De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Anthropology |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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.  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   * Students will apply a scientific, evolutionary and a holistic approach to understand human variation * 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. * 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Basic Skills |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | “none offered”. |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | “none offered”. |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 8 (300 %) increase |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 234 AA’s awarded by the Social and Behavioral Sciences |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Anthropology has shown 300% increase, as students are becoming aware of the use of anthropology in marketing, industry, health, government, development, and environmental fields. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | Collaboration with Counselling, Outreach (offering anthropology courses on high school campuses), and Inreach.  Conducting workshops inviting personnel from industry, health, education on to campus to meet students and inform them of the value of anthropology skills and degrees. Connecting students with high ranking professionals in the valley and giving them an opportunity to build their social capital.  Inviting applied anthropologists as guest speakers on campus. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. 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.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 7.4 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | None |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 13.6 %  (It is -36% (a decrease) in FT Load over 5 years) |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | None |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Anthropology course are one of the first GE our students enroll in. There are no prerequisites to them, hence first-generation college students, students with linguistic needs could really benefit from embedded tutors, Peer assisted Leaders, and instructional support. It will make a significant difference to their success and retention. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | We have steadily increased in enrollment over the last 3 years from  2976 in 2018-19; to 3088 during 2019-20 and 3391 during 2020-21. This is a 14% increase.  In 2014-2015 our enrollment was at 4214 but due to early cancellations, loss of a FT position and major shuffling in the PT pool led us to come down to 2976. With considerable effort we are now on an upward climb and have shown a 14 % increase in the last 3 years.  Strategies in place to increase enrollment   * Teach engaging classes * Presentations to Academic Counselors * Participate in Enrollment Days, Open House * Update our Online presence * Applied Anthropology Workshops * Guest Speakers |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | The enrollment of African American, Latinx, and Filipinx, students is 37.33% of the enrollment in our program.  This is less than the college proportion, but anthropology is a discipline that students are not aware of when they come to us at De Anza.  Hence, we are engaged in more outreach efforts, trying to offer anthropology courses at high school campuses, making our presence and value more visible on campus, and working with college and high school counsellors to acquaint them of diverse application of anthropology |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | The overall success rate of students is 81% and it remains constant over the past three years.  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 counsellors, 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 * Provide professional development in diverse teaching pedagogies, and varied learning styles for faculty * Flex days and on campus Teachers Conferences for cross pollination of ideas and strategies. * Support from the Learning Center (books, use of resources and in writing of research projects. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? |  |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | 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. 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  We recommend that the early cancellation date be extended for programs such as anthropology.  Due to class cancellations we lost many experienced PT faculty.  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 nonacademic 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. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | First generation college students, International students, students from lower socioeconomic status, students sharpening their reading, writing and language skills. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | 1. Workshops to get our first generation students connected with high ranking professionals in the Valley to access scholarships / internships and build social capital. 2. Book Vouchers, Book Loans program for students. 3. Anthropology has used Exhibits, guest speakers, diverse teaching strategies, meaningful activities/projects - to enhance success and retention. 4. 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. 5. Revamped anthropology website and Facebook page to increase awareness, application and employment in anthropology. 6. As a department we also plan to hold a student voices for anthropology faculty with students from our classes. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Embedded Tutors, Peer assisted Leaders, Social Science counsellor. A part time student / staff position to take care of the logistics of applying anthropology workshops, help in the lab and maintaining the exhibit display. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | All of the resources listed will help in narrowing the performance gap between the targeted and non-targeted group.  Professional development in engaging students in online classes, group discussion/work will be useful.  More opportunities for sharing best practices with in the division and college.  Enhanced support for our student in large classes (50 students) such as tutors, reading and writing coaches. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes, always open to learning new ways and strategies. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | Anthropology faculty meet at least once a quarter to sharing our best online practices for student engagement and success |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | We have assessed 70% of the courses. Two courses have not been offered in 2021-2022, hence assessment is pending |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | 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.  Money to buy simulation programs to run on iPads, and lab resources.  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. Inspite 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 | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | With an Applied/Cultural Anthropologist on the team, we can offer a variety of courses such as Medical anthropology and Applied anthropology successfully which are more fascinating and relevant to our students.  Early cancellation has axed our program from 4000 plus students/ year to 3300. 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.  Insufficient laboratory resources, simulation programs to run on iPads, 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 | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Replace due to Vacancy |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | 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.  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.  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.  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.  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 | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Lab assistant /Student help in the Lab |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Anth 1 lab is an extremely popular GE and transferable course in biological sciences. We offer four / five sections each quarter and they fill within the first two weeks. There is scope to add more sections. Each Lab has about 30 students depending on the seating capacity of the room. But very few students are concurrently enrolled in Anth 1. Most of the students in the Lab have taken the prerequisite class several quarters ago and need a great deal of instruction and help to carry out the experiments. A lab assistant for Anth 1L and for Forensic anthropology would ensure more student success.  The SLO and PLO data both support a need for more hands-on activities and experimental work in Labs. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Equipment resource requests listed on spreadsheet |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Equipment resource requests listed on spreadsheet |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Equipment resource requests listed on spreadsheet |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | 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 | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | 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 |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | 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. |
|  | Submitted by: | APRU writer’s name | Ameeta Singh Tiwana |
|  | Last Updated: | Give date of latest update | 5/20/22 |