" than the other classes that do.

The Filipino demographic is less volatile with an average of 68% and almost all years between 67% and 72%. Pacific Islander has many fewer students, so 4 fewer students succeeding from 2016/17 to 2017/18 represented a whopping 29% drop in success. Similarly, with Native Americans three fewer successes led to a 20% drop between 2014/15 and 2016/17.

(REQUIRED) How does your program help to prepare students for success beyond your classrooms?

Anthropology provides some of the most important foundational understanding a person can have about the world. Cultural Anthropology and Archaeology classes broaden a student's

perspective about the world that they inhabit. This broadening is done through exhibiting and exploring the diversity our world is and has been. Tremendous respect develops for that world and the people within it, which leads to a respect of self for the students as they see how they belong to it, as does everyone around them, as do their ancestors. Physical Anthropology helps students to understand physical human variation and adaptation; i.e. a science-based understanding of why we look different from one another that is not erroneously based in race theory. It also explains how we came to this state of variation as our genetics changed through the mechanisms of human evolution. Our greatest adaptation is culture, cooperative social behavior, and all three of our sub-disciplines explore this phenomenon in great detail.

We work hard to broaden the perspectives of our students, so they can appreciate more about the human experience than what they have personally experienced. We train our students to be able to evaluate the onslaught of information they face daily, to sort out what is real and what is bogus, so they can apply that information to their lives. The faculty's research interests are introduced as a way to show students that anthropology exists outside the classroom.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

Prof. Suarez has developed a comprehensive study guide given on day one, he has expanded office hours, allowed exam corrections, and adjusted assignments to facilitate learning and better success. He has also added classroom tutors to ANTH 102.

Prof. Mongelluzzo now offers extra credit for attending office hours. He has also allowed exam corrections in special circumstances. In the Fall, for the first time, he held review sessions for exams over Instagram Live. He also demonstrated his two drones on campus for the first time, providing tangible excitement about the program and its possibilities.

Prof. Sime, as mentioned in other areas of the review, has added the course ANTH 117, Anthropology of Gender and Sexuality. She will teach it as part of the new interdisciplinary Women’s Studies degree. In her classes, shoe makes study guides, holds reviews, and makes time to meet with students who cannot make her rugular office hours.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

Prof. Suarez is working diligently and very introspectively and how to improve the success rates among Black/African American students in his classes. He has completed the Teaching Men of Color and Cultural Competency trainings. There has been a 12% improvement in this metric over the last year (from 45% to 57%) in this demographic for ANTH 102 and we should see if this trend continues.

Prof. Mongelluzzo has also completed the Teaching Men of Color and Cultural Competency trainings, as well as Safe Zone training. He is listed as an ally on the Mesa LGBTQ page. He has configured an entire week to ancient African kingdoms (Ghana, Mali, Songhay, Zimbabwe) in his World Prehistory class even though most textbooks devote scant attention to that region after the initial human evolution that occurred there. He has also expanded his coverage of the Lapita or Ancestral Polynesian culture.

Prof Sime assigns readings and mini fieldwork assignments that reflect the diversity of the student population at Mesa. Assignments and readings in her classes ask students to critically engage with topics pertaining to race/ethnicity, gender, and socio-economic class.

We consistently emphasize to students that there is no biological basis to race, but in its reality as a social concept that has been in play for over one hundred years, we need to actively address the bigotry and prejudices that exist at both the structural and interpersonal levels of our world.

We are desperately trying to save the two courses we have that are devoted to Native Americans: Intro to California Indians and Intro to North American Indians even though enrollments are low. The same is true with the Cultures of Latin America class, although the situation is less dire there.

(REQUIRED) Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?

In accordance with what we believe to be a district wide phenomenon, we have seen a slow but steady drop in enrollment over the past two academic years. There may be influences at play to which Mesa is powerless to affect. The health of the economy in terms of jobs, demographic changes, and the perceived value in a collegiate education in regard to loan debt are all seemingly in play. Substantial efforts to mitigate these effects, e.g. the San Diego Promise initiative, OER texts, etc., are too new to perceive their effectiveness.

Enrollment for online courses has dropped most precipitously, likely due to reaching a saturation point with the number of offerings as well as students becoming less enamored with distance education, and less people wanting to attend college in general. Over the last five semesters, our high in online enrollments was the Spring ‘17 semester with 335 enrollments. This number dipped to 205 the following semester and reached its low of 173 this fall.

In Person classes have fared better. After a dip into the mid 700’s in terms of enrollment for the two semesters of 2017, we fell to just under 700 last Spring. We did see a substantial bump up this fall to 737 In Person enrollments. We shall see if this uptick continues.

In terms of future gazing, we believe that the health of our program will be heavily tied to the structure of the new Guide Pathways Program, as well as how Mesa balances workplace training and preparedness for the academy. As mentioned elsewhere in our program review, we believe our courses are absolutely necessary for the development of critical minds that understand the importance for respect and tolerance. If our three foundational courses, ANTH 102 Intro to Physical Anthropology, ANTH 103 Intro to Cultural Anthropology, ANTH 107 Intro to Archaeology, could be crosspollinated through the structure of meta majors, more students would encounter these very important ideas, and our enrollments would go up as a matter of course. This could be done with our other courses as well, similar to how Mesa’s ADT degrees are structured.

Another key element is how our program gains many of its majors. Because Anthropology is not taught at the primary or secondary level, most students first exposure is through taking an Anthropology course, very often as an exploratory option. It is through taking the course that the student decides on majoring in Anthropology. If exploration is discouraged or penalized through new pathway policies, we will lose enrollments and majors. Similarly, we

gain many majors where students have opted out of a hard science, especially Biology, and choose Anthropology instead. Physical Anthropology and Archaeology are also STEM disciplines and that is why our program is attractive to those students. If students are not able or are penalized for changing majors, we will lose in both number of majors and enrollments.

If there is an overemphasis on workplace training, students are going to opt for choices that are the modern conservative jobs: ones in business and computing. Anthropology leads to many careers: non-profit work, law, governmental, jobs in cultural resource management and museums, as well as work in research laboratories. These are just some of the careers available outside of the academy; many of our options are in colleges and universities. Mesa needs to place emphasis, within in any career-based approaches, on the careers available with Anthropology degrees even if those paths are less clear and likely longer.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

It is imperative that we get more information about our majors. Demographic data, retention, and success are very important metrics for the people that are pursuing careers in Anthropology or are setting it as their foundation in pursuing, for example, non-profit work or law.

The aforementioned metrics in terms of socio-economic status would also be very helpful. We cannot ignore class and stratification in our pursuit of equity. It is so interwoven into the issue that ignoring it creates automatic failure of the goal. Additionally, being able to see ethnicity by socio-economic status would also aid us in gaining an understanding of the different retention and equity rates that we see.

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

As mentioned above, students usually have had little exposure to Anthropology before coming to college. Mesa should place a lot emphasis on making students aware of Anthropology during the application process and the "onboarding" procedures that are being developed. All three full-time professors are ready and willing to help in this effort.

This exposure should also involve the Office of Communications so that a marketing strategy can be developed drawing more hits to the Anthropology webpage, more interaction with the Anthropology Club, and more enrollment in our classes.

Mesa should strongly support, including through direct financial means, efforts by our faculty to develop opportunities for students abroad and hand-on experiences at the local level. Both Profs. Mongelluzzo and Sime have strong desires to bring students to the areas of our field-research. Prof. Suarez will begin using the zoo for primate observation exercises and Prof. Mongelluzzo is already demonstrating his archaeology drones on campus.

Perhaps the most important steps Mesa can take have already been outlined in this review. With emphasis on career focused advising, all of the social and behavioral sciences are at risk of dwindling enrollments. Our classes should be interspersed heavily throughout the new Guided Pathway system, especially meta-majors if they come to be. Doing this seems

to be in the best interest of all students, who will gain important insight and perspectives into the world around them, and our programs that will enjoy higher enrollments.

The Following Questions are for CTE Programs/Services ONLY.

Enter "not applicable" if your program/service is not CTE.

_____

(REQUIRED) For CTE programs ONLY: Provide specific labor market information showing: 1) Number of jobs available or projected in San Diego County 2) Number of other institutions offering the program 3) How many Mesa students completed the program in the last three years 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)

Enter "not applicable" if your program is not CTE.

Not Applicable

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your service is not CTE.

Not Applicable

(REQUIRED) For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Strong Workforce Program Metrics
a. Number of Enrollments
b. Number of students Who Got a Degree or Certificate
c. Number of Students Who Transferred
d. Percentage of Students Employed in Two Quarters After Exit
e. Percentage of Students Employed in Four Quarters After Exit
f. Median Earnings in Dollars Two Quarters After Exit
g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
h. Percentage Change in Earrings
i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program/services is not CTE.

Not Applicable

(REQUIRED) For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Enter "not applicable" if your program/service is not CTE.

Not Applicable

Form: 2018/19 Comprehensive Program Review Instructional Curriculum Section (See appendix)

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (See appendix)

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Analysis Section (See appendix)

Program Goals (REQUIRED)

Anthropology Program Goals 2018-2019

Goal

Goal	Mapping
Anthropology Club: Maintenance and Growth An Anthropology Club was established at Mesa in Fall 2014. The current advisor is Prof. Mongelluzzo. The Anthropology Club gives all students interested in anthropology an opportunity to gather informally, plan activities, and explore the richness of anthropology together. We will continue to encourage students to participate in club activities and seek out leadership opportunities within the club as they arise.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 6.2, **Institutional Learning Outcomes 2016/17:** Communication, Global Consciousness, Professional & Ethical Behavior
Develop Fieldwork Opportunities This includes ethnographic and archaeological fieldwork. For the last three summers our archaeologist has been taking students a field site in Guatemala. We need to continue to explore funding sources to support student international travel and otherwise find more ways that Mesa College can support students in the field. Our	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.3, Strategic Goal 4.1, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

cultural anthropologist will continue to explore ways to develop cross-border opportunities for students.	
Continue to increase number of Anthropology degrees awarded Over the last five years, we have greatly increased the number of Anthropology degrees awarded from the previous four years: from 30 degree to 89 degrees. We will continue to work on increasing the number of Anthropology awards while maintaining the quality of those awards.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.5, Strategic Goal 2.3, Strategic Goal 4.1, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior
Develop Local Internships Once students have learned the concepts of cultural anthropology, provide them with opportunities to use the skills while assisting groups within the local communities, thereby reinforcing their outcomes in global awareness and social responsibility.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.3, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.3, Strategic Goal 4.1, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior
Course Development San Diego Mesa College currently has only two courses available within the subfield of Physical Anthropology, an introductory class and an introductory laboratory. These two courses introduce students to the diverse set of topics examined by physical anthropologists. Two more courses have recently been approved by the CIC: ANTH 130 (Bones: Human Osteology) and ANTH 140 (Primatology). We plan on activating these courses at Mesa and adding them to our curriculum and to our degree.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 4.1, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Action Plans for Non CTE Programs (REQUIRED)

Actions

Anthropology Program Goals 2018-2019

Goal

Goal: Anthropology Club: Maintenance and Growth

An Anthropology Club was established at Mesa in Fall 2014. The current advisor is Prof. Mongelluzzo. The Anthropology Club gives all students interested in anthropology an opportunity to gather informally, plan activities, and explore the richness of anthropology together. We will continue to encourage students to participate in club activities and seek out leadership opportunities within the club as they arise.

Action: Maintenance and Growth of Anthropology Club

Describe the actions needed to achieve this objective:	Plan events, advertise events widely (via flyers and social media and in classes), encourage student participation.
Who will be responsible for overseeing the completion of this objective:	Prof. Mongelluzzo, with assistance from Profs. Sime and Suarez
Provide a timeline for the actions:	Continual.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Each semester we will assess the types and quality of events planned, obtain feedback from students regarding these events, assess the number of students who participate.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty,	Basic supplies for flyers, assistance from Communications Office, coordinating communication among Anthropology faculty.

Other):

Goal: Develop Fieldwork Opportunities

This includes ethnographic and archaeological fieldwork. For the last three summers our archaeologist has been taking students a field site in Guatemala. We need to continue to explore funding sources to support student international travel and otherwise find more ways that Mesa College can support students in the field. Our cultural anthropologist will continue to explore ways to develop cross-border opportunities for students.

Action: Develop archaeological fieldwork opportunities

Describe the actions needed to achieve this objective:	Maintain connections with the Ucanal Archaeological Project in Guatemala; ascertain potential resources for student funding; follow District protocol for international studies; train students in basic field and lab techniques; continue to work out logistics; get Board of Trustees approval.
Who will be responsible for overseeing the completion of this objective:	Dr. Mongelluzzo and Dean Zappia.
Provide a timeline for the actions:	Ongoing.
Describe the assessment plan you will use to know if the objective was achieved and effective:	The opportunities will be in place and our students will take advantage of them, an experience that will enrich their lives. Students can evaluate their achievements.
List resources needed achieve this objective and associated costs	Principal costs will be for travel and room/board in Guatemala. Costs to be worked out.

(Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Action: Develop ethnographic fieldwork opportunities

Describe the actions needed to achieve this objective:	Establish contacts and create a research plan for cross-border fieldwork. Work with Mesa Foundation office for potential student funding. Follow District protocol for international studies. Train students in basic ethnographic methods. Get Board of Trustees approval.
Who will be responsible for overseeing the completion of this objective:	Dr. Sime and Dean Zappia
Provide a timeline for the actions:	Long term: over next five years.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Students take advantage of the opportunities and evaluate the experience favorably.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Travel costs potentially. Other details to be worked out.

Goal: Continue to increase number of Anthropology degrees awarded

Over the last five years, we have greatly increased the number of Anthropology degrees awarded from the previous four years: from 30 degree to 89 degrees. We will continue to work on increasing the number of Anthropology awards while maintaining the quality of those awards.

Action: Increase Number of Anthropology Degrees

Describe the actions needed to achieve this objective:	Develop flyers and rack cards describing program and potential outcomes (jobs, careers); promote Anthropology Club; survey our students as to what they know about anthropology as a degree choice; posters advertising our classes
Who will be responsible for overseeing the completion of this objective:	Profs. Sime, Mongelluzzo, and Suarez
Provide a timeline for the actions:	Ongoing.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Increased enrollments in Anthropology classes, increased interest and membership in Anthropology Club, more degrees awarded.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty,	The main resource needed is time to plan and carry out the actions.

Other):

Goal: Develop Local Internships

Once students have learned the concepts of cultural anthropology, provide them with opportunities to use the skills while assisting groups within the local communities, thereby reinforcing their outcomes in global awareness and social responsibility.

Action: Plan for developing local internships

Describe the actions needed to achieve this objective:	Work with local agencies who might benefit from this type of activity. We will further flesh this out as we discuss it more. Talk with other faculty members who have designed similar programs for our students.
Who will be responsible for overseeing the completion of this objective:	Prof. Sime and Dean Zappia
Provide a timeline for the actions:	Medium term: next three years.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Opportunities will be in place for students. We will gauge student accomplishments and community satisfaction.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities,	Time to meet with organizations and faculty members and figure out logistics.

Classified Staff, Faculty, Other):	

Goal: Course Development

San Diego Mesa College currently has only two courses available within the subfield of Physical Anthropology, an introductory class and an introductory laboratory. These two courses introduce students to the diverse set of topics examined by physical anthropologists. Two more courses have recently been approved by the CIC: ANTH 130 (Bones: Human Osteology) and ANTH 140 (Primatology). We plan on activating these courses at Mesa and adding them to our curriculum and to our degree.

▼ **Action:** Activate ANTH 130 and 140 at Mesa College

Describe the actions needed to achieve this objective:	Activate ANTH 130 and 140 at Mesa College once we are able to do so. Then we will be able to include these courses in our schedule.
Who will be responsible for overseeing the completion of this objective:	Prof. Suarez
Provide a timeline for the actions:	We should be able to activate these courses at some point in the next year.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Completion of activation process; the inclusion of these courses in our schedule of classes.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference,	Time in to complete activation process and to rework schedule of classes to include new courses.

Software, Facilities, Classified Staff, Faculty, Other):

Project Plan for CTE Programs Only (REQUIRED)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Closing the Loop (See appendix)

Form: "2018/19 Comprehensive Program Review Instructional Closing the Loop"

Created with : Taskstream
Participating Area: Anthropology

(REQUIRED) Program name

Anthropology

(REQUIRED) Which one(s) of the following were received in past year?

- BARC

(REQUIRED) How have these resources benefited your program and your students?

In 2018, the Anthropology program was approved for $4263 worth of fossil skull replicas, $448 worth of carts for the Anthropology storage space and classrooms, $1472 worth of scanning and archive equipment, and $1186 worth of ArcGIS software licenses.

Two carts were assembled and placed in the SB202 Storage room. They were used by faculty in ANTH 102 (Introduction to Physical Anthropology), ANTH 104 (Laboratory in Physical Anthropology), and 107 (Introduction to Archaeology) to bring materials from the storage room into the classrooms for teaching purposes. The large, multi-tiered carts made it easy to bring out a large amount of materials at once, enhancing experiential learning for students in these courses. They also help to protect the materials they are transporting because individuals no longer have to carry the delicate materials the length of the room by hand.

The fossil casts were used both in ANTH 102 lecture courses and in ANTH 104 lab classes to teach primate taxonomy, forensic anthropology, human variation, primate evolution, and human evolution. The fossil casts arrived in the summer of 2018, allowing a dramatic change to the way that ANTH 104 was taught. In the summer course of ANTH 104, as well as in all three fall sections of ANTH 104 (capped at 25 students), Dr. Suarez was able to use the new materials in place of a lab manual. He wrote lab exercises specifically to incorporate the new purchases and provided these directly to students in the classes. Consequently, students did not have to purchase laboratory manuals for the course. Nearly 100 students took ANTH 104 during the summer and fall of 2018. The lab manual used in the previous semester (Laboratory Manual and Workbook for Biological Anthropology: Engaging with Human Evolution by Soluri and Agarwal from WW Norton Publishers) had a cost of $70 per student. It should be noted that used versions of lab manuals are typically not available, as lab manuals are written in during normal use. The new purchases allowed a total student saving of nearly $7000. Subtracting the cost of the material purchases, that results in a savings of $2377 just last year. The casts are durable, and we anticipate using these casts for many years to come, increasing the student savings by about $12,250 each year (175 students per year x $70). Future purchases should allow us to further improve the quality of the course, and therefore student engagement, learning and retention through experiential learning.

The scanning equipment was installed in SB305A, so that school laptops can be brought in and utilize the equipment. The scanner was requested so that slides could be digitized,

specifically those that are part of the Hooper Photo Archive that the Anthropology program is curating. There are over 6,000 slide photos of Mexico and Central America. Work is underway using student volunteers to help. Once the project is completed, there will be an open-access archive of photos of use to instructors and students in Anthropology, Art History, Art, Biology, and Environmental Science.

The ArcGIS software licenses have been installed by the Anthropology faculty. In essence, we are using the software to help construct a bridge between our research and our students. We are able to construct maps, and instruct students how we do so, that bring our research into the classroom. For example, Dr. Mongelluzzo flew drone-based survey missions over his archaeological site last summer. The three-dimensional data acquired by him, and the Mesa student who joined him in the field, gets processed, and how newly discovered buildings and features get drawn in ArcGIS. Over 160 new ancient Maya buildings have been discovered so far. In ANTH 107, this entire process (from drone to 3D map) is taught including a demonstration of drone flight. In ANTH 215, the completed maps are used, along with the tale of the data acquisition (drone flights, a horse named Lucerna, etc.) to instruct students about ancient Maya settlement patterns and working in the southern Maya lowlands as an archaeologist. Dr. Suarez is similarly using the software to work with the data he generated as a primate researcher. In both cases, the software acts a key making these aspects of Anthropology much more accessible to our students.

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Instructional Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Instructional Program Manager's Review 2018/19 (Comprehensive)

Appendix

A. **2018/19 Comprehensive Program Review Instructional Program Overview Section** (Form)
B. **2018/19 Comprehensive Program Review Instructional Curriculum Section** (Form)
C. **2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section** (Form)
D. **2018/19 Comprehensive Program Review Instructional Program Analysis Section** (Form)
E. **img003.jpg** (JPEG (Image))
F. **2018/19 Comprehensive Program Review Instructional Closing the Loop** (Form)

		per unit	sub-total	part #	fs
Marshalltown Trowels	30	$13.35	$400.50	53685	fs
Sifting Screen	3	$132.25	$396.75	53677	fs
Hand Picks	10	$33.95	$339.50	33320	fs
Mattock Head	6	$15.50	$93.00	33872	fs
Mattock Handle	6	$13.70	$82.20	33843	fs
Plastic Bags	2	$23.75	$47.50	79112	fs
Brushes	10	$5.95	$59.50	57811	fs
Drawing Square	2	$134.95	$269.90	53155	fs
North Arrow	3	$21.95	$65.85	53151	fs
Digging Bar	2	$33.95	$67.90	33912	fs
Tyvek Bags (Large)	2	$143.25	$286.50	79208	fs
Tyvek Bags (Medium)	10	$88.25	$882.50	79218	fs
Tyvek Bags (Small)	2	$43.50	$87.00	79216	fs
			$3,078.60		

Forestry Service

Shovels	5	$25.97	$129.85	1000022959	hd
Root Clippers	20	$11.97	$239.40	259720	hd
Dustpans	20	$3.97	$79.40	418929	hd
Water Jug	2	$44.87	$89.74	875786	hd
Storage Bins (12 pack)	2	$101.64	$203.28	203661663	hd
			$741.67		

Home Depot

Total
$3,820.27