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▼  Dept - (SSH) Anthropology



2019-20 Annual Program Review Update Submitted By:

APRU Complete for: 2019-20



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: 8

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

I.B.5 Trends in # Degrees Awarded: The number of degrees awarded has increased.

- 1) More work needs to be done towards outreach such as offering classes in high schools
- 2) 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.B.6 Strategies to Increase Awards:

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): 7.1

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %: .112 only 9.8% of sections taught by FT and 87.4% taught by PT

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: We lost a FT faculty (3 years ago) and experienced a major change in the PT pool. This has impacted our program and the students . Of the four fields in the discipline we have not been able to offer courses in two of our subfields - Prehistory and Linguistics. These subfields are popular with the students and part of their degree requirement for transfer.

Currently 87.4 % of our sections are being taught by adjunct faculty.

We seriously need a FT position to meet the needs of our students and the program.

II.A Enrollment Trends: The upward trend till 2014-2015, when our enrollment was at 4214, came down drastically to 2976.

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.

In order to regain our enrollment we have been: -

- 1) participating in College Open House ,
- 2) updated our online presence ,
- 3) made presentations to counselors about our program,
- 4) discussed and shared teaching strategies among the anthropology faculty

We have been doing all the right things but since anthropology is not offered in high schools, and with early cancellations, anthropology is suffering.

II.B Overall Success Rate: Overall success rates have increased over five years for both targeted and non targeted groups

This is significant since enrollment decreased but success rate has continued to increase. Also, overall success rate for targeted groups and non targeted groups has increased by 2 %and 4 % 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 date be extended for programs such as anthropology

Anthropology has had a robust enrollment and was on a steady increase each year (by atleast 3 - 5%), but our steady increase was truncated in 2015-2016 because of 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 position for the past 6 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 offering internships and independent study. 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 enroll in 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, forensic and medical anthropology will attract students to the program and prepare them.

III.A Program Success: Anthropology has used Exhibits, guest speakers, diverse teaching strategies, meaningful activities/projects - to enhance success and retention. We have taken the following measures: -

1. Conversation, Application and Reflection (CAR) discussions within the department on equity readings and issues faced in the classroom. Our team has participated in these efforts whole heartedly and we plan to continue them - - team effort
2. Taught more engaged classes - using a diverse teaching pedagogy in the classroom -- entire Team
3. Revamped anthropology website and Facebook page to increase awareness,



application and employment in anthropology

4. Hold applied workshops and Invite anthropology speakers on campus where students experience application of anthropology all around them

III.B Enrollment Trends - Equity Lens: The enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage in Anthropology closely matches the campus-wide percentages.

We have 3% more Latinx in our classes and 1% more Native American students compared to college wide data.

The enrollment of targeted and non targeted groups has remained stable over five years.

Anthropology is multicultural, relevant and very meaningful to its students so both targeted and non targeted groups are interested in the discipline and not intimidated by the material . The teaching strategies used are diverse and curriculum is multicultural. Hence we are able to attract and retain students. Our classes do not have any prerequisite and are transferable to UC's and CSU's.

III.C Success, Non-Success and Withdraw Rates: Using the Disproportionate Impact Tool and exploring the success rates the following rows were highlighted

| | |
|------------------|------|
| African American | - 14 |
| Latinx | -11 |
| Low Income | -5 |

We have closed the performance gap with other groups.

A challenge we face is that because our courses do not have a prerequisite and the class size is large we need some assistance to give some extra/special attention to students who are not college ready. Our classes fill up to 50 students.

A student help as a TA even if it is for 10 hours a week, will make a huge difference.

Holding large group review sessions or is able to work more one on one with struggling students will help them succeed.

Also hiring another FT faculty who is more committed and connected with the students will help .

III.D Equity Planning and Support: Money to invite guest speakers and Reward faculty who are going far beyond their classroom duties and working to reach out, retain, and support the success of our 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 reflections around equity. In the classroom we strive to use a student centered, collaborative and engaging teaching approach.

III.E Departmental Equity Planning and Progress: We are requesting the following resources: -

- 1). More Professional Development for teaching more engaged classes and using a diverse teaching pedagogy. Technology in the classroom beyond ppt, internet
- 2). Enhanced Support for students - Reading and Writing center, Tutorial center, Study



Skills Workshops, Extended library hours,

3). 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.

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

5). 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.

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

Anthropology faculty participate in CAR , Conversations, applications and reflections around equity

We meet twice a quarter as a team and engage in discussions around strategies to increase the success rate of our under-served students.

7) Incentives / rewards for faculty who invest so much to achieve equity

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: We held workshops with Hi-tech professionals to meet our students, build connections and give them an experience of anthropology at work.

IV.B Assessment Planning: Anth 1L and Anth 7

V.A 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 1Labs 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 college 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 2900. With early cancellations we loose 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. The digital divide between targeted and non targeted groups is large. Online sources are not equally accessible to all. Many students lack access to printers and have devices that cannot handle standard common files formats.

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 6 years. Now instead of 2 FT positions the department is running on 1FT faculty. We serve close to 3000 students and offer about 90 sections each year. Other departments in our division have 2 - 3 Full time faculty serving as many or fewer students.

Seven of our PT faculty have retired, relocated or have taken up other positions in the past year. Approximately 88% of our classes are taught by adjunct faculty.

- 1). Currently we are not able to serve our students by offering them the four fields of anthropology and all the course offerings they need to receive their ADT.
- 2). We need a Cultural anthropologist and/or an Applied anthropologist. With a new hire we will be able to complete our offerings and increase our enrollment.
- 3). We will be able to offer courses in Applied Anthropology, Peoples of the world, Field methods, Medical anthropology, and Museum Anthropology. These courses will better prepare our students for jobs in industry, health, education, and the government.
- 4) We have an ADT in Anthropology and would like to offer two certificates - one in Forensic and the other in Applied Anthropology.

The SLO and PLO data both support a need for a more diverse curriculum, Anthropology internships and certificates in Forensic and Applied Anthropology. The data also stresses the use of more experiential learning in and outside the classroom 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 Equipment Requests: Equipment resource requests listed on spreadsheet

V.F Facility Request: No resource for facilities requested

V.G Other Needed Resources: Resource requests listed on spreadsheet

V.H.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. Training in newest Technology in the classroom will help connect with the students

V.H.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 at a community college setting and could surely benefit from staff development

V.I 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.

Last Updated: 02/03/2020

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