2026-27 Comprehensive Program Review

Program: Anthropology

Division: BSSL

Writers: Daniel Grover Cearley

SLO/SAO Point-Person: Daniel Grover Cearley

Email your completed form to Karin Spirn and your dean by November 2, 2026.

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.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

The Anthropology program is healthy with positive indicators in high student success rates and steady upward trends in enrollment and productivity. The program has shown steady gains since 2022 with positive headcount and course enrollments. Our course offerings are well balanced between in-person, hybrid and DE. Most recently we offered two courses in the new winter intersession. Our success rates remain high. The fill rate in Spring 2026 was the highest in the last 5 years, at 100%, and our course completion rate was 85%. Most notably, we have closed gaps in achievement among African American and Latinx students in comparison to other groups.

Main achievements:

- Steady gains in headcount, course enrollments, and productivity.
- Continued expansion of implementing Open Educational Resources (OER).
- Strong support for Honors Students.
- Improving and organizing teaching resources.
- Developing relationships with regional 2 and 4 year Anthropology Departments

Since 2024/2025 we have been implementing Open Educational Resources (OER) textbooks and Low Textbook Cost (LTC) materials throughout our curriculum. We have transitioned our three core courses with peer reviewed materials with a goal of offering a completely obtainable AA-T at Zero Textbook Cost (ZTC). In the Spring of 2026, we transitioned ANTR 4 – Language and Culture. The textbook chapters are now embedded into each module with accessible content, such as slide presentations, and Canvas pages with additional readings for each topic.

The anthropology program has embraced the Honors program with most of our adjunct faculty certified as honors instructors. We have a dedicated honors Anthropology Canvas shell to serve embedded honors students. Started in Spring 2026, we are now offering a standalone Honors Anthropology course, ANTR 1 – Introduction to Biological Anthropology, each Spring semester.

Over the course of the academic year, the program utilized lottery funding to ease one of our most challenging aspects: organizing and storing our teaching materials. We invested in stronger stackable transparent storage containers which have been a relief for quick set-ups of teaching demonstrations.

Lastly, we have developed a strong working relationship with the Anthropology Department at San Jose State University and south bay community colleges. SJSU and Foothill College have active field programs which have created pathways for our students to gain hands-on experience learning field methods. Our students are exposed to multi-level research projects with interactions with graduate students and faculty. Foothill College has acted as a model for training students in highly employable skills as archaeological field technicians. The Foothill College program offers certificates in Cultural Resource Management in preparation for careers in environmental testing, which mimic efforts we would like to develop. Our relationship with other educational institutions offers opportunities for our program to grow.

2. Please describe your most important **challenges** in year 25-26

Main Challenges:

- Hiring instructors to teach face-to-face
- Storage and organization of teaching resources
- Setting up outdoor exercises between classes

Our ongoing challenge relates to staffing. Our adjunct faculty teach two thirds of our courses. Since the retirement of our a full-time faculty and a part time instructor, the lack of replacements has hampered efforts to create momentum to grow the program. As mentioned in the next section, one of our priorities is hiring additional part-time faculty. Each of our adjuncts

is teaching at their limit, which makes it difficult to be nimble when additional sections need to be added. As a single faculty program, improving our ability to delegate tasks among adjunct faculty will be the focus for the 2026/2027 academic year.

Another challenging aspect is in-class and outside storage. The anthropology program is currently storing most of our field equipment in a shipping container on the synthetic athletic field. The proximity of the container to where we conduct field exercises is good (Area 3200), 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. We requested a dedicated outbuilding for the 2025 Facilities Master Plan, yet this was not included in the final draft. We will work within our means to come up with solution and continue our effort to better store our equipment and methods to transport materials during outdoor exercises. This might require being more creative in scheduling our classes with more time between certain classes.

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

Overall, program continues to work through ongoing challenges focused on the following goals:

- Zero cost textbooks implementation
- Organize and update our teaching materials
- Modify curriculum to add additional courses and CTE orientated certificates
- Increase the number of adjunct faculty for face-to-face teaching
- Advocate for a replacement full-time position
- Training adjuncts on SLO assessments and fulfill SLO reporting requirements

As described in Section 1 and in previous program reviews, the anthropology program has been steadily making progress implementing Open Educational Resources (OER) textbooks and Low Textbook Cost (LTC) materials in our core courses with a goal of offering an AA-T completely obtainable Zero Textbook Cost (ZTC). Our three core courses use open-source textbooks. We are fortunate that our professional organization, the American Association of Anthropology, has published two OER textbooks for: Intro to Biological Anthropology and Cultural Anthropology. The third leg of our core, Introduction to Archaeology, made the transition to OER this Fall 2026 semester with the recent publications of *Traces: An Open Invitation to Archaeology*, a peer-reviewed, open-access introductory college textbook published by the Society for Anthropology in Community Colleges (SACC). We are currently working with the ZTC coordinator in transitioning two additional courses to an OER format: ANTR 12 – Magic, Religion, Witchcraft, and Healing and ANTR 13 – Introduction to Forensic Anthropology. ANTR 12 is leveraging a

recent OER publication, however ANTR 13 requires the creation of new material and piecing together existing resources. This is a slow process and has required a considerable amount of time investment among our faculty.

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 materials and develop solutions to better organize our collections. 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 replaced. Specifically, our laser theodolite Total Station is now incompatible with Windows 11 devices, making data transfer challenging. We currently have a dedicated Windows 10 laptop for this purpose.

We would like to begin to revise, update, and add new curriculum. This most likely will start in the Spring semester. We have a plan to add more applied classes like Medical Anthropology and field methods classes. This would allow us to add certificates to our program. One would focus on students going into medical/health related fields and the other would prepare students for entry level positions as Archaeological Field Technicians. A plan for our program has been described at length in previous program reviews and reflect trends from the Bureau of Labor Statistics. Data shows that social scientists, and specifically anthropologists and archaeologists, are in a growth industry. Employment for these areas is expected to grow 10 percent from 2018 to 2028. This is at nearly double the rate of other occupations. For archaeology in particular, the Sacramento Metro area has the highest employment numbers in archaeology with San Francisco Bay Area ranked third.

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. This has been compounded by the retirement a full-time faculty member in 2023 and a part-time instructor in Spring 2026. 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. Our adjunct faculty teaches 70.4% and 66.4% of our courses (2025/2026). Optimally, we need an additional part-time instructor who can teach face-to-face and has experience with cross-disciplinary courses. Low staffing has placed additional burdens on the full-time faculty member, especially during periods during sabbatical leave, workload banking, requests to add late start sections, and help Chabot College with the staffing needs. 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. One of our main goals is to better coordinate with Part-time faculty to track SLOs.

We currently do not have a system in place that is efficient to track SLO data. We are shamefully behind in entering, tracking, and assessing data.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- 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.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- We are unable to draw conclusions.

3. Explain potential plans to improve student outcomes and close equity gaps.

- See below.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- We will schedule time with the SLO coordinator, since we do not have an effective method in place to track meaningful changes.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

Our enrollments have been on an upward trend for three academic cycles.

- Our numbers are equal to 2020-21 with a 5% growth from 2023-24 to 2024-2025.
- We observed the lowest withdrawal rate since Fall 2020-21 (13.6%) versus Spring 2026 4.5%, these numbers are similar for F2F and DE.
- Success rate remains strong and reached a high 84.9%, highest in over the 2021-2025 period.
- Productivity is similar to enrollment trends, (WSCH/FTEF) has increased from 513.1 in Fall 2021 to 586.1 F2025 and Spring 2022 447.2 to 612.7 Spring 2026.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

We see positive trends among African American students and Latinx students:
These numbers suggest that our program has been making positive impact on these specific groups, yet an effort to reduce the non-success rates needs to continue.

- African American Students, lowest withdrawal rate in 5 years and below the average among all groups 5% (Average is 8%) compared to a high of 29% in 21/22.
- Lowest non-success rate in 5 years 16% (Average is 12%), compared with 24% 24/25, 12% for all races.
- Success rate is the highest in 5 years, 79% (average for all 81%), compared with 67% in 20/21 and a low of 54% in 21/21.

- Among our Latinx students, we see similar trends, one of the lowest withdrawal rate at 3% (Average is 8%), a success rate equal to the average for all ethnicities, and a non-success rate of 16% (Average is 12%).
- Across 5 years, the area that needs attention for Latinx and African American students remain lowering non-success rates, for Latinx students the 2025-26 year had the highest rate in 2025/26.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

We currently have 21% of our courses in an asynchronous modality, this is the lowest percentage since pre-Covid. From 2022 to 2026, the ratio from F2F to DE has dropped from 58% to 21%. Our program has embraced a hybrid format mixing F2F and online, a format that forms the bulk of our classes at 68%.

- In comparing the asynchronous courses with the F2F courses, the main difference is that we have a higher success rate with our online courses – 88% compared with 84.9%.
- The withdrawal rate is the same, with a higher rate of non-success in F2F courses. This data suggests that our students are more successful in our online courses.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ X No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- As described in Section 1 and in previous program reviews, the anthropology program has been steadily making progress implementing Open Educational Resources (OER) textbooks and Low Textbook Cost (LTC) materials in our core courses with a goal of offering an AA-T completely obtainable Zero Textbook Cost (ZTC). O
- Another area to celebrate is that the anthropology program has embraced the Honors program with most of our adjunct faculty certified as honors instructors. We have a dedicated honors Anthropology Canvas shell that is being adapted for embedded honors students. Most notably, we are offering a standalone Honors Anthropology section each Spring semester.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)

X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *We have aligned our courses to meet Regular and Substantive Interaction (RSI) requirements.*
- *Our online courses are represented by qualified and vetted instructors who regularly engage in trainings and workshops. Anthropology courses are used as models for other instructors.*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu