El Camino Community College

PROGRAM REVIEW 2021-2022

BEHAVIORAL AND SOCIAL SCIENCES

ANTHROPOLOGY

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SECTION 1
Program Overview

A) Provide a brief narrative description of the current program, (e.g., the program's mission statement, a description of the students it serves) and any highlights of the program's previous success, future vision, and related needs.

Anthropology Department Mission Statement

The Anthropology Program at El Camino College seeks to empower its students by providing them with the theoretical and methodological tools that will enable them to achieve a deep and thorough understanding of the human condition. Crucial to such understanding is the holistic approach to the study of human beings; that is, through its diverse offerings, the program addresses the cultural, biological and linguistic aspects of our existence, in the past and the present. Students exposed to this approach should be prepared to critically evaluate their choices towards decisions that will positively impact individuals and human societies in the future. Additionally, the program's biological anthropology courses fulfill GE biological lecture and lab science requirements, and as such foster critical thinking and science literacy skills in students.

Anthropology Department Overview

The El Camino College Anthropology Program provides a foundation in the fields of socio-cultural anthropology, biological anthropology, archaeology and linguistic anthropology as they relate to the cultural, behavioral, linguistic and biological aspects of the world's populations of the past and present. The strength of the program resides on the fact that its interests transcend a single particular field of study: anthropology fits within the life sciences, social sciences and humanities curricula. This vast scope is reflected in the variety of course offerings, which relate to fields as diverse as biology, forensics, culture, religion, gender, ethnic studies, health sciences, linguistics, environmental studies, museum studies, and more.

The department has a museum which, in the past, served as a teaching space for students enrolled in our museum studies course. Our department has been without a museum director for approximately eight years, and the museum studies course has been deactivated for the same length of time. Some exhibits and displays have remained and the space has served as the location for anthropology club meetings, the anthropology student book exchange and various department events including World Anthropology Day celebrations and Anthropology Open House events to make the department more visible on campus, provide new students with opportunities to meet faculty and other students, and foster an interest in the discipline of anthropology. We're in the process of reactivating Anth 20 (Introduction to Museum Studies) and getting ready to move to a new building and a new museum space toward the end of 2022. In order to continue providing strong academic support to students, and to fully utilize the new anthropology museum, it is absolutely essential that we hire a full-time professor to manage our

museum and its collections, teach our museum studies course and teach our archaeology courses. Various supplies and new equipment will be needed for the future planning and execution of revolving museum displays, and supplies will also be needed for the museum's new hominin evolution display. This is a major planned project for a permanent display, which will be an important tool for the teaching of human evolution and science principles, as well as a great exhibit for the college community as a whole. Furthermore, our museum will serve not only as a teaching museum, but also as a space for departmental (and possibly other behavioral and social sciences division) activities and as a learning space for the rest of the campus community.

The courses offered by the Anthropology Department constitute a rich menu of choices, as they address the most elemental questions of culture theory, social formations, subsistence strategies, communication in diverse social settings and cultural specificity regarding issues in the real world. In addition, emphasis on human biocultural evolution provides students with a thorough understanding of scientific principles, particularly in the areas of evolutionary theory, biological adaptation and genetics as they pertain to the human species. We currently have ten active courses that cover the four fields of anthropology (cultural anthropology, biological anthropology, archaeology and linguistic anthropology) as well as more specific topics within the areas of cultural anthropology (religion, gender, native peoples of North and South America) and archaeology (Mesoamerica). These courses are capped at 45 students and all but one (Introduction to Biological Anthropology lecture) satisfy the UC and CSU GE Social Sciences requirement, with two of them (Language and Culture, and Anthropology of Religion, Magic and Witchcraft) also satisfying the GE Humanities requirement. Our biological anthropology lecture course and our one-unit biological anthropology lab course, satisfy the GE Biological Sciences requirement, with the latter having a class size of 25 students. Once our Introduction to Museum Studies course is activated, we will once again have another GE Social Sciences course to offer. Student demand is greatest for our biological anthropology lecture course, of which we typically offer about 14 sections every semester (only 11 sections currently, due to the widespread dips in enrollment), followed by Introduction to Cultural Anthropology (typically seven sections each semester, but only five currently), Biological Anthropology Lab (six sections every semester over the past couple of years), Anthropology of Religion, Magic and Witchcraft (three sections every semester the past few semesters, which is up from two sections), Language and Culture (two sections every semester for the past few years), Introduction to Archaeology (one section every semester) and several courses for which we offer one section in alternating semesters (Women and Culture, Native Peoples of North America, Native Peoples of South America and Mesoamerican Archaeology). As mentioned previously, we are in need of a fourth full-time faculty hire. This person will replace our colleague who recently retired and serve as our museum director, as well as teach the Introduction to Museum Studies course, Introduction to Archaeology course, as well as some of our other courses (e.g. Mesoamerican Archaeology, Cultural Anthropology and/or Biological Anthropology). This will bring our number of faculty members back up to 10 (four full-time and six part-time instructors).

Students in this program are provided with skills which are highly marketable in today's public and corporate worlds. The Anthropology major provides students with skills that are useful and

sought after in a wide range of career sectors such as museums, education, healthcare, forensic science, market research, environmental mitigation firms, cultural heritage organizations, international development organizations, social welfare, and state and national government entities. Most importantly, the Anthropology Program provides students with a strong foundation that successfully prepares them for undergraduate degrees at four-year institutions. An anthropology BA or BS is excellent preparation for professional graduate work in: public health, law, business, medicine, genetics counseling, forensic science, linguistics, museum science, environmental science, international development, social work and numerous other disciplines.

Later this year, the BSS division will move to a new building and the anthropology department will have a new biological anthropology lab classroom and storage facilities. Additional lab supplies will be necessary to address the anticipated increase of biological anthropology lab course offerings and to maintain up-to-date collections and facilities. Our department has also identified that world maps are a critical component of teaching anthropology and would like one large, high quality map to be accessible in each of the anthropology classrooms. Maps are vital to instruction in our courses because they help accomplish an understanding of the relationship between human groups and the geographical space they inhabit. Perhaps most importantly, an understanding of climate change, arguably one of the most important challenges we are facing today, is greatly facilitated with the use of world maps. Finally, the department requires additional funding to continue to grow our extracurricular activities such as our annual Dia de los Muertos events, World Anthropology Day and other activities designed to foster an appreciation of cultural diversity in our students and campus community.

B) Describe the degrees and/or certificates offered by the program.

The Anthropology Program offers an Associate in Arts for Transfer (AA-T) Degree in Anthropology. The program provides students with a foundation in the fields of socio-cultural anthropology, biological anthropology, linguistic anthropology and archaeology as they relate to the cultural, biological and behavioral aspects of the world's populations of the past and the present. By completing the program requirements, students gain a basic understanding of the methodologies used by anthropologists in the field. Anthropology majors graduate with a wide variety of skills that prepare them for an array of future career possibilities. They study the human condition from both a cultural and biological perspective and, as a result, have great "people skills" and are scientifically literate. They are adept at working with people from diverse cultures and communities, have the ability to deal with people in a variety of social and political contexts, can identify and understand situations of inequality and inequity, are familiar with the scientific process and have the ability to analyze and think critically about issues. These skills are all highly valued by employers in today's increasingly diverse society.

C) Explain how the program fulfills the college's mission.

The Anthropology Department offers a comprehensive curriculum which seeks to expose its students to the whole range of cultural diversity exhibited by the world's societies so that sensible, informed decisions on issues of global concern can be made. Anthropology reduces

ethnocentric thinking, promotes cultural acceptance and fosters intercultural dialogue from a relativistic perspective.

D) Discuss the status of recommendations from your previous program review.

Completed Recommendations:

Recommendation: Relocate the museum in order to provide a facility with adequate floor space, the appropriate ventilation and adequate storage space. A new Anthropology Museum is currently being constructed and we will be moving our collections and supplies to the new facility in Fall 2022.

Recommendation: Part-time hire with museum collections management experience. We have hired a temporary part-time collections clerk to help pack up, organize and inventory our museum collections, materials and supplies for our move to the new museum facility in Fall 2022 and to unpack and set up the materials in the new museum space.

Recommendation: Increase the anthropology tutoring hours to 10 or more hours. We currently have 10 hours of anthropology tutoring.

Recommendation: Continue hiring SI coaches for Anth 1 and add SI component to Anth 2. SI coaches have been used by faculty teaching Anth 1 and Anth 2.

Recommendation: Work with adjunct faculty to get them involved in the SLO process. Our SLO Coordinator has been reaching out to our part-time faculty at every SLO/PLO cycle, encouraging them to complete SLO assessments and assisting them with inputting the data into Nuventive.

Active Recommendations (the first three listed in order of priority):

1) **Recommendation: Full-time Anthropology Hire.** At the time of our previous program review, we were experiencing higher enrollment and requesting to add a fifth full-time faculty member to our department. Since then, there have been significant dips in enrollment and one of our full-time colleagues has retired. Our needs for a full-time anthropology professor have changed since the last program review and we now urgently need an archaeologist with the specialization to teach several courses that are integral to our program. We also need the new full-time hire to serve as manager of the new anthropology museum, overseeing the organization, storage and curation of our collections as well as creating future exhibits and teaching Anth 20 (Introduction to Museum Studies).

2) **Recommendation: Reactivate Anth 20: Introduction to Museum Studies.** With a new anthropology museum, and a new full-time anthropology faculty hire in the not-too-distant

future, we will want to reactivate this course so it can be taught starting Fall 2023.

3) **Recommendation: Funding for student workers in museum.** We anticipate an ongoing need for student workers to provide assistance to the part-time museum clerk and our future museum director.

Recommendation: Purchase of biological anthropology lab supplies. This is an on going request as we work to expand the number of Anth 5 (Biological Anthropology Lab) course offerings and will be moving to a new building in Fall 2022 with a new biological anthropology lab room and increased storage capacity.

Recommendation: Purchase world maps for all anthropology classrooms. Having world maps readily accessible in each of the anthropology classrooms is vital to instruction in every anthropology class. Since the new anthropology museum will serve as a location for teaching and hosting events, a world map would be ideal in this area as well.

Recommendation: Continue dialogue among members of the department regarding the improvement of SLO and PLO statements and implications of assessments results. Some of our SLOs and one of our PLOs need to be rewritten so they better align with each other and for the sake of easier analysis. With the recent retirement of our only full-time archaeologist, we need to involve our part-time archaeologist in the rewriting of our Anth 3 (Introduction to Archaeology) SLOs.

Recommendation: Reactivate Anth 10: Medical Anthropology. With the anticipated future growth and increasing demand in careers in the health sciences and applied anthropology (based on data provided by the Bureau of Labor Statistics), this course fills an important need. Our program doesn't include many courses in the area of applied anthropology, yet this is the area of anthropology with the greatest amount of anticipated growth and future career opportunities. Medical anthropology is a branch of applied anthropology and this course would provide students with relevant knowledge and skills they could utilize outside the classroom and potentially in the workplace.

Recommendation: Continue expanding relationships with four-year institutions, both within California and out-of-state, as well as public and private, in order to increase and facilitate transfer opportunities for anthropology majors. We need to reconnect with the anthropology faculty at Cal State Dominguez Hills, UCLA and Cal State Fullerton so we can begin inviting guest speakers to campus again and inform our students about their department events that are open to community college students. We can begin outreach efforts to the anthropology faculty at Cal State Long Beach and USC - and research out-of state programs with opportunities for transfer students to expand their resumes/CVs with relevant experience (e.g. museum training, anthropology field schools, internships, applied anthropology focus) - to provide our students with more information about the full scope of options that exist for anthropology majors.

Recommendation: **Funding for Dia de los Muertos Events.** This is an ongoing request because the program hosts annual activities and events to celebrate Dia los Muertos including craft workshops for ECC students and employees, ofrenda displays (individual and communal altars created by Anth 2 students and the anthropology club), Cosmetology students providing face painting to interested participants, vendors selling handmade and other cultural objects, and guest speakers. These activities provide opportunities for our campus community to learn about cultural history and traditions, as well as participate in the celebration of cultural diversity.

Recommendation: **Inform Counseling faculty and Career Center counselors of the relevancy and applicability of anthropology courses and the employment opportunities available to anthropology majors.** The relevance and importance of Anthropology - particularly how it applies to students' lived experiences, real world situations and their future careers - isn't immediately obvious to everyone. While individual Anthropology faculty communicate this effectively to their students and through departmental events and activities, we need to coordinate meetings and find ways to disseminate this information to counselors so they can more effectively share the department's vision, the applicability of anthropology and career options for anthropology majors with students. Discussing our ideas with counselors within the framework of Meta Majors and Guided Pathways would also help draw attention to our program, and allow counselors to see how our discipline relates to the other social sciences and how the skills obtained by anthropology majors can be applied to a wide variety of contexts and careers.

Abandoned Recommendations:

Recommendation: **Replace the museum case glass hood, update the museum air conditioning system and replace the deteriorating floor tiles in the museum.** With the move to a new museum space later this year, we are no longer in need of these changes.

Recommendation: **Develop a course on Forensic Anthropology.** We don't currently have a faculty member with this specialization, and we've determined that to purchase the extensive amount of materials, supplies and items required to effectively teach this course requires a much larger budget than initially anticipated.

Recommendation: **Develop a course on Anthropology and Globalization.** Upon further research and evaluation, there don't appear to be lower division equivalents for this course in UC and CSU anthropology departments which would make it impossible to get this course approved.

Recommendation: **Fix vents in faculty offices to improve air flow.** We will be moving to a new Behavioral and Social Sciences building in Fall 2022, with new faculty offices, and therefore will no longer have this need in the near future.

<u>Recommendation:</u> Participate with Human Development in a cohort program that links both departments, in order to enhance student success and retention. The anthropology faculty have decided to utilize ECC Connect instead, so students can be referred to counselors and services when they're identified as needing additional support and help.

<u>Recommendation:</u> Include, in future student surveys, questions that ask anthropology majors about the advantages provided by an undergraduate degree in anthropology (to help us better design workshops on this topic). The anthropology faculty have determined that most students may not have this knowledge and there's a need to create workshops to introduce students to the benefits of majoring in anthropology.

<u>Recommendation:</u> Renumber the Anthropology Department courses to the three-digit format. The anthropology faculty have determined there are no significant benefits to making this transition, and that it likely wouldn't be worth the time and effort involved.

<u>Recommendation:</u> There is a need for increased facilities staff for classroom cleaning. The anthropology faculty have determined that this can be addressed by asking our division staff to place a work order or notify Facilities when there's a problem or special situation that needs to be addressed.

SECTION 2
Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

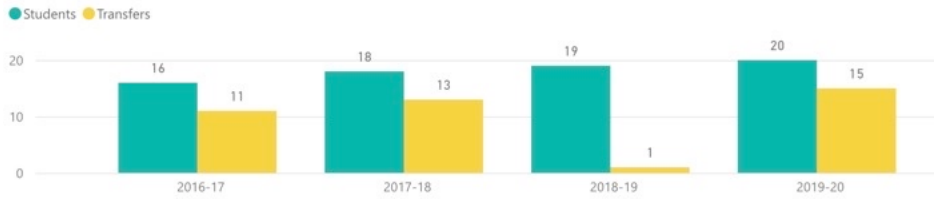
- **Disaggregating by race/ethnicity, gender, and age where possible.**
- **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
- **Highlighting equity gaps found among different groups of students.**

a) *Degree Completion:* Number/percent of students earning a program degree.

AND:

b) *Transfer to a four-year institution*: Number/percent of students transferring to a four-year institution. Discuss any factors or program modifications that may have an impact student achievement.

The following data was retrieved from the El Camino College Institutional Research and Planning Program Review Dashboard (in the bar graph below, "Students"/green refers to the number of students who earned an ADT or AA-T degree, and clearly "Transfers"/yellow refers to students who transferred to four-year institutions):



Acad Yr	2017-18			2018-19			2019-20			2020-21		
Title	Awards	Average Units Earned	GPA	Awards	Average Units Earned	GPA	Awards	Average Units Earned	GPA	Awards	Average Units Earned	GPA
Anthropology												
AA/AS	2	37	3.84	4	68	2.38	4	71	2.83	1	105	3.46
ADT	16	60	3.06	15	70	3.01	16	73	3.25	12	69	3.12

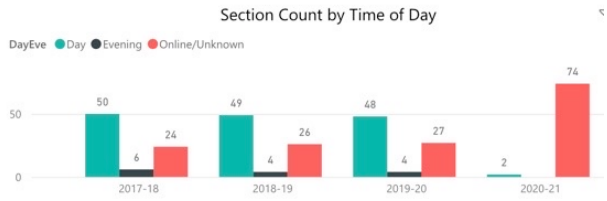
The Anthropology Department has always seen a relatively low number of declared majors both in terms of transfers to four-year institutions and degree completion. To address this, the program has increased departmental events to increase exposure across campus, organized "meet-and-greet" events to introduce more students to the discipline of anthropology (e.g. World Anthropology Day celebration, Anthropology Open House), maintained an active anthropology club, advertised departmental activities more widely across campus (e.g. Annual Anthropology Student Research Symposium, Annual Dia de los Muertos celebration), hosted Careers in Anthropology presentations for anthropology club members and been present at campus Career Fairs hosted by the Career Center. The past four years has seen a slight increase in both anthropology transfers and degrees conferred (the data for transfers in 2018-19 appears to be an anomaly or to include an error). It is important to emphasize the fact that the relevance of anthropology courses for students is not necessarily related to their declared major. Through its insistence on cultural awareness, anthropology courses prepare and empower students to be successful participants in a society that welcomes diversity in all its forms.

No data available to disaggregate by race/ethnicity, gender, and age to determine the extent to which equity gaps exist in the rates of transfers to four-year institutions.

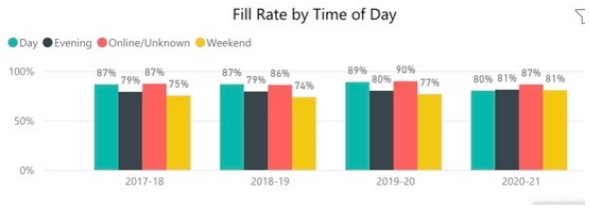
c) *Scheduling of courses:* Percentage of students enrolled in day/evening courses, on campus/ online/hybrid courses, days of the week

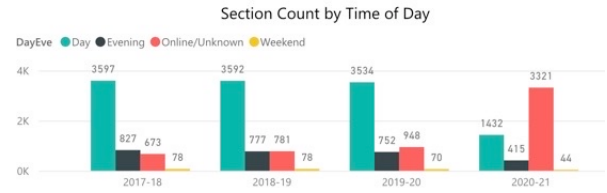
Not required but included for future reference:

Anthropology Program:



All Programs on Campus:





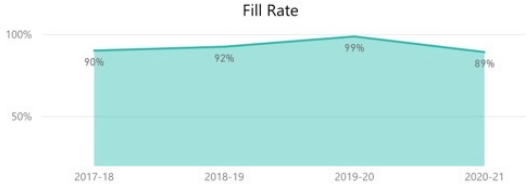
Based on the available data regarding fill rates, the times and frequencies that courses are scheduled seem to be fulfilling student demand for courses, particularly in 2019-20. With the exception of 2020-21, all sections offered by the anthropology program (day, evening and online) had greater fill rates than the averages for the campus for each year.

Due to less demand for evening classes as shown by past enrollment trends, our program has been offering less evening sections in recent years. However, based on anecdotal evidence, there are students who would like to see courses other than Anth 1 and Anth 2 offered in the evening. Some have expressed frustration over not being able to complete their degree, or transfer requirements, in anthropology because Anth 3 and Anth 4 aren't offered in the evenings. Perhaps this need can be fulfilled by continuing to offer these courses online in the future.

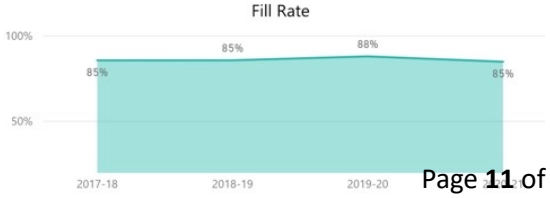
No data available to disaggregate by race/ethnicity, gender, and age to determine the extent to which equity gaps exist in the scheduling of courses.

***d) Fill rate:* Percentage of actual students enrolled in a term in relation to total seats offered. Identify and address any trends in fill rates.**

Anthropology Program:



All Programs on Campus:



Across all years for which data were provided, the anthropology program saw higher fill rates than the average for all programs on campus. This was most marked in 2019-20 (11% higher than the average for the campus). This may, in part, be attributed to increased efforts by the anthropology department faculty to make the program more visible on campus and disseminate more information about the program and its course offerings to students.

No data available to disaggregate by race/ethnicity, gender, and age to determine the extent to which equity gaps exist in fill rates for anthropology courses.

e) *Grade Distribution:* Percentage of students in a course receiving each of the possible grades that can be awarded

Not required but included for future reference:

Grade Distribution

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Course Completion Rate
ANTH-1	2017/FA	On Campus	132	105	65	15	42	0	0	60	419	72.1%	85.7%
ANTH-1	2017/FA	Online	38	35	30	11	31	0	0	61	206	50.0%	70.4%
ANTH-1	2017/SU	On Campus	35	26	21	0	1	0	0	5	88	93.2%	94.3%
ANTH-1	2017/SU	Online	13	29	16	8	6	0	0	16	88	65.9%	81.8%
ANTH-1	2018/FA	On Campus	96	71	77	33	57	0	0	75	409	59.7%	81.7%
ANTH-1	2018/FA	Online	65	49	41	14	22	0	0	52	243	63.8%	78.6%

Grade Distribution

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Course Completion Rate
ANTH-11	2017/FA	On Campus	7	6	6	5	6	0	0	8	38	50.0%	78.9%
ANTH-11	2018/FA	On Campus	18	20	11	5	13	0	0	19	86	57.0%	77.9%
ANTH-11	2018/SP	On Campus	13	20	11	5	5	0	0	25	79	55.7%	68.4%
ANTH-11	2019/FA	On Campus	25	19	14	9	12	0	0	14	93	62.4%	84.9%
ANTH-11	2019/SP	On Campus	18	30	12	2	11	0	0	14	87	69.0%	83.9%
ANTH-11	2020/FA	Online	18	11	7	0	6	0	0	4	46	78.3%	91.3%
ANTH-11	2020/SP	On Campus	20	15	7	6	14	0	1	0	63	66.7%	100.0%
ANTH-1	2019/SU	Online	40	28	24	3	14	0	0	26	135	68.1%	80.7%
ANTH-1	2019/WI	On Campus	33	26	11	8	7	0	0	6	91	76.9%	93.4%
ANTH-1	2019/WI	Online	40	40	21	4	5	0	0	22	132	76.5%	83.3%
ANTH-1	2020/FA	Online	200	97	66	19	43	2	4	74	505	72.3%	85.3%
ANTH-1	2020/SP	On Campus	120	89	72	15	36	3	1	2	338	84.0%	99.4%
ANTH-1	2020/SP	Online	91	59	27	9	12	1	1	0	200	89.0%	100.0%
ANTH-1	2020/SU	Online	115	57	30	6	11	0	0	34	253	79.8%	86.6%
ANTH-1	2020/WI	On Campus	31	24	14	4	4	0	0	6	83	83.1%	92.8%
ANTH-1	2020/WI	Online	46	36	21	3	9	0	0	12	127	81.1%	90.6%
ANTH-1	2021/WI	On Campus	31	24	14	4	4	0	0	6	83	83.1%	92.8%
ANTH-1	2021/WI	Online	46	36	22	2	9	0	0	12	127	81.9%	90.6%

Grade Distribution

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Course Completion Rate
ANTH-2	2017/FA	On Campus	66	70	56	18	30	0	0	44	284	67.6%	84.5%
ANTH-2	2017/FA	Online	14	23	24	7	29	0	0	32	129	47.3%	75.2%
ANTH-2	2017/SU	On Campus	20	14	6	0	0	0	0	3	43	93.0%	93.0%
ANTH-2	2017/SU	Online	23	30	8	4	3	0	0	9	77	79.2%	88.3%
ANTH-2	2018/FA	On Campus	29	30	29	20	19	0	0	38	165	53.3%	77.0%
ANTH-2	2018/FA	Online	9	11	13	10	8	0	0	27	78	42.3%	65.4%
ANTH-2	2018/SP	On Campus	61	51	36	12	14	0	0	29	203	72.9%	85.7%
ANTH-2	2018/SP	Online	33	18	14	6	10	0	0	28	109	59.6%	74.3%
ANTH-2	2018/SU	On Campus	14	12	11	0	0	0	0	2	39	94.9%	94.9%
ANTH-2	2018/SU	Online	21	16	13	3	11	0	0	19	83	60.2%	77.1%
ANTH-2	2018/WI	On Campus	20	13	7	2	0	0	0	3	45	88.9%	93.3%
ANTH-2	2018/WI	Online	23	22	8	1	7	0	0	17	78	67.9%	78.2%
ANTH-2	2019/FA	On Campus	31	25	32	20	24	0	0	36	168	52.4%	78.6%
ANTH-2	2019/FA	Online	16	13	16	6	6	0	0	28	85	52.9%	67.1%
ANTH-2	2019/SP	On Campus	45	35	20	4	18	0	0	19	141	70.9%	86.5%
ANTH-2	2019/SP	Online	35	28	18	2	13	0	0	29	125	64.8%	76.8%
ANTH-2	2019/SU	On Campus	22	15	4	0	0	0	0	3	44	93.2%	93.2%
ANTH-2	2019/SU	Online	18	11	7	2	2	0	0	3	43	83.7%	93.0%
ANTH-2	2019/WI	On Campus	7	13	5	4	1	0	0	5	35	71.4%	85.7%
ANTH-2	2019/WI	Online	16	24	8	2	4	0	0	33	87	55.2%	62.1%
ANTH-2	2020/FA	Online	100	55	23	16	38	0	0	44	276	64.5%	84.1%
ANTH-2	2020/SP	On Campus	33	34	34	11	8	0	0	0	120	84.2%	100.0%
ANTH-2	2020/SP	Online	44	29	16	6	4	1	0	1	101	89.1%	99.0%
ANTH-2	2020/SU	Online	44	20	5	2	2	0	0	7	80	86.3%	91.3%
ANTH-2	2020/WI	On Campus	28	6	2	1	1	0	0	0	38	94.7%	100.0%
ANTH-2	2020/WI	Online	26	22	7	5	3	0	0	17	80	68.8%	78.8%
ANTH-2	2021/WI	On Campus	28	6	2	1	1	0	0	0	38	94.7%	100.0%
ANTH-3	2017/FA	On Campus	8	5	5	1	5	0	0	9	33	54.5%	72.7%
ANTH-3	2017/SU	Online	27	8	3	0	3	0	0	2	43	88.4%	95.3%
ANTH-3	2018/FA	On Campus	8	8	2	6	8	0	0	4	36	50.0%	88.9%
ANTH-3	2018/SP	Online	21	5	3	3	2	0	0	6	40	72.5%	85.0%
ANTH-3	2018/SU	Online	35	7	2	0	1	0	0	2	47	93.6%	95.7%
ANTH-3	2019/FA	On Campus	5	11	8	6	5	0	0	8	43	55.8%	81.4%
ANTH-3	2019/SP	On Campus	9	5	7	0	3	0	0	10	34	61.8%	70.6%
ANTH-3	2019/SU	Online	27	4	4	0	4	0	0	4	43	81.4%	90.7%
ANTH-3	2020/FA	Online	5	5	6	0	4	0	0	7	27	59.3%	74.1%
ANTH-3	2020/SP	On Campus	8	5	3	2	1	0	0	0	19	84.2%	100.0%
ANTH-3	2020/SU	Online	37	2	1	0	0	0	0	4	44	90.9%	90.9%
ANTH-4	2017/FA	On Campus	17	9	4	0	1	0	0	5	36	83.3%	86.1%
ANTH-4	2018/FA	On Campus	18	12	2	2	0	0	0	7	41	78.0%	82.9%
ANTH-4	2018/SP	On Campus	23	12	4	1	0	0	0	3	43	90.7%	93.0%
ANTH-4	2019/FA	On Campus	21	14	6	0	1	0	0	2	44	93.2%	95.5%
ANTH-4	2019/SP	On Campus	20	13	9	0	2	0	0	3	47	89.4%	93.6%
ANTH-4	2020/FA	Online	41	15	5	5	10	0	0	13	89	68.5%	85.4%
ANTH-4	2020/SP	On Campus	32	3	2	0	4	0	0	0	41	90.2%	100.0%
ANTH-5	2017/FA	On Campus	55	31	17	4	2	0	0	6	115	89.6%	94.8%
ANTH-5	2017/SU	On Campus	19	6	1	0	0	0	0	0	26	100.0%	100.0%
ANTH-5	2018/FA	On Campus	43	31	19	3	2	0	0	8	106	87.7%	92.5%
ANTH-5	2018/SP	On Campus	48	29	19	0	2	0	0	6	104	92.3%	94.2%
ANTH-5	2018/SU	On Campus	15	5	1	0	0	0	0	0	21	100.0%	100.0%
ANTH-5	2019/FA	On Campus	45	49	19	3	1	0	0	4	121	93.4%	96.7%
ANTH-5	2019/SP	On Campus	39	33	22	2	3	0	0	8	107	87.9%	92.5%
ANTH-5	2019/SU	On Campus	15	5	2	0	0	0	0	1	23	95.7%	95.7%
ANTH-5	2020/FA	Online	59	30	18	7	9	0	0	6	129	82.9%	95.3%
ANTH-5	2020/SP	On Campus	71	23	12	1	8	1	0	1	117	91.5%	99.1%
ANTH-5	2020/SU	Online	17	4	1	0	1	0	0	1	24	91.7%	95.8%
ANTH-6	2017/FA	On Campus	4	5	4	1	4	0	0	6	24	54.2%	75.0%
ANTH-6	2019/FA	Online	11	9	4	5	2	0	0	7	38	63.2%	81.6%
ANTH-7	2018/SP	On Campus	6	5	5	1	2	0	0	5	24	66.7%	79.2%
ANTH-7	2019/SP	On Campus	5	5	3	0	0	0	0	1	14	92.9%	92.9%
ANTH-7	2020/SP	On Campus	14	4	3	2	1	0	0	0	24	87.5%	100.0%
ANTH-8	2020/FA	Online	2	1	4	1	3	0	0	6	17	41.2%	64.7%
ANTH-9	2018/SP	On Campus	4	5	3	3	2	0	0	2	19	63.2%	89.5%
ANTH-9	2019/SP	On Campus	1	7	6	1	4	0	0	4	23	60.9%	82.6%
ANTH-9	2020/SP	On Campus	5	2	3	1	5	0	0	0	16	62.5%	100.0%

It's difficult to analyze grade distribution data in a general sense due to the extreme variation in the number of sections offered for each course every term and across terms (e.g. many more sections of Anth 1 are offered than all other courses every term, some courses only have one section per term or aren't offered every term), as well as the differing modes of instruction and the fact that some courses are only offered in one mode of instruction (e.g. prior to Spring 2020, all courses other than Anth 1, 2 and 3 had only been offered as in-person sections).

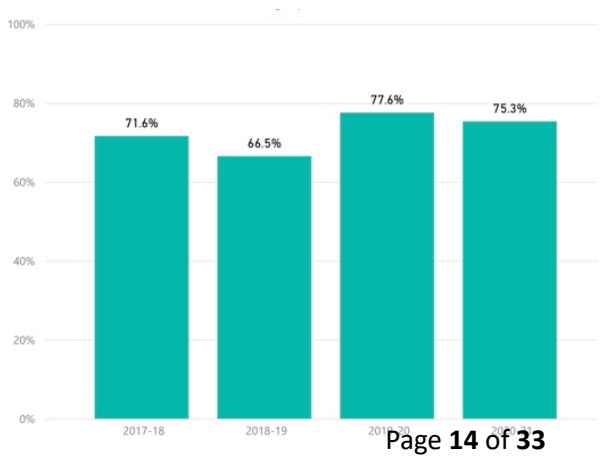
f) *Course Success:* Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P. Discuss success rates and address any performance gaps among different population of students.

The Anthropology Program Success and Course Completion Rate gauges provided in the Program Review Dashboard show the overall program rates for the most recent academic year data (2020-21).

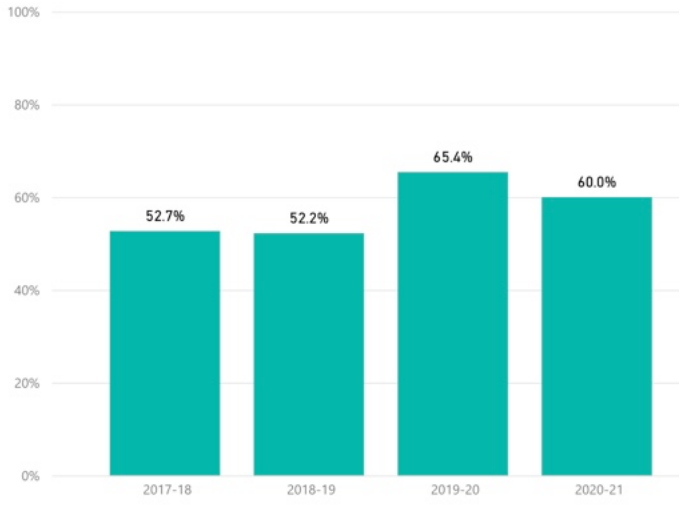
Anthropology Program Success Rates Disaggregated by Gender and Ethnicity

Female Students:

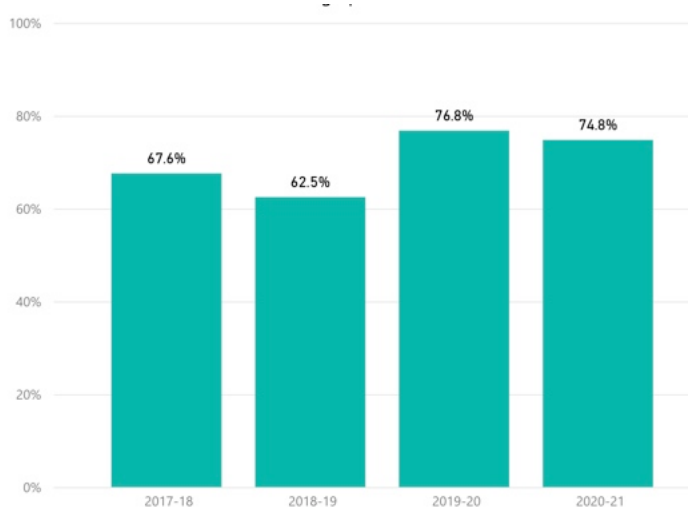
Male Students:



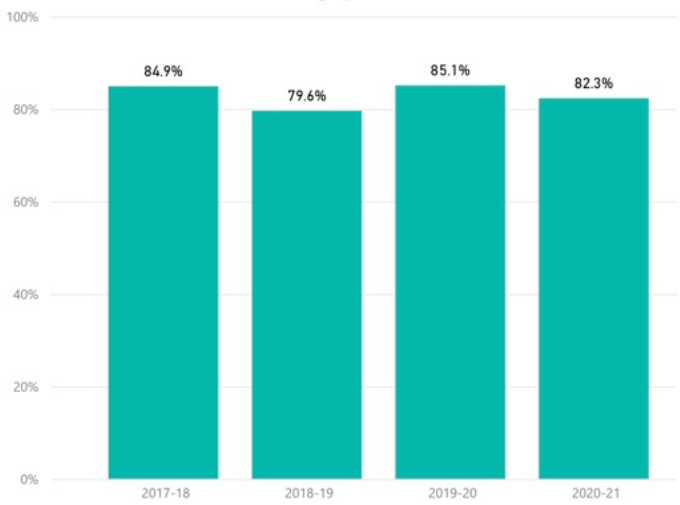
African American Students:



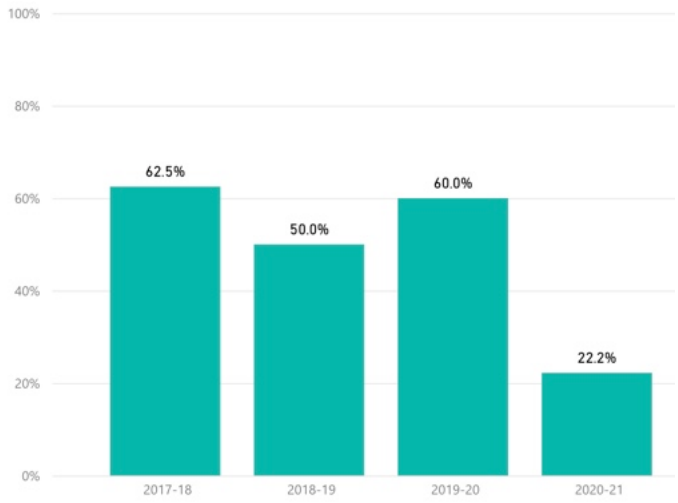
Latinx Students:



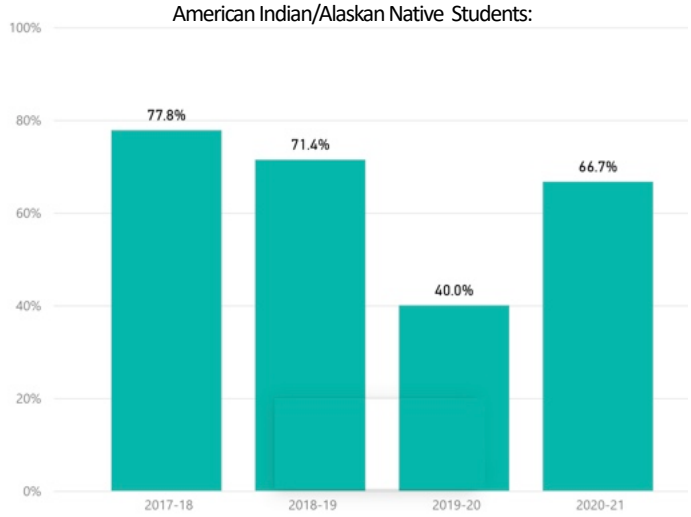
Asian Students:



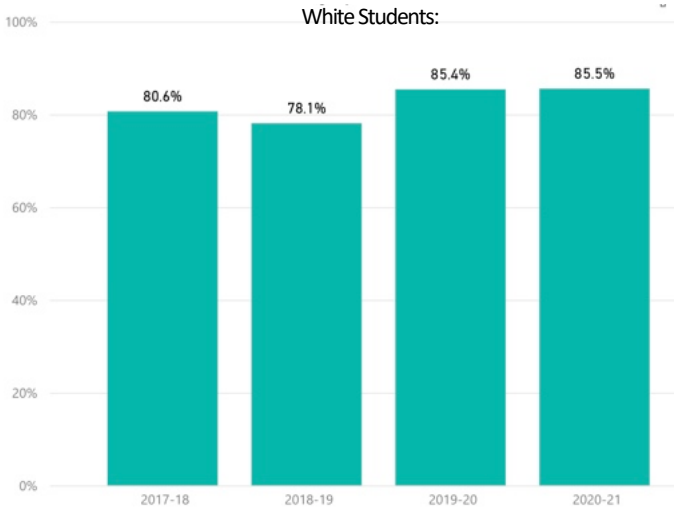
Pacific Islander Students:



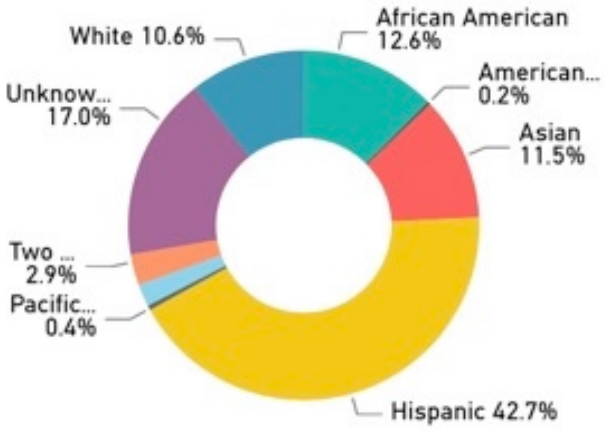
American Indian/Alaskan Native Students:



White Students:

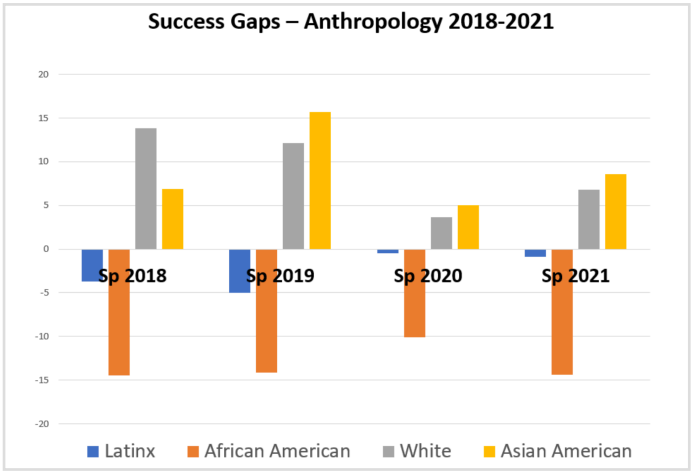


El Camino College Students by Ethnicity



The Anthropology program's overall student success and course completion rates for 2020-21 were several percentage points higher than the institutional success rate. However, when disaggregated by ethnicity, a concerning pattern came to light for Pacific Islander students. While the institutional success rate for this group was only 57.7%, it was drastically lower in anthropology for that year (22.2%). In our program, the success rate for African American students in 2020-21 was virtually the same as the institutional success rate, and Latinx students performed almost 6% higher in our program as compared to the institutional success rate. There were no significant differences between anthropology program success rates and institutional rates when disaggregated by gender and age.

When comparing anthropology program success rates to institutional success rates in previous years, the greatest performance gaps occurred in 2018-19. Pacific Islander students performed 17.7% lower, African American students 10.5% lower and Latinx students 6.4% lower. Another significant change occurred in 2019-20, when American Indian/Alaskan Native students performed 28.9% lower than the institutional rate (down over 31% from the previous year). As seen in the graph below, success gaps narrowed significantly for African American students in 2019-20 and 2020-21 (2.5% and .4% respectively) and closed entirely for Latinx students in 2019-20 and 2020-21 when they performed 1.7% and 5.9% higher respectively than the institutional success rate. This change may be the result of the accommodations and extra support many anthropology faculty provided their students during the pandemic, in an effort to reduce equity gaps and assist students that were hardest hit by the lockdown and its subsequent effects on mental health, the job market and family dynamics. Although this doesn't explain why American Indian/Alaskan Native and Pacific Islander students didn't experience the same trend, it's possible that anthropology faculty - who are well versed in using a cultural relativist approach and putting holism into practice - were particularly sensitive to the needs of underrepresented students during the pandemic.



A comparison between the bar graphs on the previous page reveal that, over the four-year period, Asian and White students are performing the highest in anthropology classes, with significantly lower rates among Pacific Islander students in particular, but also African American and American Indian/Alaskan Native students. This may be explained as being due to a very small sample size, but it's very concerning nonetheless. Anthropology, by its very nature, explores and celebrates diversity and seeks to cultivate an appreciation of multiculturalism and diverse ways of living, believing and thinking. As a department, we

must address equity gaps and find ways to better engage these students in an effort to boost their success rates and make sure their educational goals can be attained. American Indian/Alaskan Native and Pacific Islander students make up the smallest number of our student body (less than 1% combined) and we, as a department, can assist our campus efforts to make sure these students aren't overlooked. One of the ways we can address this gap is by connecting with MANA program counselors to see what they advise as a course of action.

g) *Unit Accumulation:* Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.

Not required but included for future reference:

	2016-17	2017-18	2018-19	2019-20
AA	82	37	68	71
ADT	63	60	70	73

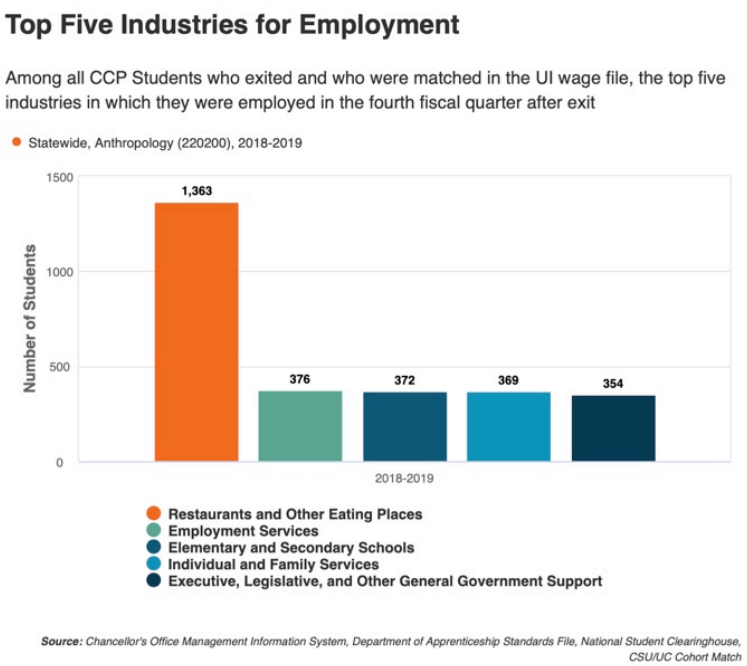
***h) Annual earnings:* Median annual income of alumni who attended the program under review (or the closest related sector)**

While the Community College Pipeline Dashboard published by Cal-PASS Plus lists the median annual income for anthropology majors at $26,512 for 2018-19 (the latest year for this data), it appears to only include data for those individuals who didn't seek a postsecondary education. To understand the earning potential of an anthropology major, it may be more useful to use the following data: Career Explorer lists the average annual salary for anthropologists in California as $62,550 (last updated in 2018) and the U.S. Bureau of Labor Statistics lists the median annual salary for anthropologists and archaeologists as $66,130 in 2020.

- https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx
- https://www.careerexplorer.com/careers/anthropologist/salary/california/
- https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm

i) *Living Wage Attainment:* Percent of alumni who attended the program under review (or the closest related sector) and earn living wage. *Not required.*

j) *Job in Field of Study:* Percent of alumni who pursued a career education path with a job related to their field of study.



Unfortunately there was no data for anthropology included on the California Community Colleges Strong Workforce Program website. The Community College Pipeline Dashboard published by Cal-PASS Plus includes the top five industries that employed anthropology graduates in 2018-19, as shown in the bar graph above.

No anthropology graduates are shown to have entered jobs directly related to their field of study, but again it appears to only include data for those individuals who didn't seek a postsecondary education. Regardless, the knowledge and skills an anthropology major attains are highly applicable and useful in four of the five industries included in the data (employment services, education, social services and the government sector) and these accounted for over half of the graduates surveyed. The single sector in which the highest proportion of graduates were employed was the restaurant and food sector. This data doesn't take into account that a significant portion of these individuals may have been working while putting themselves through a bachelor's program in anthropology or another discipline. It is important to mention that a high number of students with a bachelor degree in Anthropology opt to pursue a graduate program different than, though somewhat associated with, anthropology. This is because anthropology provides a great preparation for, and thus it is a good platform towards, a vast number of careers: education, health sciences, behavioral sciences, political sciences, etc. It should also be noted that many of those students pursuing graduate studies in anthropology do not necessarily have a bachelor degree in the discipline.

Curriculum and Outcomes Assessment

a) **Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:**

- **Prepare students to actively engage in a diverse society and include multicultural content?**
  Anthropology is a discipline that values multiculturalism and celebrates diversity. The focus of most anthropology courses is on the understanding of the social organization, political structures, belief systems, subsistence strategies, communication patterns, and cultural traditions of peoples around the world. In anthropology, all these social systems are considered valid and the result of rational adaptations to unique environmental and social conditions. Anthropology students are introduced to diverse ways of living, thinking and being, and cultural relativism is at the core of the anthropological texts they read, the discussions they engage in, and the assignments they complete. Anthropology uses holistic and cross-cultural approaches to understand how people from various societies, communities, and cultures live. Our students learn to put these perspectives into practice when engaging with course material, and to apply them to their own lives and experiences outside the classroom.

- **Respond to diverse students' learning needs?**
  The nature of anthropology, and anthropology course content, puts our faculty in a unique position to be very aware of, and sensitive to, the obstacles and challenges that students face due to inequities, inequality and discrimination. Every anthropology course includes a strong emphasis on cultural relativism, which lends itself to faculty being mindful of the diverse needs of their students. More importantly, the discipline of anthropology incorporates input from diverse voices and a variety of perspectives. Simply put, anthropology draws its data from lived experiences, as it aims to provide students with a true understanding of, and appreciation for, cultural diversity.

  Many anthropology assignments and classroom activities encourage students to share their views and experiences, collaborate with peers from diverse backgrounds, apply their newfound knowledge to their own lives and/or provide opportunities to teach and learn from their classmates. These types of varied assignments allow students from diverse backgrounds to be an instrumental, and dynamic, part of the learning process which contributes to their own success and that of their peers.

- **Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?**
  Anthropology course content, drawn from the experiences of people living in diverse social settings, lends itself to exploring worldviews and perspectives that are distinctly different from one's own, as well as to deconstruct culturally constructed biases and ideas. In most of our courses, there's a strong emphasis on cultural relativism and the uniqueness and validity of other social systems, which forces one to consider, analyze, and strive to understand radically different ways of thinking, living and being. The discipline of anthropology addresses and denounces topics such as racism, ethnocentrism, inequality, and various forms of discrimination (e.g. race, gender, class). Furthermore, anthropology provides a multicultural voice in support of social justice. The program's cultural course offerings are wide in scope and include concentrations on religion and belief systems, native cultures of North America, native cultures of South America and gender. The program's biological anthropology course offerings include a lecture course and a separate, stand-along lab course. In addition, the program offers introductory courses in linguistic anthropology and archaeology.

  Due to the breadth of content, the anthropology curriculum at El Camino College allows students to develop and hone their critical thinking and science literacy skills, as well as evaluate evidence-based outcomes. All of these are excellent tools with which to investigate diverse viewpoints, values and belief systems, and to identify bias.

- **Use critical/equity-oriented pedagogy?**
  As anthropologists, we deeply understand the human condition. We're keenly aware that no one is totally free of bias and that we cannot completely escape from being participants in discrimination to some degree. We recognize that in the past, anthropological ideas were used by colonialist powers to justify the subjugation, marginalization and objectification of communities of color. Therefore, using an equity lens through the approach of cultural relativism and critically analyzing injustices is of utmost importance to anthropologists in the modern era and these approaches are promoted in the anthropology curriculum.

  Anthropology studies social groups from around the world, many of which are indigenous societies and other marginalized communities. The curriculum aims to foster an appreciation for cultural diversity, but also to bring to light social justice issues in an effort to promote equity and inclusivity. The discipline of anthropology opposes racism and other forms of inequality, and this stance is made evident to students of anthropology through assigned readings, class discussions and other assignments.

  The topics we discuss and the examples we use in our classes constitute a criticism

of traditional institutionalized systems of learning. In our teaching, we revalidate traditional knowledge and practices which have been for so long denied and vilified by Western and, in many cases, scientific perspectives.

- **Ensure creating an empowering classroom environment?**
  The discipline of anthropology empowers the powerless by emphasizing the legitimacy of all voices, Western and non-Western, scientific and traditional, and thus showing students that there are multiple paths to knowledge. Institutional racism and power are common themes addressed in cultural anthropology courses, and biological anthropology courses arm students with critical thinking and science literacy skills. Knowledge is power, and anthropology students are exposed to a diverse range of topics, participate in a curriculum with a wide scope and are encouraged to develop a variety of skills to use inside and outside the classroom. Anthropology classes aim to equip students with the tools to thrive in a complex and diverse world.

- **Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?**

  As mentioned previously, the nature of many anthropology class assignments and activities allows for input from diverse voices, and favors a variety of perspectives, experiences and ideas. The wide range of assignments required in many anthropology classes provide students with a variety of ways to be evaluated and demonstrate their knowledge of the subject matter as well as opportunities to display their creativity. These have included, but are not limited to: classroom discussions about current events and culturally relevant topics, ethnographic research, critical thinking and opinion-based writing assignments, conducting interviews with cultural consultants, classroom presentations, informational posters, three-dimensional models and displays, and inventing fictitious cultures and languages.

Areas for Improvement:

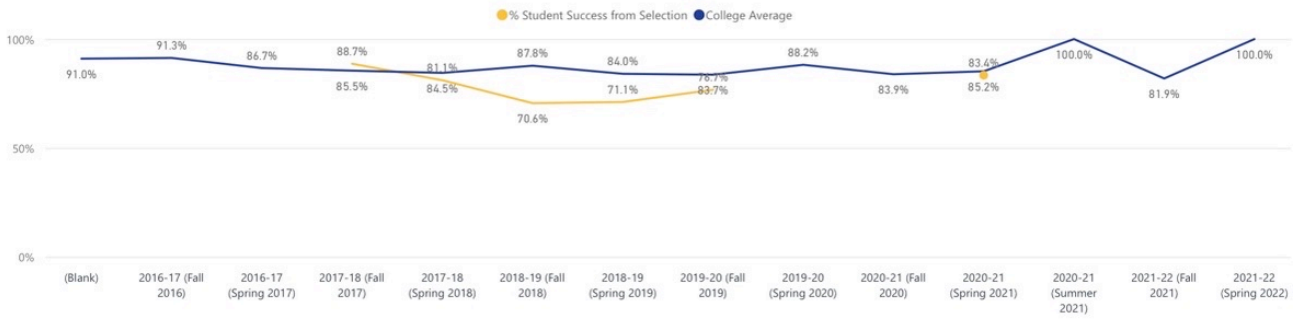
The anthropology department faculty recognize that we need to look for ways to create a curriculum that is even more equity-oriented than it currently is. Anthropology lends itself to being very equitable in that it's a discipline that celebrates diversity, uses a relativist perspective and rejects inequality, but that's not enough in itself. To better serve our student body we need to critically analyze the content of our courses, as well as our approaches to developing and assessing student assignments and our methods of instruction.

We aim to do this by encouraging both full-time and part-time anthropology faculty to go beyond the professional development requirements for equity training and hosting our own discussions

and meetings to share best practices and techniques that have successfully reduced equity gaps in student success rates.

We need to incorporate a variety of resources (articles, films, etc.) that are representative of the diverse communities that constitute our student body. It is a very well-known fact that readings in anthropology provide information on a vast diversity of groups from around all corners of the world and from all echelons of social strata. However, the generators of this information have traditionally been white professional anthropologists from Europe and the United States. It is time for us to seek information collected and provided by anthropologists from developing nations, indigenous communities and former colonies, in order to have their voices (the voices of the colonized and "marginalized") heard. Taking this approach in our courses will lead to a more equitable way of generating and distributing knowledge.

b) Summarize SLO and PLO assessment results over the past four years for key/ gateway courses.



Reporting Period	% Student Success from Selection	College Average
		91.0%
2016-17 (Fall 2016)		91.3%
2016-17 (Spring 2017)		86.7%
2017-18 (Fall 2017)	88.7%	85.5%
2017-18 (Spring 2018)	81.1%	84.5%
2018-19 (Fall 2018)	70.6%	87.8%
2018-19 (Spring 2019)	71.1%	84.0%
2019-20 (Fall 2019)	76.7%	83.7%
2019-20 (Spring 2020)		88.2%
2020-21 (Fall 2020)		83.9%
2020-21 (Spring 2021)	83.4%	85.2%
2020-21 (Summer 2021)		100.0%
2021-22 (Fall 2021)		81.9%
2021-22 (Spring 2022)		100.0%

Since all of the PLOs assessed were for gateway courses (Anth 1, 2 and 3), and the majority of the SLOs were assessed in sections of gateway courses (Anth 1, 2, 3 and 4), the majority of the data pertains to the anthropology program's gateway courses. As shown in the graph and table above, of the six semesters for which data are available, the program's SLO and PLO assessment results were similar to the college average (+/-

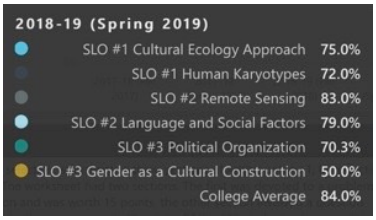
approx. 2-3%) in Fall 2017, Spring 2018 and Spring 2021 but fell significantly below the college average in Fall 2018 (-17.2%), Spring 2019 (-12.9%) and Fall 2019 (-7%). The department faculty are at a loss for this significant gap and have not yet identified factors that may be contributing to this trend. The only data available after Fall 2019 at the time this report is being written, is for Spring 2021 for which the results were very similar to the college average. The anthropology department will continue to monitor SLO and PLO assessment results over the next four years to determine whether the dip continues, work to identify and recognize potential contributing factors and discuss ways to address this issue should it continue.

c) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.

It's almost impossible to comment about specific program factors that could be contributing to constant, increasing or decreasing trends when there's no consistent data across semesters to track the same SLOs and PLOs. As the tables below indicate, different sets of SLOs (including PLOs, which are not delineated as such) were assessed each term. Even in the event that there was enough data to track the same SLOs over various terms, the analysis wouldn't be measuring the same groups of students over time (i.e. each class consists of a different group of students, with different demographics, skill levels, experience, etc.) and therefore wouldn't be entirely valid in assessing the efficacy of a given SLO.

During the timeframe displayed in the chart above, it was primarily full-time anthropology faculty who were assessing SLOs. In recent semesters, we have been working with our part-time faculty in the area of SLO assessment, encouraging them to be involved in the process and assisting them with inputting data in Nuventive. It's possible that when we have more data for a particular SLO in a given semester that we'll not only see changes in success rates, but also have more data to analyze and from which to draw more relevant conclusions and come closer to accurately determining the effectiveness of our department's SLOs.

While the data over the past four years is limited in it's scope as described above - as well as limited in the amount of data collected during a couple of pandemic semesters - it is possible to recognize that almost half of the SLOs assessed over the six semesters had outcomes of 80% or greater and only two of them fell below 70% (and this doesn't delineate situations in which the same SLO was assessed in multiple sections of the same course within the same term). While our program should devise ways to improve upon future PLO and SLO assessments to keep up with college averages, the program's PLO and SLO outcomes indicate that overall students are completing them successfully.



d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.

In order to address the above question, two points need to be addressed:

1. The Anthropology department does not have any data that would reflect equity gaps found in SLO and PLO assessment results among different groups of students due to the fact that we conduct these processes anonymously. The pros and cons of considering collecting our data in reference to the performance of different groups on the SLO assessments is something that we will discuss with our dean.

2. The main topic which the anthropology SLOs and PLOs address is very much related to equity. This topic is the holistic approach (very closely associated with cultural relativism), which emphasizes the importance of the consideration of context in order to understand social arrangements. Basically, our SLOs and PLOs promote the validity of all cultural expressions, and the ways in which such validity is established. Inequity takes place in monocultural and hegemonic considerations; the holistic approach, along with the cross-cultural/comparative approach, work against the misplaced notion that a particular culture can provide the standard to which all others should be compared.

Areas for Improvement:

The anthropology program faculty recognize that some changes are needed, particularly with regards to one of our PLOs. We've identified that the PLO dealing with stages of fieldwork isn't relevant to all of the program's courses, in that fieldwork is conducted differently by anthropologists across the different subfields and often even within the same subfield (i.e. cultural anthropology, biological anthropology, archaeology and linguistic anthropology). In light of the fact that cultural relativism plays such an important role in the achievement of equity, we're considering replacing and rewriting the current PLO dealing with fieldwork, with a new one that assesses students' understanding cultural relativism and how they can personally put it

into practice. Basically, the strength of anthropology resides in its holistic approach to the study of human beings (which includes a cultural relativist perspective), both from cultural and biological perspectives. Therefore, the greatest benefit for a student taking an anthropology course is the learning of this perspective, as well as the acquisition of the capacity to apply it when analyzing world issues and events in their own lives. It is our opinion that we should assess students in their capacity to achieve a good understanding of the holistic approach and cultural relativism, rather than assessing them in concepts that, even though important, are not as relevant. We also anticipate that the act of students applying cultural relativism to themselves, and their lives outside the classroom, will contribute to the narrowing of equity gaps in student success within our program.

SECTION 3
Program Vision and Future Planning

Program Vision

A) **Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.**

Continuing with what we have been doing for years, the Anthropology Program endeavors to break barriers built through considerations of inequality. Rather than abide to academic standards established by elitist perspectives, the goal of our program is to provide an education which looks at all students as equal participants whose presence in the classroom contributes to the success of the class. The anthropology curriculum is based on the perspective that all societies (as well as subcultures within larger social systems) and the cultural systems that represent them are unique and valid, and that there is not one single model by which the standards for excellence, rationale, and ethics should be determined. The examples that we use in our classes correspond to diverse cultures and they illustrate the fact that all societies, Western and non-Western, contribute to the same degree to the wealth of human knowledge. Collectively, they constitute a representation of human creativity and innovation through cultural adaptation to varying conditions. Key to this representation of equality and towards the achievement of equity in the academic setting is the new museum/gallery which will be housed in the new Arts Building. Through the participation of students as well as faculty from different departments, we are intent in putting together presentations that reflect decolonialized displays of the world's cultural expressions. We would like to reactivate the course Anth 20 (Introduction to Museum Studies) and thus utilize the knowledge and background of each student in order to create exhibits and displays that represent the whole gamut of human culture.

In terms of equity, we recognize a concerning trend of lower student success rates among Pacific Islander, African American and American Indian students in particular, and to a lesser degree Latinx students. As educators of a discipline that uses a cross-cultural and relativist approach, we can and will do better to develop strategies to reduce equity gaps while maintaining the integrity of our courses. All full-time faculty will complete equity-minded training workshops and discuss what we've learned with our colleagues, and part-time faculty will be strongly encouraged to complete training and be part of the continuing dialogue. We will reexamine the topics we address in our classes, the ways in which certain topics are presented to students, the feasibility of our SLOs and PLOs, and the methods used to assess students. We will also examine and analyze the tried and true techniques used in the teaching of anthropology by colleagues at other California community colleges as well as the experiences of other Behavioral and Social Sciences faculty at El Camino College. Another way we can address equity gaps is to connect without counselors in programs such as Project Success, Puente Project and MANA to find out what they advise as a course of action. We also feel the anthropology faculty can benefit from creating surveys that encourage students to share about their experiences and their own unique obstacles and challenges. These surveys and, when possible, one-on-one conversations with students may provide the anthropology faculty with some important insights regarding why success rates among particular groups are lower than others, and provide us with ideas about how to address these gaps. The anthropology faculty will also host brown bags and hold discussions to share survey results with each other, new techniques to address equity gaps and best practices that have worked to significantly reduce equity gaps among student groups. We feel confident that over the next four years we can successfully implement strategies that will significantly reduce equity gaps within our program.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- **Adjusting the curriculum for coherence and alignment with students' workforce needs**
- **Advancing towards a more equitable program to close equity gaps among groups of students**
- **Clarifying students' paths to completion, further education and employment**
- **Helping students explore options and build foundation skills**
- **Helping students stay on the path**
- **Integrating applied learning experiences**

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

Program Goals	Projects	Targets / Accomplishments
Adjusting the curriculum for coherence and alignment with students' workforce needs	1. Provide more course materials dealing with careers in anthropology. 2. Allow for some class discussion time regarding anthropology career options and how anthropology can be applied to a variety of careers.	Update handouts and other materials, and find various online resources, to be distributed to students in class or within a Canvas module in all courses. These resources need to include examples of non-academic careers, such as those in the area of applied anthropology - the area with the greatest anticipated growth in terms of future career options. Monitor the number of visits to Canvas module on anthropology careers and/or check in with students personally about how useful they found the information.
Advancing towards a more equitable program to close equity gaps among groups of students	1. Faculty will continue to complete equity-minded training workshops. 2. Faculty will implement equity minded teaching strategies, assignments and other assessments.	All FT faculty will have completed equity-minded training workshops, and PT faculty will be strongly encouraged to do so. The department can host brown bags and discussions to share best practices and techniques that have worked to significantly reduce equity gaps amongst student groups. It would also be beneficial to reach out to Project Success, Puente Project and MANA counselors for advice on how to lessen equity gaps.

Clarifying students' paths to completion, further education and employment	1. Continue to develop relationships with more local universities (e.g. UCLA, CSULB). 2. Develop relationships with out-of-state universities.	Invite guest speakers (faculty and graduate students) to speak at anthropology club meetings - which are open, and advertised, to all students - about their department's course offerings, faculty specializations, and opportunities offered to anthropology majors (internships, work opportunities, field schools, specialized training, etc.). Connect with out-of-state universities via Zoom to host guest speakers, attend online symposia and participate in some virtual university campus tours. Our students can be surveyed afterwards about how useful, applicable, interesting and relevant this information was for them personally.
Helping students explore career options and build foundational skills	1. Continue emphasizing and building critical thinking and science literacy skills in our students. 2.Continue providing students with information about careers in anthropology and how to prepare for careers in this field (or related fields). 3. Invite Career Center counselors to speak in our classes or at anthropology club meetings regarding how to best prepare for careers in anthropology (or related fields)	Include assignments and opportunities for students to practice and hone their critical thinking skills, and build strong science literacy skills (e.g. by evaluating multiple sides of an issue, evaluating evidence, analyzing issues using cross-cultural comparison, etc.). Continue hosting workshops at anthropology club meetings on the topic of careers in anthropology, and provide information regarding in-demand skills and experience, types of training that are required in some career options. Establish relationships with Career Center counselors to better inform them on career options in anthropology, the types of skills and experience that enhances a student's resume/CV, etc.

Helping students stay on the path	1. Host workshops on Majoring in Anthropology 2. Invite former transfer students to speak at anthropology club meetings (open to all students)	Workshops will introduce students to how to select anthropology as a major, the benefits of majoring in anthropology and the types of skills gained by majoring in anthropology. Host one transfer student, or a panel of students, who will speak about their transfer experience(s) and what it's like to be a an anthropology major in an undergraduate university program.
Integrating applied learning experiences	1. Provide student work opportunities in the new anthropology museum. 2. Establish relationships with local museums, agencies, companies, etc. where anthropologists work.	Create an ongoing part-time museum clerk position, or hire one or more student workers each semester, to assist with the daily tasks needed to run our new anthropology museum. Students will gain hands-on experience in the area of collections management and be trained on the use of collections management software. Host guest speakers who work in the area of applied anthropology (e.g. museums, cultural resource management companies) to speak to our students about their careers, how they apply anthropology to their work, their educational background and training.

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years?

- **List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.**
- **Explain how these resources contribute to the College's equity goals.**

1) Full-time Anthropology Professor:
With the recent retirement of one of our colleagues, the anthropology department currently does not have a full-time person dedicated to overseeing the current anthropology museum collection and the move to our new facility in Fall 2022 and beyond. We have a critical need for an individual with both a background in Museum Studies and Archaeology. This person would be managing our museum's collections, creating future displays and exhibits, teaching Anth 20 (Introduction to Museum Studies) and Anth 3 (Introduction to Archaeology) as well as other anthropology courses.

This person will be in an ideal position to assist our program in contributing to the college's equity goals. Museum exhibits, planned and designed by students and for students, can be used as tools to create equitable and diverse displays and exhibits that reflect the lived experiences and attributes of the campus community. By allowing our museum to function as a teaching museum, and reactivating the Anth 20 course, our new full-time colleague will also be able to train students in various aspects of museum science, providing them with useful and relevant skills they can take into the workforce.

2) Purchase of Museum Collections Software:
Our museum collections have never been catalogued in a formal system and we have a critical need to properly organize and store them to prevent damage and further disorganization. Purchasing a software program such as Past Perfect would allow for the proper identification, organization and cataloguing of all our artifacts. Most museum collections software programs also come in a web version, which allows the collections to be viewed by the public online. This would allow our items to be fully accessible by all students, whether they're able to visit the museum in person or not.

3) Permanent Part-time Museum Clerk:
We recently got the approval for a temporary part-time museum collections clerk, who will soon start organizing and cataloguing our collections, packing them up for our move to the new anthropology museum and unpacking them in the new space. With our collections never having been formally catalogued, we anticipate our need for a museum clerk will extend beyond the term of the current temporary position. Furthermore, we anticipate there will be an ongoing need to assist the new full-time professor with managing the museum, curating and preparing equitable displays and exhibits, maintaining the museum's database, overseeing the space when the museum is open to the public, researching the artifacts in our collection, ordering new supplies and materials, assisting with the repatriation of human remains in our collection, and assisting with preparations and other tasks involved with the Anth 20 course that will be held in the museum space at least one semester per year. This individual would contribute to the museum's goals of providing El Camino College's students with equitable education opportunities.

4) Museum equipment:
To aid with the design and creation of new museum displays and exhibits, we anticipate the need for a variety of equipment including, but not limited to, a computer-controlled cutting machine (e.g. Cricut), laser-jet printer and 3-D printer. The new full-time hire, with their expertise in museum space design, will provide further purchase requests.

5) Ongoing museum supplies and materials purchases:
With the continual design and creation of new museum displays and exhibits, there will be an ongoing need to purchase a variety of supplies and materials (e.g. paint, paper, modeling clay, fabric, poster board). The museum space will also serve as a location for anthropology department events (and possibly events hosted by other departments within the Behavioral and Social Sciences division), so we anticipate our budget will also need to cover food and other needed refreshments at times.

Some of the materials requested will aid in the construction of a human evolutionary history display. In today's social climate, with it's anti-science rhetoric and misinformation regarding facts and evidence, it's extremely important to house such a display in the anthropology museum, as it provides an accurate understanding of human origins and scientific principles. This display and the narrative it will include will also challenge any assumptions made on the basis of racial differences. The scientific study of human origins makes it clear that the biological differences exhibited by human populations in the present are the result of adaptations to environmental conditions across multiple generations and they are not associated with particular cognitive or behavioral characteristics. As a department, we strongly feel that any discussion on equity should consider this scientifically demonstrated fact.

6) Biological Anthro Lab ongoing instructional supplies and materials purchases:
The new BSS building will include a new biological anthropology lab classroom with more storage space than we've had previously. We'll need to continue growing our existing inventory and collections of skull, bone and skeleton casts. The biological anthropology lab course also requires the purchasing of ongoing usable materials such as paper, labels, markers, card stock, etc. In addition to the lab course, our program includes a biological anthropology lecture course. Both of these courses satisfy the GE life science requirement and contribute to the college's equity goals by arming all students with increased science literacy skills and enhanced critical thinking skills, which are so critical to being an informed citizen in today's world, as well as in the workforce.

7) Ongoing general anthropology department supplies and materials purchases:
The anthropology program hosts annual Dia de los Muertos events - including the building of a communal altar and other displays, and craft workshops for students, faculty and staff - which require the purchase of a variety of supplies and materials (poster board, paper mache items, paints, paint markers, silk flowers, fabric, stickers, stick-on gems and other accessories). Our Dia de los Muertos activities are often done as part of a wider

departmental, or campus, celebration and/or in conjunction with other programs on campus. They contribute to the college's equity goals by providing all students with opportunities to participate and express their creativity, learn about the traditions associated with an important cultural event practiced by many local communities, and to gain further knowledge about cultural diversity.

The anthropology program also hosts the Annual Anthropology Student Research Symposium, a venue where students have the opportunity to present original research to their peers in a non-formal conference-style setting. The event requires the ongoing purchase of supplies such as poster board, paper, symposium brochures and items for student prizes. This event contributes to the college's equity goals in that it provides all students with the opportunity to gain public speaking experience, organizational and time management skills - all critical to an individual's success once they transfer to a university and beyond, when they enter the workforce.

8) The purchase of world maps for anthropology classrooms:
Having world maps available in each classroom is vital to instruction in all of the program's courses. The fact that most students are not well versed in geography, and because anthropology takes a global approach to understanding the human condition, the availability of easily accessible and high quality world maps is imperative to the teaching of anthropology. The enhancing of geographic knowledge in our students contributes to the college's equity goals, in that it provides students with a broader understanding of diverse cultures and societies and allows them to be better equipped to learn and work in a world that is continually becoming more global in scope.