

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

Anthropology is the study of humans across time and space. It is our mission to develop a deeper understanding and appreciation of human diversity in its biological, cultural and historical context. We are guided by empathy, focused on a passion for fieldwork, community engagement, with a commitment to diversity and inclusiveness. Our goal is to make the strange familiar and the familiar strange in a multicultural and increasingly global world.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our program is multicultural, we are committed to diversity and inclusiveness. We build skills and provide students will valuable tools that they can apply to every field, engage with communities and contribute to solving issues concerning humanity locally and globally

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Enrollment	Increase enrollment	department faculty	counselors, high schools	Village events	numbers of students enrolled	increase in number of students
Equity Gap	Decrease achievement gap	department faculty	counselors, high schools		student equity data	decrease in the achievement gap

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

Anthropology courses are one of the first GE our students enroll in. They have no prerequisites, hence first-generation college students, international and students with linguistic needs, could really benefit from embedded tutors, smaller class size, and instructional support. This will make a significant difference to their success and retention. Most importantly, a FT faculty position which has been overshadowed for the past 5 years needs to be funded. Also, a blanket rule of early cancellation has also harmed programs like Anthropology which begin to fill late but quickly max to 50 students/section

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Social Sciences and Humanities - Anthropology-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	2,479	2,573	2,782	2,489	2,446	-1.3%
Enrollment	2,976	3,088	3,391	3,119	3,069	3.1%
Sections	87	79	87	78	78	-10.3%
WSCH	3,840	3,968	4,386	4,028	3,966	3.3%
FTES (end of term)	260	269	297	273	264	1.5%
FTEF (end of term)	7.1	6.8	7.4	7.0	7.0	-2.3%
Productivity (WSCH/FTEF)	538	580	595	578	569	5.8%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Our enrollment in 2014 – 2015 was at 4214, but loss of a FT position, early cancellation policy and statewide enrollment decline, brought our numbers down to 2976. With considerable effort we are now showing an upward trend and are up to 3069. Over the last five years we have shown a 3% increase inspite of the fact that we lost 9 sections to early cancellation.

Anthropology is not offered in high schools hence students when then come into 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 because 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. By the beginning of the quarter all our sections are packed at 50, we have no room to add any. Low enrolled sections if allowed to run also get easily filled. A blanket rule of early cancellation has axed our enrollment and growth

Our program is also impacted by restrictions on offering internships and independent study. We have been trying to add internships in anthropology but there is a great deal of resistance from the college. It is important that students can enroll in internships, experience the application of anthropology in nonacademic settings and see the many employment opportunities offered by the field. Anthropology job market is one of the fastest growing field according to the US department of Labor. Offering internships and courses in applied, forensic and medical anthropology will attract students to the program , increase enrollment while preparing them for the job market.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).

- Cite current industry trends.
- Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

D. Course Success

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Course Success

Anthropology-FD

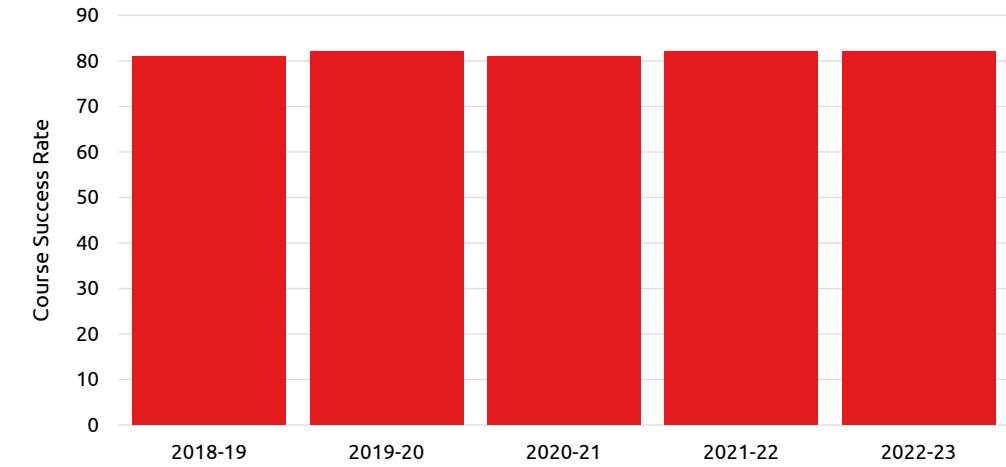
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	2,976	81%	2,423	3,088	82%	2,519	3,391	81%	2,751	3,119	82%	2,550	3,069	82%	2,524

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

- What could be factors that influence success rates in your department?
- What strategies does your department have in place to increase or maintain current success rates?
- Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
- How do course success rate trends align with your program goals?

The overall success rate of students is 82% and it remains constant over the past three years. We have a fill rate of 93%. We believe it is because of the following reasons

- The anthropology curriculum is interesting, it is relevant and we offer transferable GE courses.
- We teach a multicultural curriculum, use a student-centered approach and diverse teaching pedagogies to maintain the high success rate. Anthropology has used Exhibits, guest speakers, meaningful activities/projects - to enhance success and retention.
- Workshops to get our first-generation students connected with high ranking professionals in the Valley to access scholarships / internships and build social capital.
- Our team has participated in equity efforts whole heartedly and we plan to continue them. We participate in Conversation, Application and Reflection (CAR) discussions within the department on equity readings and issues faced in the classroom. We connect as a department at least twice every quarter, share our successes and challenges and support each other. CAR project which keeps us "at task" in achieving equity and success in all groups.
- Book Vouchers, Book Loans program for students.
- Revamped anthropology website and Facebook page to increase awareness, application, and employment in anthropology.
- We participate in enrollment and Welcome Days
- Working towards inviting guest speakers and holding more Workshops to get our first-generation students connected with high-ranking professionals in the Valley to access scholarships / internships and build social capital.
- As a department we also plan to hold a student voice for anthropology faculty with students from our classes.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New Features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:



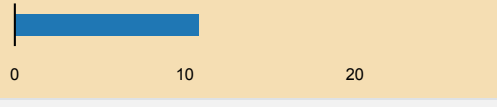
Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than students

Social Sciences and Humanities - Anthropology-FD						2022 Summer to 2023 Spring	
Number of sections: 78							
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap	
All Students (Anthropology-FD, 78 sections)	3,069	82%	82%	0			
Asian	1,209	89%	78%	+12			
Black	117	65%	83%	-18		22	
Filipinx	205	84%	82%	+2			
Latinx	838	74%	85%	-12		97	
Native American	N/A						
Pacific Islander	20	75%	82%	-7		2	
Unknown ethnicity	159	91%	82%	+9			
White	514	80%	83%	-3		13	
Female	1,576	82%	82%	+0			
Male	1,436	82%	82%	0		2	
Non-Binary	N/A						
Unknown gender	56	82%	82%	0		1	
Foster youth	12	58%	82%	-24		3	
Individuals with disabilities	108	81%	82%	-2		2	
Low Income	1,301	76%	87%	-11		141	
Not Low Income	1,768	87%	76%	+11			
Veterans	35	69%	82%	-14		5	

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less

- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

There is a large achievement gap between African American Students (-18%), Latinx (-12%) and Low income students (-11%). We have been trying committedly as a department to apply various strategies in the classroom, related to teaching and learning techniques, but we think we need some institutional support to see significant change.

Another group we would like to reach out to is foster youth, students with disabilities and Veterans

To meet the students "where they are" we need institutional support and work in the classroom.

- Smaller class size (35 students)
- Anthropology tutors, division specific counselors, classroom support (lab assistant)
- Channel resources towards Peer assisted learning (SSI), Study skills workshops, student tutors, Reading/Writing skills development
- Book Loan program, financial aid for the needy
- More opportunities for professional development
- Flex days and on campus Teachers Conferences for cross pollination of ideas and strategies.

Narrowing the achievement gap is our goal and all of the above will support our work in that direction.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

- Enhanced support in our large classes (50 students) such as teaching assistants, tutors, Peer assisted Leaders, reading and writing coaches.
- A Social Science counselor.
- A part time student / staff position to help in the lab.
- Experiential learning with internships and independent study.
- Offering workshops preparing first generational college students for the job market and helping build alliances and social capital.

It is our goal to increase enrollment and narrow the achievement gap. All of the above efforts will help in that direction

Trends in Awards

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Degrees and Certificates by Ethnicity

Anthropology-FD

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts-Transfer	Asian		1		1	
	Filipinx		1	1		1
	Latinx	5	1	5	3	8
	White	3	2	2	3	1
	Total	8	5	8	7	10
Total		8	5	8	7	10

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

We see an increase in the number of AA-T offered in our program and will continue to apply more effort into encouraging students to complete their AA-T in Anthropology.

Our goal primarily is to increase enrollment in the program, reduce the achievement gap and equip our students with the tools and skills they can apply to any field or major. Our focus is to offer popular transferable GE, and introductory courses in all subfields of anthropology. Anthropology is a relevant and extremely useful college course and many recognize it as a compulsory course which every student must take in college. Hence awarding AA-T is a secondary outcome of our program.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

We have not offered Museum Anthropology and Medical Anthropology only once. It always takes a quarter or two to get establish among students but because of Early cancellation we lost Medical Anthropology once and are fearful of offering it.

In the future we want to develop and offer certificates in applied Anthropology, Forensic Anthropology and Archeological Field Methods. These certificates will prepare students for the job market, and expose them to non academic opportunities in anthropology.

Staffing Trends

Faculty Workload

Faculty Workload Social Sciences and Humanities - Anthropology-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.7	0.6	1.0	1.0	1.0	38%
Full Time %	9.8%	8.7%	13.6%	13.9%	13.9%	41%
Overload	0.2	0.3	0.4	0.5	0.2	-16%
Overload %	2.8%	4.5%	5.9%	7.7%	2.4%	-14%
Part Time Load	6.2	5.9	5.9	5.5	5.8	-6%
Part Time %	87.4%	86.8%	80.5%	78.5%	83.7%	-4%
Total FTEF	7.1	6.8	7.4	7.0	7.0	-2%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

We lost a FT faculty position five years ago. After a leave of absence, the FT faculty resigned, and the position has not been filled since. We are fairly a large program, serving over 3000 students and offering 78-87 sections each year. About 84 % of our offerings are being taught by adjunct faculty. The above statistics surely deserves another full-time position.

Anthropology offers popular GE courses which are UC and CSU transferable and bring in large student enrollment. Our classes pack at 50 students, the fill rate is about 93% and the success rate of 82%. The content of anthropology is multicultural and exceedingly relevant in today's globalized world. The courses develop a "tool kit" which is valuable and meaningful for the students in whichever major they pursue. In addition to offering transferable GE courses, anthropology prepares students to be more engaged citizens with contemporary issues both locally and globally.

With the new faculty we will be able to strengthen Cultural and Applied Anthropology sub-fields of Anthropology. We have an ADT in Anthropology and would like to develop and offer two certificates - one in Forensic and the other in Applied Anthropology. The SLO and PLO data also supports the need for an experiential curriculum to achieve equity and student success. We can do so by offering internships, independent study and certificates in Anthropology (such as in Forensic, field methods or Applied Anthropology). With the new hire, the breadth of our course offerings will also increase to include Field methods in Archeology, Medical anthropology, Anthropology of Art, Museum Anthropology and more. These courses and certificates will better prepare our students for jobs in CRM firms, health, business, museum and the government.

We have been also requesting a half time lab assistant to help with the lab duties. We offer very popular labs, necessary for transfer but end up offering fewer labs since we donot have any help in the lab.

Need for a FT faculty is critical for the health of the program. Working with a PT pool who have commitments at other institutions is not optimum for the program. It has been a struggle for the past 5 years.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

The SLO and PLO results demonstrate a high success and completion rate. Students who complete the coursework on schedule demonstrated their success with class materials. Students who completed the assignment earned average scores in the high ninety percentages. Those students who approach or do not meet the assessment goal typically are impacted by their lack of assignment submission.

The strategy we implemented was to encourage students to submit assignments on time. We offer opportunities for late work submission but perhaps we can find a way to provoke better response from students who habitually miss deadlines.

The above effort is aligned with narrowing the equity gap which is our goal, since students who do miss assignments have other socio-economic challenges outside the classroom and probably need more support. We also want to diversify assessment methods and provide the institutional support we are asking for.

Dean/Manager Comments

I have no further comment. I support the narrative written above. An additional full time faculty to the department is needed given the amount of students being served in the discipline.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.