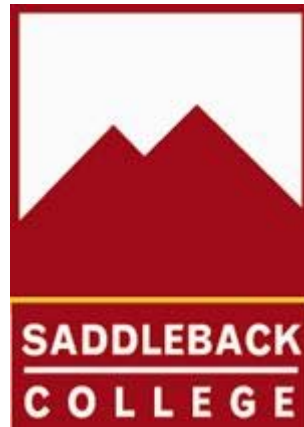


# **Saddleback College Program Review for the Anthropology Program**



**Submitted on May 31, 2007**

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## **Program Review Team Members and Approvals**

Program Review Team Chair:

**Claire Cesareo-Silva**

Program Review Team Members:

**Micael Merrifield**

**Reneé Garcia**

**Brad Retele**

Approvals:

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Division Dean

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Program Review Chair

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Academic Senate President

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Vice President of Instruction

**Submitted in 2007**

## Program Review Checklist

Date Completed	Action
May 2006	Contact Program Review Chair for orientation
May 2006	Form Program Review Team
March 2007	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
March 2007	Solicit input from faculty and students
March 2007	Determine if additional research is needed
March 2007	Contact College Research Analyst if necessary
April 2007	Write Program Review report
May 31, 2007	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

## **Section I: Program Overview**

### **A. The Mission of the Program and its Link to the College's Mission and Goals**

The mission of the Anthropology Program at Saddleback College is to provide students with holistic and comparative knowledge about human biological and cultural differences and similarities. We offer a diverse curriculum which exposes students to the broad range of anthropological practices and theories.

This mission links with the Saddleback College Mission Statement, as well as a number of Saddleback College's goals as shown below:

1. Anthropology courses fulfill a number of the college's Core and Breadth requirements "leading to the Associate in Arts and Associate in Science degrees," including:
  - a. the social sciences requirement;
  - b. the biological sciences requirement;
  - c. the cultural diversity requirement; and
  - d. the information competency requirement.
2. The anthropology department's diverse curriculum helps the college in providing "a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals."
3. All courses offered by the Anthropology department are transferable and fulfill specific "baccalaureate-level transfer ... curricula" required by the UC and CSU systems.
4. As a discipline which focuses on cultural diversity, courses offered by the Anthropology department serve to prepare students for working in a multicultural environment. As such, our courses "provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals."
5. Many of our courses are intellectually stimulating and relevant, and we attract a number of adult students interested in the "life-long learning" opportunities we provide.
6. The anthropology department faculty members are quite involved in organizing and facilitating extra-curricular activities for our students and the community as a whole, such as speaker series and multicultural

events. As such, we serve to “provide access for the community to the educational, cultural and recreational resources of the college.” Next year, we hope to institute an Anthropology Brown Bag Lunch Lecture Series.

## **B. Historical Background and Unique Characteristics of the Program**

The Anthropology department has a long and esteemed history at Saddleback College. The program was formed along with the establishment of the college, and over the years our course offerings, enrollments and staffing have continually increased.

Our program enjoys an excellent reputation among California Community Colleges as having a very wide and diverse course offering. We pride ourselves in offering all four of the distinct sub-fields which make up the discipline of anthropology: biological anthropology, cultural anthropology, archaeology, and linguistic anthropology. We have over 15 courses listed in the course catalog and at least 11 of those are offered each year. Our cultural anthropology program, in particular, is quite developed. This is followed by our biological anthropology program. While not quite as developed as our cultural program, in 2005-2006 we hired a full-time faculty member whose focus is biological anthropology and we hope to have more courses in this field offered in the upcoming years, such as forensic anthropology, relevant to legal studies, medical anthropology and human osteology, both of which are relevant to medicine and nursing.

The faculty of the Anthropology Department is committed to addressing the issues that challenge societies the world over while teaching tolerance through cultural relativism and understanding of human variation through biological comprehension.

Anthropology prepares students for the world by offering them a way to understand it; this in itself makes anthropology a noble discipline worthy of care and attention.

## **C. Progress Since the Last Program Review**

This is our first Program Review, therefore no progress can be noted.

## **D. Current Strengths, Opportunities, and Challenges**

Our strengths are many including a wide range of course offerings, an excellent faculty, and a large student base. Our introductory courses in

biological anthropology and cultural anthropology draw a significant number of students each year with over 1700 students enrolled in our Anth 1 (Biological Anthropology) course and close to 700 students enrolled in our Anth 2 (Cultural Anthropology) course each year. While our more specialized courses draw less students, there are a few that have high enrollments as well.

At the end of the 2007-2008 academic year, Professor Micael Merrifield is planning to retire. Professor Merrifield has been at Saddleback College for 31 years and is in great demand as an instructor. His courses always draw hundreds of students each semester. This loss will be deeply felt within the department and within Saddleback in general. It is imperative that once he leaves we are able to rehire his position to ensure the same breadth and depth of course offerings. Our primary challenge will be to maintain course enrollments once we lose a popular professor who regularly fills large lecture classrooms.

## **Section II: Review Report**

### **A. Faculty and Staff**

#### **Faculty Staffing Levels**

The current staffing structure includes three full-time professors, one of whom serves as the department chair, and nine part-time instructors (although this number fluctuates). Currently, two of our full-time faculty members are cultural anthropologists and one is a biological anthropologist. Because our program includes a number of sub-disciplines, we believe that the optimal staffing configuration at this point would include:

- 2 Cultural Anthropologists
- 1 Biological Anthropologist
- 1 Archaeologist or additional Biological Anthropologist

Given the fact that our senior cultural anthropologist is likely to retire at the end of 2007-2008, we will be short two full-time faculty members in the 2008-2009 academic year.

Our part-time faculty members are all excellent. Many of our part-time faculty members go on to get full-time positions in other local Community Colleges. Thus far, finding new part-time faculty members has not been a serious challenge. However, we do have a problem finding part-time faculty whose specialization is biological anthropology.

#### **Full-time to Part-time Ratio**

Our department currently offers approximately 80 sections a year, of these 40 sections are taught by full-time faculty and 40 sections are taught by part-time faculty. This ratio is well below the Title 5 stipulated 75:25 ratio, and we believe it negatively affects the department and its students. The department is affected by reduced faculty representation in committees and activities throughout the college. The students are affected by the numerous limitations of part-time professors including but not limited to 1) the transient nature of part-time faculty; 2) the lack of scheduled office hours; and 3) the lack of permanent office space. The addition of a full-time faculty member would produce positive outcomes that would solve, at least in part, some of these issues.

#### **The Department Chair**

Because the department chair receives a very small stipend per semester and must continue to teach a full-load, the chair currently does not have ample time to adequately administer the program. The chair duties include scheduling of classes, faculty coordination, oversight of student learning

outcomes assessment and program review, upkeep of our anthropology lab and supplies, requesting competitive funding for new equipment and technology, curriculum maintenance and development, and student outreach. We believe that reassigned time would greatly serve the program and its development, especially in terms of curriculum development, student learning outcomes, and student outreach. By providing reassigned time, the level of responsibility required of this position would be better compensated and provide a positive and supportive working environment.

### **Classified Staffing**

The department itself has no classified staff. We currently offer 12 biological anthropology lab sections a year, which fill quite rapidly. It is our hope to add additional lab sections within the coming years. However, we do not currently have a lab technician to assist in the setting up the labs, maintaining of the lab equipment, and monitoring and ordering of our lab supplies. We plan to request a part-time lab technician in the next classified hiring cycle. This additional support would have been invaluable in the move from BGS to the village, and certainly will be in the return to BGS.

In addition, the classified staffing at the division level negatively affects the department. The Social and Behavioral Sciences Division has one administrative assistant II position and one administrative assistant I position. We are one of the largest divisions within the college in terms of students, sections offered, and distance education courses. Therefore, the staffing in the division office is inadequate and leaves many of the departments without any kind of assistance. An additional administrative assistant within the division would be extremely helpful.

## **B. Curriculum and Instruction**

### **Educational Path**

The anthropology department offers both an AA degree and a transfer program option. While we have few declared majors and only award a handful of degrees each year, we have a large number of unofficial majors who go on to continue their studies in anthropology at a four-year institution without completing a degree from Saddleback College once they have finished their transfer requirements.

In addition, the anthropology department serves a large number of general education students who pass through the department in order to complete their social sciences requirement or biological sciences requirement. A few of these students, once they are exposed to the discipline in this way, decide to become anthropology majors at their transfer institution.

### **Curriculum Assessment**

The faculty members within the department annually review our curriculum and revisions are regularly proposed to the college's Curriculum Committee. While all of the faculty members are encouraged to participate in this process, the department chair is ultimately responsible for seeing that the curriculum is kept current by soliciting the review of specific courses by relevant faculty members. All courses within the department have been reviewed and revised within the past three years.

In addition, our faculty members regularly review our course offerings and have deleted or added new courses as needed to keep current with the offerings at our transfer institutions. Hence, we will be adding as many as five new courses for Spring 2008.

### **Student Learning Outcomes Assessment**

While we, as a department, have written our Student Learning Outcomes (SLOs), we have been unable to implement the assessment of those outcomes. It will be a priority of the department in the 2007-2008 academic year to get all faculty to assess their students in selected courses and have both full-time and part-time faculty to meet in order to analyze the results and discuss any necessary changes. One of the primary problems we have had in enforcing SLO assessment has been to establish consistency in its usage by all department faculty. With so many of our courses being taught by part-time faculty, there is little opportunity for department wide meetings to discuss SLO implementation due to time constraints as well as a lack of incentives or compensation.

### **Instructional Strategies and Methods**

As professionals, our faculty members continue to use and experiment with a number of different strategies and methods to improve instruction. Many of our faculty members now use PowerPoint in the classroom on a regular basis, have incorporated the internet into their classes through platforms such as Blackboard, and have increased the use of student-centered techniques in their instructional methods. We have attempted to share our strategies within the department, and hope to institutionalize regular meetings for the exchange of ideas in this regard during the 2007-2008 academic year.

Moreover, the anthropology department has been at the forefront of online education at Saddleback College and our core courses are now being offered online and have been for the past five years. It is expected that we will continue to increase our online offerings as the enrollment in these courses is particularly high, indicating significant interest among our students. In fact, a third of our courses are online and all with very high enrollments and success rates.

#### **Strengths and Weaknesses of our Curriculum and Instruction**

We are very proud of our current course offerings. However, while our cultural anthropology program is quite developed in terms of its variety of course offerings, our biological anthropology and archaeology programs are less developed. It is our hope to propose new courses within these areas over the next two years. Possible new courses include: forensic anthropology, osteology, medical anthropology, and human evolution.

#### **Needed Changes in Curriculum and Instruction**

The area where significant changes are needed is in assessment use and methods. Most of the faculty members in our department are quite new to SLO assessment, and we hope to get everyone trained in this area over the next year. Also, while our initial SLOs have been written, both full-time and part-time faculty members need to work together to ensure that assessment takes place in the designated course sections, and that the results of this assessment is used to affect changes within the department.

## **C. Student Success**

### **Student Demographics**

Based upon our most recent data set, the population in our anthropology courses seems to mirror the general demographic distribution in the college as a whole, albeit with slightly higher indices of Asian, Hispanic, and African American students.

### **Review of Student Success Indicators**

Our classes have a retention rate of over 90% and a success rate of roughly 65%. The retention rate is excellent, but we would like to increase the rate of student success in our classes. The lower success rate seems to be based upon a large number of F grades in some classes. It is believed that this is because students a) stop coming to class and are not dropped by the instructor, or b) because students are unable to fulfill the final requirements for the class. One way to fully understand and address this issue is through the implementation of SLO assessment. The department will address the need for this assessment at upcoming department meetings.

### **Links with Student Support Services**

While our department does not have any formal links with student support services, most of faculty members have been quite involved with DSPS and EOPS issues and concerns. Since we as a department are very concerned with our students and their success, these issues will be discussed more fully at departmental meetings in order to make sure that everyone, particularly our part-time faculty, are aware of the services available to our students.

### **Strengths and Weaknesses in the Area of Student Success**

Although our retention rate is quite high, we realize that we need to increase student success. This will be accomplished through an assessment of pedagogical techniques. The benefit of using SLOs is that they allow for this kind of analysis, and we propose to maximize the use of SLOs in order to create better methods for measuring success.

### **Needed Changes in Relation to Student Success**

In order to increase our student success rate, we need to fully understand what problems our students are facing that lead to their lack of success. We are committed to implementing our SLOs and analyzing the results of that assessment in the coming year so that we will be able to better serve the needs of our students.

## **D. Facilities, Technical Infrastructure, and Resources**

### **Facilities Overview**

For the most part, the size and number of classrooms available to us is sufficient. There have been two significant problems however. The first is that at times it is necessary to schedule our classes outside of the BGS building. This is often not a problem, but it does cause significant hardship for our biological anthropology instructors. The materials and equipment for this course are all maintained within a storage room in the BGS building. These materials can be quite large and cumbersome, necessitating the use of a cart to transport the material across bumpy college sidewalks. In addition to the difficulties in transporting the materials under these conditions, we have had a number of instructional materials, such as fragile skulls, broken in the process. Other equipment is too large to move out of the building and it therefore negatively affects the learning opportunities of our students.

The second problem has had to do with the quality of the classrooms in the BGS building. It is hoped that the remodeling of the BGS building will rectify these problems.

The one area where our classroom space is inadequate is for our biological anthropology lab. We do not have a dedicated lab classroom with storage space and this hinders our ability to offer more biological anthropology labs, which are greatly in demand. We currently offer 12 lab sections a year. These sections fill very quickly and we would be able to offer more sections if we had a dedicated lab classroom. In addition, the classroom we are currently using was initially set up as a psychology lab and there is not sufficient space to set up and protect the anthropology department's equipment. Moreover, our supplies and equipment are quite valuable and a larger and more secure storage system in our storage room (aka, the animal room) would be helpful.

In 2006-2007, the temporary move to the Village has also created some problems as well. Vil 5-02, the lab room, is far too cold, and many students and faculty have complained about this situation to no avail. In addition, the outside door to the lab, where expensive equipment is stored, is often left unlocked in the evenings and on the weekends. Only faculty teaching labs have been assigned keys to this room, but many of our biological anthropology lecture instructors also use these materials and cannot access them. In BGS, all of the anthropology department faculty members had keys to our supply room. Optimally, therefore, it might be best if both the biological anthropology lab and lecture courses were scheduled in this room, although we realize this would not be possible for all sections of the lecture course.

Security measures for the interior cabinets in Vil 5-02 have also been a problem. There are six cabinets holding very expensive equipment, but no locks. This situation must be rectified immediately if we are going to protect our investment and continue to teach our courses with adequate teaching materials.

In the short term, these issues with the Village must be addressed, but in the long term we must also look at the ongoing issues with the BGS building to ensure that they are resolved before our move back.

### **Information Technology Resources Overview**

Most of our faculty have adapted to the technological age and have begun to use a wide variety of these resources in their classrooms. While the college has started to install permanent computer projection systems in all of the classrooms, there were still a few in the BGS building that only had a portable system installed. There were, on occasion, scheduling problems that left some professors without these resources. This is very problematic when one's lesson for the day was dependent upon the use of that technology. All of the rooms in the Village are equipped with this equipment, and it is expected that with the remodeling of the BGS building all rooms there will also be so equipped.

It must also be recognized that as technology advances, these systems become obsolete quite quickly. Therefore, the college needs to ensure that these systems are refreshed on a regular basis.

In addition to these hardware needs, there is now a greater demand for computer programs to be used in the classroom and in distance education courses. Some of these programs can be quite expensive, but are useful in enhancing the students learning experience. Our faculty will continue to discuss these options and request these programs through the competitive technology funding process.

Increased technological assistance is also necessary, both for classroom and distance education instructors. We applaud the recent hiring of a new Applications Specialist II to help with Blackboard and other learning technology issues. We strongly support the continued implantation of the plan submitted by the college's Distance Education Committee.

### **Library Holdings Overview**

Our library holdings in anthropology are not fully adequate. It is imperative that faculty members within the department continue to request books, DVDs and other resources from the library staff to increase its anthropology related holdings. The department has provided the library with an essential ethnography list for the library to acquire, and these acquisitions have begun this year.

The faculty is also very distressed about the journal holdings in the library. While we understand that institutional journal subscriptions are quite expensive, there are some journals, particularly in the field of biological anthropology, that must be acquired in order for the library to maintain current information for our students. We will work with the library on identifying these necessary journals and finding funding sources.

### **Other Resources Overview**

The biological anthropology lab sections require significant hands on experience for the students. The problem is that these types of equipment can be quite expensive. Our goal is to establish labs that will provide students a thorough understanding of evolution and the biological nature of humans.

Our instructional materials and equipment are extensive, but given the nature of the field it is always necessary to update our holdings. Although our cast collection is formidable, we hope to acquire replicas of recent discoveries as well as purchasing updated DVDs and lab equipment. We will also be looking into the development of our own casts via CT data sets that can be developed into casts using our own rapid proto-typing program on campus. The costs involved are high as the material to produce them is expensive. We hope to be granted funding for this program.

In addition, because there are so many courses which use these materials they often need fixing or replacement. We will continue to work through the competitive equipment funding process to increase and update our materials, as well as seek out other funding sources.

### **Projected Needs**

Our projected needs, as discussed above include:

- a. A dedicated biological anthropology lab classroom with storage.
- b. An enhanced and more secure storage room for our teaching materials equipment.
- c. Permanent projection systems within all of our classrooms with regular refreshing.
- d. Increased anthropology-related library holdings, especially in the form of print and online journals.

## **E. Service, Community Outreach, and Economic Development**

### **Anthropology in the Public Arena**

As a discipline, anthropology is very much concerned with its “real world” applications. Most of our faculty members are involved in a number of outside activities, often in relation to their own academic research agenda. This includes working with the Juaneño, the local Native American tribe, in gaining federal recognition, working with populations affected by the government’s current immigration policy, and advocating for the teaching of evolution in our public school system.

Faculty in our department have also been instrumental in bringing a number of important speakers to the college community, including Nobel Peace Prize winner Rigoberta Menchu, United Farm Worker organizer Dolores Huerta, and renowned scientist Dr. Tim Barnett from the Scripps Institute. We have also addressed challenging issues such as immigration by inviting Dr. Leo R. Chavez and Dr. Lisa Bedolla-Garcia, both from UC Irvine, to speak on our campus. This is an important service for students and staff of the college, as well as for all community members.

### **Strengths and Weaknesses in the Area of Service and Community Outreach**

Anthropology has long been recognized as an essential part of a liberal arts degree because it prepares students for the multicultural world in which we live by offering them a way to understand it. The Anthropology Department is committed to addressing the issues that challenge societies the world over while teaching tolerance through cultural relativism and understanding of human variation through biological comprehension. Our courses and extracurricular activities are all excellent in fulfilling this mission.

The biggest challenge that we face is adequate funding to ensure that these activities can continue in the future.

### **Needed Changes in Service and Community Outreach**

In order to continue our important extracurricular activities, we will seek out increased funding sources, both internally and externally. We also feel that it is important for our faculty members to have a presence in the community, and we will continue to encourage participation in local events and speakers’ bureaus.

## **Section III: Needs Assessment**

### **A. Human Resource Needs**

#### **Faculty Positions**

In terms of optimal staffing, we are currently short one full-time faculty position. With the imminent retirement of Professor Micael Merrifield, we will be short two full-time faculty positions.

#### **Classified Positions**

We currently have no classified positions within our department. However, our biological anthropology program would be greatly served by a part-time lab technician who could help set up the labs, maintain the equipment, and monitor our use of lab supplies.

An additional administrative assistant in the Social and Behavioral Sciences Division office would also be quite helpful for all of the departments within the division.

### **B. Instructional Needs**

Our goal is to establish a yearly budget just for updated DVDs and lab equipment. The biological aspect of anthropology is so dynamic that a new human genetic trait is discovered weekly. Although we do not suppose to provide videos as regularly as this, our goal is to acquire core DVDs that explain process over themes.

### **C. Research Needs**

We have no identifiable research needs at this time.

### **D. Technical, Equipment and Other Resource Needs**

With the increased use of technology in the classroom, our primary technological need is the installation of permanent computer projection systems in the classroom, which are refreshed and updated with new technology on a regular basis. This should be a college-wide priority as we try to position ourselves as a technologically advanced college for the 21<sup>st</sup> century.

Our equipment needs are great. We teach biological anthropology lecture and lab courses which updated and replaced equipment on a regular basis. So far, we have been able to maintain our equipment and materials through the competitive funding process and we will continue to apply for additional funding through this process.

### **E. Facilities Needs**

Our biggest need in terms of facilities is a dedicated lab classroom with storage space for anthropology. We currently offer 12 lab sections a year. These sections fill very quickly and we would be able to offer more sections if we had a dedicated lab classroom. In addition, the classroom we are currently using was initially set up as a psychology lab and there is not sufficient space to set up and protect the anthropology department's equipment. Moreover, our supplies and equipment are quite valuable and a larger and more secure storage system in our storage room (aka, the animal room) would be helpful.

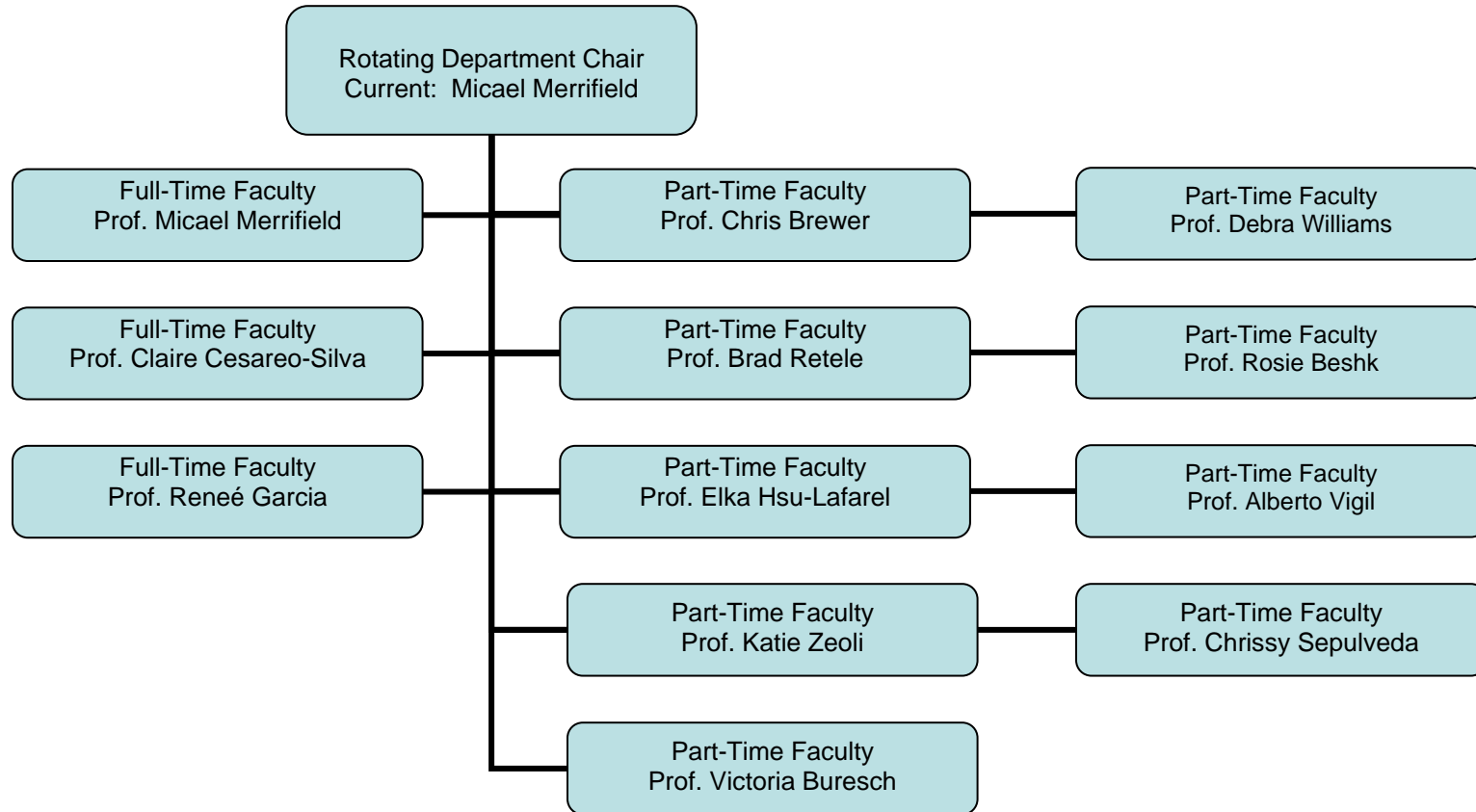
### **F. Marketing and Outreach Needs**

In order to keep the recruitment literature about our program current, it is imperative that we have an annual budget for the creation and production of an updated brochure and website. The brochure is used at various college events, such as Senior Day and Welcome Day, as well as at off-campus outreach events. The website would provide course and instruction information, as well as news and links. This should be a priority as more students access department websites for information over other means of marketing.

## **Section IV: Appendices**

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. SLO Assessment Forms**
- D. Data Sets**

## Appendix A: Program Organizational Chart



## Appendix B: Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2002-3	2003-4	2004-5	2005-6	2006-7	
Administration						
Bargaining Classified Staff FT						
Bargaining Classified Staff PT						
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Faculty FT	3	3	3	3	3	0%
Faculty PT	8	8	9	9	9	+11%

## Appendix C: SLO Assessment Forms

### Anthropology Department 09/2005

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p><b>Saddleback College Goal:</b> Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.</p> <p><b>Anthropology Department Mission:</b> The mission of the Anthropology Department at Saddleback College is to provide students</p>	<p>1. Students who take the core course in Cultural Anthropology (Anth 2) will be able to explain the importance of cultural relativism in the analysis of global diversity, and discuss how this perspective differs from ethnocentrism.</p>	<p>1. On an essay quiz given in all sections of Anth 2 each spring, 80% of students will score at least 4 out of a possible 5.</p>		

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>with holistic and comparative knowledge about human biological and cultural differences and similarities. We offer a diverse curriculum which exposes students to the broad range of anthropological practices and theories.</p>	<p>2. Students who take the core course in Biological Anthropology (Anth 1) will be able to explain the processes of evolutionary change.</p>	<p>2. In an essay question embedded in the midterms of all Anth 1 sections each spring, 75% of the students will be able to accurately distinguish between mutation, gene flow, genetic drift, and natural selection.</p>		

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>3. Students enrolled in the Biological Anthropology lab course (Anth 1L) will be able to classify primate species based upon anatomical traits.</p>	<p>3. In a lab practicum given in all sections of Anth 1L each spring, 75% of the students will successfully apply at least 4 distinct traits in the identification of species.</p>		

**Appendix D: Anthropology Program Data Sets**

**Anthropology  
Program Review Data Set  
March 2007**

# **Anthropology Program Review Data Set**

**The following pages include:**

- 1. Course Section Count**
- 2. C1 & End of Term Headcount**
- 3. Overview of Courses, Grades, Success/Retention**
- 4. Course Grades, Success/Retention**
- 5. Anthropology Program Students' Duplicated Headcount**
  - a. Gender**
  - b. Zip Code**
  - c. Age Groups**
  - d. Ethnicity**
  - e. Educational Goal**
- 6. Awarded Degrees**

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse March 2007  
Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College**

## Anthropology Section Count

**Anthropology Courses  
Course and Section Count by Term and Year**

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
ANTH 1	13	14	14	17	16	5	5	4	7	7	7	12	13	13	17	14	16
ANTH 1L	5	5	4	6	5	2	2	2	2	2	2	5	5	5	4	5	6
ANTH 2	9	7	7	8	9	3	4	2	4	5	4	6	7	7	9	9	10
ANTH 3	0	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1
ANTH 4	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0
ANTH 6	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 7	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
ANTH 8	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	2
ANTH 9	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1
ANTH 10	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	1	1
ANTH 13	1	1	0	1	0	0	0	0	1	0	0	2	1	1	1	1	1
ANTH 14	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
ANTH 15	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 16	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
ANTH 20	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	0	1
ANTH 21	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
<b>Total</b>	<b>34</b>	<b>31</b>	<b>28</b>	<b>35</b>	<b>33</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>31</b>	<b>29</b>	<b>33</b>	<b>35</b>	<b>33</b>	<b>39</b>

## Anthropology Census Headcount

**Anthropology Courses  
C1 Headcount by Course/Term/Year**

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
ANTH 1	771	842	633	765	745	225	268	194	202	161	131	644	710	654	833	713	676
ANTH 1L	157	186	148	197	204	46	60	56	69	52	70	138	169	152	161	175	166
ANTH 2	340	294	208	272	297	138	124	151	111	102	85	214	256	279	267	261	314
ANTH 3	.	28	37	34	.	.	.	.	.	.	.	12	.	0	.	.	33
ANTH 4	13	.	.	.	.	.	0	.	.	.	.	.	.	17	.	0	.
ANTH 6	28	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ANTH 7	.	.	.	22	.	.	.	.	.	.	.	10	.	.	.	.	.
ANTH 8	.	.	.	18	19	.	.	.	.	.	.	.	.	19	.	.	17
ANTH 9	36	38	43	.	.	.	.	.	.	.	.	27	33	30	30	23	41
ANTH 10	.	.	.	.	32	.	.	.	.	.	.	63	91	61	53	55	20
ANTH 13	68	78	.	55	.	.	.	.	38	.	.	57	73	66	53	65	32
ANTH 14	15	.	.	.	.	.	.	.	.	.	.	.	.	15	15	.	.
ANTH 15	13	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ANTH 16	.	.	.	.	.	.	.	.	.	.	.	16	.	.	.	.	.
ANTH 20	8	5	7	.	.	.	.	.	.	.	.	9	5	7	8	.	7
ANTH 21	.	.	.	.	16	.	.	.	.	.	.	.	.	.	.	0	.
Total	1449	1493	1076	1363	1313	409	452	401	420	315	286	1190	1337	1300	1420	1292	1306

## Anthropology End of Term Count

**Anthropology Courses  
End of Term Enrollment by Course/Term/Year**

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
ANTH 1	778	848	706	834	896	248	283	196	342	313	314	645	714	717	906	793	750
ANTH 1L	159	189	149	199	204	47	61	58	71	53	72	138	169	152	161	175	166
ANTH 2	451	423	365	393	411	149	223	152	192	237	187	327	354	364	362	384	391
ANTH 3	0	28	37	34	0	0	0	0	0	0	0	12	0	1	0	0	33
ANTH 4	13	0	0	0	0	0	1	0	0	0	0	0	0	17	0	2	0
ANTH 6	30	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 7	0	0	0	22	0	0	0	0	0	0	0	10	0	0	0	0	0
ANTH 8	0	0	0	18	19	0	0	0	0	0	0	0	0	19	0	0	18
ANTH 9	36	38	43	0	0	0	0	0	0	0	0	27	34	30	30	23	41
ANTH 10	0	0	0	0	32	0	0	0	0	0	0	63	91	61	53	55	20
ANTH 13	69	78	0	58	0	0	0	0	42	0	0	59	73	66	53	65	32
ANTH 14	15	0	0	0	0	0	0	0	0	0	0	0	0	15	15	0	0
ANTH 15	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTH 16	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0	0	0
ANTH 20	8	5	8	0	0	0	0	0	0	0	0	9	5	7	8	0	7
ANTH 21	0	0	0	0	16	0	0	0	0	0	0	0	0	0	0	1	0
<b>Total</b>	<b>1572</b>	<b>1631</b>	<b>1308</b>	<b>1558</b>	<b>1578</b>	<b>444</b>	<b>568</b>	<b>406</b>	<b>647</b>	<b>603</b>	<b>573</b>	<b>1306</b>	<b>1440</b>	<b>1449</b>	<b>1588</b>	<b>1498</b>	<b>1458</b>

**Summary of All Courses by Grade/Success/Retention**

**Anthropology Courses  
Summary of All Courses by Grade/Success/Retention**

		Grades										success	retention	
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2001	Spring	418	218	182	6	51	143	2	5	205	76	1306	63.1%	84.3%
	Summer	161	103	52	2	10	43	0	0	36	37	444	71.6%	91.9%
	Fall	513	337	204	7	59	214	7	1	144	86	1572	67.5%	90.8%
2002	Spring	461	279	200	9	63	178	4	2	148	96	1440	65.9%	89.7%
	Summer	212	128	61	2	17	37	8	0	55	48	568	71.0%	90.3%
	Fall	480	308	212	5	68	228	7	4	210	109	1631	61.6%	87.1%
2003	Spring	509	268	165	7	38	188	11	3	140	120	1449	65.5%	90.3%
	Summer	180	73	29	0	5	34	6	0	18	61	406	69.5%	95.6%
	Fall	343	270	211	4	69	143	3	1	140	124	1308	63.3%	89.3%
2004	Spring	500	311	212	6	58	229	10	3	130	129	1588	64.8%	91.8%
	Summer	240	136	67	2	14	53	3	1	36	95	647	68.8%	94.4%
	Fall	486	327	225	4	47	188	7	4	151	119	1558	66.9%	90.3%
2005	Spring	480	319	203	8	46	166	5	0	139	132	1498	67.4%	90.7%
	Summer	208	123	51	5	16	36	1	0	43	120	603	64.2%	92.9%
	Fall	547	273	177	8	59	199	5	5	148	157	1578	63.7%	90.6%
2006	Spring	462	343	172	9	44	156	5	2	144	121	1458	67.6%	90.1%
	Summer	191	104	48	3	12	32	2	0	47	134	573	60.4%	91.8%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

## **Summary of ANTH 1 by Grade/Success/Retention**

**Anthropology Courses  
Courses by Grade/Success/Retention**

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ANTH 1	2001	Spring	176	123	107	0	31	90	1	2	90	25	62.95	86.05
		Summer	81	55	36	1	5	31	0	0	17	22	69.76	93.15
		Fall	237	180	122	2	31	112	0	0	63	31	69.54	91.90
	2002	Spring	213	166	106	2	29	98	3	0	56	41	68.21	92.16
		Summer	109	73	25	0	7	34	2	0	15	18	73.14	94.70
		Fall	239	169	126	1	33	132	1	1	103	43	63.09	87.85
	2003	Spring	230	156	94	1	19	105	3	1	54	54	67.09	92.47
		Summer	90	39	24	0	2	17	0	0	8	16	78.06	95.92
		Fall	172	162	138	3	33	76	1	1	69	51	67.28	90.23
	2004	Spring	276	182	138	2	40	130	4	2	67	65	66.00	92.60
		Summer	113	79	37	1	10	32	2	0	18	50	67.25	94.74
		Fall	252	173	135	1	17	135	2	0	74	45	67.27	91.13
	2005	Spring	250	178	117	4	29	102	1	0	65	47	69.23	91.80
		Summer	94	73	33	3	7	18	0	0	16	69	64.86	94.89
		Fall	326	157	96	4	34	112	2	3	83	79	65.07	90.74
	2006	Spring	248	172	91	5	23	100	2	1	65	43	68.80	91.33
		Summer	82	61	26	1	9	18	0	0	26	91	54.14	91.72

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

## **Summary of ANTH 1L by Grade/Success/Retention**

**Anthropology Courses  
Courses by Grade/Success/Retention**

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ANTH 1L	2001	Spring	68	29	17	0	0	3	1	0	15	5	82.61	89.13
		Summer	28	6	2	0	0	7	0	0	1	3	76.60	97.87
		Fall	58	37	23	0	7	15	1	0	8	10	74.21	94.97
	2002	Spring	69	28	24	0	5	11	0	0	19	13	71.60	88.76
		Summer	29	9	8	1	3	2	0	0	6	3	77.05	90.16
		Fall	57	45	29	1	8	14	1	1	26	7	69.84	86.24
	2003	Spring	52	37	16	2	5	5	1	0	19	15	70.39	87.50
		Summer	5	7	1	0	1	7	0	0	5	32	22.41	91.38
		Fall	47	27	26	1	9	13	1	0	12	13	67.79	91.95
	2004	Spring	52	53	24	0	4	13	1	0	7	7	80.12	95.65
		Summer	22	13	14	0	3	1	0	0	2	16	69.01	97.18
		Fall	76	51	27	0	6	8	4	1	12	14	77.39	93.97
	2005	Spring	49	46	29	1	9	7	2	0	16	16	71.43	90.86
		Summer	27	9	3	0	2	5	0	0	2	5	73.58	96.23
		Fall	87	51	26	1	7	8	1	0	9	14	80.88	95.59
	2006	Spring	57	51	18	2	3	6	0	0	18	11	77.11	89.16
		Summer	44	11	5	0	1	1	0	0	2	8	83.33	97.22

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Summary of ANTH 2 by Grade/Success/Retention**

**Anthropology Courses  
Courses by Grade/Success/Retention**

			Grades								success	retention		
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ANTH 2	2001	Spring	74	51	42	1	20	36	0	1	66	36	51.38	79.82
		Summer	52	42	14	1	5	5	0	0	18	12	73.15	87.92
		Fall	134	82	49	2	17	76	3	1	52	35	59.20	88.47
	2002	Spring	92	60	51	0	17	57	1	0	50	26	57.34	85.88
		Summer	73	46	28	1	7	1	6	0	34	27	66.37	84.75
		Fall	111	60	50	1	24	67	2	2	64	42	52.48	84.87
	2003	Spring	117	59	34	0	9	58	6	1	48	32	57.69	86.81
		Summer	85	27	4	0	2	10	6	0	5	13	76.32	96.71
		Fall	95	64	35	0	25	43	1	0	51	51	53.15	86.03
	2004	Spring	115	55	35	2	12	50	5	0	44	44	57.18	87.85
		Summer	83	41	12	1	1	16	0	0	10	28	71.35	94.79
		Fall	114	82	34	0	16	40	1	2	50	54	58.52	87.28
	2005	Spring	122	69	35	1	6	48	1	0	40	62	59.11	89.58
		Summer	87	41	15	2	7	13	1	0	25	46	61.18	89.45
		Fall	116	53	43	1	13	71	2	1	52	59	51.82	87.35
	2006	Spring	110	87	42	2	10	37	1	0	47	55	61.64	87.98
		Summer	65	32	17	2	2	13	2	0	19	35	62.03	89.84

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Summary of ANTH 3, ANTH 4, ANTH 6, ANTH 7, & ANTH 8 by Grade/Success/Retention**

**Anthropology Courses  
Courses by Grade/Success/Retention**

			Grades									success	retention		
			A	B	C	CR	D	F	I	NC	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
ANTH 3	2001	Spring	9	0	0	1	0	1	0	0	1	0	83.33	91.67	
	2002	Fall	17	2	3	0	0	1	1	0	4	0	78.57	85.71	
	2003	Spring	1	0	0	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	18	5	2	0	0	4	0	0	4	4	67.57	89.19	
	2004	Fall	10	10	1	0	4	2	0	0	4	3	61.76	88.24	
	2006	Spring	14	6	1	0	2	4	2	0	3	1	63.64	90.91	
ANTH 4	2001	Fall	5	3	1	0	0	1	0	0	2	1	69.23	84.62	
	2002	Summer	1	0	0	0	0	0	0	0	0	0	100.00	100.00	
	2003	Spring	12	0	0	0	0	2	0	1	1	1	70.59	94.12	
	2005	Spring	1	0	0	0	0	0	1	0	0	0	50.00	100.00	
ANTH 6	2001	Fall	20	0	0	0	0	0	0	0	7	3	66.67	76.67	
	2002	Fall	12	0	0	0	0	3	2	0	1	4	54.55	95.45	
ANTH 7	2001	Spring	6	1	0	0	0	0	0	0	3	0	70.00	70.00	
	2004	Fall	4	1	12	1	0	1	0	0	2	1	81.82	90.91	
ANTH 8	2003	Spring	8	4	0	1	1	1	0	0	4	0	68.42	78.95	
	2004	Fall	3	3	2	0	4	2	0	1	1	2	44.44	94.44	
	2005	Fall	9	5	0	0	0	1	0	0	2	2	73.68	89.47	
	2006	Spring	9	3	2	0	0	3	0	0	1	0	77.78	94.44	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Summary of ANTH 9 & ANTH 10 by Grade/Success/Retention**

**Anthropology Courses  
Courses by Grade/Success/Retention**

			Grades								success	retention	
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ANTH 9	2001	Spring	10	5	1	0	0	1	1	7	2	59.26	74.07
		Fall	7	6	8	0	3	6	0	4	2	58.33	88.89
	2002	Spring	8	6	6	0	3	5	1	1	4	58.82	97.06
		Fall	9	10	4	0	3	5	0	4	3	60.53	89.47
	2003	Spring	7	7	4	0	2	7	0	2	1	60.00	93.33
		Fall	8	10	9	0	2	7	0	3	4	62.79	93.02
	2004	Spring	9	6	5	0	2	5	0	3	0	66.67	90.00
	2005	Spring	7	7	1	0	1	1	0	4	2	65.22	82.61
2006	Spring	11	9	9	0	1	2	1	6	2	70.73	85.37	
ANTH 10	2001	Spring	29	6	10	2	0	1	0	12	3	74.60	80.95
	2002	Spring	34	12	8	5	4	7	0	16	5	64.84	82.42
	2003	Spring	31	0	11	3	0	0	0	8	8	73.77	86.89
	2004	Spring	21	1	4	1	0	14	0	5	7	50.94	90.57
	2005	Spring	19	9	7	0	1	8	0	11	0	63.64	80.00
		Fall	4	6	7	0	5	7	1	1	1	53.13	96.88
	2006	Spring	5	6	0	0	4	1	0	2	2	55.00	90.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Summary of ANTH 13 & ANTH 14 by Grade/Success/Retention**

**Anthropology Courses  
Courses by Grade/Success/Retention**

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ANTH 13	2001	Spring	28	2	2	2	0	10	0	1	9	5	57.63	84.75
		Fall	35	20	1	3	0	1	0	0	7	2	85.51	89.86
	2002	Spring	45	7	3	2	5	0	0	0	5	6	78.08	93.15
		Fall	33	20	0	2	0	5	0	0	8	10	70.51	89.74
	2003	Spring	46	0	3	0	0	8	0	0	2	7	74.24	96.97
	2004	Spring	19	8	4	1	0	14	0	1	2	4	60.38	96.23
		Summer	22	3	4	0	0	4	1	1	6	1	69.05	85.71
		Fall	27	7	14	2	0	0	0	0	8	0	86.21	86.21
	2005	Spring	31	10	14	2	0	0	0	0	3	5	87.69	95.38
	2006	Spring	7	5	9	0	0	3	0	0	2	6	65.63	93.75
ANTH 14	2001	Fall	6	2	0	0	0	3	3	0	0	1	53.33	100.00
	2003	Spring	4	3	2	0	1	1	1	0	1	2	60.00	93.33
	2004	Spring	4	4	0	0	0	3	0	0	2	2	53.33	86.67

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Summary of ANTH 15, ANTH 16, ANTH 20, & ANTH 21 by Grade/Success/Retention**

**Anthropology Courses  
Courses by Grade/Success/Retention**

			Grades									success	retention
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ANTH 15	2001	Fall	7	5	0	0	1	0	0	0	0	92.31	100.00
ANTH 16	2001	Spring	14	0	1	0	0	1	0	0	0	93.75	100.00
ANTH 20	2001	Spring	4	1	2	0	0	0	0	2	0	77.78	77.78
		Fall	4	2	0	0	0	0	0	1	1	75.00	87.50
	2002	Spring	0	0	2	0	0	0	1	1	1	40.00	80.00
		Fall	2	2	0	0	0	1	0	0	0	80.00	100.00
	2003	Spring	1	2	1	0	1	1	0	1	0	57.14	85.71
		Fall	3	2	1	0	0	0	0	1	1	75.00	87.50
	2004	Spring	4	2	2	0	0	0	0	0	0	100.00	100.00
	2006	Spring	1	4	0	0	1	0	0	0	1	71.43	100.00
ANTH 21	2005	Spring	1	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	5	1	5	2	0	0	0	1	2	81.25	93.75

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

## Gender by Year/Term

### Anthropology Courses Gender by Year/Term Duplicated Headcount

		F		M		X		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2001	Spring	701	53.7%	604	46.2%	1	.1%	1306	100.0%
	Summer	243	54.7%	201	45.3%	0	.0%	444	100.0%
	Fall	801	51.0%	771	49.0%	0	.0%	1572	100.0%
2002	Spring	749	52.0%	689	47.8%	2	.1%	1440	100.0%
	Summer	328	57.7%	240	42.3%	0	.0%	568	100.0%
	Fall	866	53.1%	765	46.9%	0	.0%	1631	100.0%
2003	Spring	811	56.0%	638	44.0%	0	.0%	1449	100.0%
	Summer	225	55.4%	181	44.6%	0	.0%	406	100.0%
	Fall	717	54.8%	590	45.1%	1	.1%	1308	100.0%
2004	Spring	800	50.4%	788	49.6%	0	.0%	1588	100.0%
	Summer	370	57.2%	277	42.8%	0	.0%	647	100.0%
	Fall	786	50.4%	772	49.6%	0	.0%	1558	100.0%
2005	Spring	759	50.7%	737	49.2%	2	.1%	1498	100.0%
	Summer	340	56.4%	263	43.6%	0	.0%	603	100.0%
	Fall	794	50.3%	784	49.7%	0	.0%	1578	100.0%
2006	Spring	691	47.4%	766	52.5%	1	.1%	1458	100.0%
	Summer	335	58.5%	238	41.5%	0	.0%	573	100.0%

## Anthropology Courses by Zip Code

**Anthropology Courses by Zip Code  
Duplicated Headcount**

		Saddleback		Irvine		Out of District		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2001	Spring	1173	89.8%	36	2.8%	97	7.4%	1306	100.0%
	Summer	401	90.3%	12	2.7%	31	7.0%	444	100.0%
	Fall	1455	92.6%	36	2.3%	81	5.2%	1572	100.0%
2002	Spring	1319	91.6%	32	2.2%	89	6.2%	1440	100.0%
	Summer	502	88.4%	16	2.8%	50	8.8%	568	100.0%
	Fall	1486	91.1%	50	3.1%	95	5.8%	1631	100.0%
2003	Spring	1315	90.8%	33	2.3%	101	7.0%	1449	100.0%
	Summer	350	86.2%	27	6.7%	29	7.1%	406	100.0%
	Fall	1161	88.8%	43	3.3%	104	8.0%	1308	100.0%
2004	Spring	1433	90.2%	40	2.5%	115	7.2%	1588	100.0%
	Summer	544	84.1%	27	4.2%	76	11.7%	647	100.0%
	Fall	1380	88.6%	50	3.2%	128	8.2%	1558	100.0%
2005	Spring	1305	87.1%	73	4.9%	120	8.0%	1498	100.0%
	Summer	510	84.6%	35	5.8%	58	9.6%	603	100.0%
	Fall	1377	87.3%	59	3.7%	142	9.0%	1578	100.0%
2006	Spring	1287	88.3%	59	4.0%	112	7.7%	1458	100.0%
	Summer	478	83.4%	31	5.4%	64	11.2%	573	100.0%

## Age Group Distribution by Year/Term

**Anthropology Courses  
Age Group Distribution by Year/Term  
Duplicated Headcount**

		Age Groups															
		Below 17		18-21		22-25		26-35		36-50		51-65		Over 65		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2001	Spring	20	1.5%	928	71.1%	150	11.5%	114	8.7%	70	5.4%	23	1.8%	1	.1%	1306	100.0%
	Summer	19	4.3%	255	57.4%	75	16.9%	54	12.2%	35	7.9%	6	1.4%	0	.0%	444	100.0%
	Fall	44	2.8%	1087	69.1%	238	15.1%	114	7.3%	60	3.8%	24	1.5%	5	.3%	1572	100.0%
2002	Spring	36	2.5%	996	69.2%	218	15.1%	87	6.0%	78	5.4%	22	1.5%	3	.2%	1440	100.0%
	Summer	15	2.6%	350	61.6%	96	16.9%	65	11.4%	37	6.5%	5	.9%	0	.0%	568	100.0%
	Fall	57	3.5%	1139	69.8%	231	14.2%	100	6.1%	81	5.0%	14	.9%	9	.6%	1631	100.0%
2003	Spring	27	1.9%	1014	70.0%	227	15.7%	111	7.7%	55	3.8%	12	.8%	3	.2%	1449	100.0%
	Summer	25	6.2%	254	62.6%	64	15.8%	35	8.6%	22	5.4%	6	1.5%	0	.0%	406	100.0%
	Fall	40	3.1%	932	71.3%	184	14.1%	90	6.9%	49	3.7%	11	.8%	2	.2%	1308	100.0%
2004	Spring	20	1.3%	1116	70.3%	240	15.1%	124	7.8%	74	4.7%	12	.8%	2	.1%	1588	100.0%
	Summer	14	2.2%	393	60.7%	126	19.5%	69	10.7%	38	5.9%	7	1.1%	0	.0%	647	100.0%
	Fall	37	2.4%	1099	70.5%	252	16.2%	105	6.7%	52	3.3%	11	.7%	2	.1%	1558	100.0%
2005	Spring	20	1.3%	1044	69.7%	248	16.6%	118	7.9%	50	3.3%	14	.9%	4	.3%	1498	100.0%
	Summer	16	2.7%	372	61.7%	108	17.9%	72	11.9%	29	4.8%	3	.5%	3	.5%	603	100.0%
	Fall	39	2.5%	1108	70.2%	240	15.2%	115	7.3%	58	3.7%	11	.7%	7	.4%	1578	100.0%
2006	Spring	20	1.4%	1069	73.3%	229	15.7%	85	5.8%	40	2.7%	10	.7%	5	.3%	1458	100.0%
	Summer	23	4.0%	323	56.4%	118	20.6%	64	11.2%	35	6.1%	9	1.6%	1	.2%	573	100.0%

## Ethnicity by Year/Term

**Anthropology Courses  
Ethnicity by Year/Term  
Duplicated Headcount**

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2001	Spring	87	6.7%	17	1.3%	166	12.7%	8	.6%	18	1.4%	10	.8%	898	68.8%	102	7.8%	1306	100.0%
	Summer	43	9.7%	15	3.4%	59	13.3%	0	.0%	7	1.6%	5	1.1%	274	61.7%	41	9.2%	444	100.0%
	Fall	114	7.3%	24	1.5%	219	13.9%	14	.9%	18	1.1%	14	.9%	1046	66.5%	123	7.8%	1572	100.0%
2002	Spring	90	6.3%	27	1.9%	155	10.8%	5	.3%	13	.9%	10	.7%	1018	70.7%	122	8.5%	1440	100.0%
	Summer	55	9.7%	12	2.1%	63	11.1%	4	.7%	7	1.2%	6	1.1%	363	63.9%	58	10.2%	568	100.0%
	Fall	120	7.4%	15	.9%	204	12.5%	8	.5%	22	1.3%	12	.7%	1125	69.0%	125	7.7%	1631	100.0%
2003	Spring	100	6.9%	29	2.0%	169	11.7%	12	.8%	20	1.4%	12	.8%	990	68.3%	117	8.1%	1449	100.0%
	Summer	40	9.9%	7	1.7%	54	13.3%	1	.2%	6	1.5%	1	.2%	258	63.5%	39	9.6%	406	100.0%
	Fall	116	8.9%	29	2.2%	157	12.0%	11	.8%	21	1.6%	7	.5%	864	66.1%	103	7.9%	1308	100.0%
2004	Spring	130	8.2%	33	2.1%	171	10.8%	12	.8%	27	1.7%	14	.9%	1064	67.0%	137	8.6%	1588	100.0%
	Summer	60	9.3%	11	1.7%	85	13.1%	0	.0%	17	2.6%	3	.5%	412	63.7%	59	9.1%	647	100.0%
	Fall	136	8.7%	29	1.9%	193	12.4%	5	.3%	24	1.5%	7	.4%	1043	66.9%	121	7.8%	1558	100.0%
2005	Spring	145	9.7%	33	2.2%	161	10.7%	8	.5%	21	1.4%	8	.5%	988	66.0%	134	8.9%	1498	100.0%
	Summer	93	15.4%	7	1.2%	71	11.8%	2	.3%	12	2.0%	2	.3%	372	61.7%	44	7.3%	603	100.0%
	Fall	125	7.9%	45	2.9%	198	12.5%	13	.8%	16	1.0%	13	.8%	1044	66.2%	124	7.9%	1578	100.0%
2006	Spring	123	8.4%	49	3.4%	178	12.2%	10	.7%	25	1.7%	11	.8%	959	65.8%	103	7.1%	1458	100.0%
	Summer	64	11.2%	17	3.0%	87	15.2%	2	.3%	10	1.7%	3	.5%	334	58.3%	56	9.8%	573	100.0%

## Educational Goals by Year/Term

### Anthropology Courses Educational Goals by Year/Term Duplicated Headcount

	2001				2002				2003				2004				2005				2006	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
AA/AS and transfer	458	35.1%	524	33.3%	529	36.7%	597	36.6%	558	38.5%	492	37.6%	635	40.0%	622	39.9%	646	43.1%	649	41.1%	600	41.2%
Transfer w/o AA/AS	170	13.0%	207	13.2%	162	11.3%	205	12.6%	218	15.0%	199	15.2%	228	14.4%	225	14.4%	229	15.3%	221	14.0%	223	15.3%
AA/AS w/o transfer	10	.8%	15	1.0%	11	.8%	8	.5%	5	.3%	6	.5%	9	.6%	4	.3%	7	.5%	12	.8%	7	.5%
2-yr Voc. w/o transfe	20	1.5%	26	1.7%	25	1.7%	32	2.0%	28	1.9%	16	1.2%	32	2.0%	21	1.3%	22	1.5%	21	1.3%	27	1.9%
Voc. certif. w/o trans	171	13.1%	221	14.1%	184	12.8%	271	16.6%	232	16.0%	206	15.7%	281	17.7%	272	17.5%	247	16.5%	281	17.8%	263	18.0%
Discover interests	94	7.2%	111	7.1%	103	7.2%	97	5.9%	78	5.4%	58	4.4%	71	4.5%	61	3.9%	45	3.0%	61	3.9%	46	3.2%
Acquire job skills	67	5.1%	114	7.3%	103	7.2%	96	5.9%	75	5.2%	62	4.7%	75	4.7%	66	4.2%	66	4.4%	58	3.7%	69	4.7%
Update job skills	18	1.4%	21	1.3%	20	1.4%	24	1.5%	10	.7%	12	.9%	15	.9%	12	.8%	18	1.2%	12	.8%	10	.7%
Maintain cert. or lisc.	3	.2%	1	.1%	2	.1%	2	.1%	0	.0%	1	.1%	1	.1%	1	.1%	2	.1%	4	.3%	2	.1%
Ed. development	75	5.7%	69	4.4%	56	3.9%	44	2.7%	48	3.3%	29	2.2%	31	2.0%	37	2.4%	34	2.3%	40	2.5%	24	1.6%
Basic Skills	1	.1%	0	.0%	0	.0%	8	.5%	8	.6%	7	.5%	4	.3%	3	.2%	2	.1%	6	.4%	2	.1%
HS or GED	3	.2%	10	.6%	6	.4%	9	.6%	6	.4%	11	.8%	7	.4%	10	.6%	7	.5%	8	.5%	8	.5%
Undecided	216	16.5%	253	16.1%	239	16.6%	237	14.5%	183	12.6%	209	16.0%	199	12.5%	224	14.4%	173	11.5%	205	13.0%	177	12.1%
Unknown	0	.0%	0	.0%	0	.0%	1	.1%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
<b>Total</b>	<b>1306</b>	<b>100.0%</b>	<b>1572</b>	<b>100.0%</b>	<b>1440</b>	<b>100.0%</b>	<b>1631</b>	<b>100.0%</b>	<b>1449</b>	<b>100.0%</b>	<b>1308</b>	<b>100.0%</b>	<b>1588</b>	<b>100.0%</b>	<b>1558</b>	<b>100.0%</b>	<b>1498</b>	<b>100.0%</b>	<b>1578</b>	<b>100.0%</b>	<b>1458</b>	<b>100.0%</b>

**Awarded Degrees by Academic Year**

<b>Anthropology</b>	<b>2005-06</b>	<b>2004-05</b>
Associates in Arts	4	5

Data Source: SOCCCD Awards Management System, March 22, 2007