

ANTHROPOLOGY

Summary of Program Review:

Anthropology at NVC is an historically stable program, and the enrollment trends in the program initially remained consistent with the ebbs and flows of college-wide enrollment in 2019-2020. Between 2022 and 2025, the Anthropology program has experienced significant enrollment loss as the College continues a period of controlled growth, which included reductions in overall sections offered, as well as shifting many successful online courses to an on-campus format to comply with changes in scheduling priorities. In addition, the college faces a multi-million-dollar deficit within which the program must maneuver. The program has continued to achieve high percentages of student success among selected disadvantaged groups and has exceeded College level growth in this area. Key challenges to be addressed in the following review period include maintenance of learning outcome assessment in the new system, increased and more regularized evaluations of adjunct faculty, and updating the program map to include summer courses that contribute to the program's enrollment levels and student success measures. Despite the turn to more campus-based courses and fewer section offerings, a major goal of the program is to create an "all-online" transfer degree in anthropology, as nearly all surrounding community colleges have this degree (DVC, Solano, CCSF). Finally, program faculty have indicated a need for two separate degree pathways – the existing transfer (AA) degree and a local AS pathway for students needing more STEM courses (those majoring in Biological Anthropology, Forensic Anthropology, Medical Anthropology, and Archaeology). All these specializations require more math, science, and anatomy courses at the transfer level.

Some challenges remain in increasing course completion rates and success rates, especially for the laboratory and fieldwork-based courses. However, the Achilles' Heel of the program is regular outcomes assessment and training of faculty. Major improvements are needed to bring assessment to a complete level. Additional clerical and training support is needed to successfully complete outcome assessment at the Course, Program, and Institutional levels. Accountability, coordinator support, and time available for outcome assessment needs to be increased and reconfigured for better integration with planning and curriculum. A final challenge for the program is the lack of budget funds for more than eight years. Lack of any instructional budget, and regular denial of program budget requests (both for new initiatives and for replacement of basic instructional materials) has prevented the program from growing in any significant way. The lack of opportunities to improve and replace existing instructional materials has resulted in new courses not being offered in key areas that students need. The unavailability of funds for conferences or directed professional development has resulted in poor faculty morale and a feeling of invisibility, even among the friendliest and energetic professors in the program.

A. Major Findings

1. Strengths:

1. The Anthropology program's average class size exceeds institutional averages, remains healthy, and continues to align well with college-wide targets.
2. Average class size in the program doubled (10.9%) compared to institutional averages (5%) – two courses exceeded 10% growth.
3. Anthropology has maintained strong fill rates across the review period, generally exceeding institutional averages and indicating consistent student demand.
4. Anthropology's retention rates remain strong and closely align with institutional trends, generally meeting or exceeding college-wide benchmarks.
5. Anthropology courses show performance across delivery modalities that generally aligns with institutional patterns.

- 6. 100% of the ANTH curricula have been updated and maintain currency.
- 7. Equity data for the program across all demographic groups tested generally aligns with or exceeds institutional trends.
- 8. Program completion in Anthropology has remained modest but stable over the review period.

2. Areas for Improvement:

- 1. Learning Outcomes Assessment completion, training, and support.
- 2. Support for standard scheduling of adjunct faculty evaluation processes.
- 3. Additional support is needed to align program productivity with institutional targets. Although the overall productivity rate is very close, some targeted interventions are needed in specific courses to help inch closer to the 17.5% (or better) college-wide target.
- 4. Marketing ANTH as a valuable transfer major; increase number of majors.

3. Projected Program Growth, Stability, or Viability:

Stability with incremental growth in key areas of significance (see A2 above).

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Table 1. Program Alignment with Institutional Mission

Mission Statement Language	Program Alignment
NVC transforms lives...goal is to transfer	PLO 1 and PLO 2 and the delivery of the program through transfer-level, high-rigor curricula, hands-on labs, and critical thinking skills developed in the anthropology program align with this component of the mission.
NVC transforms lives...goal is to pursue a career	The Anthropology program’s mission is to support students’ abilities to incorporate anthropological knowledge and skills into any career choice. Anthropology majors receive individualized advising and support from the Program Coordinator and the faculty in the program. Faculty are experts in their fields and counsel students on graduate training, non-academic careers in anthropology, and field school recommendations and preparation for future archaeologists.
NVC transforms lives...goal is to explore [your] interests	PLO 1 and PLO 2 and the delivery of the program through transfer-level courses, hands-on labs, and skills developed in the anthropology program align with this component of the mission.
Napa Valley College provides excellent educational opportunities that are:	Modern anthropology is a social justice, human rights-oriented discipline as much as it is a

<p>(1) student-centered (2) equity-focused (3) community-oriented</p>	<p>STEM discipline rooted in our evolution as biological and cultural beings. Social justice not only provides many contours for our decisions but is also reflective of the field, outside of the classroom. ANTH faculty have performed social justice-focused research in the “real world,” and many have lived experiences that mimic our students’ experiences, allowing for moments of shared awareness and continued advancement for human rights.</p> <p>PLO 1: Students will be able to understand and apply cultural relativism; they will be able to convey an understanding of multiple cultural perspectives.</p> <p>The Anthropology curriculum infuses culturally responsive teaching practices (CRTs), high-impact practices (HIPs), and diverse theoretical perspectives (including interrogating biases in concepts of <i>sex, gender, race, class, disability, ethnicity, nation, diaspora, and community</i>). Faculty model respectful and professional dialogue and work to humanize their courses and present anthropological research in applied (community-level) domains in the service and empowerment of real people with real-world struggles.</p>
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2. Assessment of Program’s Recent Contributions to Institutional Mission:

Serving and welcoming all students to anthropology is the most crucial piece of the program’s mission. As a discipline, anthropology is not normally taught in high schools, and because of this absence at the secondary level, nearly all students who come to NVC have never even heard of it. This represents both a challenge and an opportunity. Apart from the initiatives shown in Question 1 (*see above*), Recent program contributions to the Institutional Mission include: creating two new courses in Forensic Anthropology and Anthropology and Tourism which, while not required courses for the degree, can be very helpful courses for students with diverse interests in fields that have direct thematic relevance to Napa and Sonoma (Tourism), and for students with an interest in crime scene reconstruction, bioarchaeology, and forensic analysis—all linked directly to STEM and non-STEM careers in these fields and other laboratory sciences.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

1. Completed updates of all ANTH courses as part of regular curriculum cycle.
2. [*in process*] Update course numbering and content as CSU/UC/CC initiatives are released and templates are provided.

- 3. Completed all required college-level training modules [H.R.].
- 4. Participation in Flex Days, college community events, and RPIE Zooms.
- 5. Faculty sabbatical research in 2022-2023 (academic year and summer).
- 6. Several ANTH courses have participated in the POQR course review process, and more are scheduled in subsequent semesters.

C. New Objectives/Goals:

- 1. Shift outcomes assessment cycle and obtain support that ensures completion every semester.
- 2. Explore second (local) A.S. degree track for STEM-focused majors.
- 3. Continue to request instructional materials and strategic initiatives budgets.
- 4. Offer Forensic Anthropology and the Anthropology of Tourism before they are archived. These courses resulted from sabbatical research and have yet to be offered due to enrollment, instructional material, and budget restrictions.
- 5. Increase faculty training and evaluation in outcomes assessment.
- 6. Develop an all-online transfer AA degree.
- 7. Secure a permanent space for the program with adequate, lockable storage and lab space.
- 8. Develop an international program for Summer 2026.
- 9. Grant request for completion of OER textbook and ancillary materials, including funds for student participation in the writing and evaluation processes.

D. Description of Process Used to Ensure “Inclusive Program Review”

The Anthropology program has ensured an inclusive Program Review via the following process: Emails were sent to all adjunct faculty requesting [optional] participation in Program Review; Discussions with Counseling and DSPS faculty/staff, and the coordinators of other programs.

Program Review Report

Spring 2025

This report covers the following program, degrees, certificates, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Anthropology
Degrees/Certificates	Anthropology: AA-T
Courses	ANTH 120
	ANTH 121
	ANTH 122
	ANTH 130
	ANTH 131
	ANTH 145
	ANTH 150
	ANTH 180/CFS 180
	ANTH 200
	ANTH 201
	ANTH 202
	ANTH 222

Taxonomy of Programs, February 2025

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Headcount				
Within the Program	449	334	389	-13.4%
Across the Institution	6,653	6,161	6,473	-2.7%
ANTH-120	160	140	153	-4.4%
ANTH-121	229	196	148	-35.4%
ANTH-122	79	--	78	-1.3%
ANTH-130	9	--	37	311%
ANTH-131	5	--	--	-100%
ANTH-200	11	20	22	100%
Within the Program	493	356	438	-11.2%
Across the Institution	25,216	23,488	24,913	-1.2%

Source: SQL Queries for Fall 2024 Program Review

***RPIE Analysis:** The number of students enrolled (headcount) in the Anthropology Program decreased by 13.4% over the past three years, while headcount across the institution decreased by 2.7%. Enrollment within the Anthropology Program decreased by 11.2%, while enrollment across the institution decreased by 1.2% over the same period.*

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Courses with enrollment increases:

- ANTH-130 (311%)
- ANTH-200 (100%)

Courses with enrollment decreases:

- ANTH-131 (-100%)
- ANTH-121 (-35.4%)

The remaining courses reported in the Taxonomy of Programs for Anthropology (ANTH-145, ANTH-150, ANTH-180/CFS-180, ANTH-201, and ANTH-202) did not have any enrollments between 2021-2022 and 2023-2024.

Program Reflection:

The Anthropology program continues to serve an important role in the college's General Education landscape, with steady interest in its core offerings. While overall college enrollment stabilized in 2022–2023, Anthropology saw a sharper decline — largely due to several key sections not being offered that year. This reduction in schedule constrained access and visibility, directly impacting headcount and enrollment.

Program enrollment is closely tied to its GE courses — primarily ANTH 120 (Biological Anthropology), ANTH 121 (Cultural Anthropology), and, to a lesser extent, ANTH 122 (Magic, Witchcraft, and Religion). These courses typically attract strong enrollment, and when scheduled consistently, they sustain both student interest and

throughput. The dip in 2022–2023 highlights how sensitive the program is to schedule breadth as well as the disproportionate effects of taking sabbaticals on small programs, as almost half of the courses usually offered were not staffed during the research sabbatical of faculty. Faculty hypothesize that if full-time replacement faculty were hired instead of slashing sections, the outcomes in all categories would have been better, as adjunct faculty have many commitments to other institutions and cannot carry the load a full-time replacement coordinator would have. To support recovery and growth, the program should maintain reliable offerings of its core GE courses, clarify rotation for majors, and explore targeted outreach that connects anthropology to transfer and career opportunities. Adding term-to-term persistence tracking could also strengthen planning and long-term enrollment stability.

2. Average Class Size

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ANTH-120	4	40.0	3	46.7	4	38.3	41.2	-4.3%
ANTH-121	6	38.2	5	39.2	4	37.0	38.2	-3.1%
ANTH-122	2	39.5	--	--	2	39.0	39.3	-1.3%
ANTH-130	1	9.0	--	--	1	37.0	23.0	311%
ANTH-131	1	5.0	--	--	--	--	5.0	-100%
ANTH-200	1	11.0	1	20.0	1	22.0	17.7	100%
Program Average*	15	32.9	9	39.6	12	36.5	35.8	10.9%
Institutional Average*	1,048	24.1	954	24.6	986	25.3	24.6	5.0%

Sources: SQL Queries for Fall 2024 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Note Regarding Concurrent Sections:

- Concurrent sections of ANTH-120 were treated as one section.

RPIE Analysis: Over the past three years, the Anthropology Program has claimed an average of 35.8 students per section. The average class size in the program is higher than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 10.9% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Courses with increases in average class size:

- ANTH-130 (311%)
- ANTH-200 (100%)

Course with a decrease in average class size:

- ANTH-131 (-100%)

Program Reflection:

The Anthropology program's average class size remains healthy and continues to align well with institutional targets. Across the review period, ANTH 120 (Bio), ANTH 121 (Cultural), and ANTH 122 (Magic, Witchcraft, and Religion) consistently demonstrate strong student demand when offered. The RPIE analysis shows that while average class size dipped slightly in 2022–2023, this corresponded with a notable reduction in section offerings rather than diminished interest — suggesting that the decline was structural, not demand-driven.

The average class size in Anthropology still exceeded the college-wide average in most years, even during periods of lower overall enrollment. This points to efficient fill rates and sustained interest, particularly in GE-aligned courses. The dip in 2022–2023 appears to reflect reduced scheduling rather than a change in student behavior. When sections were offered again in 2023–2024, enrollments responded quickly, reinforcing that the program continues to meet student needs when available.

Ideal class sizes for Anthropology courses typically fall between 35–40 students, which supports active discussion while remaining manageable for lab- or writing-intensive components. Actual class sizes have largely remained within or near this range, with some variability tied to broader institutional enrollment patterns. There is no indication that section expansion or reduction has been unsustainable, though maintaining more consistent offerings year to year will support enrollment stability and help avoid sudden dips in program visibility.

Going forward, class size data can guide balanced scheduling that meets demand without overextending resources. Strategies include offering a stable set of high-enrollment GE courses each term, monitoring fill rates to refine caps, and coordinating with counselors and marketing to increase student awareness. Continued analysis of section-level data and term-to-term trends will help ensure offerings remain aligned with demand.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2021-2022	493	725	68.0%
2022-2023	356	420	84.8%
2023-2024	438	520	84.2%
Three-Year Program Total	1,287	1,665	77.3%
Productivity			
	FTEs	FTEF	Productivity
2021-2022	62.6	4.4	14.2
2022-2023	48.6	2.8	17.4
2023-2024	60.9	3.8	16.0
Three-Year Program Total	172.1	11.0	15.6
<i>Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>			

RPIE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the Anthropology Program ranged from 68.0% to 84.8%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 77.3%. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2022-2023 and 2023-2024, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).

Productivity within the Anthropology Program ranged from 14.2 to 17.4. [Productivity has not been calculated at the institutional level.] The three-year productivity of 15.6 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Anthropology has maintained strong fill rates across the review period, generally exceeding institutional averages and indicating consistent student demand—particularly for ANTH 120, 121, and 122. These trends align well with enrollment patterns and reinforce the program’s continued relevance within the college’s GE offerings. The dip in fill rate during 2022–2023 reflects a sharp reduction in section offerings rather than a drop in interest, as fill rates rebounded promptly when courses were reinstated.

Productivity has remained close to the institutional target of 17.5 FTES/FTEF. This demonstrates the program’s efficiency and value relative to instructional resources. There are no indicators that recent productivity levels are unsustainable; rather, they reflect the program’s ability to meet demand effectively when scheduling is stable. Regardless, interventions need to be made to help increase these rates for the next review period.

While the program does not rely heavily on specialized facilities, maintaining a predictable rotation of core courses supports both enrollment and productivity. The key implication for growth is that Anthropology has room to modestly expand offerings—particularly if additional support is provided for outreach, marketing, or linked courses that help draw students into the major pathway.

Given that fill rate and productivity metrics respond directly to schedule availability, continued attention to scheduling consistency, informed by past section-level performance, will help preserve momentum. Coordinating with counseling, aligning course timing with student availability, and ensuring balanced use of full-time and part-time faculty are additional strategies to support productivity and efficient resource use. Further analysis of faculty load distribution may help optimize future planning.

4. Labor Market Demand

This section does not apply to the Anthropology Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)	Successful Course Completion Rates (Across Three Years)
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Course	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ANTH-120	89.8%		X	77.1%	X	
ANTH-121	94.2%	X		75.5%	X	
ANTH-122	89.2%		X	56.1%		X
ANTH-130	88.9%		X	77.8%	X	
ANTH-131	*			*		
ANTH-200	98.0%	X		84.3%	X	
Program Level	91.9%			74.1%		
Institutional Level	90.9%			73.2%		

Source: SQL Queries for Fall 2024 Program Review

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.

*Data are suppressed due to low N (N < 10).

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Anthropology Program reflected the retention rate at the institutional level. (There was not a significant difference between the program rate and the institutional rate.) The retention rate for ANTH-121 was significantly higher than the program-level rate. The retention rate for the Anthropology Program falls within the second quartile (Q2) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Anthropology is among the lowest 50% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Anthropology Program reflected the rate at the institutional level. (There was not a significant difference between the program rate and the institutional rate.) The successful course completion rate for ANTH-120 was significantly lower than the program-level rate. The successful course completion rate for Anthropology falls within the second quartile (Q2) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Anthropology is among the lowest 50% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (17.8%) reflected the difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Anthropology courses claimed a difference (between retention and successful course completion) that exceeded the 17.8% difference at the program level:

- o ANTH-122 (33.1%)

- ANTH-121 (18.7%)

Program Reflection:

Anthropology’s retention rates remain strong and closely align with institutional trends, generally meeting or exceeding college-wide benchmarks. Retention across core GE courses—especially ANTH 120, 121, and 122—has been consistently solid, reflecting effective instruction and student engagement. Most courses also meet or exceed the institution-set standard of 70% for successful course completion, affirming that students who stay in the courses tend to perform well. At the course level, both retention and success rates were lower in specific courses and contributed to Anthropology’s dip into the lower 50% of all programs. These courses (ANTH 130 and ANTH 120) are STEM-based courses in biology and archaeology, and many students are unaware of the high rigor and consistence in academic performance that these courses require. When compared to the curricula of courses that meet or exceed institutional levels, the STEM-based courses are four units rather than the traditional three and are usually offered in full semester (16-week) versions. As 121 and 122 are usually offered in condensed, 12-week formats, student persistence at very high levels is balanced with the shorter semester length.

The difference between retention and success rates, while present, is typical and does not raise major concerns. However, where gaps are wider—such as in courses with more complex writing or analytical components—additional instructional scaffolding may help students persist through more challenging material. Sharing successful practices across sections, such as structured assignments or low-stakes assessments early in the term, may help close these gaps.

No clear demonstrable need has emerged for prerequisites or corequisites, though continued monitoring may help determine whether optional support (e.g., workshops, embedded tutoring, or recommended prep) would benefit specific courses. The STEM-based courses recommended preparations in Math and English until recent C-ID and state-level changes to curriculum alignment (AB 1111). Therefore, making students aware of the preparation needed for STEM-based courses has emerged via personal guidance from faculty rather than situating the knowledge within the STEM domain. As a forward step, the program might pilot support strategies in courses with higher non-passing rates, then scale up effective approaches, but without formalized pre- or co-requisites at the transfer level, complementing existing support strategies might be a futile effort.

Course-level trends suggest that GE-aligned, introductory courses maintain better outcomes than specialized or infrequently offered courses, likely due to broader student familiarity and support. Ensuring consistent scheduling and instructor presence in those core courses will help preserve positive trends.

To support improvement and equity, the program should consider further analysis of disaggregated success data (e.g., by modality or demographic group), expand effective instructional strategies from high-performing sections, and explore targeted interventions where success lags behind retention. These strategies should be incorporated into long-term planning.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Unknown Gender			65.4%	69.3%
19 or Younger			73.0%	71.1%

African American/Black			70.0%	68.2%
Latinx/Hispanic			69.7%	69.4%
First-Generation			73.4%	69.4%
Not Disabled			73.8%	73.0%
Non-Veteran	91.9%	90.9%		

Source: SQL Queries for Fall 2024 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student’s age as of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the seven demographic groups with significantly lower retention or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the seven groups listed above.

Within the Anthropology Program, the retention rate among non-veterans reflected the rate at the institutional level. (The difference was not statistically significant.)

Within the Anthropology Program, the successful course completion rates among students of unknown gender, students ages 19 and younger, African American/Black students, Latinx/Hispanic students, first-generation students, and students without a disability reported reflected the corresponding rates at the institutional level. (The differences were not statistically significant.)

These findings regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates reflected the institution-level rates. (See Section I.B.1 above.)

Program Reflection:

Equity data for the program generally aligns with institutional trends, though some demographic gaps in successful course completion persist. These gaps may reflect broader structural challenges seen across disciplines. However, they underscore the need for targeted support and more intentional equity-focused practices within the program.

To address this, the program has already incorporated strategies such as low-stakes assignments, scaffolded writing tasks, and increased flexibility in due dates—approaches that benefit all students but may be especially effective for those disproportionately impacted. These practices could be further emphasized in courses with

known equity gaps, particularly in asynchronous online sections where barriers can be more pronounced.

Additional disaggregated data would help clarify which student subpopulations would most benefit from intervention, particularly when viewed alongside delivery mode and course type. In the meantime, the program will continue to refine culturally responsive teaching practices, increase transparency in assignment expectations, and explore expanded use of early feedback and outreach. These strategies should be incorporated into the program plan to support equitable outcomes across all student groups.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
Online vs. Hybrid						
ANTH-120		89.5%	90.0%		77.0%	77.3%
Program Total						
Online vs. Hybrid		89.5%	90.0%		77.0%	77.3%

Source: SQL Queries for Fall 2024 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

RPIE Analysis: Over the past three years, one course within the Anthropology Program was offered through multiple delivery modes within the same academic year. ANTH-120 was offered through online and hybrid formats in 2021-2022, 2022-2023, and 2023-2024. This analysis focuses on program-level rates (which are the same as the course-level rates).

Within the Anthropology Program:

- The retention rate in online sections reflected the retention rate in hybrid sections. (The difference was not statistically significant.)
- The successful course completion rate in online sections reflected the successful course completion rate in hybrid sections. (The difference was not statistically significant.)

Program Reflection:

Anthropology courses show performance across delivery modes that generally aligns with institutional patterns, though there are some gaps worth noting. Success and retention rates are strongest in face-to-face and hybrid formats, with online asynchronous sections showing slightly lower outcomes. This mirrors broader college-wide trends, but the gap suggests an opportunity for targeted improvement.

Anthropology's content—particularly in ANTH 121 (Cultural) and ANTH 122 (Magic, Witchcraft, and Religion)—often relies on active discussion, cultural context, and student engagement with complex themes. These elements may translate less effectively in fully asynchronous environments unless supported with intentional design. The program has already incorporated strategies such as scaffolded assignments, multimedia content, and clear weekly structure in online courses, but expanding student support—such as orientation modules, check-ins, or embedded tutoring—may help close outcome gaps.

Differences in performance by delivery mode may also reflect student self-selection, with students in asynchronous sections more likely to face external challenges or lack consistent access to support. Building in

early engagement tools (e.g., low-stakes assignments in Week 1) and regular communication can help mitigate this.

Retention and completion strategies from high-performing face-to-face sections—like structured discussions, formative feedback, group and partner work, and clear rubrics—can be adapted into asynchronous formats. Monitoring outcomes by section and instructor, as well as modality, may help pinpoint which elements have the greatest impact.

To support ongoing improvement, the program should explore professional development in online pedagogy, continue refining course design, and gather feedback directly from students on what supports their success in different formats. These practices can be incorporated into program planning for consistency and equity across delivery modes.

C. Student Achievement

1. Program Completion

	2021-2022	2022-2023	2023-2024
Degrees			
AA-T Degrees: ANTHRO.AAT	1	0	4
Institutional: AA-T Degrees	133	96	107
<i>Source: SQL Queries for Spring 2025 Program Review</i>			

RPIE Analysis: The Anthropology Program conferred 5 degrees between 2021-2022 and 2023-2024. The Anthropology Program accounted for 1.5% of the AA-T degrees awarded by NVC across the three-year period. In 2021-2022, the program accounted for less than 1% of AA-Ts conferred by NVC. In 2023-2024, the program accounted for 3.7% of AA-Ts conferred. The number of degrees awarded by the Anthropology Program increased by 300% over the three-year period, while the number of AA-Ts awarded by the institution decreased by 19.5%.

Program Reflection:

Program completion in Anthropology has remained modest but stable over the review period, which is expected given the program's primary role in supporting General Education rather than serving as a high-volume degree pipeline. As the RPIE analysis notes, completions tend to lag behind enrollment trends, and the recent dip in enrollments during 2022–2023 may influence completions in future years. Still, the recovery in enrollment and offerings in 2023–2024 is a positive sign for long-term completion growth.

One area of opportunity lies in increasing visibility of the Anthropology AA-T degree. Many students complete multiple anthropology courses without formally declaring the major. Strengthening communication about degree pathways—through in-class announcements, counseling collaborations, and clear degree maps—can help more students recognize and pursue the completion path.

Scheduling practices also play a role. Ensuring regular rotation of required and elective courses and clearly communicating when and how courses will be offered, can help students plan and persist. Mapping pathways for both full-time and part-time students would support a range of completion timelines. Additional data could help identify where students drop off before completing the degree—whether due to transfer before finishing, course availability, or lack of advising. Persistence-focused strategies, such as term-to-term

outreach, milestone tracking, and faculty-initiated contact, could encourage more students to stay on track.

Overall, while the Anthropology program is not currently a high completer by volume, it has the foundation and flexibility to support more majors with improved communication, structured planning, and student engagement. These strategies should be built into the program’s future planning efforts. However, without a program budget or division- or institutional-level support for marketing the major, these strategies remain the work of a single individual. Previous fundraising ideas (silent auctions, raffles, public lectures, film festivals, etc.) have not received any institutional interest due to either legal barriers or lack of division-wide interest.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Anthropology Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor’s Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* & Date of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
ANTH	120	2/20/2025	No			Up-To-Date
ANTH	121	2/20/2025	No			Up-To-Date
ANTH	122	2/20/2025	No			Up-To-Date
ANTH	130	2/20/2025	No			Up-To-Date
ANTH	131	8/01/2009	No	Yes, (S), 2025		
ANTH	145	5/12/2009	No	Yes, (S), 2025		
ANTH	150	3/11/2008	No	Yes, (S), 2025		
ANTH	180	2/20/2025	No			Up-To-Date
ANTH	200	2/20/2025	No			Up-To-Date
ANTH	201	11/21/2024	No			Up-To-Date
ANTH	202	5/13/2021	No			Up-To-Date
ANTH	222	5/13/2021	No			Up-To-Date

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

In February 2025, six ANTH courses were revised according to the regular course review cycle for the program. The remaining three courses (131, 145, and 150) have been scheduled for immediate review and submitted through CurricuNET at the beginning of the Fall 2025 semester or earlier. The AA-T degree in Anthropology will undergo significant changes in curriculum to align with revisions made during the degree’s five-year review cycle that began in May 2025. Course numbering and naming will also be modified to align

with the state-level course numbering process for CSUs/UCs/CCCs. ANTH 120 (*Biological Anthropology with Lab*) is the first course undergoing review in 2025.

As the state-level committees release further templates for course naming/numbering changes, the ANTH program will implement those changes through the regular Curriculum Committee process. Note that ANTH 201, 202, and 222 are new courses that have not been offered due to ANTH not having any budget requests approved in recent memory, as well as restrictions in class offerings based on enrollment management and scheduling changes.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Anthropology: AA-T	BOT 12/12/2012	Yes	Yes (2026, C-ID and AB-1111 revisions)		Up-To-Date

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The Anthropology program currently offers an AA-T degree that aligns with CSU transfer pathways, but overall degree completion numbers remain modest. This is not unusual for a program with a strong GE focus, where many students take courses without formally declaring the major. However, with consistent enrollment in core courses like ANTH 120, 121, and 122, there is clear potential to increase degree attainment.

Improving communication about the AA-T—through early announcements in courses, coordination with counseling, and visible degree maps—could raise awareness and encourage more students to commit to the major. Streamlining the course rotation and ensuring predictable offerings of required courses will also support timely completion. Stronger collaboration with willing faculty from STEM programs can help remind students, counselors, and faculty that ***Anthropology IS a federal (NSF) designated STEM major*** and should therefore receive the same benefits of this unique classification that other programs do.

Exploring the addition of a locally focused certificate or skills-recognition option in applied anthropology, archaeological technology, or cultural awareness could provide another completion milestone and attract students interested in shorter-term academic goals or career preparation. These strategies can help elevate the program's role in student achievement and should be considered in future planning.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
11	3	7	27%	64%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Anthropology	6	0	0	0%	0%

Program Reflection:

As noted in the 2022 Program Review Summary Report, 100% of active courses had completed SLO assessments within the established cycle at that time, and that momentum has largely continued. This consistency is a strength that supports reflection and alignment across the curriculum. Despite this momentum, several recent impacts to assessment, including a long-term, serious bodily injury to the Program Coordinator, has required much more time to accomplish. The Program-level assessments and nearly all the course-level assessments are completed by the coordinator.

At present, the program-level and course-level SLO data are incomplete due to a series of administrative transitions in the SLO coordination structure, as well as a year-long faculty sabbatical where no assessment was completed or verified. During the review period, the then-faculty SLO coordinator identified that assessment data were (only for Anthropology, and 1-2 other departments) not being properly imported into the tracking system, resulting in gaps in both course- and program-level documentation, as well as postponing faculty training in the new system. Unfortunately, before this issue was fully resolved, that coordinator stepped down. The position was temporarily filled by classified staff and only recently returned to faculty leadership. It is baffling as to why the Program-level assessment data appear to be non-existent as these assessments were completed in the previous software system (Trac-Dat).

As a result, it has been difficult to access assessment data in a format consistent with prior reviews, including the comprehensive report compiled in Spring 2022. Despite this disruption, the Anthropology program has maintained its assessment practices internally, with instructors continuing to engage in meaningful course-level assessment through embedded assignments and course reflection. While outcomes data do exist and are available outside of the institutional software structure, the lack of centralized, accessible data has prevented full documentation and analysis of those efforts for this cycle, at both the program and course levels.

Moving forward, the program plans to reestablish a clear assessment schedule and work with the current faculty SLO coordinator to recover or reconstruct missing data where feasible. The goal is to return to a consistent cycle that includes both routine assessment and structured follow-up activities. As the system stabilizes, we also hope to integrate new assessment tools in Canvas and explore more collaborative approaches to outcomes reflection across delivery modes and course types.

B. Summary of Learning Outcomes Assessment Findings and Actions

Formal program- and course-level SLO assessment data were incomplete during this cycle due to a combination of system errors and turnover in the SLO coordinator role. Although faculty continued assessing learning through assignments and in-course reflections, the lack of centralized data made it difficult to summarize findings in a format comparable to previous reviews.

Despite this, instructors observed consistent student performance in key areas such as cultural analysis, scientific reasoning, and engagement with anthropological concepts. Informal adjustments—like adding more low-stakes assessments and clarifying assignment expectations—have been implemented in response. The program plans to reestablish a clear assessment timeline and work with the current SLO coordinator to recover any missing or lost data and strengthen future reporting to reach 100% completion every semester as in the past.

Program Reflection:

While formal assessment reporting was disrupted during this cycle, faculty engagement with student learning remained strong. Instructors continued to assess key outcomes through written assignments, exams, and discussion-based activities, particularly in the core GE courses. These practices have helped maintain instructional quality and student success, even without centralized tracking.

Looking ahead, the priority is to reestablish consistent reporting and align assessment activities with the updated institutional software. With stable SLO leadership now in place, the program can begin rebuilding assessment records, revisiting curriculum maps if needed, and ensuring that course-level evaluations contribute meaningfully to program-level analysis. This will also support more intentional action planning and follow-up in future cycles.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (2020-2022) included the following initiatives:

- *Increased visibility and advising for the AA-T in Anthropology*
- *Continued commitment to GE course offerings as foundations for enrollment and transfer*
- *Maintenance of robust fill rates and productivity through careful scheduling and course rotation*
- *Integration of DE instructional strategies to support student success in online formats*
- *Consistent course-level SLO assessment activity (prior to recent period)*
- *Collaboration with counseling to support transfer alignment and degree mapping*

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Since the last review, the program has experienced both structural and contextual changes. Most notably, scheduling reductions in 2022–2023 temporarily impacted enrollment and visibility. However, these cuts were followed by a strong rebound in 2023–2024, highlighting ongoing demand for core courses. Internally, there was a disruption in SLO data reporting due to changes in coordinator roles and system issues, which the program is now addressing. Additionally, institutional shifts in course delivery and student modality preferences have prompted ongoing adaptation in online teaching practices.

B. Recent Improvements

Highlights of recent improvements include:

- *Course scheduling has been stabilized, with core offerings (ANTH 120, 121, and 122) more consistently available across terms*
- *Faculty have incorporated more low-stakes assessments and clearer assignment scaffolding, particularly in online sections*
- *Online course materials have been enhanced with structured modules and multimedia elements to support retention*
- *The program has reengaged with the updated institutional assessment calendar and is actively working to rebuild outcome data reporting*
- *Stronger communication with students about the AA-T pathway has been emphasized in course announcements and syllabi*

C. Effective Practices

Some of the practices identified since the last review period are:

- *Strategic scheduling of high-demand GE courses has consistently maintained strong fill rates and supported overall enrollment*

- *Faculty-to-student communication is emphasized early and often, particularly in online courses, to build engagement and increase interest in the major*
- *Use of varied assessment types (discussions, projects, written work, group work, field work) ensures alignment with SLOs across different learning styles, disability needs, and college preparation levels*
- *Faculty collaboration around online pedagogy and the POQR process has led to more consistent course design and improved outcomes across modalities*
- *The program's adaptability and consistent instructional quality have contributed to strong student success and retention trends despite broader enrollment volatility*

V. PROGRAM PLAN

A. Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The program remains strong in GE enrollment, with ANTH 120, 121, and 122 continuing to drive headcount and productivity. Fill rates are consistent with institutional averages, and student success and retention are on par with institutional averages but still need to improve. Although learning outcome data reporting was disrupted due to several significant issues, faculty continued assessing learning through embedded course practices and instruments that have worked in the past. The temporary decline in 2022–2023 was tied to reduced offerings, not diminished demand, as enrollment rebounded once scheduling stabilized and the Faculty Coordinator returned from sabbatical. The program is well-positioned to grow moderately in completions and strengthen assessment with improved data systems and consistent course rotation.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

Columns A – D are described below. Enter the plan components into the Excel file.

Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Anthropology	Stabilize and maintain consistent scheduling of core GE courses (ANTH 120, 121, 122)	2025–2026	Increased enrollment stability and student access to required GE courses
Anthropology	Rebuild and regularize SLO data reporting process in coordination with new faculty SLO leadership	2025–2026	Restored alignment with assessment cycle and improved planning data
Anthropology	Expand student outreach regarding the AA-T in Anthropology and map clear course pathways	2025–2026	Increased degree declaration and completion rates
Anthropology	Modernize and align online courses with UC/CSU delivery standards and student success practices	2026–2027	Improved student success and retention in asynchronous sections

Anthropology	Develop and propose a local certificate or skills award in applied/cultural anthropology	2026–2027	New credential option and improved student engagement
Anthropology	Close the loop on past assessment findings and document course-level instructional changes	2027–2028	Improved student outcomes and stronger program-level reflection

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

The Anthropology program has operated under constrained resource conditions for multiple review cycles. Despite documented needs in past reports, **none** of the prior resource requests (spanning instructional technology, curriculum support, and training) have been funded. We have damaged or missing instructional materials that need to be replaced. We have asked multiple times for funds to support a 3-D printer to print out skull casts, bones, models, etc. Each skull cast costs about \$300 to \$800—a 3-D printer with exclusive access would quite literally solve nearly all our instructional supplies issues, with a much lower price tag over time.

This continued lack of investment has limited the program’s ability to modernize online offerings, develop new curriculum (such as certificates), or bring course materials and delivery up to CSU/UC comparability standards. We are a small program, but we *are* a functioning program, and the feelings of campus invisibility are real. It is not only our material resources that are suffering, but our morale. We have tried to make inroads as a one-person program, but the program needs a community of more than one person to be successful and visible. Hopefully institutional and division-wide efforts can be made that combine with program efforts to support the program. A one-person department needs more cheerleaders and more directed campus inclusion efforts at every level than a program with three, 10, or even 30 or more faculty.

In the current cycle, resource challenges were further compounded by the temporary relocation of the Anthropology lab due to the construction of the Wine Demonstration Center. The decision to relocate the lab was made without input from Anthropology faculty, and the process lacked transparency and collegiality. While the program understands the broader institutional priorities at play, the move disrupted instruction and **underscored the importance of including academic departments in facility-related planning that directly impacts** teaching and learning environments.

Looking ahead, full implementation of the three-year plan will require increased support in areas such as budget, instructional design, stable scheduling infrastructure, professional development, and dedicated time for curriculum and assessment work. Addressing these long-standing resource gaps will be essential to supporting the program’s continued growth, improving student outcomes, and expanding pathways such as the AA-T and potential local certificates. Without this investment, the program’s ability to fully realize its potential and respond to student interest will be constrained.

- B. Identify the resources needed to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

Columns A – F of the Three-Year Program Planning Template are described below. Enter the resources needed to implement the plan components into the Excel file.

Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Anthropology	Stabilize and maintain consistent scheduling of core GE courses (ANTH 120, 121, 122)	2025–2026	Increased enrollment stability and student access to required GE courses	Department scheduling coordination; potential reassignment time to ensure rotation planning	Personnel/Operational
Anthropology	Rebuild and regularize SLO data reporting process in coordination with new faculty SLO leadership	2025–2026	Restored alignment with assessment cycle and improved planning data	Access to historical assessment data; faculty time for review and documentation	Personnel/Data Access
Anthropology	Expand student outreach regarding the AA-T in Anthropology and map clear course pathways	2025–2026	Increased degree declaration and completion rates	Counselor collaboration; outreach materials; time for classroom-based announcements	Advising/Personnel
Anthropology	Modernize and align online courses with UC/CSU delivery standards and student	2026–2027	Improved student success and retention in asynchronous sections	Instructional design support; Canvas dev time; DE professional development funding	Technology/Training

	success practices				
Anthropology	Develop and propose a local certificate or skills award in applied/cultural anthropology	2026–2027	New credential option and improved student engagement	Curriculum development support; labor market data analysis	Training
Anthropology	Close the loop on past assessment findings and document course-level instructional changes	2027–2028	Improved student outcomes and stronger program-level reflection	Faculty collaboration time; assessment tools and support	Personnel/ Assessment

ANTHROPOLOGY

SPRING 2025

Completed by Supervising Administrator:

Robert Harris, Dean

Date:

June 30, 2025

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Solid and consistent enrollments, retention, and completion rates.
- Enjoys the value of providing general education requirement for transfer thus resulting in consistent enrollment patterns.
- Class size has increased when compared to campus-wide data.
- Program faculty and Program Coordinator are keenly cognizant of the use of varying modalities to offer courses and are nimble in applying changes to adapt to student need while maintaining appropriate balance between modalities.
- Attention to detail and thoughtful analysis of course offerings, course assessment, and course delivery show full engagement in student needs and, most importantly, student success.
- The program is stable and may have the opportunity for modest growth in the future.

Areas of concern, if any:

The Anthropology program has been in a slight period of flux that was brought forth during a fiscal crisis and the sabbatical of the sole full-time faculty member. Although the primary challenge associated with the program coordinator being on sabbatical has been stabilized, the program has also been in search of a permanent “home”. At the time of this writing a permanent home/classroom for the program has potentially been identified and may come to fruition and thereby provide stability for the faculty and students in both the classroom space as well as storage of necessary lab materials.

Recommendations for improvement:

Specific recommendations are limited to facility quality and maintenance and finding a permanent home for both classroom/lab space and appropriate storage for materials.

The faculty have been responsive and willing to alter courses, as needed and appropriate, to best accommodate student and programmatic needs. This includes flexibility in course scheduling and offerings to reflect the post-COVID educational demands.

Stay on target and task for learning outcome assessments and develop a plan for faculty professional development that includes both full-time and part-time faculty.

Provide regular evaluations of part-time faculty.

Additional information regarding resources:

The Anthropology program can benefit from the improvement and maintenance of instructional materials and equipment for use in the classroom and lab. Current (and upcoming) budgets do not specifically identify the program with a line-item budget. This is expected to be rectified in the coming months so that a clear and

definitive analysis can be conducted on an annual basis to reinvigorate the material/supply inventory to provide updated materials for student instruction. Grant funds are to be explored for leveraging the ability to gain access to required materials.