# Anth 2025 Comprehensive Review

# Instruction

## Section 1: Program Information

## Catalog Description

Anthropology is the study of humans through various comparative and holistic approaches that include past and present populations. The four fields of anthropology include biological, cultural, linguistics and archaeology. Each of these fields studies different and overlapping aspects of what it means to be human.1. Biological anthropology explores this question focusing mainly on biological traits such as physical features, genes, and DNA and how these interact with our environment. This includes the study of evolution and fossils along with contemporary human traits.2. Archaeological anthropology studies cultural change over time through the examination of material culture including architecture, human remains and other artifacts.3. Linguistic anthropology investigates verbal and non-verbal communication in humans and non-human primates in order to understand how language has developed in human groups both historically and physically, along with how it continues to change in modern populations. The connection between language and culture is also explored to understand how various variables such as gender, class and race/ethnicity affect language.4. Cultural anthropology analyzes contemporary people's behaviors and beliefs/ideas to understand human diversity and the similarities that we all share. Using a cross-cultural approach, this subfield compares and contrasts various cultural components such as economics, politics, religion, gender and race/ethnicity to better understand what people do and why they do what they do in a variety of cultural settings. The goal is to increase our understanding of the human experience. Anthropology courses satisfy the anthropology ADT degree requirements as well as general education requirements for an associate degree in social sciences, and lower division transfer in several other degree pathways. Courses in anthropology include introductory courses in cultural anthropology, linguistics, archaeology and biological anthropology. Additionally, there are courses on the Anthropology of Religion, Magic and Witchcraft, and Sex and Gender in Cross-Cultural Perspectives. The Honors Program includes three anthropology courses: ANTH 210H Introduction to Cultural Anthropology - Honors, ANTH 216H Sex and Gender in a Cross-Cultural Perspective - Honors and ANTH 218H Honors Presentation Seminar.

**Faculty/Staff** – List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.

**Full-time Faculty:**
Jennifer Miller-Thayer*

**Part-time Faculty (contribute to SLOAs and budget requests only):**
Laura Wills
Wes Nielson
Jamie Vilos
Dana Keithly
Jule Strom
Phuoc Duong
Melanie Saldana (at the high school only)
Crystal Huckabee
Francisca (Frances) Rivera

# Section 2: Mission

## Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

**How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?**

The Anthropology program supports the mission of the college by providing interactive and dynamic courses from all four fields of anthropology. The classes facilitate students' completion of transfer degrees in various degree and certificate programs at Citrus College, including gender studies, peace studies, sociology and Social and Behavioral Sciences as well as the new AA-T Anthropology degree. The program courses provide important skills such as reading, writing, reasoning, problem solving and critical thinking skills to prepare the students for both transfer and employment. The broad scope of knowledge, critical thinking, problem solving and scientific investigation within anthropology helps students learn about themselves as well as others, so that they can increase cultural awareness and global understanding and appreciation of variation in people's beliefs and practices which enables them to be successful in a globalized work environment no matter what field they may pursue. A background in anthropology supports all careers and majors in providing a larger cultural-historical context, cultural reflexivity and ability to work well with people from diverse backgrounds making it a vital educational resource in the current global environment encompassing students.

Anthropology as a discipline is centered on the study of humans, past and present.  The interdisciplinary approach connecting history, psychology, political science, ethnic studies, biology, evolution, and cultural development across the four main disciplines, and numerous sub-disciplines within the field of anthropology, promotes deep thinking, critical thinking, problem solving, effective communication, equity and cultural awareness. The coursework prepares students for transfer to a four-year university by offering introductory classes in all the subfields in anthropology. Furthermore, the biological anthropology course includes an optional lab class which fulfills the science requirement for transfer for non-majors and majors alike.  In addition to the foundational introductory course in cultural anthropology (Anth 210), there are other culturally and linguistic based classes (Anth 222 Introduction to Linguistics, Anth 224 Anthropology of Religion, Magic and Witchcraft and Anth 216 Sex and Gender in Cross-Cultural Perspectives) that fulfill the anthropology degree requirements at universities as well as Citrus College degrees and certificates. The two honors classes (Anth 210H Introduction to Cultural Anthropology - Honors and Anth 216H Sex and Gender in Cross-Cultural Perspectives-Honors) help honors students complete their degrees, transfer requirements and HTP units for program completion and transfer partner requirements.

# Section 3: Course Curriculum

## Curriculum Table

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?

- All anthropology courses were reviewed and updated in the fall 2020 cycle to bring them in alignment with legal requirements to teach the courses online as required during the pandemic. Courses will be reviewed again in the 2025-2026 academic year to ensure compliance with the course currency requirements. There are no prerequisites for anthropology courses.

- Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?

  - Anthropology is an important discipline to support careers in the global sphere as it helps promote cultural awareness and cultural competency which supports international and transnational exchanges and labor and the global marketplace.

  - Furthermore, biological anthropology supports the field of forensics which has experienced a shortage of qualified practitioners; thus, the demand for forensic scientists and anthropologists has increased in recent years.

  - Additionally, anthropology coursework is required in several degree pathways, such as peace studies and gender studies.

- Formats (modality type, course length, evening/weekend, noncredit, etc.)

  - We offer courses during day-time hours, Monday through Thursday utilizing fully in-person on campus, fully asynchronous, and on-campus hybrid modalities. We also participate in high school dual enrollment, offering Anth 210, Anth 212 and Anth 212L at several local high schools. We offer courses in 15-week semester, 8-week fast track and 6-week winter and summer intersession formats.

  - We consistently offer 2 sections of the Anth 210 course every summer and winter intersession. We have offered between 21 and 23 course sections in the fall during the years 2021 through 2023 and between 19 and 22 sections each spring for 2022 through 2024 (which is all I have data for). The majority of these have been as online asynchronous courses due to the pandemic.

  - Enrollment numbers for all terms over the past 3 years have been lower than pre-Covid numbers; however, this is true for the campus as well. We have seen the numbers fluctuate between the low 400s and the upper 400s over the past 3 years. We are working to try to increase our numbers to above 500 for the fall and spring enrollment terms. Enrollment for winter and summer terms is typically in the mid-upper 50s (59, 58, 55, etc.) with winter 2022 being an outlier with a lower enrollment of 39. When there is a Study Abroad winter course, the numbers are boosted with an additional class with two sections – one honors and one non-honors (winter 2020 was 87 and winter 2023 was 59).

- Are there any limitations preventing timely progress toward educational goal attainment?

  - Due to smaller numbers and low enrollment, we are only able to offer the Anth 222 (Intro to Linguistics) once every other year, and the Anth 220 (Intro to Archaeology) once per year which can create barriers for some students if they are not able to take the course when it is offered. Additionally, counselors have recommended that students take these courses at other campuses, which further reduces our numbers and place undue hardship on the student. Increasing our numbers and communicating more effectively with counselors so that they know when we are offering these courses can help both issues.

  - Adding more evening courses would help part-time students who may work during the day and need night courses to meet their scheduling needs. The online asynchronous

classes will help meet that need currently.  Students who prefer in-person classes will benefit from on campus course offerings in the evenings. To support this, the campus needs a more robust evening presence (i.e., food options, student services after hours, etc.) to draw more students.

# Section 4: Student Success Data

Power BI Dashboard
https://app.powerbi.com/view?r=eyJrIjoiNWM1NmRkOGQtOThiMC00NzZiLThmNjctNWM1YTE4ZTA1MzM3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWEwLTdhYTcxNTIyMGZkYyIsImMiOjZ9
Review and write about the data on student success, retention, degrees, certificates, and transfer.
- How does your program compare with college-wide data?
- Compare performances within your program to those of the collegewide data.
- Write about any notable equity gaps in performance.
- What potential obstacles or barriers do students face?
- What opportunities are available to address these barriers?

Links to Guided Pathways and DEIA+

Generally, anthropology has success and retention numbers close to the college numbers.  For example, in Fall 2023 the college retention was 91% and the department retention was 90%.  The college success rate for that same term was 74% and the department was higher at 77%.  For spring 2024, both the college and the department had a 76% success rate.  The retention rate in spring 2024 for the college was 92% and 93% for the department.  Based on these figures, the department in general is doing very well with retention and average with success rates even though they mirror the rates for the college, the department would like to see these numbers increase.  In the past, we have had higher success rates when we have increased tutoring support.   Currently, we have between 2 and 3 students providing anthropology tutoring for our students, in both Zoom and in-person formats.  Some classes also have an embedded tutor to support students. It is also possible that the success rates have been impacted by the Covid-19 Pandemic where students may not have developed strong college readiness skills in areas such as reading, writing, critical thinking, problem solving, time management, study skills, growth mindset and testing skills.  Additionally, some students have heavy burdens of family commitments and care-taking responsibilities along with work responsibilities that can interfere with attending classes, completing assignments and studying for exams.  Multi-pronged support and solutions are needed to increase student success; some solutions are present on campus, such as the library supplying laptop rentals and a computer lab with free Wi-Fi, food pantries, mental health support, etc.  One type of support that was available on campus in the past but is no longer available is the child – care center.  Re-opening the child-care center on campus would support student success by providing safe, secure, affordable child-care for those who need it.  It could also support students being full-time instead of part-time, as well as support their learning opportunities (such as study and homework time) which could result in higher performing students.

When examined by gender, the retention rates are very close; for example, in fall 2021, 88% of female students, 85% of male students and 88% of unknown gender students were retained.  In fall 2022, 86% of female students, 92% of male students and 67% of unknown gender students were retained (this group's numbers may be skewed due to small population size).  In fall 2023 90% of female students, 91% of male students and 80% of unknown gender students were retained. The spring retention rates show the same pattern; however, spring rates are slightly higher than the fall rates.  For instance, in spring 2022 91% of female students, 90% of male students and 85% of unknown gender students were retained.  in spring 2024 92% of female students, 93% of male students and 95% of unknown gender students were retained.  These numbers show a fairly consistent trend of retaining a high number of students across the three gender categories with spring retention slightly higher than fall.  There is also a trend toward higher retention across all three groups from spring 2023 onward.

The success rates show a trend of slightly higher rates for female and unknown gender students compared to male students; for example, in fall 2021, 70% of female students, 65% of male students and 75% of unknown gender students were successful in completing the course.  In fall 2022, 65% of female students, 71% of male students and 58% of unknown gender students were successful in completing the course. In fall 2023, 79% of female students, 75% of male students and 75% of unknown gender students were successful in completing the course.  The success rates for spring are close to the fall ones; for instance, in spring 2024 77% of female students, 76% of male students and 84% of unknown gender students were successful in completing the course.  The success rates are similar to the overall college success rates; however, the department would like to see these increase to at least 80% or higher for all groups.  As noted above, the gaps seen with the "unknown gender" group may be due to their smaller population sample size.

The trend of female and Hispanic/Latino students being the largest enrollment groups in anthropology classes has continued. Another trend that has continued is that African American, Native American and Hawaiian/Pacific Islander students have the lowest enrollments in anthropology courses. This also corresponds to each group's enrollment numbers in the college as a whole; however, the department would still like to see an increase in the number of African American, Asian, Native American and Hawaiian/Pacific Islander students taking anthropology classes in future terms.  Success rates for these groups are also linked to the smaller number of students in these categories taking anthropology courses.  For instance, the success rates for African American students have highly fluctuated from 36% in spring 2024 (with 11 students enrolled) to 89% in fall 2023 (with 9 students enrolled).  In prior years, enrollment for this group has been larger with an average of 20 students per term.  The lower numbers of students in recent semesters is concerning and a trend we would like to change.  In the years where there were more African American students taking anthropology courses, their success rates ranged from 50% to 74%, most hovering in the 50% range.  These rates mirror the overall success rate for the college for this group.  These numbers indicate that African American students need more support to be successful in college overall.  The Black Scholars Program is vital to providing the assistance that these students need to increase their educational achievements here at Citrus College. However, this program is small, and we need to invest more into it and add the Umoja program to further support our African American students' success.  We also need to increase our recruitment and retention practices to draw and grow our African American student population.  This will increase their feeling of belonging and help build more community that will increase their success

Examining the success rates by age group, the college has consistent rates in the low to middle 70% range overall.  One concerning trend in the data for anthropology is that those in the 50 and older group consistently have lower success rates than the other age groups.  In Fall 2022, their success rate was only 22% for 9 students, in spring 2023 it was 39% for 18 students, in fall 2023 it was 43% for 7 students and it increased to 100% in spring 2024 for 3 students.  While the trend is moving toward higher success rates each term, except for the 2024 figure, the low percentages are concerning.  Even though the low enrollment numbers are skewing the percentages somewhat, we would like to see this group's success rate increase to at least 70%, hopefully higher.  We need to explore possible challenges that this age group may face that are impacting their success in these courses.  One possible variable may be that many of the anthropology courses are offered in an online format, so it may be worthwhile to see if these success rates correlate with that modality and then explore what challenges this poses to tailor support to these students to raise their success figures.  If the online format is the barrier to their success, then improving our online courses will potentially improve the success of all students. Having anthropology online courses be POKR certified can possibly help with this goal.

## Section 5: Program-Level Student Learning Outcome Assessment

Course SLOs have been mapped to program and degree SLOs. Degree SLOs were added to the transfer degree which was approved in spring 2019. The program SLOs were reviewed and while the degree SLOs are appropriate, it was determined that the program SLOs are too wordy and difficult to understand.

The current Anthropology Program SLO set requires modification for clarity and accuracy, so that they align better with the ADT and Course SLOs.

**The prior Program SLO set should be replaced with this new Program-Level set of SLOs:**

This discipline prepares students to do the following:

- Develop and communicate an understanding of human behavior and beliefs within an anthropological context of history, evolution and variation using college-level vocabulary and writing skills.
- Develop and enhance critical thinking, problem solving and behavioral science research skills using anthropological theories and concepts.
- Understand concepts such as language, culture, human history, and human evolution from a four-field anthropological holistic perspective and cultural reflexive viewpoint.

Course SLOs align with these new PSLOs and the ADT SLOs.

Most SLOs have been assessed for Anthropology 210, 210H, 216, 216H, 212, 212L, 222, 224 and 220. Due to the Covid-19 Pandemic, some courses were canceled or only taught once during the past 3-year cycle, so not all SLOs could be assessed. The new SLO process using discussion-based prompts in Padlet was instituted in spring 2025 and has yet to yield robust assessments due to the short time that it has been available and a learning curve for all users; however, the department is hopeful that this new approach will provide meaningful assessments of all SLOs in upcoming years. Based on the prior assessment practices, most, if not all, students have met or exceeded the SLO criteria for each one that was examined using various assignments, exam questions and projects. The influence of the pandemic on student success has resulted in some students not meeting SLO goals due to a variety of issues, such as access to reliable internet and technology, knowledge of how to use technology, family care burdens, mental health issues and work demands. Supporting student learning circumstances through outreach and helping students find the campus resources, such as the laptop rental available through the library, and internet sources on and off-campus, pantries for food scarcity, mental health resources, etc. can help students meet our SLO goals by alleviating the outside pressures that interfere with their educational success. Additionally, practicing equitable strategies such as allowing students to have extensions on assignments, or to re-do an assignment when possible and using complete/incomplete grading with robust feedback will also support student success.

# Section 6: Assessment and Planning

## Past Recommendations and Goals
**Summary of Past Recommendations and Goals:**
Describe the progress made on your recommendations and goals from the last comprehensive program review.

- In the past few years, the department has had an FNIC request as a goal to increase the number of full-time anthropology instructors to a total of two. Pre-pandemic, the department had high enough enrollment and course sections to support 4 full-time faculty; unfortunately, due to the drop in enrollment during the pandemic, as well as changes to transfer pathways that have reduced social science courses, the enrollment and section count do not strongly support a second faculty member at this time. The dual enrollment sections do not count toward FNIC requests, so this does not help the department support the need for an additional faculty member. Additionally, according to campus administration, the FON numbers do not warrant hiring additional faculty for the campus overall, so this goal will be tabled for now and the department will continue to revisit it for future requests.

- The department continues to work on the goal of building the lab materials collection as needed to support student learning.  This includes growing the mobile lab kit that is used at local high schools for the dual enrollment courses (see more below).

- The department has continued to work with the Learning Center to increase tutoring services for anthropology classes.  Some classes have embedded tutors, and most courses have tutors available, both in-person and on Zoom.  This is an important factor in student success; therefore, continued recruitment of students with strong anthropology skills is needed to maintain access to high quality anthropology tutors.

- The goal to increase course offerings is still viable; however, we need to increase enrollment numbers to support more sections.  Having online courses POKR badged can help us add more sections of online courses in the future.

- The goal to have a new Anth 212/Anth 212L (biological anthropology lecture and lab classes) in the new science building scheduled to be built to replace the LB building is in progress.  Once the new science building is built, we hope that we will move these courses into the new space.  In the meantime, the anthropology courses that have been taught in the LB building will be moved to the refurbished Earth Science (ES) building which will include a lecture classroom, lab classroom and storage space for the lab materials.

- In a prior annual review (2023-2024) the department added the goal to increase recruitment and support student engagement.  The anthropology department will work to bring back the anthropology club to help with AA-T major recruitment and increase student engagement. The anthropology club was a thriving, highly engaged award-winning club pre-Covid. During Covid the club was deactivated due to the graduation of the club officers and the difficulty in recruiting replacement officers. The department will attempt to resurrect the club using social media, faculty recruitment and attending walkway events such as club rush to recruit new members and officers.  If it is not possible to recruit new student officers, then we will explore the option to have an anthropological society instead where some of the campus structure may not be as stringent, but we will be able to have meetings and social events to build an anthropological community.

## Overall Strengths:

What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

- The anthropology department is made up of a group of caring, committed faculty.  There is only one full-time instructor, and up to 8 or 9 part-time faculty that comprise the department.  The faculty members specialize in the four fields of anthropology and teach in their specialty areas.  This provides students with exceptional learning opportunities in this discipline.

- All faculty in this department care about students as people and want to support their overall success.
  - To expand our success rates, the full-time and part-time faculty have received a variety of training in student engagement, DEIA+, equitable grading practices, Growth Mindset, and online course development which has led to new teaching techniques that are used in their courses.
  - All but one faculty member (who is new to teaching) has completed at least the basic @ONE training for teaching online and the new faculty member is planning on taking that training the next time it is offered at Citrus.  This helps our instructors support our students in online learning which has become more common since the pandemic.

- The full-time instructor participated in updating an OER book for Anth 224 and uses it in her class.  Several part-time faculty use OER books and have classes that are ZTC or low cost for students.  In addition, part-time faculty are working under a grant to create an OER for Anth 220 (Intro to Arch), and once that is completed, we will have a ZTC degree pathway for students with all courses having at least one section with OER/ZTC options.

- In the dual enrollment program, anthropology is one of the most requested courses at our high schools. We teach the Anth 210 (Intro to Cultural Anth) and the Anth 212/Anth 212L (Biological anth lecture and lab) courses at several high schools during the academic year.
    - For the dual enrollment program, the full-time instructor facilitated the ordering and organization of two high school sets of lab materials (purchased with one-time grant funds of $30,000 each) to create an excellent learning environment for the students at those high school locations.
    - Furthermore, the department is increasing the mobile kit materials for the lab classes at the high schools that did not invest in a lab set so that all high school students have robust learning experiences for these courses.

- The department is working to increase the Citrus lab materials to match those at the two high schools who invested their grant money into those courses.
    - In the upcoming summer term, the anthropology classroom will be moved to a refurbished science building with two classrooms (one for lecture, one for lab) along with a lab storage room which will allow us to continue to build our lab collections.

- The department has seen success rates rise due to the increased number of tutors and courses covered, as well as the number of days that tutors are available. The evidence indicates that this is an important resource for our students that enables them to increase their success rates.

- All faculty work to make students feel safe, valued and included in our classrooms and interactions with them.
    - For example, several instructors include their pronouns in their syllabi, email notations, etc.
    - All anthropology courses cover diversity in a positive manner which helps students appreciate different lifeways, viewpoints, beliefs and practices.
    - Cultural relativism, one of the tenants of anthropology, helps students understand and appreciate variation and different points of view.

- The full-time instructor has an open pantry outside of her office for anyone who needs it.  It includes food, toiletries, and menstrual products.  Students and faculty often donate items to help her keep it full.

## Overall Weaknesses:

In what ways does your program need to improve?

We need to increase enrollment in most courses, especially the on-campus options as our numbers are lower in this option.  Prior to the pandemic, our department grew large enough to support 4 full-time faculty, with enrollment numbers consistently over 1100 students in fall and spring terms.  However, now we are struggling to reach 500 or more students in those terms.  This is also part of the lower enrollment numbers college – wide; however, there are additional factors impacting enrollment in anthropology courses.  The effects of the pandemic, along with the new CalGETC pattern that requires fewer humanities courses for transfer and graduation, and the new Ethnic Studies transfer requirement (which pulls students into that class instead of other humanities courses such as anthropology) have specifically negatively influenced the anthropology enrollment numbers.  Additionally, we lost our award-winning anthropology club during the pandemic when all the officers graduated, and no other students wanted to take on the officer roles (it is required to have officers for the club to continue, so we were deactivated by the Student Life office).  This also had a negative effect on our department's

recruitment of students into the anthropology major.  Most students only know about archaeology and forensic anthropology through television and movies; most do not know about cultural or linguistic anthropology until they take one of those classes.  To help boost enrollment, we share the anthropology schedule with counseling and ask them to help direct students to our courses.  Moving forward, the full-time instructor will request time to present to the counselors during their training meetings to inform them of the different courses within our department and the course frequency so that they can help students develop SEPs that accurately reflect our course schedules.  This was successful in the past (pre-pandemic), so we believe this will have a positive impact on our enrollment moving forward.  The lower enrollment numbers have resulted in some classes not being offered every year and one being offered every other year.   It has also led to the biological lecture courses being paired with only one lab section instead of two sections as in the past.  To support student learning and enrollment patterns, the department plans to combine the biological lecture and lab courses together so that students will be enrolled in the lab when they enroll for the lecture as is done in other biological lectures and lab courses.  This will positively impact enrollment and student success as the labs increase student success in learning the lecture material.  The department also participates in dual enrollment where we consistently have between 2-4 sections of classes at the different high school campuses each semester.  While this is good for enrollment in the short term, these classes do not count toward our enrollment numbers at Citrus, and they can lead to smaller classes in the future since students will have already taken the introductory classes while they were in high school.

One serious issue has been the lack of a real lab classroom and storage area for the biological lab courses.  Through the EMFP anthropology is scheduled to have a new lab classroom in the new science building that will replace the LB building; however, that is years away from being completed.  In the summer of 2025, anthropology will be moved to the Earth Science building (ES) which will provide a lecture classroom, a lab classroom and a storage room for the lab materials.  This is an excellent opportunity; however, we are excited to have the space in the new science building when it is ready.  The ES spaces will allow us to expand our lab materials since we will have space to store them properly.  This will enhance our teaching of these courses since we will have more materials to support hands-on learning of these challenging concepts and information.

**How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?**
Anthropology as a discipline is supportive of DEIA as it teaches cultural relativism and culture reflexivity that help students understand viewpoints and experiences that are different from their own in a non-judgmental way.  Our courses cover diversity in a positive manner. Cultural relativism helps students understand and appreciate variation and different points of view.  This can help them see that difference is not a threat, but a strength.  Students have made comments in their evaluations of instructors stating that their anthropology class "made them a kinder person" by  helping them see other people's viewpoints.  This contributes to a more inclusive campus and beyond.

The full-time instructor has completed various on-campus training courses for diverse groups such as veterans and LGBTQIA+ students as well as equitable grading and other DEIA+ inclusive training and presentations.  She shares this information with colleagues across campus, including the part-time anthropology faculty, and incorporates it into her teaching.  She creates safe spaces in her office and classrooms for her students.  She also uses equitable teaching strategies such as extensions on assignments when possible, and other supportive outreach.  She has an open pantry with food, toiletries, menstrual products and miscellaneous items outside her office to support students in need.  She provides links to resources in her syllabus as well as in a module in her class Canvas shells. She also includes her pronouns in her email signature, syllabus, etc. Her emails also include the LGBTQIA+ symbol and land recognition to support DEIA+ goals.   Inclusion and providing a sense of belonging for students, faculty, and staff are a high priority for her.

## Recommendations and Goals:

Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)
**The department plans to work toward the following goals over the next 3 years:**

- Increase enrollment through various outreach opportunities (such as counselor presentations).

- Reinstitute the Anthropology Club or create an Anthropology Society to engage more students in this subject as well as support student retention in college as student participation in extracurricular activities has been linked with higher student retention and success.

- Combine the Anth 212 biological anthropology lecture with the Anth 212L lab section into one course so that students register for both.

- Adding more anthropology classes to the honors curriculum to support both the department and the HTP students in completion and transfer goals.

- Get anthropology online courses POCR badged to increase online enrollment.

- Support students in completion and success efforts through continued training, outreach and services.  Work across campus with other departments and organizations to build these supports for all students.

- The department wants to add courses to offer applied or certificate classes such as Museum Studies, CRM (in Archaeology), and a skills certificate in fieldwork (which could be jointly offered with sociology and/or psychology), all of which would enhance our student's abilities to find employment after graduation, as well as help them transfer to top tier programs.

- We plan to hire a linguistic anthropologist to teach the linguistic class in the future which will provide a specialist teaching all the courses we currently offer.

- Continue to develop OER materials to support ZTC degree pathways in our discipline.

- We would like to offer more night classes. To make these more appealing to students, more student services such as food vendors, veteran's center, health center, campus safety, library services, bookstore services and counseling need to be available and visible until 9 or 10 pm at night.

- More rental laptops and computer labs/services/printing would help students be more successful as many do not have their own personal access to these essential college items.

- Enhanced and functioning Wi-Fi and cell service is required in offices and classrooms for new techniques such as "flipped" classrooms and using technology in the classroom.

## Budget Planning:

Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

- To support our goals in the anthropology department, we need the following budget items:

- We need to continue to build the lab collections for our on-campus labs as well as the dual enrollment mobile kit so that they reflect current specimens, finds, and curricular content to support student learning of the material.

- To provide online students in asynchronous Anth 212/212L (biological anthropology lecture and lab) with the same learning opportunities as those taking the class in-person, the department wants to use 3-D printing to create a rental kit that students can rent for the term (or low cost

purchase) with lab specimens and materials that would provide them with hands-on learning opportunities to match the on-campus lab environment.

- The department wants to ensure that there is at least one anthropology lab in the new science building that is replacing the LB building (at least one is planned for that building).