

Program Review Update 2025

Program: Anthropology

Division: Business, Social Science, and Learning Resources (BSSL)

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SLO/SAO Point-Person: Daniel Cearley

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- *Healthy enrollment and completion numbers*
- *Dedicated honors course, adjuncts trained as honors instructors*
- *Closer to becoming a ZTC degree*
- *More robust web resources for online classes*
- *Hiring three adjunct instructors*

The Anthropology program is healthy with positive indicators in high student success rates and steady upward trends in enrollment. The program has shown steady gains since COVID with positive headcount and course enrollments. Our course offerings are well balanced between in-person, hybrid and DE. Most recently we will be offering two courses in the new winter intersession. Our success rates remain high although there was a drop in Fall 2024 that was near 7% lower than the highest point, from 85% to 78%, yet in Spring 2025 our rate increased to 82% which is reflective of our five-year average. The fill rate in Fall 2024 was one of the highest in the past 4 years, at 88%, and our course completion rate was above 80%.

Overall, program continues the work of the 2024/25 academic year focused on five main goals: offer our courses with zero cost textbooks, create an online digital resource for our teaching materials, train all faculty as honors certified instructors, modify curriculum to add certificates and additional courses, and advocate for a replacement full-time position.

The anthropology program is making headway in a zero-cost textbook (ZTC) pathway for an AA-T. Our three core courses use open-source textbooks or in-house created materials, yet our three secondary courses remain a challenge to transition into OER or with other ZTC options. We are fortunate that our professional organization, the American Association of Anthropology, has published two OER textbooks for

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our larger classes: Intro to Biological Anthropology and Cultural Anthropology. The third leg of our core, Intro to Archaeology, has an open-source textbook produced by colleagues at the community college level.

We are in the process of creating a “digital collection” that houses images, 3D renderings, and information about a significant amount of our teaching resources in an online “library/digital archive.” Our goal is to create more resources to support our online classes and will allow our students 24/7 points of reference. This effort is led by a team of independent study students, who have made significant progress in photographing our collection and modifying our web page. With the help of the Digital Media program, we are currently 3D scanning many of our resources for online curation. In parallel, we are assessing our teaching collection to find gaps in materials.

The anthropology program has embraced the Honors program with most of our instructors certified as honors instructors. We have a dedicated honors Anthropology Canvas shell that is being adapted to serve the varying needs of our students. Most notably, we will offer a standalone Honors Anthropology course in Spring 2025.

We have been able to fortify our adjunct faculty by hiring new part-time instructors. Gustavo Flores is an archaeologist who currently teaches our Native American Cultures of North America course. He is locally positioned at San Jose State University, and has strong relationships with the Ohlone Muwekma tribe. He has been a strong addition to our team offering unique access to local heritage issues and insight for students who wish to transfer locally. We are excited to re-hire emeritus faculty member, Lucas Hasten, for DE courses. In the 2025 semester, we had an archaeologist who works full-time as an archaeologist in Cultural Resource Management teach face-to face courses. He is currently taking our training in distance education and Canvas to teach online courses.

2. Please describe your most important **challenges** in year 24-25.

- Converting our last three courses to ZTC
- Staffing in-person classes and replacing a full-time position
- Maintaining teaching materials and equipment resources.
- Lack of storage and storage containers for equipment and a need for on-campus transportation

In our effort to be fully ZTC, we still have three secondary courses that remain a challenge to convert to ZTC. Our Intro to Forensic Anthropology course uses low-cost textbooks and is supported by the libraries’ efforts to extend digital textbooks for a limited number of students. We have initiated discussions with other colleges about a working group to create an OER textbook, however our faculty are quite stretched and need CAH to offset their current commitments. Our remaining courses have varying options that we are exploring, there seems to be a few OER publications that are in the works for these two courses. As mentioned previously, some of challenges with our ZTC may be offset by funding, so we will see additional options through ZTC funding grants or related programs.

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Our staffing has been quite stretched, and at times is at its limits, with each of our adjuncts teaching nearing or at their maximum load. The department continues to advocate for the replacement of a full-time faculty member who retired in 2023. Given the current budgetary situation and the unclear metrics used to rank faculty prioritization, there is little that can address this challenge besides continual advocacy, reinforce our already strong enrollments numbers, and generate increased funding for the college in other ways. Our adjunct faculty are teaching 68%, 64%, and 71% of our courses over the last three semesters. Optimally, we need an additional part-time instructor who can teach face-to-face and has the experience with cross-disciplinary courses. Low staffing has placed additional burdens on the full-time faculty member, especially during periods during sabbatical leave and work load banking. Other challenges include training part-time faculty on CurriQunet Meta and encouraging consistent and productive SLO assessment. Unfortunately, our program has not prioritized SLO data collection among our part-time instructors.

As mentioned in the previous section, the anthropology program has plans for additional courses and related certificates that will be helpful with the SCFF college funding model. As addressed in previous program reviews, we have done background research about creating a two-year CTE orientated program in Cultural Resource Management (CRM). A review of all statewide programs is complete. We have identified industry partners willing to collaborate, a template for courses, and a certificate pathway, however given the broader workload, achieving this goal has been slightly out of reach.

In an ongoing process, we conduct an annual assessment and review of our teaching collection. Based on this effort, we will continue to request new and updated materials. Most notably, we plan to revitalize our disarticulated skeletal casts and add higher quality versions. This will improve our ability to teach skeletal analysis for sex, ancestry, pathologies, and age. This process of updating will also include our skeletal, primate, and early hominid collections. It should be noted that we are currently using equipment that is reaching the end of its life span and may need to be reconditioned or replaced with an IER request. Specifically, our laser theodolite Total Station is now incompatible with Windows 11 devices, making data transfer challenging and it requires maintenance which is hard to source locally.

One of our most challenging aspect is storage. The anthropology program is currently storing most of our field equipment in a shipping container on the synthetic athletic field, the proximity to 3200 is good, although the more temperature sensitive equipment remains in Building 1000, Room 1061. In preparation for these exercises, there is a considerable amount of ferrying of equipment back and forth between upper and lower campus. In subsequent planning for these exercises, it would be best to coordinate with M&O for using electric carts as opposed to personal vehicles to move equipment. A suggestion would be to make the requisition of electric carts for campus movement more accessible for faculty with less lead time for documentation. In a related fashion, we need to invest in stronger storage containers given that the storage container is permeable to rats and other critters.

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The need for storage containers and other stackable box like containers are need given that we are currently using discarded printer boxes for many of our materials.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

The department has not been able to maintain reporting requirements for PSLO or SLO. This will immediately move to the top of our priorities and be remedied in a concerted effort with our adjunct faculty.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Support ZTC efforts
- Complete online digital collection
- Training adjuncts on SLO assessment
- Modify curriculum with new certificates

This year we plan to support our ongoing work around ZTC implementation, honors program support for our adjuncts, and further build out our online digital collections. We cannot identify any specific barriers to our equity work. We are seeking ZTBC options for students, updating our curriculum course content, SLO, and course objectives, and we are crafting out syllabi language to be inline and consistent with campus recommendations.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.