

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Anthropology **Academic Year** 2025-2026

1. Has your program mission or primary function changed in the last year?

No.

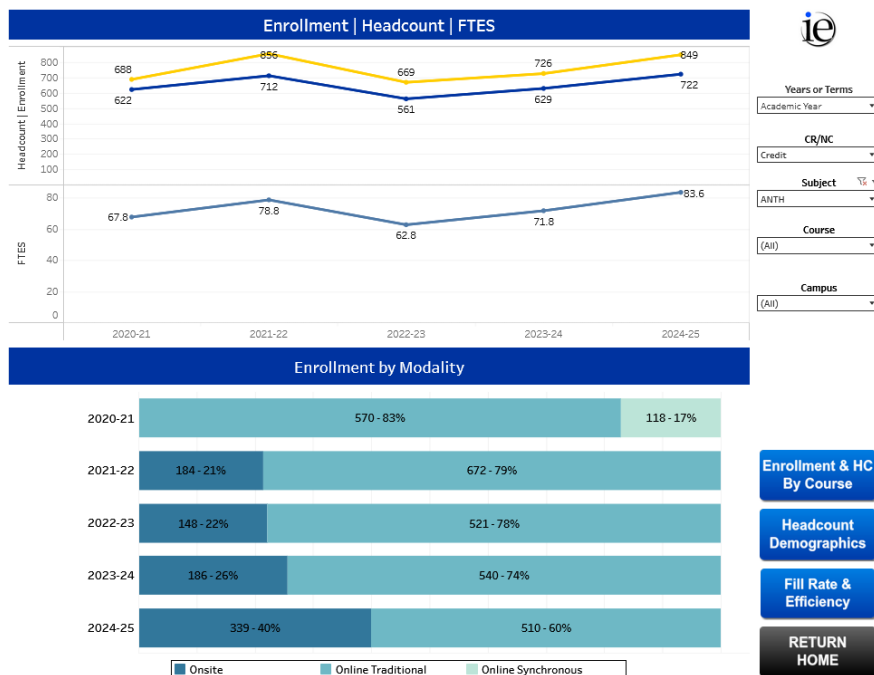
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

One of our part-time instructors had a family emergency and could not teach all her classes in fall. I covered her term 2 class and we were able to hire a new part-time instructor for the spring semester.

Enrollment/Headcount showed an increase from 2023-24 to 2024-25 academic years by roughly 17% and FTES also increased from 71.8 to 83.6 (see table below).

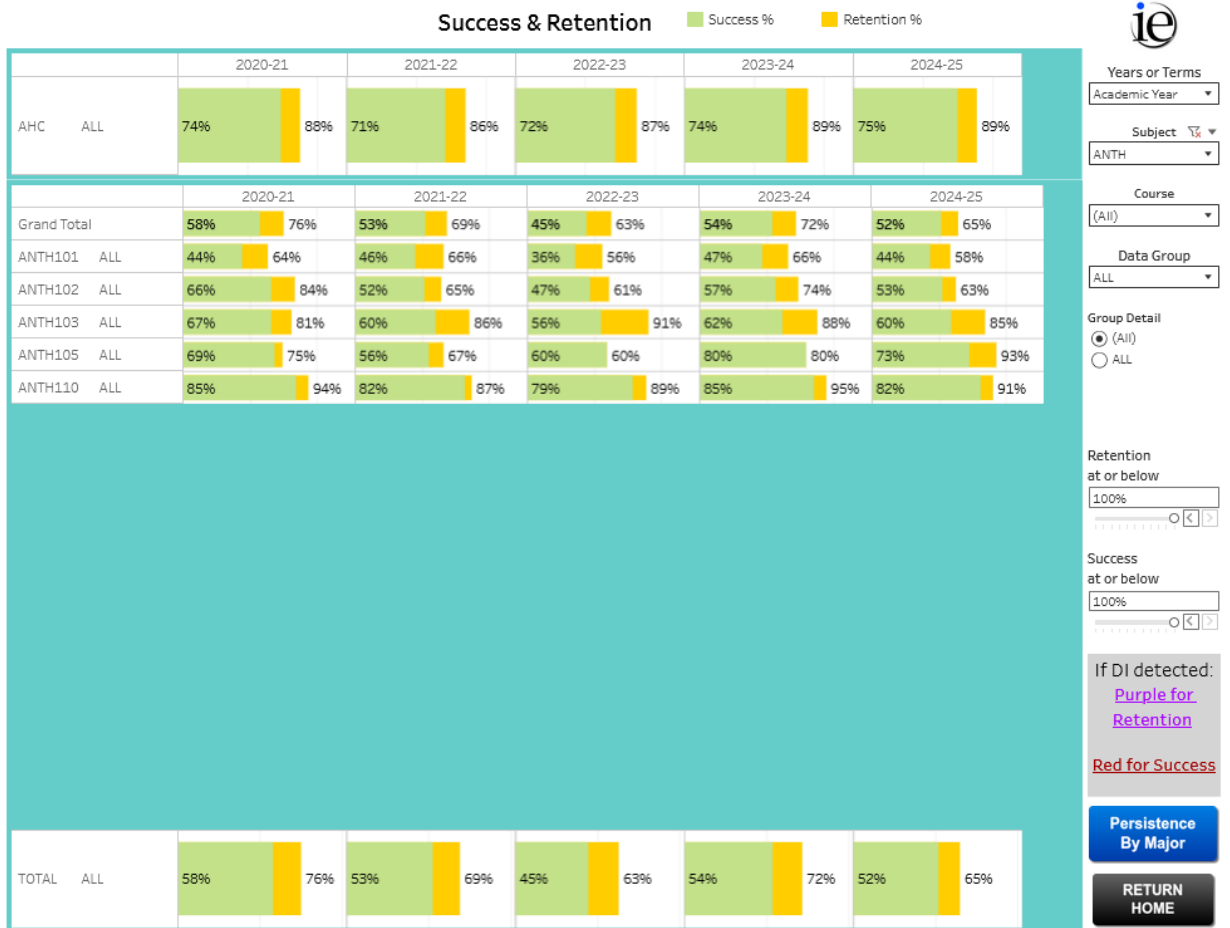
Enrollment by modality shows that 40% of the students took onsite classes compared to 26% in the 2023-2024 academic year and 60% enrolled in DE classes compared to 74% (see table below).

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



The overall success & retention of students taking Anthropology classes decreased during the 2024-2025 academic year. Success decreased from 54% to 52% and retention dropped from 72% to 65% between the 2023-2024 and 2024-2025 academic years (see table below). Note, ANTH 105 is cross-listed with ENGL 105 and is not included in these percentages as this course is housed in the English department.

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



- Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The Guided Pathways program is published and followed. There were no challenges in maintaining/following it.

4. Were there any staffing changes?

Yes, one of our part-time instructors left mid-semester in fall 2025 due to a family emergency. We were able to hire a new part-time instructor for the spring semester and she seems to be working out well.

5. What were your program successes in your area of focus last year?

Enrollments and FTES improved.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

The Program Learning Outcomes Assessment Actual Result (Score) for the 2024-2025 academic year was 77.13% which is above the target of 70%.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

I was pleased to see an improvement in score for PLO although I can not explain why it improved.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

The anthropology program strives to use innovative scheduling to attract students. The 12-week DE section of ANTH 101 was offered successfully in the spring 2024 semester. The program will continue to offer 8-week hybrid evening classes as they continue to attract students.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

n/a

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

ANTH 101 – Intro to Biological Anthropology

- b. What were some key findings regarding RSI?

The ANTH 101 DE Canvas course either “Aligned” or had “Additional Exemplary Elements” in interaction with the instructor and student-to-student contact.

- Some strengths:

Instructor-to-student contact was well represented with engagement on the discussion boards, comments on work, and availability during office hours.

Instructions for assignments were clear and concise.

Instructions are provided in multiple ways including the syllabus, directions on assignments, and announcements/emails.

Canvas modules could include an additional page highlighting the weekly learning objectives and tasks to be completed to achieve those objectives.

- Some areas of possible improvement:

TBD

c. What is the plan for improvement?

TBD

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

n/a

b. How does the program address needs that are not met by similar programs?

n/a

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

n/a

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

n/a

e. Have recommendations from the previous report been addressed?

n/a

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	EMP A.3 – Promote flexible and innovative scheduling
Planning years:	Ongoing
Description:	
Continue to offer 12-week and 8-week classes in various modalities and assess their success in enrollment and retention.	
X Ed Master Plan (box below could not be selected)	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

Area of Focus Discussion Template CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

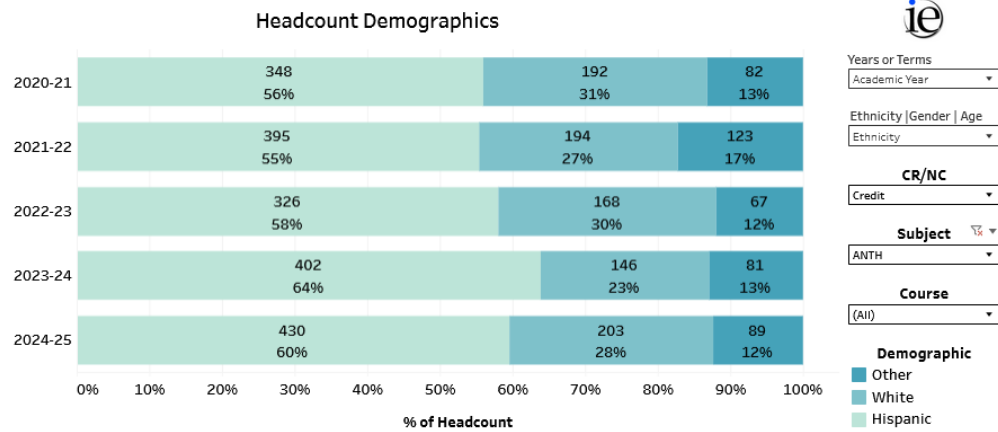
- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

The Program Review: Enrollments & Headcount - Ethnicity

There was a slight decrease in the percentage of Hispanic students enrolled in anthropology classes in the 2024-2025 academic year compared to the previous year. Although, the head count increased for this demographic group. The percentage of White students increased from 23% to 28% while the “Other” demographic group dropped from 13% to 12% (see table below).

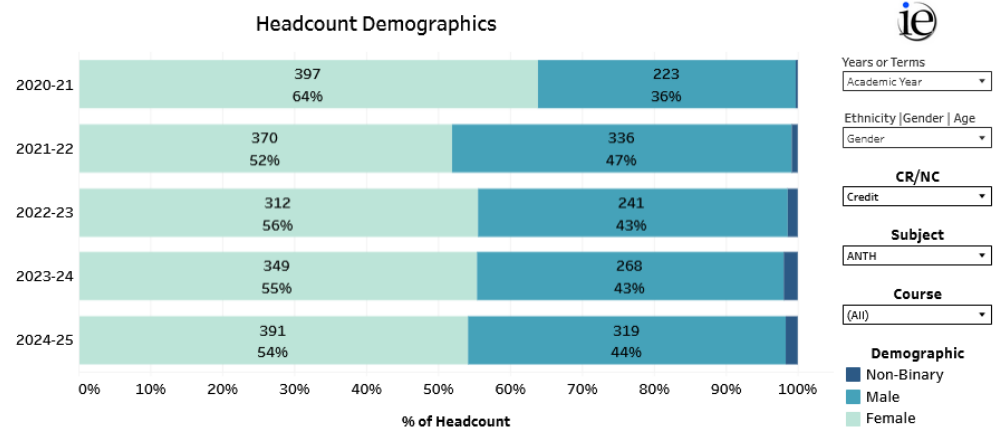
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Program Review: Enrollment & Headcount - Gender

The gender demographics changed very little as shown on the table below.

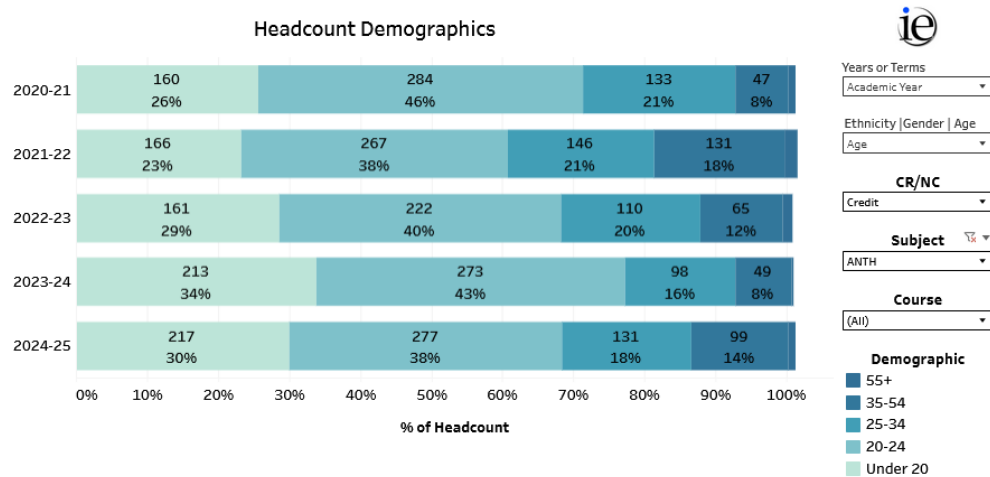
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Program Review: Enrollment & Headcount – Age

The demographic data related to age shows that there was a decrease in students that are aged under 20 and up to 34 years. There was an increase in students aged from 35 to 55+ (see table below).

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



- Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Looking through an equity lens, the anthropology program offers tremendous potential for students to see themselves, their histories, and their communities reflected in academic inquiry. Yet the very students who could benefit most often face the steepest barriers. Based on my experiences, some of the challenges to student success include:

- Unequal Academic Preparation – Most anthropology courses emphasize some level of scientific reasoning, writing skills, academic literacy, critical reading, and quantitative skill which some students may be underprepared for.
- Life Circumstances that Compete with Learning – Many of our students lead busy lives and have numerous responsibilities and insecurities.
- Learning Disabilities – I have seen an increase in the number of students who either have or need academic accommodations for learning disabilities. Some students do not register with the LAP even though they would benefit from receiving academic accommodations.
- Financial Barriers – Many students take online classes without the use of an actual computer. They can generally get by with their smartphones and iPads. However, with

the adoption of the Respondus Monitor and LockDown Browser, some students are complaining that they are unable to use these programs because they do not have a computer with a camera.

5. Artificial Intelligence (AI) – Student use of AI tools presents a range of andragogical and ethical challenges, in addition to increasing the instructional workload. To address potential academic dishonesty, I have incorporated several AI-detection tools, along with Honorlock and Respondus Monitor and LockDown Browser. While these systems can be effective in discouraging inappropriate use of AI, they can also contribute to heightened stress and occasional tension between myself and students.

3. What are your plans for change or *innovation*?

I will continue to develop and adopt new assignments that embrace multiple learning styles. For example, for my in-person classes I use low-stakes in-class collaborative work to engage students and encourage participation.

I will continue to use technology to remove barriers, expand access, and create more meaningful pathways for students. I already use OER materials that are accessible online and will continue to incorporate new materials and technologies as they become available.

I will continue to develop assignments that make the field of anthropology more relevant to my students. For example, I have begun assigning mini-ethnographic projects rather than a final exam for my cultural anthropology classes.

4. How will you *measure* the results of your plans to determine if they are successful?

Some measures of success for these changes and/or innovations include:

- Improved student success
- Improved student engagement
- Improved student retention

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

The practices I use in my DE courses to support/demonstrate regular and substantive interaction include:

- An active presence on discussion boards
- Class and individual emails
- Weekly Announcements that are predictable and supportive
- Timely and substantive feedback on assignments

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

n/a

2. Are there specific recommendations regarding the core topic responses from the validation team?

n/a

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

n/a

Program Review Signature Page:

Brian Stokes

Program Review Lead

Apr 13, 2026

Date

Moni Millard

[Monica Millard \(Apr 13, 2026 10:06:07 PDT\)](#)

Program Dean

Apr 13, 2026

Date



Vice President, Academic Affairs

Jun 11, 2026

Date











ANTHROPOLOGY - Curriculum and Teaching Design_4.13.26


Final Audit Report

2026-06-11


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