

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): ANTHROPOLOGY

CLUSTER: SOCIAL SCIENCE

AREA OF STUDY: ANTHROPOLOGY

LAST YEAR CPPR COMPLETED: 2024 NEXT SCHEDULED CPPR: 2029 CURRENT DATE: 2/4/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Click here to enter text.

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. Click here to enter text.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

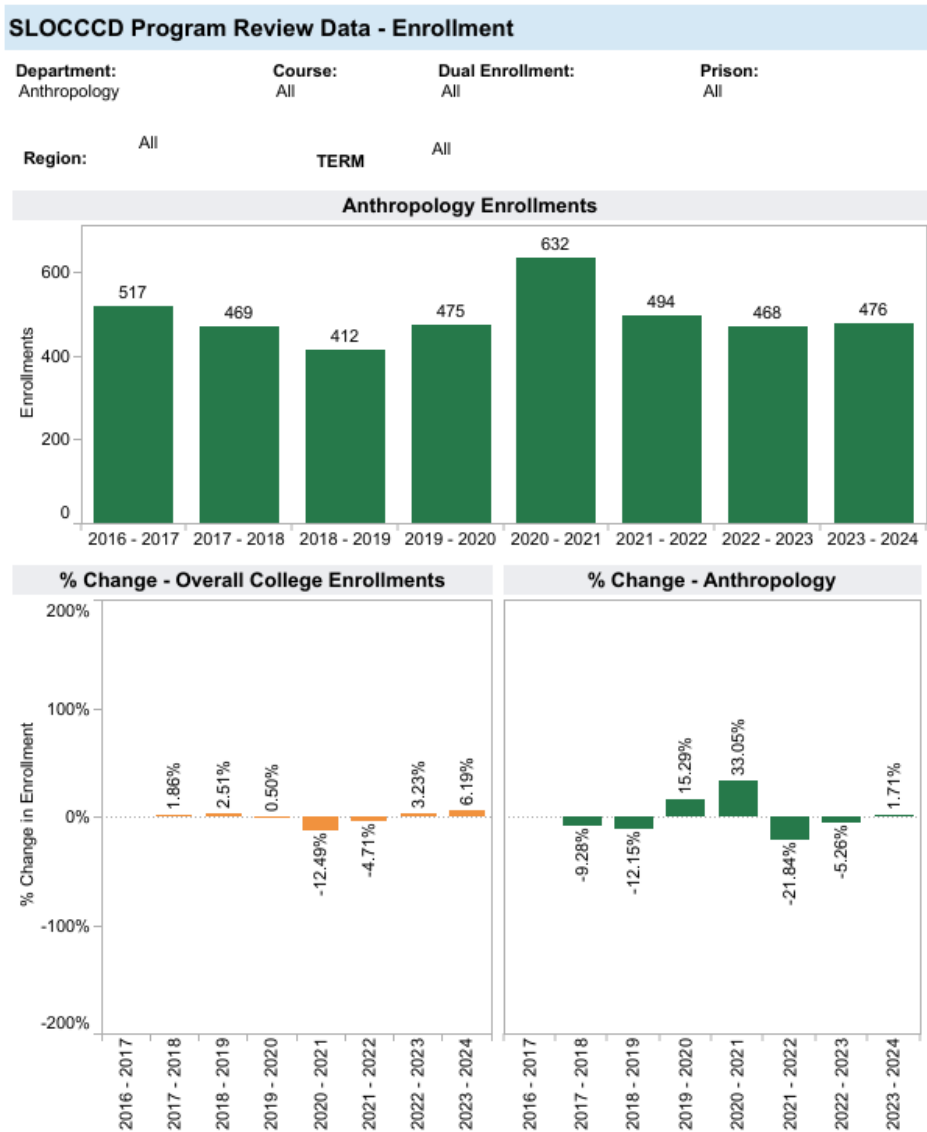
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each

degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

In the last academic year (2023-24), enrollment in Anthropology is up by 1.17% compared to an overall college enrollment decrease of 6.19%. The program's enrollment numbers are still above pre-COVID enrollment (current enrollment is 476 students compared to

475 students in 2019-20). Overall, Anthropologies enrollment numbers remain consistent since 2017-18 (all years except 2020-21) have enrollments that average 465.67 students.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

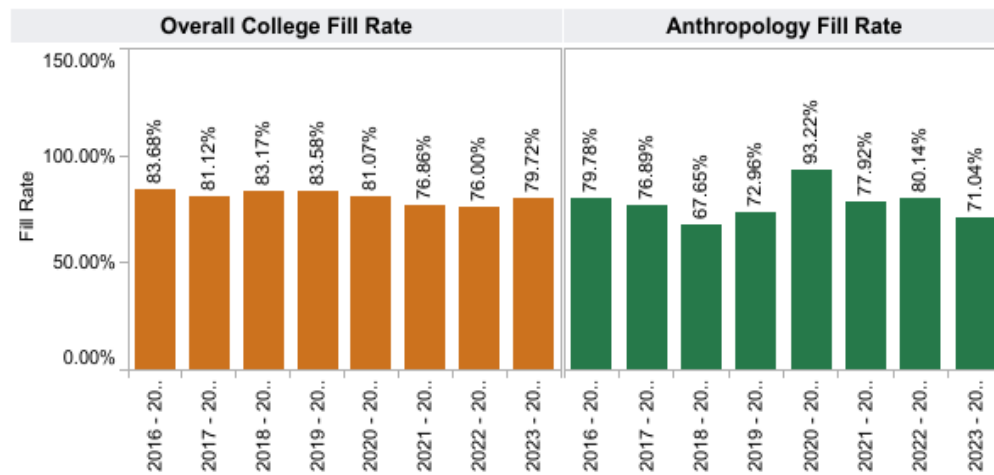
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Anthropology

Course:
All

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

In the last academic year (2023-24), the fill rate in Anthropology is 71.04%, compared to 79.72% for the overall College. This is a decrease for Anthropology of 8.68% over the college's fill rate. Of note, with such a small program, the cancelling of one course can have a disproportionate impact on these numbers. The Anthropology department is active in Promise Day events, SLO Archeology Society's Archaeology in the Plaza, and other community events. SLO Archaeology Society's event is well-attended.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

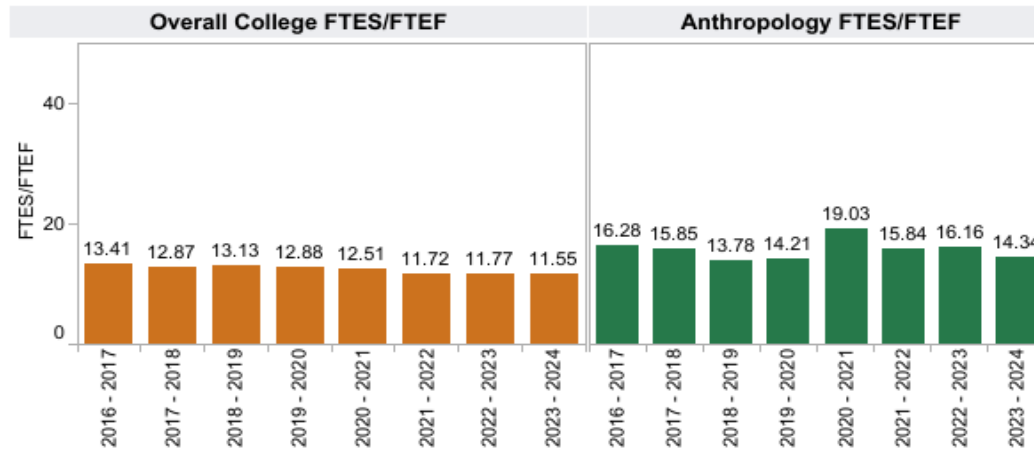
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Anthropology

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

In the last academic year (2023-24), Anthropology's FTES/FTEF is 14.34, compared to the College's ratio of 11.72. Since full-time equivalent faculty is on Anthropology instructor, and we offer eight different preps, there is little room for inefficiency.

Student Success—Course Completion by Modality (Insert Data Chart)

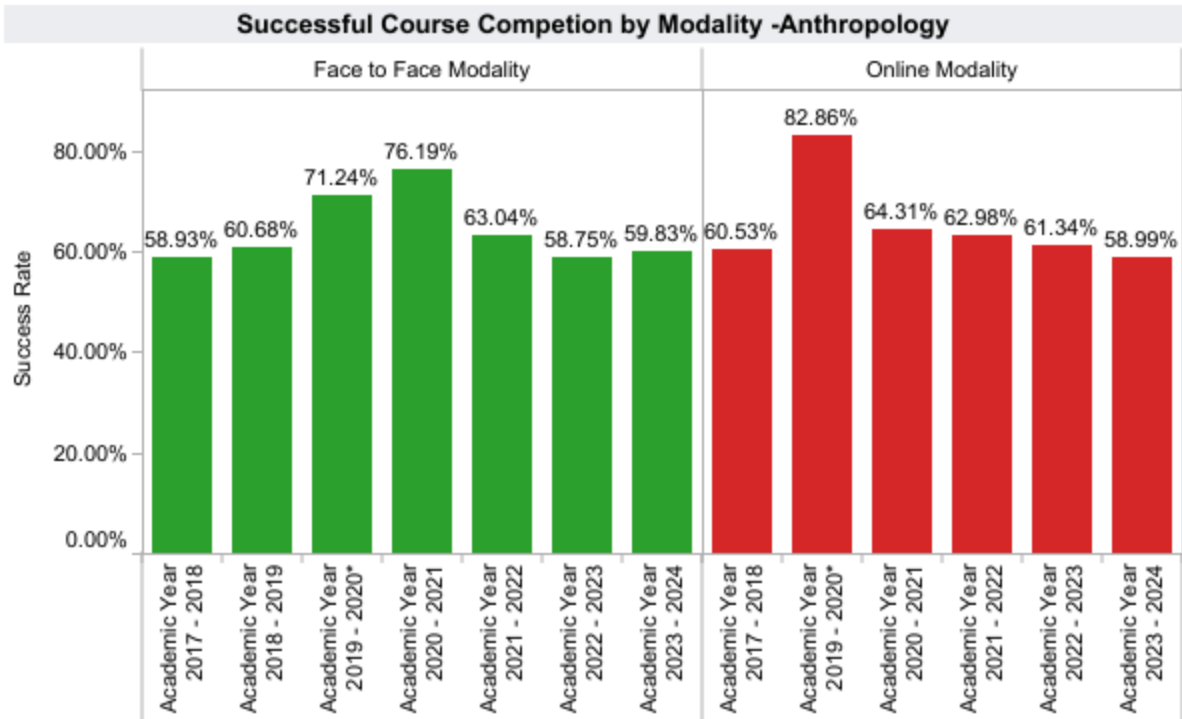
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Anthropology

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



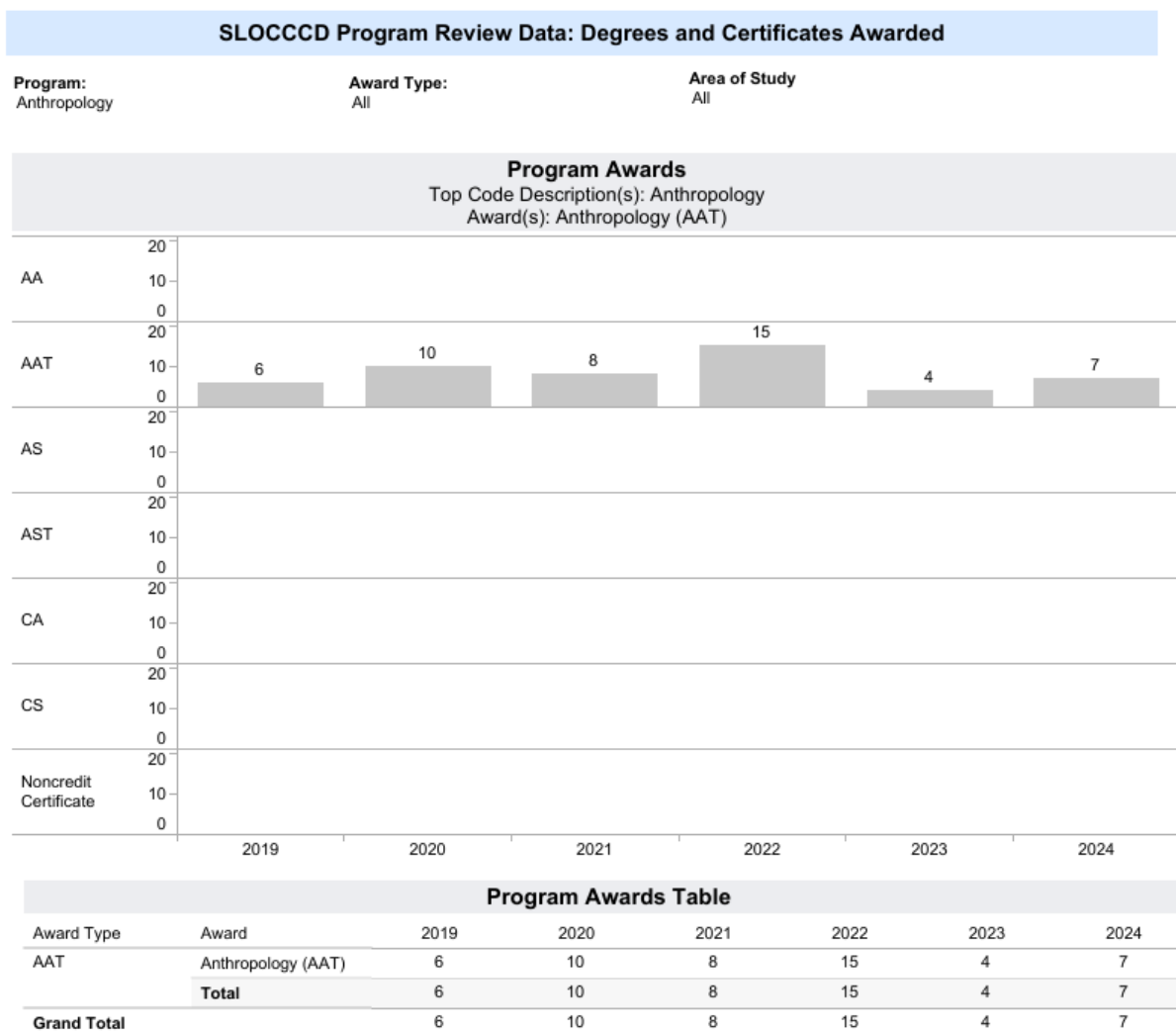
Successful Course Completion by Modality Table - Anthropology								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	58.93%	60.68%	71.24%	76.19%	63.04%	58.75%	59.83%
	Total Depart..	431.0	413.0	440.0	42.0	46.0	160.0	118.0
Online Modality	Department S..	60.53%		82.86%	64.31%	62.98%	61.34%	58.99%
	Total Depart..	38.0		35.0	590.0	448.0	313.0	359.0

Anthropology has a 59.83% success rate for face-to-face courses and 58.99% for online modality in the 2023-2024 year. In the past, the only online course was ANTH 203.

However, it is important to remember that we transitioned mid-semester to DE (in fall 2020) and students had an option to change their grade to EW. Many students made this abrupt transition to D.E. with little previous online experience, or choice of course modality. This impacts the outlier of 82.68% online modality (which must be excluded). Overall, students have similar success rates regardless of course modality.

D. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



Program Awards: The number of degrees and certificates awarded by program type

In 2024, seven degrees were awarded in Anthropology! Anthropology students transferred to UC Berkeley, UCSB, UCSC, UCLA, Chico State, Cal Poly, and Humboldt State

(to name a few). Several former Cuesta graduates are applying to graduate schools. Cuesta's students in Anthropology are able to achieve their academic goals. The continued growth in transfer degrees is a goal of the College with our new funding structure from the state.

E. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Anthropology

TERM
All

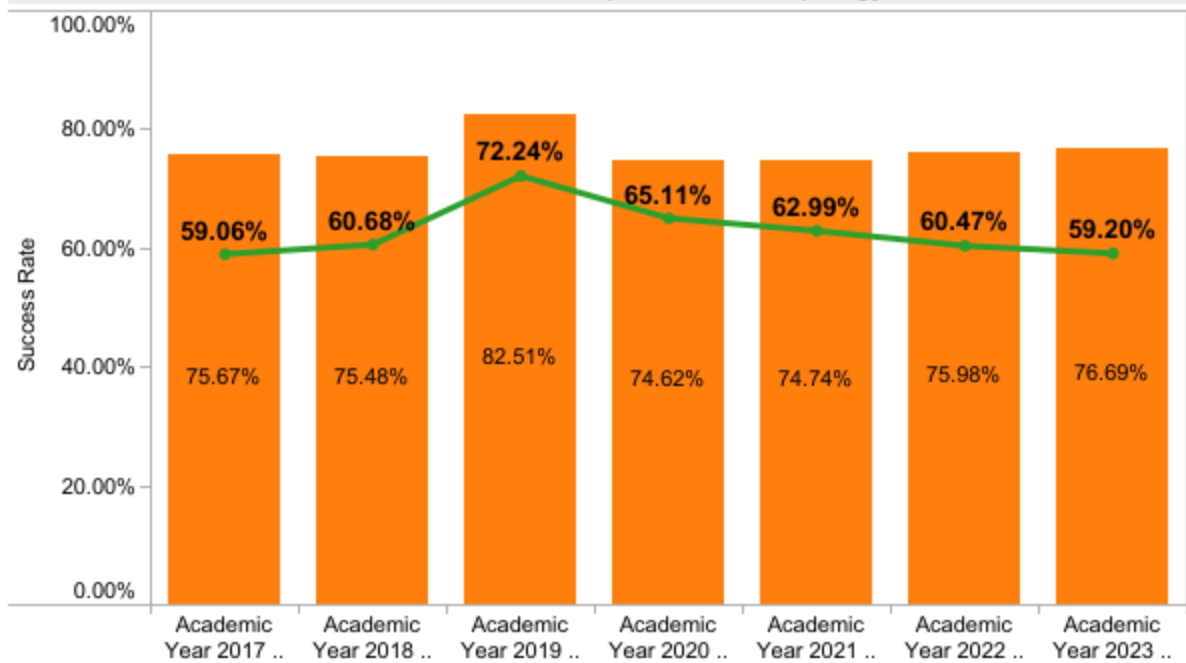
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Anthropology



Anthropology Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	59.06%	60.68%	72.24%	65.11%	62.99%	60.47%	59.20%
Total Enrollments	469	413	475	632	494	473	477

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

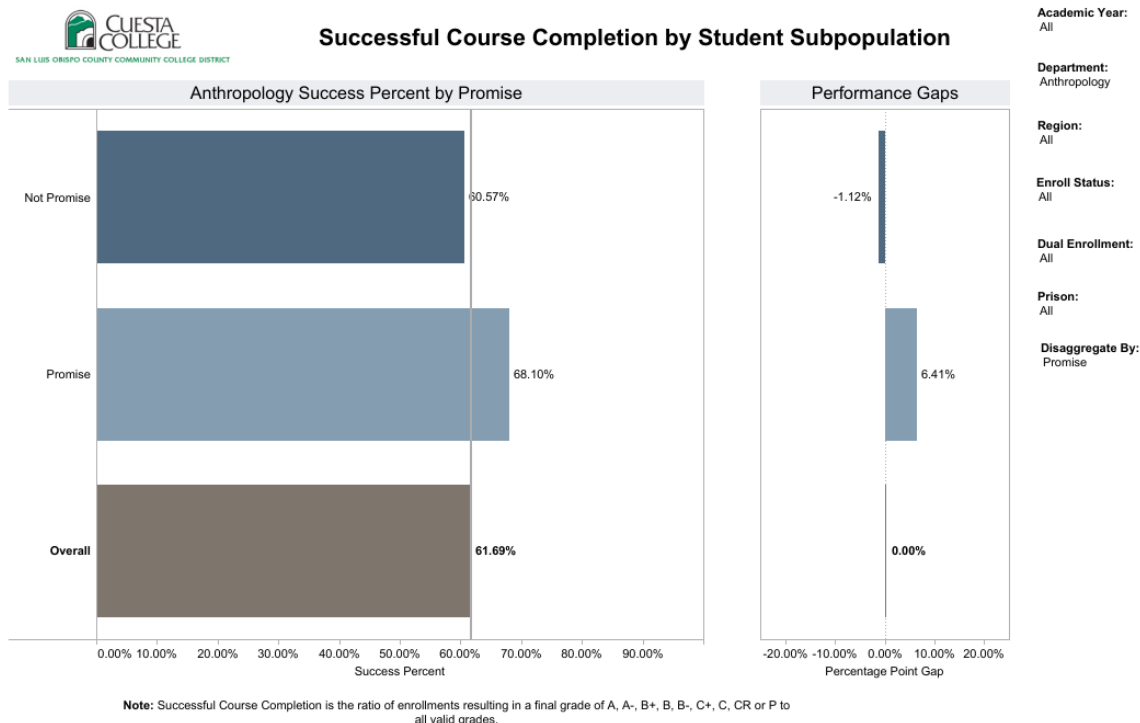
Anthropology's success rate is 59.2% for 2023-24, and the College's success rate is 76.69% for the same time period. Anthropology's success rate decreased by 1.27% compared to

20122-23. The College's success rate for the same time period increased by 0.71%. The change between Anthropology and the College is less than 1% which is statistically insignificant.

- F. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Previous program reviews have focused on socio-economic disparities. While there was no option for disaggregated student data by financial aid, there is disaggregated data for students receiving financial support from the Cuesta Promise. Efforts have been made in the Anthropology department to make college more affordable. Economic disadvantage is a hinderance to student performance. Several course textbooks are now using OER sources. Free embedded tutoring is available in the Student Success Center and online. Project fees

are covered by the instructor. With regard to demographic variations, Anthropology faculty looked at the data and found that variations do occur. This is not unexpected in an open-admissions institution, where students enroll with different levels of preparedness. Faculty are unable to run multi-variable statistical analyses, on statistically viable sample sizes, and are therefore unable to assess demographic information further. It would be beneficial to see disaggregated statistics for first generation students.

Programs and Curriculum Review PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

CHANGES TO ANTH 221 FOR AREA 7 GE INCLUSION, ANTH 201 AND ANTH 201L CCN COURSE TEMPLATE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
ANTH 221	Minor	Fall 2024

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within
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			1 year)
NONE			

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- ☐ SLO assessment cycle calendar is up to date.
- ☐ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

Anthropology continues to research and refine OER options for textbooks in all courses. The program continues to use embedded tutors to support student success in ANTH 201 classes.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

Professor Mifsud is part of an NSF research grant that is working on research opportunities for undergraduate students. The goal is to equip transfer students with training and put them on equal footing with their cohorts. She also co-teaches a STEM seminar that introduces students to careers and research opportunities in STEM related fields. The course invites guest speakers from a variety of fields, varying education/career levels, and a diverse population of speakers.

- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Replica casts and supplies for ANTH 201 and 201L from bone clones \$6,500.00

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.