



Cañada College

COMPREHENSIVE PROGRAM REVIEW REPORT

Anthropology

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

The Anthropology program introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, and the importance of diversity and equity. The program relates to our college's vision in that Anthropology provides equitable education. Students from diverse backgrounds take Anthropology as part of their G.E. requirements to achieve their educational goals. The perspective of Anthropology can be applied to any discipline due to its holistic nature. Topics of discussion that relate to the values of the college include Social Justice, Racial Equity, Community engagement, Academic Excellence, Sustainability, Cultural Empathy. The courses are Student-Centered with an emphasis on discussion, dialog, and activities. The learning center, library, DSPS, Learning Center, STEM center, Sparkpoint, Dream Center support students taking Anthropology courses.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

Curriculum updates to reflect changes in the course numbering system have been made. All Anthropology CORs have been updated as of Fall 2025. The AA was deleted. The department retained the AA-T only so the pathway is clearer for transfer.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes." CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.

Only about one in three Anthropologists work as professors. The rest work in other industries as consultants under different fields, such as in local and federal government, laboratories, and the medical field. The Bay Area's labor market is driven by technology and innovation, which has changed how and where anthropological skills are valued.

The tech industry is a major Bay Area employer of anthropologists. Companies like Google and Meta hire UX researchers to understand user behavior, product adoption, and digital culture. The anthropology program is adapting by emphasizing digital ethnography, mixed-method research, and the development of skills applicable to product design. AI and applied anthropology are incorporated into classes as a tool to prepare students for future careers.

With the high volume of infrastructure and housing projects in the Bay Area, there is a steady demand for archaeologists specializing in Cultural Resource Management. They work for environmental consulting firms to identify and protect cultural heritage sites. However, many of these roles may only require a bachelor's degree with fieldwork experience, while higher-level roles require a master's or PhD. Our Anthropology program helps students gain foundational knowledge and basic fieldwork skills needed for entry-level technician roles.

Jobs exist in the public sector for government and non-profit organizations for positions such as community health workers, policy analysts, and social workers. These roles require strong qualitative research, communication, and cross-cultural understanding—core skills developed in anthropology classes.

Unlike a graduate program focused on academic careers, an Anthropology community college program serves as a gateway to both four-year universities and direct employment. This requires an intentional focus on translating

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anthropological skills like critical thinking, ethnographic observation, and data analysis into tangible, marketable assets for employers.

The U.S. Bureau of Labor Statistics reports that employment of anthropologists and archeologists is projected to grow 4 percent from 2024 to 2034, as fast as the average for all occupations. While the overall growth rate is modest, demand for anthropological skills are increasing in various interdisciplinary fields such as healthcare, technology, user experience research, and policy analysis. There is a demand for analyzing human culture, behavior, and social patterns.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Sections are complete for the 2025-2026 cycle.

Goals of the Anthropology department:

Prepare students to work in a diverse workplace with people and technology.

Relate their current goals and future careers to the field of Anthropology to gain insight and grow.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

Include any challenges that have prevented or limited your pursuit of the program goals.

The only challenge is keeping up with new technology that is being introduced, such as AI, and how to adjust teaching in the department to prepare students for their future careers.

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

No groups are experiencing a disproportionate impact in the Anthropology program.

Anthropology has adapted by offering classes in the 8:10am and 12:45pm time slots to help attract students because less classes are offered at these times. Late start classes and fully online classes are more successful in enrollment than fully face to face classes.

The classroom should be in the same building as the professor's office to allow office hour transition from the classroom to be made easier. Also, to bump in to other social scientists in the same building where there classes are scheduled to create community. I am requesting that Anthropology remains in building 13 for all sections. The Anthropology department needs a small cupboard or glass cabinet to store the fossil collection and teaching supplies for Biological Anthropology. Until this accommodation can be made, all sections of Anthropology should be scheduled in building 13, with the Biological Anthropology course scheduled in building 5 until this issue can be addressed.

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

Yes, it was possible to complete the degrees at our college and within the district.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

No study map updates needed.

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6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.

What is noteworthy is that Anthropology has no gaps, and has not for some time.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Retention and success data is positive, with no equity gaps.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

There are no gaps between asynchronous, synchronous, hybrid and face-to-face courses for success and retention.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

The impact of having more skeletal material was positive for students as they could touch and see the skeletal material making it more interesting. Students performed better on SLOs because of the added hands-on learning.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

We have had two adjunct hires to teach Biological Anthropology, who are excellent. It is important that faculty teach within their subfields so students get the most current information and access to a professional in that subfield. Given the current full time Anthropologist's speciality is in Cultural Anthropology with some work experience in Archaeology, the part-time hires should always have a specialty in Biological Anthropology and Forensics.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all SLOs and PLOs are up to date.

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9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

I've revised lesson plans, and then tested the SLO again another semester to see if the revisions worked.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. This cycle, we approached assessment more holistically with the purpose and goal of mapping all of our course level SLOs to our PLOs, and reviewing the alignment between discipline-specific assessment methods and outcomes (SLOs), and overall program outcomes (PLOs) for the social sciences.

131 SLOs from 40 courses in 7 disciplines were mapped to each of the three social sciences PLOs. 73% of the SLOs mapped to PLO #1, while 50% of the SLOs mapped to PLO #2, and 57% to PLO #3. Overall, we were very satisfied with the outcome. More SLOs map directly to PLO #1 (73%) and PLO #3 (57%) than PLO #2 (50%). However, that makes sense, given that "diverse viewpoints" and "social sciences concepts" apply to lots of different types of assessments and activities, whereas PLO #1 "evidence based argument" is based on a specific type of assessment / activity. Furthermore, since "evidence based arguments" often entail empirical findings that connect to research epistemologies, we would expect this PLO to lag behind the more basic conceptual frameworks that constitute each subfield. Note: The criterion for success was established as part of our group process of review and reflection. While it makes sense that fewer SLOs would map to PLO #1, we would not want that number to drop below 50%.

While this holistic approach to mapping our SLOs to our PLOs is one important measure of success and alignment, our analytic rubric provides a more direct measure of student achievement. As a result, this coming year, we will return to our analytic rubric.

Analytic Rubric (direct assessment method):

In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions

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or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

Continue to talk to counselors and educate them about how Anthropology relates to their students' goals and future careers.

Anthropology helps students develop critical thinking skills and how to navigate in a diverse and complex world, regardless of their chosen career path. Anthropology, the study of humans, connects with numerous disciplines. Its holistic approach examines human biology, culture, language, and technology. By understanding cultural diversity, social relationships and the connections between humans and their environments, anthropology offers insights relevant to social sciences, humanities and even STEM fields.

Biological anthropology explores human evolution through genetic and fossil evidence, and contemporary primates. The intersection of health, illness, and culture today and forensic anthropology's focus on social justice are also topics this course.

Archaeology, the study of culture through material remains, connects the sciences (geology, physics, chemistry and biology for dating artifacts, analyzing materials and understanding past environments) and humanities (including history, languages, and art history for interpreting cultural contexts, social structures and beliefs). Even engineer students will love this course to learn about past technologies that humans developed!

Cultural Anthropology offers a holistic lens to think about the complexity of human culture and societies today. It draws on disciplines such as sociology, history, psychology, communications, business, and political science and student's individual experiences providing a broad view of the human experience. It is a course suggested for students going into Nursing, for example. Topics such as culture change, what makes humans human, and technology such as AI are discussed in this course. Students walk away from this class with an appreciation of human diversity and the complexity of humanity.

Late start classes are meeting student's needs, early classes at 8:10 and later classes at 12:45.

Being in Building 13 is essential to collaborate with other social scientists.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading

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strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training. Retention and success is high in Anthropology. Continue doing all that we are doing in the department to retain students and help with their success. Anthropology has no equity gaps.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

The department will continue with the same strategies, as they have worked. There have multiple. They include changing office hours to student hours, offering late start classes, classes of different modalities and at different times, ZTC textbooks, something due almost daily in all classes (small chunks), and lesson plans that meet numerous learning styles.

Supporting Information

Tables & Graphs

Anthropology

Comprehensive Program Review Questionnaire Data & Sources 2025-26

6: Enrollment Trends and Changes

Trends, significant changes, and any disproportionate enrollment impacts in course offerings

Please consult the *Course Enrollment Report* posted for your discipline on the [PRIE website](#).

Any disproportionate enrollments of student subpopulations indicated in PRIE data

Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
Less than Part-Time	-22.2%	2024-25
	-27.5%	2023-24
	-26.0%	2022-23
	-28.9%	2021-22
	-25.7%	2020-21
Online	-11.2%	2023-24
	-8.8%	2021-22

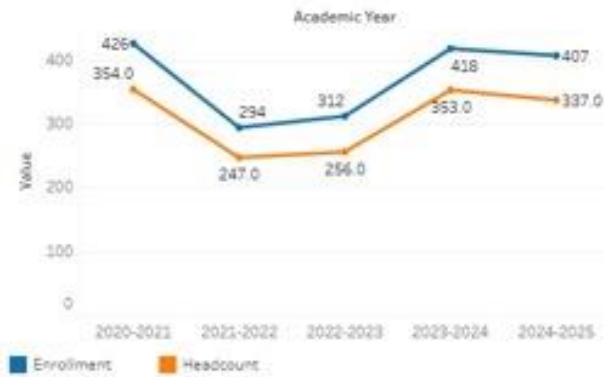
Cañada defines less than part-time students as those taking 6 or fewer units. Anthropology has seen disproportionately fewer enrollments from less than part-time students than the rest of the college every year for the last five years.

The program also saw disproportionately fewer online enrollments than the college as a whole during the 2021-22 and 2023-24 academic years.

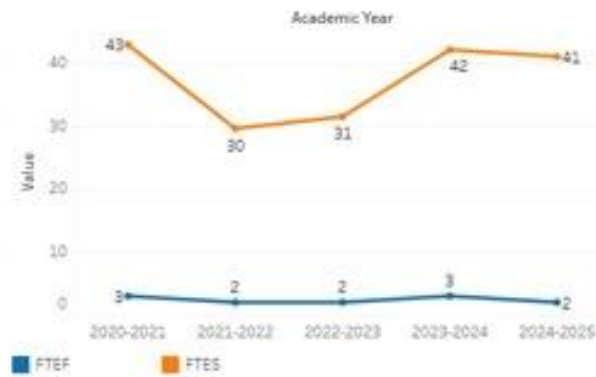
Trends in headcount, FTES, and load

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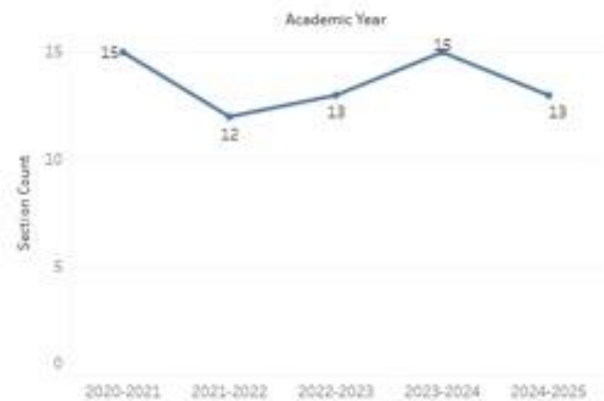
Enrollments and Headcount



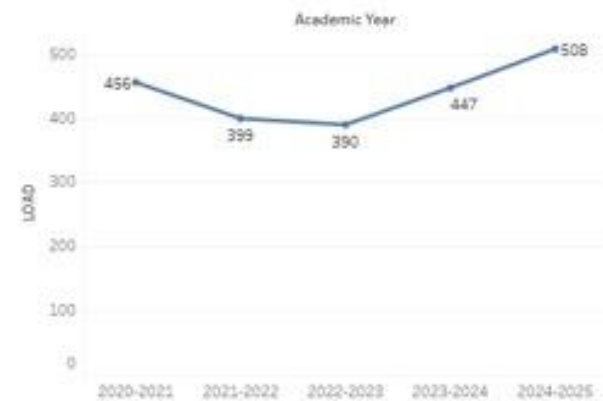
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Section Count



LOAD



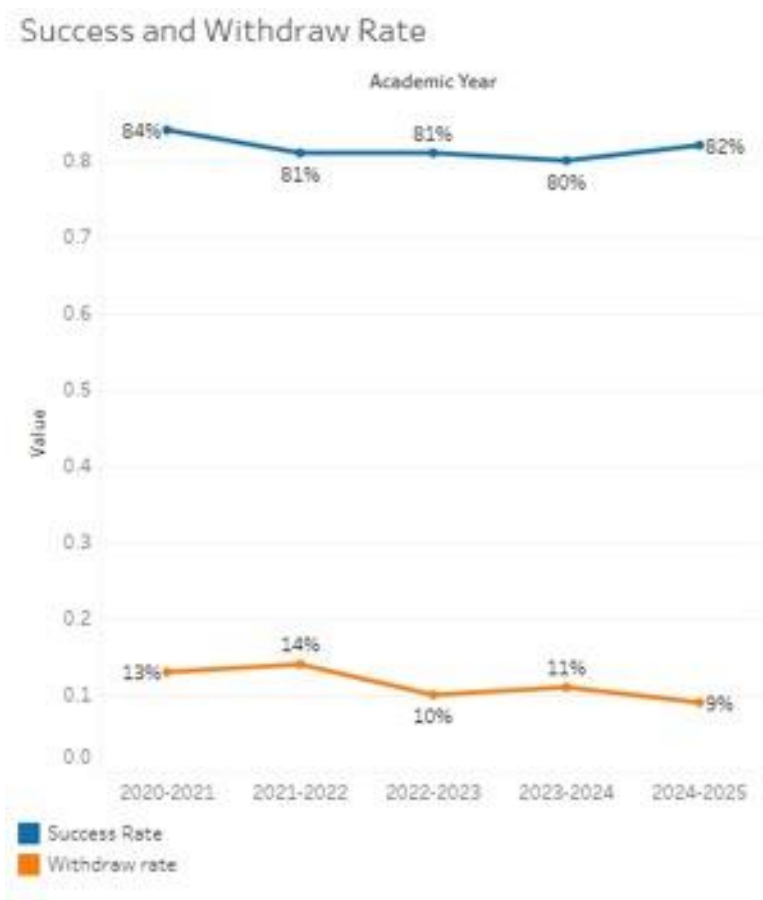
Enrollments have rebounded from a dramatic dip in 2021-22 and 2022-23. Additionally there seems to be sufficient sections to meet the demand of the enrollments after the rebound.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Overall Success and Withdraw Rates (retention rates are the inverse of withdraw rates):

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Success rates remain high, while withdraw rates are slowly declining.

Course Success Rates: Equity Gaps

Student Sub-Population	Overall Course Success Rates Equity Gaps	Year of Gap
Latina Female	9.9%	2024-25
Students Ages 40-49 in Evening Courses	-45.9%	2023-24
Hybrid	-27.1%	

Course Retention Rates: Equity Gaps

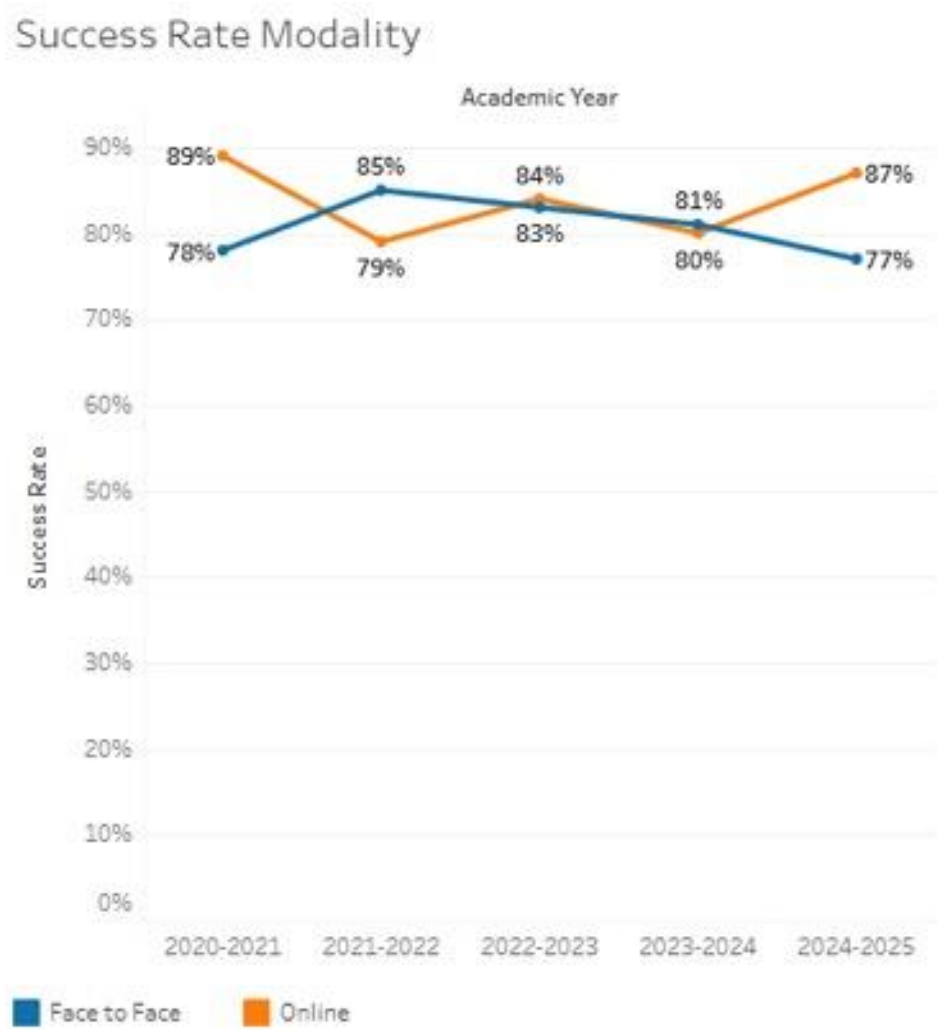
There are no equity gaps in retentions rates in Anthropology. Please check the [Equity & Disproportionate Impact Dashboard](#) on the PRIE website to look for equity gaps by specific course.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality.

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Please consult the *Course Enrollment Report* posted for your discipline on the [PRIE website](#) to review student success at the course level. For the discipline as a whole, the course success rates by modality are:



Both online and face to face sections maintain high success rates, with online occasionally exceeding face to face success rates

Course Success Rates: Equity Gaps by modality

Student Sub-Population	Overall	Online Courses (ASYNC)	Face-to-Face Courses	Hybrid Courses	Synchronous Courses (SYNC)	Year of Equity Gap
White Non-Hispanic Male		-27.1%				2020-21
Latina Female			-9.9%			2024-25

Resource Requests

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Ethnographic Film Database

Item Description

The Ethnographic Film Database is an organized, digital collection of video resources used for studying human culture and society, encompassing ethnographic films, raw field footage, and documentaries, often including searchable transcripts, index terms, and thematic categorization for educational and research purposes. These databases provide access to visual documentation of cultural practices, social behaviors, and beliefs from diverse regions and time periods, serving as a valuable resource for students, researchers, and educators in anthropology and related fields. This is essential to teach Ethnographic film because most of the films in this database are not found in Kanopy, Films on Demand and other free repositories, and library resources.

Program Goals this Request Supports

success to teach the film class so we have access to the films to teach

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,400

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

There are no gaps, but the films are essential to visual and auditory learners

Critical Question: How does this resource request support Latinx and AANAPISI students?

see above

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Student Access and/or Success and/or Completion

Community Connections

Accessible Infrastructure and Innovation

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Building 13

Resource Requests

Item Requested

This is essential for bumping into other social science faculty and keeping social science courses together. Anthropology is more visible for advertisement if I'm present around other social science courses and students. It's also easier for office hours as my office is in building 13. I need a small cupboard to store anthropology equipment in such as the castes.

Item Description

cupboard to store castes

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,000

One-Time or Recurring Cost?

One-time Cost

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Films for Classes Biological and Cultural Anthropology Courses

Item Requested

Films for courses

Item Description

Biological Anthropology Films:

Why Does Evolution Matter

Who was Charles Darwin?

Evolution of bacteria on a mega plate petri dish

Natural Selection and the Rocket Pocket Mouse

Rise of the Mammals

The First Flower

The origins of us: bones

The origins of us: brains

Among the wild chimpanzee

The origins of us: brains

Becoming human first steps

Becoming human birth of humanity

Decoding Neanderthals

Vaccines herd immunity

Persistence

Different Minds

Rethinking Neanderthals

How real is race

The family on all fours

Memory Hackers

Journey of Man

Cultural Anthropology Films:

Resource Requests

Ethnographic Film Database
Anthropologists at Work Careers Making a Difference
Why Study Anthropology?
A Man Called Bee
Grass
The Hunters
The Ax Fight
Eunuchs: India's third Gender
Life without husbands and Fathers
Agents of Change The Longest Student Strike in US History
Cheerleader
Dead Birds
Cave of Forgotten Dreams
Through These Eyes

Ethnographic Film:
Ethnographic Film Database

Program Goals this Request Supports

Students who learn through seeing and hearing. Examples through film illustrating course concepts. These films are found on Films on Demand and Kanopy Databases.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

0

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

It makes classes more interesting, and appeals to all learning styles.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Yes, supporting different learning styles and seeing different cultures values

Map Request to College Goals and Strategic Initiatives
