

PROGRAM REVIEW: Anthropology

1. Description of Program:

Anthropology continues to support equity, academic achievement and excellence, community involvement and inclusive governance.

Anthropology teaches that “race”, although an existing social construct, is not a biological classification and consequently is in solidarity with the college’s goals of eradicating any kind of “racial” or other forms of discrimination, terrorism or alienation.

The goals of anthropology include promoting the understanding that there is only one race, the human race, and while classifying people into racial stereotypes may be useful for some purposes, it also perpetuates what could be classified as a social caste system in the U.S. and the world in general. Anthropology also discusses the concept of gender and explores areas of ethnicity, religion and other aspects of culture.

The anthropology program works closely with the Learning Communities, EOPS and the athletic departments to ensure that minority students receive the extra attention and opportunities that

can contribute to their success as students. Participation in campus events, presentations and field trips gives students in anthropology the opportunities to be involved with ethnic events and enables students to make personal connections to other students on campus and online, especially in Cultural Anthropology (Anth 110), since an understanding of culture is essential to these goals.

Students are rebounding after the isolation of the Covid pandemic. Participation in on campus courses and events has increased significantly and students are now attending many cultural events, field trips and museums in person, however online museums and events continue to be available to online students. The instructor continues to participate in workshops at Stanford University, Asian Art Museum, DeYoung Museum, California Academy of Sciences to revise and augment courses. Students are encouraged to attend Farmers' Markets to meet local farmers in our community and understand their own health and nutrition, which is part of the curriculum in Anth 110

(Cultural Anthropology) and in Anth 125 (Physical/Biological Anthropology) and Anth 127 (Physical/Biological Anthropology lab).

Currently there are no federal, state or local initiatives that have impacted the anthropology program and students.

Anthropology, like the rest of the college, has seen some decline in enrollment related to Covid, from 349 students in 2018-19, 336 in 2019-20, to 285 in 2020-21, to 212 in 2021-22 and then 198 in 2022-23. The CASS division in general has seen a 5.9% decline in enrollment (from Spring, 2021 to Spring, 2022). Enrollment is also affected in anthropology when the Anth 127 lab course is offered, since that course can only enroll 20 students instead of 40+ as in other anthropology courses. Anth 127 was not offered during the pandemic but was offered in Spring, 2023.

Withdraw factors may have also affected data, because during 2020-21, students were not recorded as withdrawing due to the pandemic (0%).

WSCH for 2018-19 was 918.4, for 2019-20 = 1080.0 and in 2020-21 = 936.0, WSCH was reduced from 678. in 2021-22 to 603 for 2022-23.

FTEs for the same years: 34.9, 36, 31.2, 22.6, 20.1 and Load (WSCH/ FTEF) for the same years = 918.4, 947.4, 821.1, 565.0, 528.9 with one Adjunct

FTEF for all the years (2020-21 1.1, 2021=22 1.2, 2022=23 1.1)

2. Results of Previous Program Review:

Previous action plans included improving success for minority students, particularly those involved in our learning communities: Mana, Umoja, Puente, and EOPS students. In the past, I have served as an advisor for Umoja and attended the Summer Learning Institute and completed a Stanford University EPIC fellowship based on the diet of students in the Mana learning community. I helped one of my previous mentees in Umoja to obtain a real estate license which had been denied due to some legal complications.

To address equity gaps, anthropology does not require prerequisites and as an instructor, I allow resubmission of some work for additional points. Students have been supported a lab assistant in Anth 127 lab class.

Success rate in anthropology for “African American” students was slightly higher in Face to Face courses, 81.8%, compared to online courses at 59.4%. The same was true for Pacific Islander

students, who succeeded at a rate of 77.8% in Face to Face courses, but only 30% in online courses. This could be due to these students not have good internet access or proper computer equipment as well as the need for a more in person environment.

“Hispanic” students were succeeding at rate of 68,3% in Face to Face courses, and similarly at 68.5% online. “White” students at 84.8-84.7% were similar to “Asian-Domestic” students with 88.9-83.3% success. This suggests that our “African American” students continue to need additional support, as well as our “Pacific Islander” students, who seem to have had difficulty in the conversion from campus classes to online classes. Male students seemed to have more difficulty with online courses, since their success rate was 66.2% online compared to Face to Face at 78.6%, whereas females compared at 79.1% to 71.1%.

Interestingly, “Disabled” students increased success in the online courses (78.6% compared to 70% in Face to Face), however this could be related to statistical differences in enrollment in online versus on campus courses.

The success rate in Anthropology decreased overall from 81.4% (2020-21) to 70.8% (2021-22) to 64.6%

in 2022-23 but there were 0% withdraw in 2020-21 due to campus policy of no F or W grades related to the pandemic. Withdraw rates for 2021-22=3.8% and for 2022-23=11.6%.

The Anthropology Department has grown over the years from a few courses to 5 courses including a AA-T degree by implementing the planning cycle and ensuring financial stability and efficient use of resources. Anthropology has worked closely with administration and other faculty and staff in developing new courses and a degree program. A close relationship with EOPS and Learning Community advisors has been helpful in retaining students. Coaches for the athletic teams, especially the football coaches, have been very supportive and have contributed to the success of these students.

Some of these students need to take “Incompletes” in anthropology courses in order to succeed, but this success is not reported in success rates, since those statistics do not include students who complete incomplete coursework the following semester(s).

3. Current Program Review Student Population Equity

Gaps in student success are focused on students who identify as “African American/ Black” students and “Pacific Islander” students who may also fall into the category of “First Generation College” and “Low Income Status”. For example, in 2020-21, “First Generation College” students succeeded at a rate of 68.4%, in 2021-22 at 73.9%, and in 2022-23, 55.1% in anthropology, while students who were not “First Generation College” succeeded at 87.7%, 82.1% and 84.7%.

Transportation may also affect some students, since many of these students live out of the area and commute great distances for on campus events and classes when applicable. Food insecurity continues to be a concern for students, perhaps with online classes, students were not on campus regularly to receive supplementary resources.

Some students were able to get loaner laptops and hot spots for internet to assist them in accessing online courses. The library and Learning Center were not open during Covid for students to access Reserve textbooks and materials, so this was also a financial issue for some students.

In the previous program review cycles, casts, a lab cart and microscopes were purchased for the Anth

127 course, which is a relatively new lab course, and we have been building up the materials needed for an effective lab course over the past few years but are still in need of many specimens to provide students with material for labs other than using photos, which do not work well for making measurements, etc. A permanent dedicated classroom for Anthropology would be helpful, since moving fragile specimens and equipment across campus is difficult and not in the best interest of the materials and equipment.

(b) Modes of Delivery equity

Due to Covid, online/Zoom courses were implemented and the anthropology instructor has taken several recent courses to improve online teaching and is currently developing an online interactive textbook with Great River Learning. The disparity in access to good technology, internet access and quality computers, cannot be underestimated as a factor that affects student success and retention in online classes. I have been as flexible as possible about accepting late submissions online and allowing make up work, since students who must work or do not have dependable access to computers and internet need

this compensation to continue in a course. On campus courses were again offered in 2022-23.

(c) Discipline- Level and SLO assessment

Student Learning Objectives were reviewed by Madeleine Murphy and a new method of self evaluation has been applied. Future SLOs should include a component that reflects the online abilities for online courses.

(d) Challenges and Opportunities

The Covid pandemic made it difficult in many respects to maintain ideal learning conditions, however the district has provided training and financial support to enable instructors to provide quality online instruction in an amazingly short amount of time. Anthropology will continue to offer both on campus courses and online courses.

4. Planning

(a) Program goals

The equity gap for “African American/Black” students and “Pacific Islander” students continues to be a concern for the college and the anthropology department. I will continue to offer my

support to advisors of the Learning Communities and EOPS. A measurable outcome would be increased retention and academic success. PROGRAM REVIEW: Anthropology

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Future courses to be developed include an online archaeology course, and an Anthropology of Food course on campus. Improved labs for the Anth 127 course are also being developed.