

 Dept - (SSH) Anthropology > Department > Program Review



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2018-19 Annual Program Review Update Submitted By: Ameeta Tiwana

APRU Complete for: 2018-19

Program Mission Statement: Anthropology is a unique discipline sitting at the intersection between social sciences, biological sciences and humanities. The discipline helps students grasp the globally interconnected world in which they live and get a better understanding of the "other" through systematic examination of all humanity. Knowledge from the discipline encourages students to be more engaged citizens with contemporary issues both locally and globally. Also, according to the US department of Labor, "employment of anthropologists and archaeologists is expected to grow 19 percent from 2012 to 2022, faster than the average 11% growth forecast for all occupations "

In addition of the primary goal of providing students with transferable GE units the anthropology program equips our students with invaluable anthropological thinking and skills which can be applied to any major they pursue and addressing everyday problems.

Our program level outcomes (PLO) are

1. Students will apply a scientific, evolutionary and a holistic approach to understand human variation
2. Students will apply cultural relativism to understand behavioral variation and recognize the validity of each culture as an adaptation to its physical, biotic and social environment.
3. Students will identify and discuss the legal and sociological approaches to correctional theories and practices.

All of the above Program Level Outcomes are aligned with the mission of the college and ICCs - Communication and expression, Critical Thinking, Information literacy and Civic capacity for Global, Cultural, Social, and Environmental Justice .

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 2

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Strategies to Increase Awards : 1) Laying more emphasis on the application and employment using Anthropology in the Government, Medicine, Education, Corporations and Development

2) Inviting applied anthropologists as guest speakers on campus

3) Holding workshops to connect students with high ranking professionals in the valley - during which students see the application of anthropology and connect with the professionals to build social capital

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 7.5

I.E.2 #Student Employees:

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: .155

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: We lost a FT faculty and this has a sizable program with just one FT and a PT pool which is in flux too. This has severely impacted our program. We had been requesting for a growth position for over five years but instead we lost one that we had too. Hence 87.2 % of our sections are being taught by adjunct faculty. This has impacted our enrollment and success

II.A Enrollment Trends: Our enrollment has decreased by 19.79 %. The upward trend till 2014-2015 when our enrollment was at 4214 came down drastically by a 1000 students to 3262, just in the last three years. I attribute this to early cancellation policy, loss of a FT position, and a huge shuffle in the PT pool. Several experienced adjuncts retired, plus we lost PT faculty to hiring by other colleges and companies.

II.B Overall Success Rate: Overall success rates has increased from 77% in 2015-16 to 80% in 2017-18 which is a 3% increase over 3 years.

This is significant since enrollment decreased by 20% but success rate has continued to increase.

Also, overall success rate for targeted groups and non targeted groups has increased by 2 %and 3 % respectively

II.C Changes Imposed by Internal/External Regulations: Our program has been severely impacted by early cancellation, loss of a full time faculty and an upheaval in the PT pool.

Anthropology is not offered in high schools hence students when then come in to De Anza are not familiar with the discipline. In fact a significant number of students enroll in our classes closer to the beginning of the quarter and/or during the first week as a result of recommendations by fellow students . Consequently when anthropology classes are cancelled early we not only loose those registered but many more potential adds up until and during the first week. The high success and retention numbers in anthropology classes indicate that once enrolled the students realize the value of the discipline, and enjoy the classes.

We recommend that the early cancellation policy be revoked or used with caution.





We offered the following number of sections in the last three years

Sections offered

2015-2016 102

2016-2017 90 (there is an error in the calculations of sections offered, it is not 97)

2017-2018 69 (and not 90 as reported in the data sheet)

Which means we lost 23% of our sections to reductions and early cancellations compared to the previous year (2016-2017) and 33% fewer sections from 2015-16.

The huge impact is evidenced in the 20% decrease in enrollment numbers. Anthropology has had a robust enrollment and was on a steady increase each year (by atleast 3 - 5%), but currently we are suffering because of fewer sections and early cancellations.

The second major factor impacting the health of our program is the loss of a FT faculty and 7 Adjunct faculty. After an year of absence the FT has resigned plus there has been considerable upheaval in the PT pool. Several adjunct faculty have either retired or moved on to other colleges or companies. Some even moved out of the area. We lost Nengo, Soluri, Cartier, Casareto, Pierce, Yang, Ishaya and Claudia. We ended up hiring a new pool many of them show great potential but have no Community College teaching experience. A couple of our new hires also left since their classes kept getting cancelled early. We have been requesting a third position for the past 5 years and the need is even more pressing now. In order to bring stability to our offerings and meet the needs of our students.

Our program is also impacted by restrictions on curriculum development. We have been trying to add internships in anthropology but there is great deal of resistance from the college. It is important that students are able to take these internships and experience the application of anthropology in non academic settings and see the many employment opportunities offered by the field. The anthropology job market is the fastest growing field (according to the US department of Labor). Offering internships and courses in applied and medical anthropology will attract students to the program and prepare them.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:

Following is the representation is each of the following ethnicities

Ethnicity	Anthropology	College
• African American:	4 %	4%
• Latino/a:	8 %	7%
• Filipinx:	27%	25%
• Pacific Islanders	1 %	1 %
• Asian:	41 %	44 %
• White:	17%	17 %

Anthropology is drawing 2% more Filipinx and 1% more Latino/a students in relation to the college. We are drawing the same percentage of African American and Pacific Highlander students in relation to the college.



III.A.2 Targeted Student Populations: Growth and Decline: The enrollment of targeted groups remains stable over five years. There is a 1% increase in the enrollment of Latino/a students and 1% decline in enrollment of African American students.

III.B.1 Closing the Student Equity Gap: Success Rates: Success Rates by Ethnicity

Ethnicity	Anthropology
• African American:	73 %
• Latino/a:	72 %
• Filipinx:	77 %
• Pacific Islanders	50 %
• Asian:	87 %
• White:	81 %

We have closed the performance gap between White and Filipinx students. There is a 8 % difference between African American and a 9% difference between Latino/a and White students.

Our program and team is very committed to narrowing the performance gap and achieving equity among our students. We participate in division's CAR, which involves conversation, application and reflection around equity. In the classroom. We strive to use a student centered, collaborative and engaging teaching approach.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: Withdraw Rates by Ethnicity in Anthropology

Ethnicity	Anthropology
• African American:	7 %
• Latino/a:	13 %
• Filipinx:	8 %
• Pacific Islanders	17 %
• Asian:	6 %
• White:	8 %

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Ethnicity

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
• African American:	68 %	66 %	67 %	73 %	73 %
• Latino/a	66 %	69 %	70 %	77 %	72 %
• Filipinx:	71 %	75 %	74 %	83 %	77 %
• Pacific Islanders	71 %	66 %	90 %	69 %	50 %
• Asian:	83 %	83 %	84 %	89 %	87 %
• White:	76 %	82 %	79 %	84 %	81 %

The success rate of both targeted and non targeted groups has increased considerably

over five years except in for Pacific Islanders in which case it may be a result of small sample size



III.C Action Plan for Targeted Group(s): 1. Conversation, Application and Reflection (CAR) discussions within the department on equity readings and issues faced in the classroom have been very effective and we plan to continue them - - team effort
2. Teach more engaged classes - using a diverse teaching pedagogy in the classroom -- entire Team
3. Overhaul anthropology website and Facebook page to increase awareness, application and employment in anthropology -- Amanda Feldman
4. Hold applied workshops and Invite anthropology speakers on campus where students experience application of anthropology all around them - - Myra Aguilar

III.D Departmental Equity Planning and Progress: Professional Development- For teaching more engaged classes and with a diverse teaching pedagogy
We meet twice a quarter as a team and engage in discussions around strategies to increase the success rate of our under-served students. Anthropology faculty participate in CAR , Conversations, applications and reflections around equity

Enhanced Support for students - Reading and Writing center, Tutorial center, Study Skills Workshops, Extended library hours,

As part of the Division Equity Core team, we hold Student Voices Summit which have proven to be very effective in understanding the needs of the students and then working on developing solutions to the issues raised.

As a department we also plan to hold a student voices for anthropology faculty with students from our classes.

Department Collaborations - to discuss and share strategies across departments and divisions. Many of us attend conferences and workshops around teaching both on and off campus and share the "tool kit" at department meetings. It would be more empowering to collaborate across divisions. A successful strategy that resulted from such collaboration between divisions was the Scientist Spotlight from Biology.

Best Practices - flex days and annual on campus Teachers Conference for cross pollination of ideas and strategies.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 1. Improve transfer and graduation rates for disproportionately impacted students.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 233 %

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 71.66 % of the SLOs have been assessed

VA Budget Trends: Most important, our program is suffering from not having a Cultural/Applied Anthropologist. One who will spear head the Applied anthropology program in which there is both interest and job opportunities.



Early cancellation of classes especially the ones which are offered only once a year and satisfy anthropology graduation requirements has impacted our enrollment and transfer degrees. These include Anth 3 (Introduction to Archaeology), Anth 4 (World Prehistory), Anth 6 (Introduction to Linguistic Anthropology), and Anth 5 (Magic, Science and Religion). Such courses should be allowed to go through the first week at least

A Lab tech in the lab.

Anth 1 Labs are very popular and fill immediately when registration begins. We would like to offer more sections but are limited by lack of a lab tech. Other community colleges are offering many more sections of the Lab.

Loss of printing budget has significantly impacted our attempts to achieve equity. In addition to an economic and a preparedness divide between our students there is also a digital divide. In spite of placing materials on canvas, there are always students who don't have the article or discussion exercise printed. In class group exercises are also being affected. There should be some printing funds in addition to testing materials.

V.B Funding Impact on Enrollment Trends: With an Applied/Cultural Anthropologist on the team, we can offer a variety of courses such as Medical anthropology and Applied anthropology which are more fascinating and relevant.

Early cancellation has axed our program from 4000 plus students/ year to 3200. With early cancellations we lose the ones enrolled and those that come to us after hearing about anthropology once in college and looking for an interesting class .

A lab tech will give us an opportunity to do more in the lab and help students who have satisfied the prerequisite (ANth 1) long ago, or at another school, or online and hence not at par with others who are concurrently enrolled.

In addition, loss of printing budget has hindered efforts to close the achievement gap. Online sources are not equally accessible to all. Many students lack access to printers and have devices that cannot handle standard common files formats.

The digital divide between targeted and non targeted groups, insufficient laboratory resources, new DVD's are some of the important factors we have identified that contribute towards the performance gap.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): We have been requesting a position for a Cultural Anthropologist for over 5 years. Now instead of 2 FT positions the department is running on 1FT faculty. We serve more than 3200 students and offer about 90 sections each year. Seven of our PT faculty have retired, relocated or taken up other positions in the past year. Approximately 80% of our classes are taught by adjunct faculty.

There is a growing demand and interest in our program. We want to make to make our program more robust with offerings beyond the four field introductions. A Cultural anthropologist and/or an Applied anthropologist will add to the strength of the program.



A new hire would allow us to widen our offerings and draw more students. Some of the new courses we will be offering are Applied Anthropology, Peoples of the world, Field methods, Medical anthropology, and Magic Science and Religion. These courses will increase enrollment and also better prepare our students for jobs in industry, health, education, and the government. We have an AA_T in Anthropology and would like to move towards a certificate in Field Methods and Applied Anthropology.

The SLO and PLO data both support a need for more a diverse curriculum, more hands on activities and use of diverse teaching pedagogies to achieve equity and student success.

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):: We are requesting a lab tech for anthropology. Anth 1 lab is an extremely popular GE and transferable course in biological sciences. We offer four sections each quarter and they fill within the first two weeks. There is scope to add more sections. Each Lab has 30-40 students depending on the seating capacity of the room. But very few students are concurrently enrolled in Anth 1. Most of the students enrolled have taken the prerequisite class several quarters ago and need a great deal of instruction and help to carry out the experiments. A lab tech for Anth 1L and for Forensic anthropology would help students to be more successful.

The SLO and PLO data both support a need for more hands on activities and experimental work in Labs.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: Two floor cabinets for archeology and cultural anthropology taught in L-25

Lab cart

Juvenile skeleton bones

Lab materials - Anthropometric rod, blood typing kits, stone tools

New DVD's for use in class (10)

Materials to prepare exhibits - poster boards, color prints, mounting boards, stands

V.E.3 Equipment Justification: Through out the assessment of PLOs and SLOs it has been identified that we need to engage the students more with hands on activities - developing and creating materials as they apply their learning. The requested materials are essential to provide the hands on opportunity.

L-25 has no cabinet to place instructional materials, hence requesting 2 floor cabinets.

We urgently need a lab cart to place and transport lab materials, juvenile skeleton bones for Forensics, new DVD's of ethnographies and instructional materials for Anth 1L .

Each quarter we offer at least 4-5 labs, plus we offer about 25 Anth courses in Biological, archeology, Forensics, Cultural and Prehistory. We need the above materials to teach more engaged classes and provide experiential learning. The life of the materials requested is at least 10 years.

Experimental materials, visual materials, (DVD's will give many of our visual and experiential learners a fair chance to succeed. In anthropology program our goal is to



equip students with “anthropological thinking” and the skills they can use in a globalized world irrespective of their major. Visual and hands on instructional materials give them an opportunity to understand the methods, develop the skills and apply them.

Ethnographies will provide insight into "doing anthropology"/ fieldwork which they can apply during the quarter and through their lives. Lab materials will help students go beyond data gathering and into analyzing, interpreting, and developing knowledge. All of the above will directly contribute to student learning and success.

V.F.1 Facility Request: none

V.F.2 Facility Justification: not applicable

V.G Equity Planning and Support: Workshop for undeserved students to engage with high ranking personnel from various companies to build social capital and also apply anthropology

A Flex Day each quarter (not just once a year) – a mandatory day for faculty to dedicate towards equity,

Monetary compensation for adjunct faculty to attend meetings, workshops and participate in Equity work.

Monetary reward for exemplary work done by faculty. This will encourage faculty to come up with innovative strategies. Often adjunct and full time faculty put substantial effort and time into activities contributing greatly to enriching our program and to equity without any compensation.

V.H.1 Other Needed Resources: Teaching Assistant / tutors to provide more individualized support.

V.H.2 Other Needed Resources Justification: Teaching Assistant or tutors
Our classes are large and a FT faculty has approx. 200 students/quarter. With the help of a teaching assistant (even if it is 10 - 15 hour/week) we hope to significantly improve student success and narrow the performance gap.

V.J. "B" Budget Augmentation: \$5000 to conduct workshops for our first generation students to develop mentor - mentee relationship with high ranking professionals in the Silicon Valley .

To conduct Student Voices Summit for faculty and other communities on campus.

To Invite speakers that will increase awareness, and enrichment of our students in the SS/H Division. This request also supports the college mission of achieving equity and of achieving the core competencies.

V.K.1 Staff Development Needs: There is always a need for more staff development and an opportunity to share best practices among faculty. Hence more workshops on teaching and learning, more conference funds available for faculty and more support for fine tuning the skill of teaching. This will directly support the college mission and help achieve equity.

Workshops on using diverse teaching pedagogies, integrating core competencies, and civic engagement will be useful. Equally important is a platform where faculty on campus can meet and share their successful strategies and tool kits across divisions.

V.K.2 Staff Development Needs Justification: All faculty need to hone their teaching skills and therefore workshops and funds are inevitable. Also, some faculty come to us

with limited teaching experience in a community college setting and could surely benefit from staff development

V.L Closing the Loop: We will assess the outcomes of resources by our continuing assessment of SLOs and PLOs, increase in enrollment numbers, and closing of the achievement gap.

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#SLO STATEMENTS Archived from ECMS: 14

