

# 2025-2026 Instructional Program Review - Anthropology Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

## Instructional Program Review Overview

### Section 1. Instructional Program Overview

#### A. Mission Alignment : Version by **Abbruzzese, Mark** on **02/02/2026 00:06**

**1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).**

Our Anthropology Program ensures equitable access for all students interested in our discipline. Completion of the course work for our AA degree in Anthropology is routinely addressed each semester with our majors. Possible career trajectories for students are discussed regarding their goal after leaving Cerritos College, upper division, graduate school and professional aspirations. Transfer success is important to our program, we take time to make sure our students are completing the correct anthropology courses depending on their focus. Historically, our anthropology AA majors are very competitive in regards to transfer to upper division, largely due to faculty mentoring and the large number of different anthropology courses we offer a program, beyond most the offerings of most other local colleges.

#### B. Degrees and Certificates : Version by **Abbruzzese, Mark** on **02/02/2026 00:23**

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Anthropology	AA	(A) Complete Anth-100, Anth-115, Anth-120, Anth-170 required 12 units, (B) Select any two (6 units) for a total of (18 units): Anth-200, Anth-202, Anth-203, Anth-205 and So 205.
Anthropology	AA-T	(A) Anth-100, Anth-115, Anth-120 required 9 units, (B) Sele any one (3 units) : Anth-115L, Anth-170, Psyc-210 , Select one or two (3 or 6 units): Soc-205, Geol-101, (C) Select on not selected from (A or B) Anth-200, Anth-202, Anth-203, Anth-205 or WGS-205, Anth-206, Soc-101 and Soc-210.

### Section 2. Instructional Program Trends

#### B. Career Technical Education (CTE) Supplemental Questions : Version by **Abbruzzese, Mark** on **02/05/2026 02:30**

**1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.**

NA

**2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.**

NA

**3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.**

NA

**4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.**

NA

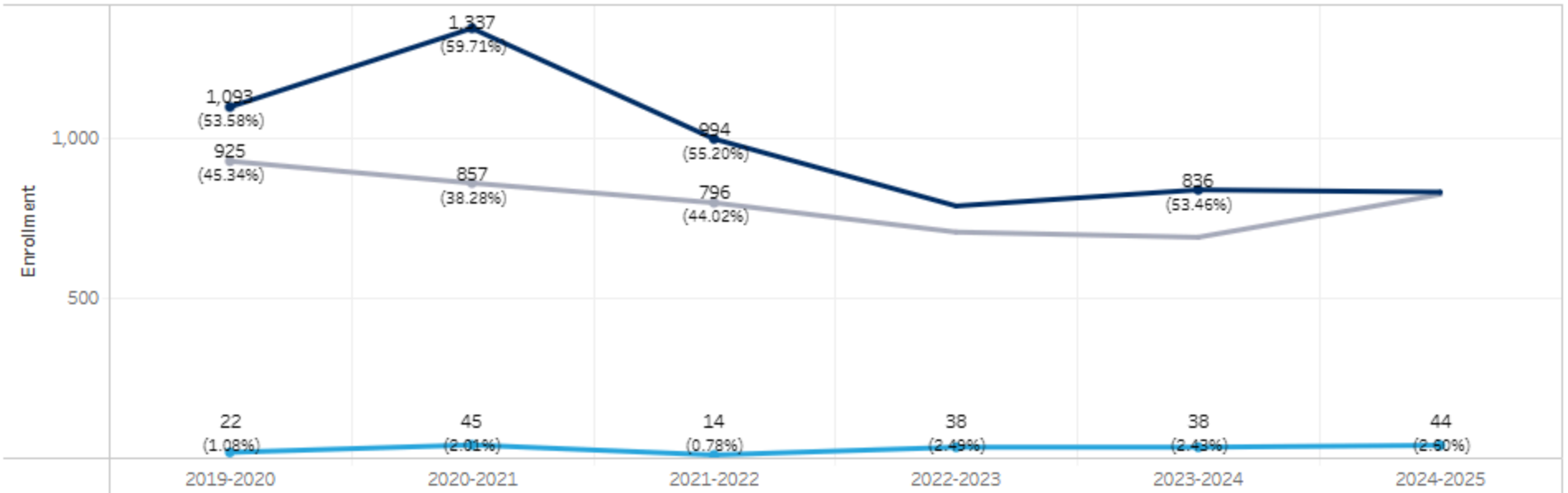
## **A. Program Data : Version by Sanchez, Jasmin on 05/06/2026 23:34**

**1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:**

- **How do the demographics of your program and its related courses compare with the college as a whole?**
- **Have they changed over time?**

Over the past 6 years our program demographics show ethnicity, gender and age to be comparable to the college as a whole. As for ethnicity, our program shows Hispanics at 70% average per year, Whites at 18% average, Asian at 7% average per year and Mixed Race and Native Hawaiian PI at 2% average each. Females at 57% average per year and Men average at 43% per year. A steep decline during COVID-19 for all demographics with a rise back to prior numbers by 2023. The College as a whole has Demographics (Ethnicity/Gender/Age) that are very similar to our program.

# Enrollment Counts



Population: All students

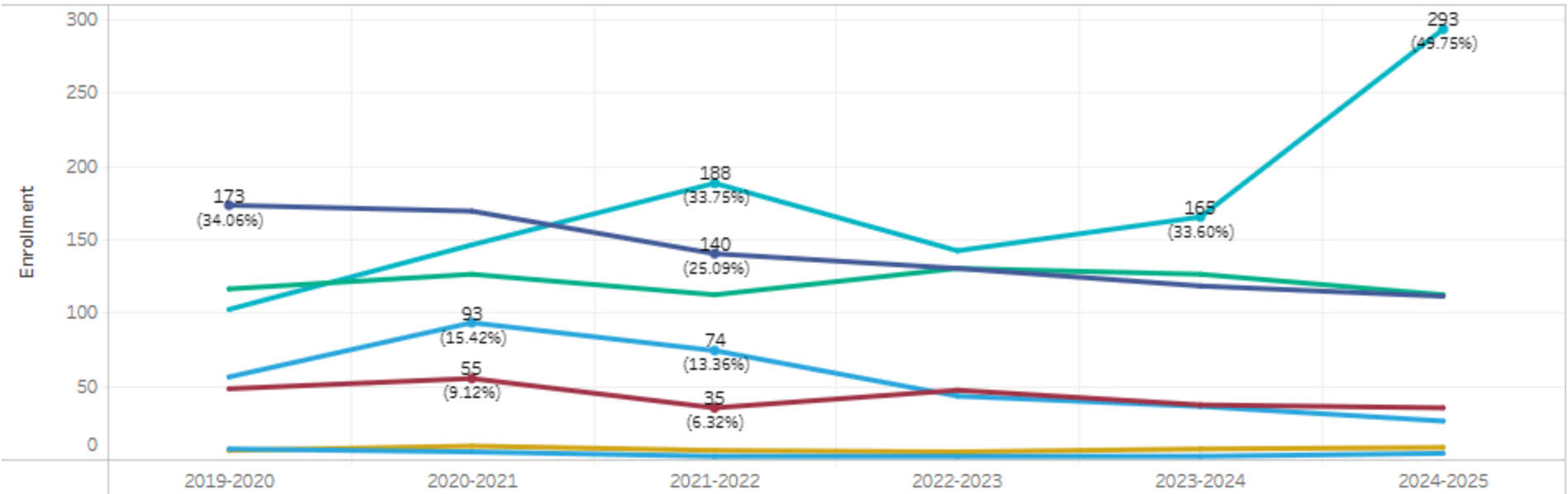
Female Male Unknown

1 569

Image: Enrollment counts by gender.



# Enrollment Counts



Population: All students

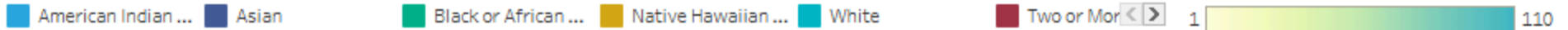


Image: Enrollment Counts by Race; excluding Hispanic/Latino identifying students which ranged between 65-75% of the student enrollment counts.

### 2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

In the last year 2024/2025 there has been an increase in enrollment for all of our courses by an average of 13 percent. Traditional classes are up by 28%, while Online are holding steady. Currently, both Traditional and Online are equal in enrollment. We have been adding some classes both Traditional and Online, due to student need. Over the past year the College as a whole, has Enrollment rates averaging at about 10% higher, so our program is above the college performance's.

### 3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

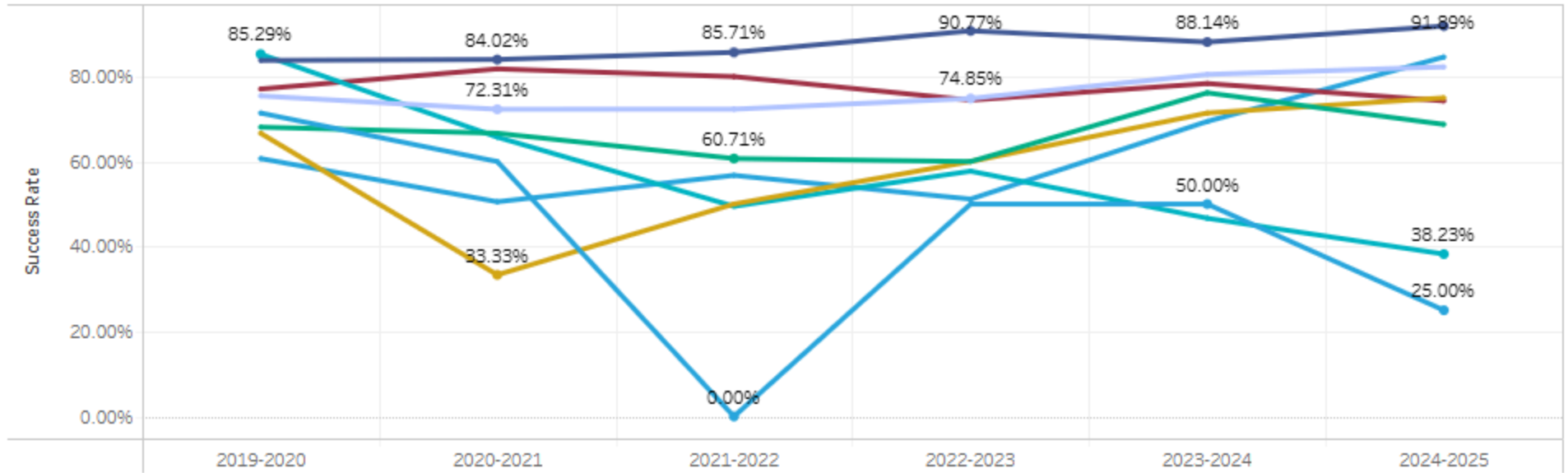
Over the past 6 years, success rates for traditional classes has improved from 75% to 81%, while Success rates online has dropped from a high of 82%, to 67%. Both modes of instruction saw success rates drop during the peak of the COVID-19 pandemic. The success rates for Anthropology 100 has dropped from 76% to 60%, these lower Success rates for Anthropology 100 is bothersome, but not a barrier to completion of the AA or AA-T degree for Anthropology. It is worth noting that present Anth-100 success rate of 60% matches the college success

rates as a whole. Regardless, methods and techniques to teach Anthropology 100 Cultural Anthropology can be and will be improved. In general, the success rates for all of our other course offerings have success rates seem to average around 70% and above. The college as a whole has success rates averaging at about 60%, which matches our Anth-100 course rate while the rest of our offerings are at 70% or above, which are above the college's performance. All courses show success rates drop during the peak of the COVID-19 pandemic.

Over the past 6 years, our department's retention rates went from 84% and are presently at 83 percent. Therefore, our department's retention rates remain steady. Presently, our class retention rates are at 71% and above. The College as a whole has Retention rates averaging at about 70%, so our program is either above or inline with college's performance.



# Success Rates



Population: All students

■ American Indian ... 
 ■ Asian 
 ■ Black or African ... 
 ■ Hispanic/Latino 
 ■ Native Hawaiian ... 
 ■ White 
 ◀ ▶ 0.00% 91.89%

Division	Department	Subject	Select Student At..	2021-2022 Academic Year	2020-2021 Academic Year	2022-2023 Academic Year	2024-2025 Academic Year	2019-2020 Academic Year	2023-2024 Academic Year
Grand Total				69.62%	71.59%	72.60%	74.10%	75.83%	76.78%
Humanities & Social Sciences	ANTH	ANTH	American Indian or ..	0.00%	60.00%	50.00%	25.00%	71.43%	50.00%
			Asian	85.71%	84.02%	90.77%	91.89%	83.82%	88.14%
			Black or African A..	60.71%	66.67%	60.00%	68.75%	68.10%	76.19%
			Hispanic/Latino	72.33%	72.31%	74.85%	82.28%	75.46%	80.50%
			Native Hawaiian or..	50.00%	33.33%	60.00%	75.00%	66.67%	71.43%
			Two or More Races	80.00%	81.82%	74.47%	74.29%	77.08%	78.38%
			Unknown	56.76%	50.54%	51.16%	84.62%	60.71%	69.44%
			White	49.47%	65.75%	57.75%	38.23%	85.29%	46.67%

Image: Success Rates by Ethnicity

**4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:**

- **Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?**

Over the past 6 years, the college as a whole has traditional mode success rates averaging at about 58%. While our program's traditional mode success rates average is at 77% well above the college's performance. Over the past 6 years, the college as a whole has online mode success rates averaging at about 66%, while our program online mode success rates average at 71% above the college's performance. Our program's traditional and online modes are close to equal in their success rates for students, with our traditional mode classes showing about 10% higher student success. This rule of traditional mode performing somewhat better than online mode is borne out regularly in pedagogical research. That being said, both traditional and online students are succeeding in our program, at rates better than the college as a whole. Therefore, our measures to make both modes comparable for student success is demonstrated.

**5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.**

Our Anthropology Program at present is generally healthy and growing. Our students are showing greater retention, success and our enrollment is up. Our course success rates are average at 70% or above, while our Anth-100 success rates are solid at 60%, matching the college rates. A planned improvement for Anth-100 centers around the concepts of ethnocentrism and cultural relativism, which seem to be the crux of students' lower success rates. The improvements will include department discussions on more dedicated class time devoted to these two concepts, covering their general outlines and nuances. With this redoubled effort regarding teaching ethnocentrism and cultural relativism, will enable students to succeed at a higher rate in Anth-100. Also, we are not showing any ethnic group, age group or gender that is struggling unduly within our program, therefore we are serving our diverse population well over the last 6 years.

## Section 3. Instructional Program Learning Outcomes Assessment

### A. SLO Assessment Report : Version by **Abbruzzese, Mark** on **02/04/2026 20:37**

Course By SLO	Expected Performance	Performance
ANTH100 - Cultural Anthropology		
Student will demonstrate an understanding of the concept of ethnocentrism. (Active from 2020 FA)	100.00%	54.4%
ANTH110 - Introduction to Forensic Anthropology		
Students will demonstrate awareness of the characteristics of the scientific method. (Active from 2021 FA)	100.00%	68.2%
Students will list characteristics for the human skeleton. (Active from 2021 FA)	100.00%	68.2%
Students will demonstrate an understanding of the anatomical demographic differences on the human skeletons. (Active from 2021 FA)	100.00%	68.2%
Students will demonstrate the stages of decay for the human body. (Active from 2021 FA)	100.00%	68.2%
Students will demonstrate knowledge regarding the history of forensic anthropology. (Active from 2021 FA)	100.00%	68.2%

<b>Course By SLO</b>	<b>Expected Performance</b>	<b>Performance</b>
Students will demonstrate how anatomical differences are caused by evolution. (Active from 2021 FA)	100.00%	68.2%
ANTH110 - Introduction to Forensic Anthropology		
Students will demonstrate the stages of decay for the human body. (Active from 2019 FA)	100.00%	33.3%
Students will demonstrate an understanding of the anatomical demographic differences on the human skeleton. (Active from 2019 FA)	100.00%	33.3%
Students will demonstrate knowledge regarding the history of forensic anthropology. (Active from 2019 FA)	100.00%	33.3%
Students will demonstrate how anatomical differences are caused by evolution. (Active from 2019 FA)	100.00%	33.3%
Students will list characteristics of the human skeleton. (Active from 2019 FA)	100.00%	33.3%
Students will demonstrate awareness of the characteristics of the scientific method. (Active from 2019 FA)	100.00%	33.3%
ANTH120 - Introduction to Archeology		
List one characteristic of a potential archaeological site (Active from 2017 SP)	100.00%	65.7%
List one cultural development of the Lower, Middle, and Upper Paleolithic (Active from 2017 SP)	100.00%	61.7%
List one common characteristic of Old and New World civilizations (Active from 2017 SP)	100.00%	68.5%
List the applicability, advantages, and disadvantages of various dating techniques (Active from 2017 SP)	100.00%	60.0%
Trace the historical development of the field of Archaeology (Active from 2017 SP)	100.00%	65.7%
ANTH200 - Native Peoples of North America		
Students explain the peopling of the New World. (Active from 2013 FA)	100.00%	100.0%
Students identify and explain the subsistence practices of Native Americans prior to contact. (Active from 2013 FA)	100.00%	77.7%

<b>Course By SLO</b>	<b>Expected Performance</b>	<b>Performance</b>
Students discuss the syncretism and acculturation of Native American over the past 500 years. (Active from 2013 FA)	100.00%	75.00
Students compare and contrast the purpose, rituals, and meaning behind the potlach for the Kwakiutl and the Tanana. (Active from 2013 FA)	100.00%	75.00
ANTH205 - The Anthropology of Sexuality and Gender		
A. Evaluate sexuality and gender as culturally learned behaviors (Active from 2018 FA)	100.00%	55.88
B. Indicate that sexuality is not a fixed behavior among all humans (Active from 2018 FA)	100.00%	55.88
C. Indicate that some societies have more than just two gender categories (Active from 2018 FA)	100.00%	55.88
D. Assess the relationship between the sexual division of labor and the status of genders other than "man" (Active from 2018 FA)	100.00%	55.88
E. Distinguish between subsistence strategies and the status of genders other than "man" (Active from 2018 FA)	100.00%	55.88
ANTH100 - Cultural Anthropology		
Student will understand the concept of ethnocentrism. (Active from 2013 FA)	100.00%	55.56
Students analyze the characteristics of the scientific method. (Active from 2013 FA)	100.00%	53.03
Students identify the concept of cultural relativism. (Active from 2013 FA)	100.00%	54.02
Students analyze the advantages and disadvantages of ethnocentrism. (Active from 2013 FA)	100.00%	54.97
Students compare and contrast the subdisciplines of Anthropology. (Active from 2013 FA)	100.00%	54.97
Students identify the functions of religion. (Active from 2013 FA)	100.00%	52.63
ANTH110 - Introduction to Forensic Anthropology		
Students will estimate the age of human skeletons. (Active from 2019 FA)	100.00%	68.29

Course By SLO	Expected Performance	Performance
Students will identify how Mendelian genetics Works. (Active from 2019 FA)	100.00%	68.2%
Students will analyze the characteristics of the scientific method. (Active from 2019 FA)	100.00%	68.2%
Students will distinguish the characteristics of the human and nonhuman primate skeleton. (Active from 2019 FA)	100.00%	68.2%
ANTH115 - Physical Anthropology		
Students analyze the characteristics of the scientific method. (Active from 2013 FA)	100.00%	62.4%
Students understand evolution as a change in allele frequency from one generation to the next. (Active from 2013 FA)	100.00%	61.2%
Students distinguish the mechanisms of evolution. (Active from 2013 FA)	100.00%	62.3%
Students define evolution. (Active from 2013 FA)	100.00%	63.2%
Students compare and contrast the subdisciplines of Anthropology. (Active from 2013 FA)	100.00%	68.3%
Students Identify the forces of evolution. (Active from 2013 FA)	100.00%	63.2%
ANTH170 - Introduction to Language and Culture		
Students analyze methodological approaches used by linguistic anthropologists. (Active from 2013 FA)	100.00%	58.8%
Students identify how linguistic anthropology is related to other sub-disciplines of anthropology. (Active from 2013 FA)	100.00%	58.8%
Students recognize language use based on ethno linguistics as concerns class, race and gender. (Active from 2013 FA)	100.00%	58.8%
Students analyze the construction and transmission of cultural models through language. (Active from 2013 FA)	100.00%	58.8%
Students explain other areas of anthropological linguistics, such as language acquisition, communicative competency, multilingualism, and language use and institutions. (Active from 2013 FA)	100.00%	58.8%

Course By SLO	Expected Performance	Performance
ANTH202 - The Maya, Inca and Aztecs: Ancient Civilizations of The Americas		
Students will analyze the characteristics of the scientific method. (Active from 2013 FA)	100.00%	0.00
Students identify the names and locations of the major ancient civilizations in the New world. (Active from 2013 FA)	100.00%	51.7%
Students will identify how Mendelian genetics Works. (Active from 2013 FA)	100.00%	0.00
Students recognize the similarities between the major civilizations of Mesoamerica (Olmec, Maya, and Aztec Civilizations). (Active from 2013 FA)	100.00%	51.7%
Students will recognize the mechanisms of evolution. (Active from 2013 FA)	100.00%	0.00
Students describe the continuity of cultures in South America along the Pacific Coast as well as the continuity between archaic and post classic cultures. (Active from 2013 FA)	100.00%	51.7%
Students will distinguish the characteristics of the human and nonhuman primate skeleton. (Active from 2013 FA)	100.00%	0.00
Students recognize the characteristics and achievements of Mesoamerican civilization: Mathematics, religious systems, calendar, scripture. (Active from 2013 FA)	100.00%	51.7%
Students will describe methods for sex determination of the human skeleton. (Active from 2013 FA)	100.00%	0.00
Students identify the chronological benchmarks of pre-Columbian social development in Mesoamerica, such as the transition from band to village life, political stratification, and the formation of Mesoamerican urban centers. (Active from 2013 FA)	100.00%	51.7%
Students analyze Mesoamerican archaeology in the broader terms of the social politics of archaeology. (Active from 2013 FA)	100.00%	51.7%
Students will estimate the age of human skeletons. (Active from 2013 FA)	100.00%	0.00

Course By SLO	Expected Performance	Performance
ANTH203 - The Anthropology of Magic, Witchcraft, and Religion		
Students analyze the differences between individualistic, shamanistic, communal and ecclesiastical forms of religion. (Active from 2013 FA)	100.00%	78.26
Students recognize the integration of religion with other cultural subsystems within a society. (Active from 2013 FA)	100.00%	82.67
Students describe the theoretical orientations used to analyze religion. (Active from 2013 FA)	100.00%	79.72
Students identify the functions served by various religious phenomena, both at the individual and societal level. (Active from 2013 FA)	100.00%	79.41
Students recognize how religion forms a strong basis for social and cultural identity. (Active from 2013 FA)	100.00%	75.00
Students recognize how religion is an extremely powerful motivator of behavior. (Active from 2013 FA)	100.00%	79.41
ANTH115L - Physical Anthropology Laboratory		
Students will be able to elucidate the scientific method. (Active from 2013 FA)	100.00%	67.00
Students analyze characteristics of the scientific method. (Active from 2013 FA)	100.00%	65.45
Students identify how Mendelian Genetics works. (Active from 2013 FA)	100.00%	65.00
Students recognize basic cell structure and DNA packaging. (Active from 2013 FA)	100.00%	65.16
Students distinguish the mechanisms of evolution. (Active from 2013 FA)	100.00%	63.64
Students describe the characteristics of the non-human primate skeleton. (Active from 2013 FA)	100.00%	60.22
Students recognize the characteristics of the human skeleton. (Active from 2013 FA)	100.00%	64.10

## B. SLO Assessment Analysis : Version by **Abbruzzese, Mark** on **05/05/2026 18:50**

**1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meeting advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.**

Every semester all faculty full-time and part-time report the SLO for all of their classes. As a department, we discuss the data once per semester in a department meeting to decide if we are meeting our pedagogical goals for students. If there are areas where we are not meeting those goals for each course, we reassess and make the proper changes to teaching techniques and methods regarding specific topics.

**2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.**

At present, regarding Anthropology 100, Cultural Anthropology, we are working with our faculty to be careful defining cultural relativism and ethnocentrism, regarding their possible pros and cons. These particular topics prove difficult to cover, and need a large amount of background context and examples for students to find it meaningful, useful and guiding. These two topics are often stubbornly rooted to strong media/political/religious personal opinions, which override the acknowledgment of these two multivalent topics. Ranking of each other's societies is rampant in the past and the modern age, which cause much of the strife in the world. In Anth-110 Forensic Anthropology, the data above shows aberrant 33% as an average performance 2019-20, during the COVID-19 pandemic. After we were back in the classroom in 2021, the average performance rate climbed and improved to 68%. This makes sense, in that Forensic Anthropology performance is uniquely tied hands-on working with cast materials of bones, to make demographic, pathology and other determinations. There is also room for performance improvements of 51% in one of our speciality classes, Anthropology 202. Presently, we have only collected SLO in spring of 2024 and 2025. We need to continue to complete SLO for this course every time it is taught in spring, as we are doing with the other courses. This will help us see trends and help performance. As for Anthropology 170, the performance data shows an average of 52%. However, if good and satisfactory performance is combined over the next 6 years, the performance average is 74%. If only the good performance is included it drops 63%

## C. Curricular Course Review : Version by **Hurtado, Henrietta** on **04/14/2026 18:09**

**1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.**

Every Anthropology course is reviewed by the department/program once in six years. The last review of all of our courses was in 2021/2022, and the next review of all of our courses will be in the 2026/2027 academic year.

**2. Explain any course additions to current course offerings.**

At present, 2025/2026 we have no new course offerings.

**3. Explain any course deletions and inactivation's from current course offerings.**

At present, 2025/2026 we have no new course deletions or inactivations.

**4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:**

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

All courses required for students to complete their AA or AA-T in Anthropology are offered every year. On average, our students complete their AA or AA-T in Anthropology Degree in about 2-3 semesters, counting spring and fall. Regarding completers, each year our program normally has about 5-12 students that graduate with either an AA or AA-T Anthropology Degree. This average number of 5-12 degrees per year is expected in proportion to the size of our program.

**5. Are any licensure/certification exams required for program completion or career entry?**

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

There are no licensure/certification exams required for the completion of our program.

## Section 4. Instructional Program Reflection

### A. Six-Year Program Reflection : Version by Sanchez, Jasmin on 05/06/2026 23:34

**1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.**

Our program's student demographics and enrollment over the past six years is inline with the numbers for the college as a whole. This information indicates that the diverse students of the college are interested in and feel comfortable in our program's classes. In the next six years our program intends to stay on track with the college wide demographics and enrollment trends.

**2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer**

Our program graduates between 5-12 students per year with our AA or AA-T Anthropology Degree, these numbers are in keeping with the size of our program. Our Anthropology graduates transfer at a high rate due to the comprehensive nature of our program (11 courses) relative to anthropology programs available at nearby colleges (typically 5 courses). Through instructional, office hours and club meetings, the Anthropology department continues to strive to regularly educate our new students to the breadth of our program offerings and how that helps their transfer.

**3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?**

There have been some positive and negative events that have impacted our program in the past six years. One of course was the COVID-19 pandemic, which caused deaths, illnesses and a general upheaval across the planet. As for our department, on a personal note, sadly we lost one of our adjunct faculty Benjamin Fierro to COVID-19 during the peak years of 2020/2021. Regarding education as a whole, COVID-19 also caused all in-class traditional classes to be cancelled and or switched to online modality. This meant a drop in enrollment and many detractors. As a smaller but important consequence, our Anthropology Club which facilitates student engagement in our major, helping advance them towards their AA and or AA-T in Anthropology, was also cancelled during COVID-19. Unrelated to COVID-19, we had our department chair and program leader Monica Bellas suddenly take early retirement at the end of 2019. The loss of Monica at the helm of our program was devastating, as she ran our program for several decades. Luckily, I was Co-Chair with her once before her retirement, which proved invaluable to me now that I have been department chair the last few years. Without Monica Bellas, we as a program have lost the ability to have a 2 to 1 ratio regarding classes taught by full-time faculty, which is not pedagogically ideal. We have put in to hire a new full-time faculty since 2020/2021 with no luck so far. Hopefully this will change soon. As for the positives for our program, COVID-19 did help us accelerate our online training and offerings. Another positive, regards the program enrollment numbers coming back to pre-COVID-19 levels. Also, our Anthropology Club restarted with vigor in 2024/2025, bringing back a great instrument for student engagement with the discipline/program. Lastly, we have recently added several Dual-Enrollment High School located sections of our classes, which is an effective way to engage students pre-college in our program/discipline.

**4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.**

Our program has made several achievements in the past six years, including awards for outstanding instructor Dia Flores-Vechyiem, and outstanding advisor Mark Abbruzzese. I am on the academic excellence committee, and we have made several improvements in the process and awards presentation, after a hiatus during COVID-19. Professor Jeff Rigby is working towards an educational trip for the students in the summer of 2027. Previously, he conducted these educational trips yearly. I am contemplating teaching a college summer abroad session in 2027 or 2028. The Anthropology Club is back running strong, with on campus events (Dia de los Muertos in the Fall and Darwin Day in the spring. The club also organizes off campus trips to POW WOWS, First Fridays at the Los Angeles Natural History Museum and a visit to the San Diego Zoo and Museum of Man.





Anthropology Club Hosts:



# Culture Through Your Lens

## Photography Scavenger Hunt Challenge



Saturday, December 6 . 12-5PM

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Cultural Treasures Market at NHM  
900 Exposition Blvd 90007

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Join the anthropology club and explore the cultural market at the Natural History Museum.



Participants will capture four photos- each representing one of the four fields of anthropology.

Winning photo will be selected in each field.

If disability accommodations (e.g. communication access, alternate formats) are needed to participate in this event, please submit your request to <https://www.cerritos.edu/accomidations-request> within 7 days in advance of the event.

**5. Provide a status update on goals from the last program review cycle.**

During our last program review cycle, we set several goals. One was to complete SLO for each class taught, every spring and fall semester, we have achieved this goal. In accordance with this goal, all faculty are required to reflect on the pros and cons of the SLO data for each class. Further, next we continue to implement effective teaching where it is working, and make improvements where it is not. Another was to continue to educate students about our AA and AA-T degrees in Anthropology through class-time information, counselors, outreach, office hours and club meetings, we have effectively brought greater student awareness to our program. We also set our sights on improving student success rates by .05-1% for Anth-100 and Anth-115 across our section offerings, and we have achieved this goal as well. Faculty development was another goal, to keep our faculty informed and involved with Anthropology related events, conferences etc. We have also been successful in this pursuit, attending Long Beach Pow Wow, the Southern California Mesoamerican Conference, as well as numerous LANHAM and Bowers museum events and lectures at Cal Tech Beckman Hall series. Regarding Hiring a Tenure Track Full-Time Faculty replacement, we continue to submit requests for this position but as of yet we have not been considered for this hire. As for class materials, we continue to solicit funds for these needs. Our Dean Rakin has been very helpful as we had to reorganize and store our lab materials in our main lecture room. This occurred when AJ rebuilt their main lecture room with very specific technology such that we were no longer allowed to have our labs in that room starting this Spring 2026. We also, had a goal to develop an online version of Anth-115, which we did concomitant with Covid-19. We had a goal to offer more 100 level offerings, and we have met that goal. However, we have not increased our 200 level offerings due to the lack of another full-time faculty being hired. We had a goal to improve our SLO assessment for each class spring and fall, and we have started to do that in 2022/2023.

**6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?**

Our program has not received any new large amounts of resources since our last review cycle. This partly due to large purchases of equipment and materials were fortunately acquired prior to Covid-19.

## Section 5. Instructional Program Goals and Resource Requests

### A. Six-Year Program Goals and Resource Requests