



# Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

## Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

## Participants in the self-study

Karen Markley  
M. Leonor Cadena  
David Jacobsen

## Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

ANTH Department

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Karen Markley

Signature

*Karen Markley*  
Karen Markley (Jan 14, 2022 11:07 PST)

Date

Jan 14, 2022

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Signature

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Date

1-14-22

Printed name of Dean

Signature

Date

## A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and

Planning Committee, a department may decide to write a separate self-study for each program within its department.

### **1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study.)**

#### Executive Summary

- **The Anthropology Department how your program contributes to the College's mission, vision, core values, and goals.**

The Fullerton College Anthropology Department works to contribute to the College's mission, vision and core values in a wide variety of ways. We have developed both AA and ADT degree programs. We are a two person department that is one of the top 50 programs at FC and we work diligently to increase course offerings, retention and student success. Anthropology curriculum and pedagogy promotes a holistic understanding of humanity from the macro species level to the micro individual level. Our holistic approach to curriculum emphasizes the natural sciences, social sciences and humanities as paths to understanding ourselves, and our world.

The Anthropology Department activities with students include: field trips to zoos and museums, open house hours, visiting lecturers, discussion panels, Anthropology club, and overseas trips to other countries. Anthropology faculty embody a lifelong passion for learning by presenting at and attending conferences such as the American Anthropological Association, California Community College Anthropology Teachers Conference, Pacific Coast Archaeological Society, Celtic Studies, Contemporary Pagan Studies, etc.

We have a firm vision to aid students with high expectations, emphasizing academic integrity and high support. As a department we periodically conduct student surveys (with both quantitative and qualitative data) of anthropology majors and conduct in class anonymous surveys to gather data on students.

The Fullerton College Anthropology Department has a prosperous and thriving program as seen in the evidence and data analysis provided. Some of the key highlights of our department include: In Fall, 2021 the Anthropology department hired Professor Jacobsen as a temporary one-year full-time faculty member to oversee and develop the physical anthropology lab. Professor Jacobsen has spent many hours curating the lab specimens, completing inventory, cleaning the labs, training adjuncts to teach the lab, and developing content and materials to transition the lab to an online setting. Over the past five years, we have noticed an increase in demand for both Physical Anthropology lecture and lab (especially lab). We have modified our course offerings and worked on improving both the lab inventory and instructional pedagogy to better prepare students for transfer and job market careers/goals. In addition, we have also expanded the number of lab sections and class times in order to meet the ever-growing needs of our student population. Through several classroom surveys, we noted that students expressed an appreciation for student-centered learning activities involving lab materials (for example: hominin skulls, fossils, stone tools, etc.), therefore we purchased additional lab materials

for both the lab and classroom where the majority of our Physical Anthropology lectures are taught. Currently our lab storage space is very limited. Space limitations make it difficult for instructors to set up and deconstruct lab materials in a reasonable amount of time, ultimately taking away time that could be allocated to students. Despite continuous efforts to maximize the limited space effectively, our goal is to obtain a lab space specifically dedicated to our department.

Current student surveys and review of yearly enrollment trends within our department, indicate a need for additional labs sections. We currently do not have enough instructors who are qualified to teach the lab. Teaching the Physical Anthropology Lab class requires the instructor to have an extensive working background knowledge in osteology and laboratory methods/specimen care. Currently the Anthropology Department does not have a full-time faculty member to oversee and maintain the physical anthropology lab. An additional full-time faculty member, one who is qualified to teach the lab and has the necessary skills relevant to laboratory procedures and specimen care is needed. This is in addition to the previously mentioned high number of sections we offer where over 85% of our courses are taught by adjuncts. In addition to the increased demand for Physical Anthropology lecture and lab, our department has also identified a need for other transferable courses for our programs. As a result, we have created two new courses: Globalization & Prehistory. These two courses are pending UC approval, and will be offered to our students in the near future.

As a department, we are dedicated to our field of study and our students. All full-time faculty members are actively engaged in a variety of activities outside our course load in order to increase student retention and success in our classes. All full-time faculty members regularly attend lectures, conferences, discussion groups, invite scholars to our campus to speak, as well as organize field trips for students to local zoos and museums (including a recent zoo field trip during the Covid-19 pandemic). We have organized field trips to the San Diego Zoo and The Museum of Us almost every semester. On average, 200 students attend these events. Professor Cadena has arranged for a variety of renowned speakers to the campus, including UCI's Leo Chavez and Princeton University Professor Agustin Fuentes. In-class survey results indicate that students benefited from these types of scholarly presentations; connecting elements of the presentation to in-class concepts, and increasing professional networking. Professor Cadena has invited several "study abroad" overseas trips to a variety of countries, in which post student survey results indicate an overwhelming positive experience. Many students reported that studying abroad "changed their lives." In addition to attending a variety of outside activities, the Anthropology department also maintains current knowledge of anthropological trends, both academically as well as economically (employment). Professor Markley has continuously hosted Anthropology Day, in which current anthropological trends are discussed. Anthropology Day not only serves as a means for faculty to interact with fellow students, it also provides an opportunity for students to interact with other students as well as faculty from other college departments.

- **Students- Enrollment Demographics:** The enrollment trends have overall been declining slightly, but in a minor percentage (1.4% versus 12.2% in all programs). We also have a slight decline in headcount of 5.2% versus the 11% in all other programs.

- There is a high percentage of low-income students, most of which are between the ages of 20-24 (49%). In regards to race, our majors are the same percentage (34.5%) White and Latinx, 13.8% Asian and about 11.2% two or more categories. The majority of our student majors are classified as female (71.6%) and 25% as male.
- Physical Anthropology Lecture and Lab have the highest demand in our department and we have been offering them in various formats and at a variety of different times to accommodate students' needs. We also have hired a temporary full-time faculty to assist in the arduous task of maintaining the lab equipment and ordering new replacements and repairing broken items. The lab equipment was at risk during the pandemic due to improper maintenance.
- **Student Achievement & Equity:** Our program as a whole has high success rates. However, when data is disaggregated by race, we noticed that African Americans tend to have a significantly lower success rate (33%). We are cautious in the interpretation of this data based on the very small number of African American students (2.7% see page 7). Latinx/Latino/make-up 58.9%, and the success rate in this population is also slightly lower at 68%, which is still higher than the national average of 60% for all community college students. We surveyed our students and learned that many of them perform better in synchronous classes, therefore, for Fall 2021 we offered more of our core classes synchronously. We recently asked students in our program and most expressed that they prefer in person and synchronous instruction (see Appendix C).
- **Equity Plan:** We conduct surveys and student information sheets every semester and review this information. The challenge is the large number of students we serve. Our class sizes are 45 per section, and this makes it difficult to serve our students and teach them using student-centered practices. We plan to reduce the class size of our Physical Anthropology class to match other colleges (including Cypress) to 35 students. We also must hire at least another full-time faculty. Based on the seat count, our department should have a minimum of four full-time faculty (we have two). The two full-time faculty teach 24 units every semester and summer (9 units) in order to provide a strong program. Despite this, almost 90% of our classes are taught by adjuncts (adjuncts are usually struggling teaching at various institutions and do not offer office hours). We also have noticed that the increase in clerical work has affected our ability to reach students and provide high support. Our Equity Plan requires a reduction in class size, a reduction in clerical work, hiring one to two full-time faculty, funds for student programs (like the trip to the zoo every semester), tutoring support, and additional money to maintain lab equipment and hire lab assistants.

- **Student Achievement and Pathways-** Our most popular courses are A101- Physical & A102- Cultural Anthropology, and our fastest growing course is A101 Physical Anthropology Lab. We are evaluating the effects of the lab's co-requisite and slight higher drop rates in some of our courses like A105- Language & Culture, A209- Cultures of Latin America, and A211- Celtic Cultures.
- **Additional information:** Our department has been successful in great part due to the dedication and hard work of faculty (both adjunct and full time). We have been able to grow and maintain a very large department, taught by 85%+ by adjuncts and where full-time faculty teach a full overload every semester. During the pandemic we all worked extra hard to transition all our classes online. Recording lectures and building online content for our students, all this without the proper compensation or support. We need more full-time faculty to share the load of running our program and serving our students. Additionally, one thing that we have found very challenging is finding the time to complete this report. This has been, by far, the most elaborate program review we have ever done. The requirements imposed for this report have resulted in multiple hours, taken away from our ability to teach, grade, and interact with students when they most need it, during this pandemic where we are doing everything remotely. It is a major inequity to say the least, to impose this on faculty during this time. Revisions must be made to this process or we must allocate release time for faculty to complete clerical tasks that do not have an immediate and direct effect on our teaching and students. This is an example of institutional barriers to social justice work.
- **Faculty-** One of the major challenges to our department is the need for more full-time faculty, especially faculty who have the training and desire to teach Physical Anthropology Lab classes. The labs pay less and require more work than the lectures since we do not have lab assistants, the instructor must set up and properly put away/store all lab specimens. The instructor must also have proper training to handle organic materials which must legally be properly curated.
- **Our Average class size** has been increasing, as we have fewer sections offered. In the past five years we have increased from an average of 40 to 55 seats. Some of our most popular classes (especially Physical Anthropology) should have lower seat counts set at 35 instead of 45 to match those at Cypress College and other STEM classes. We are currently in the process of revising our curriculum to adjust this, which will create an increased demand for sections as well. Our **Fill Rates** have been steadily increasing from almost 85% to 90%, further proving the high demand for our classes (see Appendix A Section 3.4.1 Faculty).
- **COVID-19 Effects-** The effects of Covid-19 greatly impacted the Anthropology Department. All classes had to be moved to an online platform (i.e. Canvas). All instructors had to be trained and certified to teach in an online setting. All courses in our department were affected by Covid-19, especially the physical anthropology lab classes. Lab classes typically utilize a variety of specimens and materials for hands-on exercises. All laboratory exercises that require the use of physical specimens had to be

curtailed and replaced with still images and 3-D models. Laboratory exercises that require strict measurements of bones and or bone features, had to be altered in order to be utilized in an online setting. All field trips had to be suspended, which was an integral part of the learning experience and community exposure for our program. This also required many more hours of work for faculty who had to learn new systems for delivery of curriculum and purchasing programs to engage students and record lectures (memberships to YouTube, Loom, and Kahoot!! For example).

- **Outcomes-** The Anthropology Department has revised its PSLOs to align with FC's new ISLOs and with the NACE competencies. We have found the discussions that take place in regards to PSLOs and CSLOs useful. It is important to review the core focus of student learning outcomes in conjunction with colleagues. This information is used to review curriculum course outlines, curriculum offered and in the development of pedagogy. However, we find less usefulness for the expectation that quantifying and assessing CSLOs gives great insight into student success rates. We find the holistic nature of grades to align more with the NACE core competencies than CSLOs.
- **Institutional Barriers and Strategic Action Plans-** There are several, many mentioned earlier, the lack of full-time faculty, the large number of clerical work we are required to do (such as this one), and the large amount of paperwork required to organize field trips and other such projects.
  1. Hiring at least one more full-time faculty member to teach and manage the lab and archaeology classes.
  2. Securing permanent funding for lab resources and field trips to the zoo.
  3. Create three certificates: CRM, Forensics, and Ethnographic Market Researcher.

Long term plans include the hiring of a third and fourth faculty member to oversee and teach the Physical Anthropology lab courses as well as develop an archaeology lab/field class. We anticipate courses in Forensic Anthropology, Medical Anthropology, Race and Ethnicity, and Cultural Resource Management as key areas in which curriculum development may be generated.

Our long term plans also include a revision of our class sizes, a growth in our curriculum and the new certificate programs. We would also like to continue developing our lab by securing exclusive space and lab assistant(s) to help maintain it and instruction. We are all passionate about social justice and equity, and are continually exploring curriculum, both current as well as new, and other areas in which this can be introduced.

## 2.0 Mission

Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

**Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.**

The Fullerton College Anthropology Department offers both an AA and ADT degree, as well as coursework that is transferable to four-year institutions. All of our courses transfer to the UC and CSU systems.

As a department, we foster a supportive and inclusive environment by providing students with a clear pathway on how to be successful learners and engaged community members. Our department's coursework emphasizes the application of anthropological skills and practical experience, which provides students with the necessary lifelong learning tools needed to navigate the globalized world.

**Vision: Fullerton College will transform lives and inspire positive change in the world.**

The Anthropology Department, through its curriculum and pedagogy, promotes an understanding of the power of knowledge in students' everyday lives. Anthropology, the holistic study of humans, by its very nature, connects knowledge to the human experience. Anthropology uses both a scientific and humanistic approach to ask the big questions of life: where do we come from, what are we, and where are we going? In addition to linking curriculum with students' everyday lives, we offer extra-curricular opportunities to engage students in and out of the classroom. The Anthropology Department activities include: field trips to zoos and museums, open houses, lectures and discussions by renowned scholars and leading anthropologists, and overseas trips to other countries. Post event surveys reveal these experiences, especially field trips and foreign travel, can and does transform lives.

**Values: Community-We promote a sense of community that enhances the well-being of our campus and surrounding areas.**

The Anthropology Department's Full-time faculty actively works to connect with each other, with our adjunct faculty, other departments in the Social Sciences division, and with members of the larger campus and community. This is done through anthropology club activities, department open houses, participation in events such as Día de Los Muertos, and bringing speakers to campus. Our department members have been involved for the past decade in efforts of diversity, equity, inclusion and anti-racism. We have been mentoring future instructors for many years, and most of our interns have been hired to teach, (five of our twelve adjuncts teach for us now). We have also been organizing events and programs as part of the Office of Diversity and Compliance for the past five years.

**Equity: We commit to equity for all we serve.**

As a discipline, anthropology involves the study of cultures from all over the world and from all time frames (including pre-history). We promote a student-centered pedagogy, with an awareness of intersectionality. All of our courses take the holistic approach and focus on the interconnection and diversity of humankind. We work diligently to provide a diverse group of adjuncts in our department to

reflect the diverse nature of students. The following is part of a quote by a student in the Honors Cultural Anthropology class about the value of anthropology:

*“From Guest’s Cultural Anthropology to Timmerman’s work on the globalized food economy, this course’s content highlights that the diverse injustices faced by contemporary societies are not predicated on discernable differences rooted in biology or a universal human nature consistent throughout our species’ existence, but rather on the complex social, political, and economic histories linking the Global North and the Global South. The field of Cultural Anthropology makes vividly clear that all of these “isms” – from racism to heterosexism – are grounded in socially fabricated ideas, or social constructs, that were deliberately wrought into existence to maintain the societal and global dominance of certain hegemonic groups. Nonetheless, while concepts such as race, sex, “disability,” heterosexuality, are indeed socially created categories, it’s necessary to underscore that they’re material significance is undergirded by hegemony and thus still very much real for a majority of the world’s population. They are not easily dismissible because their immense material power and the “consequences” they engender in the real world make them real for those either benefitting from them, destroyed by them, or caught somewhere in the middle. With this in mind, it is imperative to understand that these issues can only be addressed through an active “multi-front” battle rooted in people power. Mass social education programs should take center stage to generate social consciousness regarding all structures of power (race, class, gender, etc.), while sustained mass movement(s) should apply pressure to all governments, institutions, groups, and organizations that sanction and perpetuate the injustices in question. Moreover, to wholly rectify these issues, material and economic infrastructure will be needed, as they will ensure the creation of equity instrumental in the eradication of those historical and current problems created by these very “isms.” Justice is inherently intersectional. It must be fought for and taken by all those in need of it. We are all in need of it.”*

**Excellence: We honor and build upon our tradition of excellence.**

The Anthropology Department works to excel in all levels of our program, from faculty teaching courses, to participating in Social Science Division committees, to being active members of the Fullerton College community. Anthropology faculty serve on the Academic Senate Executive committee, serve as an Equity and Inclusion Faculty Fellow, and have been awarded Student Equity funds as well as Innovation funds.

**Growth: We expect everyone to continue growing and learning.**

Anthropology Faculty are committed to ongoing learning. The Anthropology Department faculty models a lifelong passion for learning by attending lectures, conferences, and organizing anthropology discussion groups (e.g. Gregarious Anthropology Group, Anthropology Hour, etc.). We share with our students the learning activities we engage in, both inside and outside of the classroom, thereby modeling intellectual curiosity, along with a personal life-long appreciation for the power of learning.

**Inclusivity: We support the involvement of all in the decision-making process.**

Recently, our department was allowed to hire Professor Jacobsen as a temporary one-year full time faculty member. Prof. Jacobsen is a welcome addition and a strong voice for the physical anthropology lab. We recognize that we each bring different strengths and weaknesses to our department, and we work to develop and maintain paths for all our contributions. We hold regular department meetings in which we discuss SLOA’s, curriculum, pedagogy, department activities, etc. We work to communicate regularly with our adjuncts, keeping them informed as to department and campus activities, and we are

open to their input and participation. We also take students to the zoo almost every semester, even during this pandemic.

Several of our faculty conduct anonymous student surveys at the end of each semester. Surveys polled students on a range of topics, including content, delivery (Textbooks, assignments, etc.), asking what aspects of the class aided their success, and what was less effective. The student data is then used in course development for the following semester, in a cycle of continuous improvement.

This semester, Professor Cadena conducted a survey of her classes and many students expressed that they were in favor of synchronous classes and meeting regularly with the instructor. This semester our department conducted surveys to ask students about their choices for Spring 2022 and the majority expressed a preference of in-person/face to face classes, but most were undecided whether or not they were ready to return to campus (see Appendix C for details). This survey is an example of our department's commitment to include students in the decision making process through data driven decision making efforts.

**Innovation: We support innovation in teaching and learning.**

Anthropology faculty regularly attend local lectures (Pacific Coast Archaeological Society, Bowers Museum, etc.), as well as attend and present at nationally recognized anthropology conferences (American Anthropological Association, California Community College Anthropology Teachers Conference, etc.), and meet informally with other anthropologists to discuss, and analyze methods of pedagogy.

**Integrity: We act in accordance with personal integrity and high ethical standards.**

As a department we are committed to high ethical standards and professionalism. We work to interact respectfully and with courtesy to all members and groups on our campus; students, staff, faculty, and administrators. As anthropologists, we are held by our professional organizations to high ethical standards, which we work to maintain in all areas of our life. We are discussing having Social Justice as a founding principle for our department. To us, Social Justice is something we work to model in our classrooms, in our interactions with students, adjuncts, and all members of the Fullerton College community.

**Partnership: We work together with our educational and community partners.**

The Anthropology Department reaches out and works with other departments in our division. Professor Cadena will be working with Professor Kathy Standen to teach a Study Abroad program in Seville, Spain, combining Anthropology and Business. In Spring 2018, Professor Cadena taught through the Study Abroad in Florence, Italy along with Professor Jaime Perez in the Arts department, offering an excellent program for our students. Many of the students came back to Professor Cadena, where she continued to mentor them as they transferred to four-year programs like Columbia, Princeton, and UC Berkeley.

We also work with district programs like the Office of Diversity and Compliance in organizing the Pluralism, Inclusion, and Equity Series. We also mentor future faculty in the Future Instructor Program for approximately the last three consecutive years. Some of our faculty participate in the Dual Enrollment Program, bringing Anthropology to the local high schools, and also give lectures to students about human evolution to schools in our community.

**Respect: We support an environment of mutual respect and trust that embraces the individuality of all.**

Anthropology faculty promote a core value of anthropology, to be culturally relative in our approach to understanding and working with others. This requires that we work to see things from other's perspective, taking into account their history and status. It requires that we suspend judgement, while we work to understand and work with others.

**Responsibility: We accept our responsibility for the betterment of the world around us.**

Each member of the Anthropology Department is deeply committed to our students and to our program. We take a holistic approach to understanding and working within the Fullerton College institution.

### **3.0 Students**

Due to the nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

#### **3.1 Enrollment demographics**

1. Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

The enrollment trends have overall been declining slightly, but in a minor percentage (1.4% versus 12.2% in all programs). We also have a slight decline in headcount of 5.2% versus the 11% in all other programs (see Appendix A).

2. Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain.

There is a high percentage of low-income students (82%), most of which are between the ages of 20-24 (49%). In regards to race, our majors are the same percentage (34.5%) White and Latinx, 13.8% Asian and about 11.2% two or more categories. The majority of our student majors are classified as female

(71.6%) and 25% as male, the rest may not have declared or may be gender non-binary but no data is provided (see Appendix A).

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

Physical Anthropology Lecture and Lab have the highest demand in our department. These two classes are offered every semester at a variety of times and formats (In-person, online, and hybrid) as well as nights and weekends. Both of these classes are in high demand because they are transferable as science credit classes to both the CSU and UC system. In addition, these classes also serve as the basis to many career paths. For example, the medical field, social service departments, community service departments, criminal justice systems, museum studies and research and development.

4. Please describe how your course offerings match students' preparation and goals.

Over the past five years, we have noticed an increase in demand for both Physical Anthropology lectures and especially lab(s). We have adjusted our course offerings and worked on improving both the lab inventory and pedagogy to improve our instruction and better prepare our students for transfer and job market goals. We have noted that students tend to perform better with hands-on learning, so we purchased a second set of lab materials to be stored and used in the classroom we teach many of our Physical Anthropology lectures in. Through several classroom surveys, students expressed appreciation for student-centered learning activities involving lab materials (like hominin skulls, fossils, stone tools, etc.). We also have hired a temporary full-time faculty to assist in the arduous task of maintaining the lab equipment and ordering new replacements and repairing broken items. The lab equipment was at risk during the pandemic due to improper maintenance. Our department also identified a need for other transferable courses for our programs and created two new courses: Globalization & Prehistory. These two courses are pending UC approval, and will be offered to our students soon.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Enrollment varies very slightly between Fall and Spring semesters (by one class more in the Spring). Summer class offerings have stayed consistent. We have increased the number of Physical Anthropology lecture classes and labs to match the demand and to help students meet the natural science requirement by taking a course outside the traditional STEM fields. See appendix for specific charts (see Appendix A).

### **3.2 Student Achievement and Equity (and student demographic profile)?**

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

The section titled Job Placement & Wage Improvement did not include any data specific to our anthropology program and students.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Our program as a whole has high success rates. However, when data is disaggregated by race, we noticed that African Americans tend to have a significantly lower success rate (33%). We are cautious in the interpretation of this data based on the very small number of African American students (2.7% see page 7). Latinx/Latino/make-up 58.9%, and the success rate in this population is also slightly lower at 68%, which is still higher than the national average of 60% for all community college students. There are many factors that can help explain this, many (if not most) are outside of our sphere of influence. These include economic challenges (as evident in the report, 82% of our students or 13,540 are low income), social and cultural (vulnerable to discrimination and prejudice and systemic racism) and more. In our program it is critical that we acknowledge and recognize the effects of institutional barriers and racism for marginalized communities and that we develop strategies to provide high support for these students. For example, we noticed that students performed better with synchronous classes during the pandemic, so we offered several classes as hybrids using Zoom. We also offered office hours via Zoom and in the evening for students who cannot meet in the mornings. We survey our students in the middle of the semester in order to identify barriers and challenges that can be corrected before the semester ends. We also make it a point to get to know our students to tailor our curriculum to their unique needs.

3. Does your department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

The Anthropology Department does hold regular department meetings. Department meeting topics are focused on student engagement and success. Department meeting topics include: curriculum development, pedagogy, class participation strategies, SLOA's, department activities, equitable grading, attendance, late-work, and extra credit policies, etc. As a department, we value all members' input and participation in classroom reform as well as department decision making procedures. Reforming classroom policies, such as accepting late work or offering extra credit, may have an impact on increasing student success rates. As part of our discussion, we subscribe to scholar Beverly Tatum's position of High Standards combined with High Support. We strongly believe that communities of color (Black and Latinx) are better served by providing high support and services and maintaining academic standards (Tatum, 1997).. As mentioned before we put into practice strategies to do this in our classes.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

In order to address this issue and strategize ways to improve this, Dr. Cadena has been participating in a variety of trainings including: "Teaching Men of Color," Curriculum Transformation (for 4 years in a row), AMMEND & CORA trainings on teaching and improving the opportunity gap for African Americans. Professor's Markley and Cadena have both also participated in various programs designed to diversify our faculty like the Future Instructor Training Program. Every semester we host events to raise awareness about Diversity, Equity and Inclusion, including last semester having Dr. Agustin Fuentes (from Princeton University) lecture on Race and Biology.

As mentioned earlier, our department applies the ethnographic field method to get to know our students every semester. As part of equity, we must recognize both the dynamic nature of our student population and their unique challenges and opportunities. We conduct surveys and student information sheets every semester and review this information. The challenge is the large number of students we serve. Our class sizes are 45 per section, and this makes it difficult to serve our students and teach them using student-centered practices. We plan to reduce the class size of our Physical Anthropology class to match other colleges (including Cypress) to 35 students. We also must hire at least another full-time faculty. Based on the seat count, our department should have a minimum of four full-time faculty (we have two). The two full-time faculty teach 24 units every semester and summer (9 units) in order to provide a strong program. Despite this, almost 90% of our classes are taught by adjuncts (adjuncts are usually struggling teaching at various institutions and do not offer office hours). We also have noticed that the increase in clerical work has affected our ability to reach students and provide high support.

Faculty are expected to do many clerical tasks, including this Program Review, which takes away valuable time we can use in the classroom. We now have to work on SLO's, SLOA's, 6-Year Review of Curriculum, new courses and changes, multiple adjunct evaluations/observations (we have 13 adjuncts), plus all committee work. Both Professor Cadena and Professor Markley are very involved in service to the college and the district (see list below). All of these efforts are aimed at increasing equity, yet they also require institutional support. Our Equity Plan requires a reduction in class size, a reduction in clerical work, hiring one to two full-time faculty, funds for student programs (like the trip to the zoo every semester), tutoring support, and additional money to maintain lab equipment and hire lab assistants.

Professor Cadena and Professor Markley's committee & service to the college: District DEI Faculty Fellow, Mentors for Future Instructor Training Program, Study Abroad Committee, Honors Advisory Committee, SLO's Division Representative, MANY years as Faculty Senate & Senate Exec, Co-chair of Anti-Racism Task Forces (Hiring & Tenure and Curriculum & Grading), Co-chair of LSFA, Co-chair Diversity Committee, Club Advisor- Anthropology Club & FC Dream Team and Latina Leadership Network (help found these two). Multiple hiring and tenure committees.

### 3.3 Student Achievement and Pathways

- Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

Based on the information provided by OIE, our most popular courses are A101, A102 and A101L. It is very difficult to assess how the students move through the courses regarding unit accumulation with the limited information provided. We do not have prerequisites but our lab classes have a corequisite which our department is investigating and discussing its effects and a potential revision. We noticed some of our specialty courses like A209, A211, and A105 have higher percentage of students who withdraw and have lower success rates. This may be because the courses contain content that is a bit more challenging/advanced, or many other factors we would need to assess (see Appendix A 3.3).

- For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

All of our courses transfer to both the UC's and CSU's, no additional steps are required. The lab requirement may be an issue for students though, we are investigating this now

- Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

It was an interesting experience to map out a 2- and 3-year path for students to complete their AA or AAT (or ADT). It was helpful to work to map what it would look like for students to complete their degree and/or transfer within 2 to 3 years. To consider what courses we recommend first, what the load for the semester would look like integrating other required courses (see maps in Appendix A). So, the process of meeting with counseling to go over a path for our students was beneficial. However, we see limited usefulness for the set maps from Guided Pathways for a couple of reasons:

- A) It assumes students are majoring in anthropology when they start at FC -which we suspect is not very common. Most students probably first learn of anthropology after they start taking classes as anthropology isn't offered at high school level, but data would be helpful if we could get it. So, to have a 2- or 3-year map assuming they start with anthropology as their major isn't very common and so seems of limited usefulness
- B) We suspect many of our students are not completing their AA/AA-T in 2 or 3 years- once again data would help - many students have work/family obligations or are struggling with food/housing/transportation insecurity and have a longer path to transfer (as it has become evident when we interact with students and they expressed they have been at

FC for more than 5 years). We also think it will be more common with the effects of the pandemic.

- Based on the charts provided by OIE, the changing requirements and new curriculum result in the need to constantly update the pathways and makes them problematic for accuracy

As we have been working closely with Guided Pathways, our impressions are that this seems to complicate a more complex process and create more barriers for the students. We believe the following may be helpful:

1. Having more face to face interaction with students from counselors who are embedded with the division/departments is the way to help our students. We need counselors who understand anthropology pathways and students need to talk to individuals not work to follow another list.
  2. Also, being able to identify anthropology majors early and then meeting with them (faculty, counselors) to go over their path to degree/transfer is the human interaction students need.
- Does the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

Our ADT was just recently approved by the state so we do not have data about this. As explained before, it is difficult to identify majors at Fullerton College, the data states we had 82 in the past five years, yet this does not account for those who decided to transfer and then major in anthropology.

### **3.4 Faculty**

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

One of the major challenges to our department is the need for more full-time faculty, especially faculty who have the training and desire to teach Physical Anthropology Lab classes. The labs pay less and require more work than the lectures since we do not have lab assistants, the instructor must set up and properly put away/store all lab specimens. The instructor must also have proper training to handle organic materials which must legally be properly curated. As evident in the OIE, most of our courses are taught by adjuncts. We have a large number of sections and the two full time faculty have been teaching overload (24 units) for more than a decade, yet this may not be the case. Even with this, we still require 13+ adjuncts to teach our classes.

During this pandemic, we lost several (approximately 25%) of our adjuncts, which may result in canceling classes. We were fortunate to be able to hire a temporary one-year full-time faculty (Professor Jacobsen), otherwise our program would suffer severely. Professor Jacobsen has gone above and beyond his duties and has taken many hours curating the lab specimens, doing inventory, cleaning the

labs, training adjuncts to teach the lab, and developing online content to transition the labs online. Our program would have really been affected without his contributions.

Based on the charts, we noticed a big decline in sections offered in the past five years of 25%. This is likely the result of the loss of a third full time position and the decline in enrollment due to the pandemic. We also see a decline in the percentage of full time vs. part time faculty, from 50/50% to 67% adjunct and 32% full time. We want to highlight that this number would be significantly larger if the two full time faculty taught regular load.

Our **Average class size** has been increasing, as we have fewer sections offered. In the past five years we have increased from an average of 40 to 55 seats. Some of our most popular classes (especially Physical Anthropology) should have lower seat counts set at 35 instead of 45 to match those at Cypress College and other STEM classes. We are currently in the process of revising our curriculum to adjust this, which will create an increased demand for sections as well. Our **Fill Rates** have been steadily increasing from almost 85% to 90%, further proving the high demand for our classes (see Appendix A Section 3.4.1 Faculty).

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

Physical Anthropology Lab classes are in high demand. Over the last few years, we have expanded the number of lab sections and class times in order to meet the ever-growing needs of our student population. We currently do not have enough instructors who are qualified to teach the lab. Teaching the Physical Anthropology Lab class requires the instructor to have a working background knowledge in osteology, primatology, hominin evolution and laboratory methods/specimen care. Currently the Anthropology Department does not have a full-time faculty member to oversee and maintain the physical anthropology lab. Lab oversight requires a variety of skills pertaining to the identification of various artifacts, human and animal bones, bone fragments, and laboratory analysis procedures. This is especially worrisome because many of the lab specimens require constant cleaning and inspection in order to be utilized in a classroom setting. Due to the large increase in student enrollment in lab classes, specimen handling has increased, leading to some deterioration of specimens. In addition, many of the specimens that we store are real bone, which require additional care and oversight in order to prevent permanent damage. If real bone specimens become permanently damaged, they are irreplaceable. An additional full-time faculty member, one who is qualified to teach the lab, has the necessary skills relevant to laboratory procedures and handling of specimens, and one who is familiar with the proper laboratory storage and care of specimens (including real bone) is needed. This is in addition to the previously mentioned high number of sections we offer where over 85% of our courses are taught by adjuncts.

### **3.5 Covid-19**

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The effects of Covid-19 greatly impacted the Anthropology Department. All classes had to be moved to an online platform (i.e. Canvas). All instructors had to be trained and certified to teach in an online setting. All courses in our department were affected by Covid-19, especially the physical anthropology lab classes. Lab classes typically utilize a variety of specimens and materials for hands-on exercises. All laboratory exercises that require the use of physical specimens had to be curtailed and replaced with still images and 3-D models. Laboratory exercises that require strict measurements of bones and or bone features, had to be altered in order to be utilized in an online setting. All field trips had to be suspended, due to the public restrictions mandated by Covid-19. Field Trips are a useful means to connect students with their community, with each other, with faculty, and with the school. Field trips also aid in the retention and success of students in the classroom. Since all field trips were suspended, alternative online assignments had to be created. For example, as a temporary measure, students were given the opportunity to observe animal behavior through live zoo cameras, where they could apply some of the concepts discussed in class. Connectivity and student interactions that would normally take place during field trips, were replaced with online discussion boards.

Additionally, in order to make the learning experience as similar as possible to the in-person classes, faculty spent hours of work recording lectures and making them available to students. This also incurred additional expenses in operating equipment and subscriptions to platforms like Loom and YouTube. Many of our students are not online students and we have seen a significant rate of students who are failing classes.

### **3.6 What has not been asked?**

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Our department has been successful in great part due to the dedication and hard work of faculty (both adjunct and full time). We have been able to grow and maintain a very large department, taught by 85%+ by adjuncts and where full-time faculty teach a full overload every semester. During the pandemic we all worked extra hard to transition all our classes online. Recording lectures and building online content for our students, all this without the proper compensation or support. We need more full-time faculty to share the load of running our program and serving our students. Additionally, one thing that we have found very challenging is finding the time to complete this report. This has been, by far, the most elaborate program review we have ever done. The requirements imposed for this report have resulted in multiple hours, taken away from our ability to teach, grade, and interact with students when they most need it, during this pandemic where we are doing everything remotely. It is a major inequity to say the least, to impose this on faculty during this time. Revisions must be made to this process or we

must allocate release time for faculty to complete clerical tasks that do not have an immediate and direct effect on our teaching and students. This is an example of institutional barriers to social justice work.

#### **4.0 Outcomes**

##### **4.1 Program Student Learning Outcomes (PSLOs)**

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The Anthropology Department has revised the PSLOs for the AA and AA-T degrees in response to the new ISLOs adopted by FC including the emphasis on NACE core competencies. The new PSLOs are the same for both degrees as the three core required courses are the same for both programs.

Anthropology is a holistic discipline which spans the depth and breadth of the natural and social sciences as well as the humanities. Anthropology has four fields which form the basis of its holistic approach in the study of humans, they are cultural, physical, archeology and linguistics. Introductory courses in all four fields are offered at FC, with three of them (cultural, physical and archeology) forming the basis of required courses. Also required is the Physical Anthropology Lab class, which emphasizes the role of scientific methodology in data collection and analysis.

The development of the new PSLOs took into account the new ISLOs at FC and the emphasis on the NACE competencies. The PSLO's focused on linking to the new ISLOs of communication, critical thinking/Information competency, global systems awareness, ethical citizenship, personal responsibility and professional development. The focus from the NACE competencies included career and self-development, communication, critical thinking, equity and inclusion.

Following are the revised PSLOs for the anthropology AA and AA-T which were developed after departmental discussion along with an analysis of other community college PSLOs. Once they attain their AA or AA-T in anthropology, students are expected to be able to do the following:

PSLO 1- Analyze and evaluate key anthropological theories and concepts in cultural and physical anthropology, specifically regarding holism, evolution, cultural relativism and human variation.

PSLO 2- Evaluate and interpret multiple sources of data, including science, archeology, history, and the humanities contrasting them in regards to objectivity and subjectivity.

PSLO 3- Distinguish and assess the interconnectedness of racial, cultural, political, social, historical, and economic issues as they pertain to individual agency/personal lives, and outcomes effected at the macro level in a globalized world.

The revision of our departmental PSLOs will be disseminated to all faculty in the department. It will be emphasized that these PSLOs should form the overarching foundation of curriculum in the classroom, with CSLOs being the specific focus for each course.

Note: The “course statistics” shows a number of courses that are unmapped. All courses were mapped several years ago, during the mapping push. We have several new honors courses that are unmapped to ISLOs. We will be mapping all of our CSLOs to our PSLOs and to the colleges ISLOs in the spring 2022 semester.

#### **4.2 PSLO Assessment**

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

Historically PSLOs have been measured using assessments from the core classes CSLOs. This method has now been disallowed and is seen as an invalid means of measurement. We are considering the various ways in which we could assess PSLOs but at this time have not come up with a workable means of measurement.

The issues involved in establishing a means to assess PSLOs includes the following;

- We need to know who our majors are, and this has been difficult (if not impossible) to get accurate information.
- We need to connect with students when they are completing their AA or AA-T. We do not have a capstone course nor do students take courses in any mandated order.
- An e-portfolio has been suggested, where students develop it as they complete their coursework and/or after they have achieved their degree. It is not clear how we can compel students to do this work. Saddleback College had a pilot program using e-portfolio's and found students were largely resistant and/or uninterested in completing an e-portfolio (either concurrently with their coursework, or once they have completed their degree). Another issue is workload, who will be responsible for evaluating and documenting these e-portfolios?

We will continue to collect data (from other programs and colleges) and brainstorm on how this new revised standard of assessment for PSLOAs can be met.

#### **4.3 CSLO Assessment**

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in

an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

The Anthropology Department has a three-year cycle to assess CSLOs. Courses have been assessed every three years since 2010. Our last assessment cycle was completed Fall 2019 and Spring 2020, with data input Fall 2020. The Covid pandemic struck one third of the way through our second semester of assessment.

Anthropologists emphasize the importance of context and qualitative data collection for assessments. Quantitative data is used in a complementary fashion with qualitative data. We see great value in ongoing learning in regards to pedagogy and equity in assessments. The discussions that have taken place in regards to CSLOs and PSLO's have been beneficial in curriculum development and classroom pedagogy. It has been beneficial to discuss with colleagues what are valid means to measure student success? Other discussions included, the role of papers, assignments, attendance, and tests in measuring students meeting course expectations? How do we weigh course expectations, and how does this fit into discussions of equity? What does it mean to focus on student learning, versus faculty teaching? These have all been a part of ongoing discussions.

However, we see less value and usefulness in the collection of quantitative CSLOA data. It has been clear since the initiation of SLOs, some 18 years ago that the mandated parallel collection of data to evaluate student success is highly questionable. If we really want to assess student learning we need to implement both a pre and post test (to account for knowledge students come to class with), but this is not required in the process.

To use the data to draw conclusions about the effectiveness of faculty pedagogy is not sound. Each class has a variable student population, and to draw links between student performance and faculty pedagogy by comparing classes over time (or concurrently) is problematic. Faculty are well aware they are a key variable for student success, and at the end of each semester evaluate what worked and what didn't work, using grades as a more holistic measure. To assess faculty's pedagogy with an ever-changing population of students is not a valid means of measure. We've all had multiple sections of the same class in which there are very different average success rates based on the variable student population.

The analysis of the CSLOA data collected from F19 and Sp20 reveals that the majority of students are attaining the SLOs based on the assessments conducted (see Appendix 4 for quantitative data). The means of measurement for CSLOAs varies from essay tests, multiple choice tests, papers, and/or assignments. The CSLOAs revealed that between 80%-100% of students were successful in attaining the CSLOs.

We do see a higher rate of success in CSLOs than we see in course success (earning a C or higher). We see limited usefulness in analyzing CSLOA data as compared to the more holistic use of grades. Course

grades are carefully designed to measure students' success by a variety of measures. If we look at the NACE core competencies we see that what students need for their future is the skills to successfully complete a course. This includes showing up, following expectations for completing work, and showing mastery of material by successfully passing tests, papers and assignments.

#### 4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Given the caveats discussed above about the usefulness of CSLOs we have reviewed the data on ethnicity/race and found the following. The overall percentage of students who met expectations in 2016/2017 was from 82%-97% and in 2019/2020 it was 94%-100%. When we look at populations by ethnicity/race we see they range from 65%-100% in meeting expectations. The lowest category is African Americans at 65% attainment. This low attainment is troubling, but putting it in context is important. There are only 40 African American students in this data, not even 2% of the student population assessed. So its statistical significance is questionable. Anthropology faculty have a focus on high standards to maintain the integrity of our courses, matched with high support. Anthropology faculty continually participate in intern/mentor programs and Hornet Tutoring to give students high support.

Other populations disaggregating by ethnicity/race with lower rates include 80% for Pacific Islanders (a population of 12) and 75% for 28 "unknown" students. See the charts in the Appendix for further details. The data on gender did not show much disparity between females and males, with 90% of males and 92% of females meeting expectations.

We requested the additional demographic categories of foster youth, economically disadvantaged, and veteran students for our analysis. There was no data on foster youth or veteran students in elumen for our department. As regards economically disadvantaged students they met expectations at rates of 88-92%, not much different from the overall population

Anthropology faculty are aware that many of their students are struggling, both inside and outside of the classroom. The goal is to maintain integrity and high standards while offering high support. As a discipline anthropology has at its core an understanding of different populations, based on race/ethnicity, sex/gender, sexuality, socioeconomic class, etc. Pedagogy in anthropology classrooms always centers on taking into account the present and historical experiences of these groups and keeping these groups front and foremost in the curriculum. Faculty regularly attend anthropology conferences, conferences focusing on pedagogy, to gain knowledge and tools to use in the classroom.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.

It is not clear what should be taken from data showing students meeting expectations for CSLOs, but not passing a class. The NACE competencies are geared towards student employment. Attaining a passing grade requires being present in class, engaging with the information and being successful when tested on this information. Anthropology faculty design course expectations holistically, taking into account the relative importance of learning time in class, assignments, exams, papers, etc. and how it connects to meeting expectations.

## **5.0 Other Areas of Program Effectiveness**

### **5.1 Your Department and General Education**

1. Using the data provided by the OIE, please look at students who take your courses for GE credit. Based on the data provided by OIE, most of our students take our classes for GE credit, 99.8%. This is probably because all of our courses transfer for credit at the CSU's and UC's/IGETC (See Appendix A 5.1).

2. What role does your department play in helping students complete the GE pathway?

We met with the counseling department and worked on mapping both our AA & AA-T/ADT for two and three years. We play a major role and have been recognized as part of the top 50 programs on our campus.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

Our department is very intentional and strategic in the offering of our courses at different time slots and combining classes that meet twice a week, or once a week, as well as hybrid and online. We also offered labs at night and on Fridays.

4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

We have been offering classes at various times of the day, five days a week, and in various formats (online, hybrid, synchronous, etc.) even before the pandemic.

## 5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

We need a faculty member dedicated to managing the physical anthropology lab. The most critical concern is the management of our human remains. California Law Health and Safety Code Division 7 mandates the proper handling and curating of human remains (16377) failure to do this results in a liability for our college and district. Along with the proper storing and handling of human remains we have an extensive collection of primate and human skeletons which need constant care (storing, displaying, repairing).

2. Make sure you are including all degree and certificate programs, including the College's GE program.

As of now we do not have a certificate program, although we hope to be able to create a couple of certificates in the future. We offer AA & AAT degrees as mentioned earlier.

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

We do not have prerequisites but we do have the lab and lecture as a corequisite and we are analyzing the effects or negative ways this may impact some students (as mentioned earlier).

4. If AB 705 applies to your program then how are you meeting its mandates?

## 5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

We participated in the Study Abroad Program in Florence for Spring 2018. This provided an excellent opportunity for anthropology students to apply the concepts of anthropology to real-life scenarios, to witness the various components of globalization theories happening throughout Europe and the U.S. For instance, while we were discussing racism, students learned about the attacks to Senegalese immigrants in Florence, where a man was shot a couple of blocks from our school and we watched protesters throughout the city. When we learned about Nationalism, they were part of its expression in various soccer matches. It was a truly life-changing experience for all of us! Some of the students who participated are now applying anthropology to art degrees, law, and one actually moved to Madrid to teach English as a second language! In Spring 2020, we participated in National Geographic's: Geno 2.0

Next Generation Helix project (Ancestral Memories Project), where students were given the opportunity to submit DNA samples for testing, in order to gain insight into their genetic ancestry. The results of this project helped students understand the patterns of human migration, gene flow, genetics, and on a broader level, the concepts of race and biology. We have also been taking students to the local zoos for over a decade. This allows students to apply primatology concepts to actual observations. Some former students have gotten jobs at Santa Ana and Los Angeles Zoo. We also host an “Anthropology Day” where we invite fellow anthropologists to discuss careers in anthropology with students. We invite renowned anthropologists such as UCI’s Leo Chavez and Princeton University Professor Agustin Fuentes, for our students to be able to network with them and benefit from these connections.

2. Are there institutional barriers hindering your department’s ability to offer or enhance these learning experiences for students? Please explain.

There are several, many mentioned earlier, the lack of full-time faculty, the large number of clerical works we are required to do (such as this one), and the large amount of paperwork required to organize field trips and other such projects. We had received a grant to pay for the students to go to the zoo but we lost the grant because we did not meet the multiple paperwork requirements to assess the effectiveness of the grant. We submitted student surveys but they said it was not enough. It is very challenging to wear so many hats when we have to focus on teaching our students. Our new office manager, Pat Sanchez has been very valuable and helpful in processing field trip requests.

## **6.0 Planning**

### **6.1 Progress on Previous Strategic Action Plans**

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

During our last Program Review cycle, we had three strategic plans: one was to attain exclusive use of a lab classroom space for our program, the second was to hire an administrative assistant to help with the increased demand of clerical work (PR, Six-year Review, SLOA’s, etc.), and the third was to hire a lab assistant.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

We did not receive any funds to allocate to these plans. We made zero progress on these three plans for many reasons, including the loss of the third full time faculty, the Covid-19 pandemic, and the large amount of work increase and requirements of learning new programs like Canvas, Elumin, Curricunet, MS Teams, Zoom, etc.

## 6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information from you. Please keep in mind that the Committee’s endorsement does not guarantee additional funding. The President’s Advisory Council and Faculty Allocation Committee play major roles in allocating funds and new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

<p><b>1. Hiring at least one more full-time faculty member to teach and manage the lab and archaeology classes.</b></p>	<p>1.1-During the past report we mentioned the need for a 4th full time position but the urgency was not as high since we had 3 full time faculty.</p>	<p>1.2-This supports the mission, visions, goals and objectives in that we require full time and dedicated faculty as an equity issue and to achieve excellence.</p>	<p>1.3-Student equity can only be achieved by providing students with faculty who are properly compensated to teach. In a program where almost 90% of faculty are adjuncts, there can be no equity.</p>	<p>1.4 &amp; 1. 5- There are many statistics that show the negative effects of having a majority of faculty with adjunct status (too many to list here). This can only be achieved with additional funds.</p>	<p>1.6- Personnel- the amount is based on the most up to date payroll charts ~\$60.000 to \$100,000 per year</p>
<p><b>2. Secure funding for field trips and lab resources for our students and program</b></p>	<p>2.1- We used to receive approximately \$5,000 to rent a bus and pay for tickets every semester.</p>	<p>2.2-This supports the mission, visions, goals and objectives as we can provide</p>	<p>2.3- Student equity can be achieved by providing both entrance and transportation for all students. Many of our</p>	<p>2.4 &amp; 5- As mentioned earlier, though it is hard to assess the effects, student surveys expressed how</p>	<p>2.6- In the past, the cost of running a field trip was approximately \$3,000 per semester. Lab resources that</p>

	<p>This proved to be a great way to take students to the zoo. The vast majority of students came from marginalized/minoritized communities and the surveys showed this helped with course success and more.</p>	<p>excellence and equity for students that lack a car or funds to participate.</p>	<p>students (OIE states 13,540 or 82%) are low income. This means the majority of our students benefit from having these opportunities provided to them by the college as they would have a difficult time driving to and paying for the zoo (San Diego Zoo charges \$65 per person).</p>	<p>much they learned and the assignments also demonstrated deeper connections with the curriculum.</p>	<p>need replenishing and repairs would add an additional \$2,000 per semester for a total of \$5,000</p>
<p><b>3. Create three certificates: CRM, Forensics, and Ethnographic Market Researcher.</b></p>	<p>3.1- This is a new area we are incorporating in our program based on the needs of the job market and community.</p>	<p>3.2- This supports the mission, visions, goals and objectives in the way the mission states: <i>advance student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate</i></p>	<p>3.3- Student equity can be achieved by providing alternative programs that will allow students to get a job without the barriers of having to pursue a higher degree.</p>	<p>3.4 &amp; 5- Due to the current short staffing of our department, it has been extremely difficult to find the time to complete this goal. We would need to take a sabbatical or be allowed to get release time to complete this task. Perhaps if we are allowed to hire a third person, we may have more support in this task.</p>	<p>3.6- It is difficult to quantify the cost of this goal. If paid by professional experts, it may require approximately 40 hours. If release time is given, then a minimum of 3 units.</p>

		<i>degrees, and transfer.</i>			
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### 6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

Long term plans include the hiring of a third and fourth faculty member to oversee and teach the Physical Anthropology lab courses as well as develop an archaeology lab/field class. This will be dependent on enrollment and our ability to have our own lab. We continue to actively monitor workplace employment data and are considering what courses would be of most benefit for our students. We anticipate courses in Forensic Anthropology, Medical Anthropology, Race and Ethnicity, and Cultural Resource Management as key areas in which curriculum development may be generated. We are all passionate about social justice and equity, and are continually exploring curriculum, both current as well as new, and other areas in which this can be introduced.

Our long term plans also include a revision of our class sizes, a growth in our curriculum and the new certificate programs. We would also like to continue developing our lab by securing exclusive space and lab assistant(s) to help maintain it and instruction. We would also like to have ongoing events and even a webinar/podcast about anthropology. We hope to be able to collaborate in creating a few Open Educational Resources (free textbooks) for our core courses. We also hope to collaborate with Canvas experts in our discipline and department to improve the content and delivery of our course.

Professor Cadena is scheduled to teach anthropology in Seville during Spring 2023. This will expose our students to learning anthropology in various sites in Spain, Portugal & Morocco. This will be a life changing experience!

### 7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

### 8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).
  - Ancestral Memories- Innovations Fund Grant Project completed by David Jacobsen & M. Leonor Cadena, hosted in YouTube-  
<https://www.youtube.com/watch?v=M5FkneGkveM&t=9s>
  - Article in OSU Advance Journal- "Teaching In Times of Covid-19"  
<https://www.advancejournal.org/article/18064-teaching-in-times-of-covid-19>
  - Fullerton College Anthropology Department Instagram-
    - Study Abroad Recruiting Videos-  
<https://www.youtube.com/watch?v=iKMu8iP6qRM&t=8s>
    - <https://www.youtube.com/watch?v=HYIeqKIF8d0&t=5s>
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

1. Agustin Fuentes talk 04/2021
2. Anthropology Day 02/2021
3. Darwin Day Lecture presented by Prof. Markley 02/2021
4. Study Abroad Scholarship Fundraiser
5. San Diego Zoo Field Trip

#### **Format notes**

**Cover Page: standardize for each self-study, with signatures**

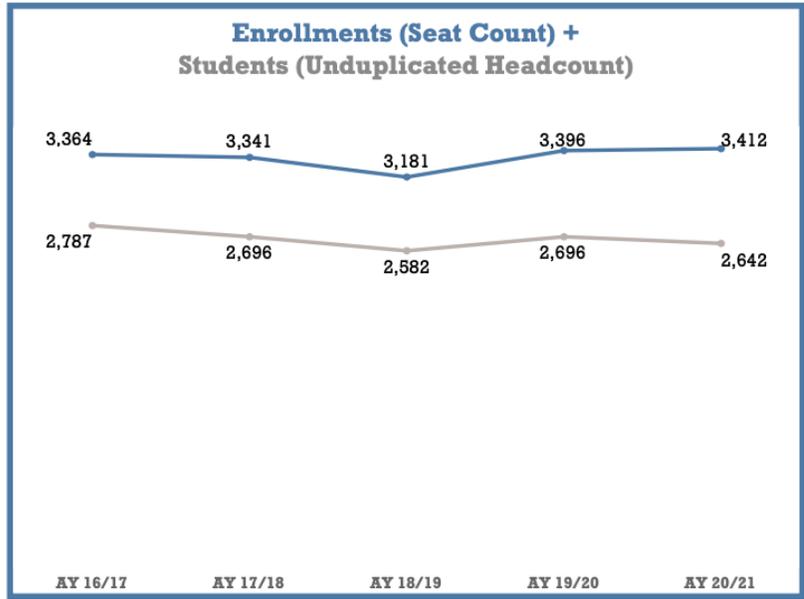
**Executive Summary: on a separate page, all by itself, for ease of processing.**

#### **Main body of the report**

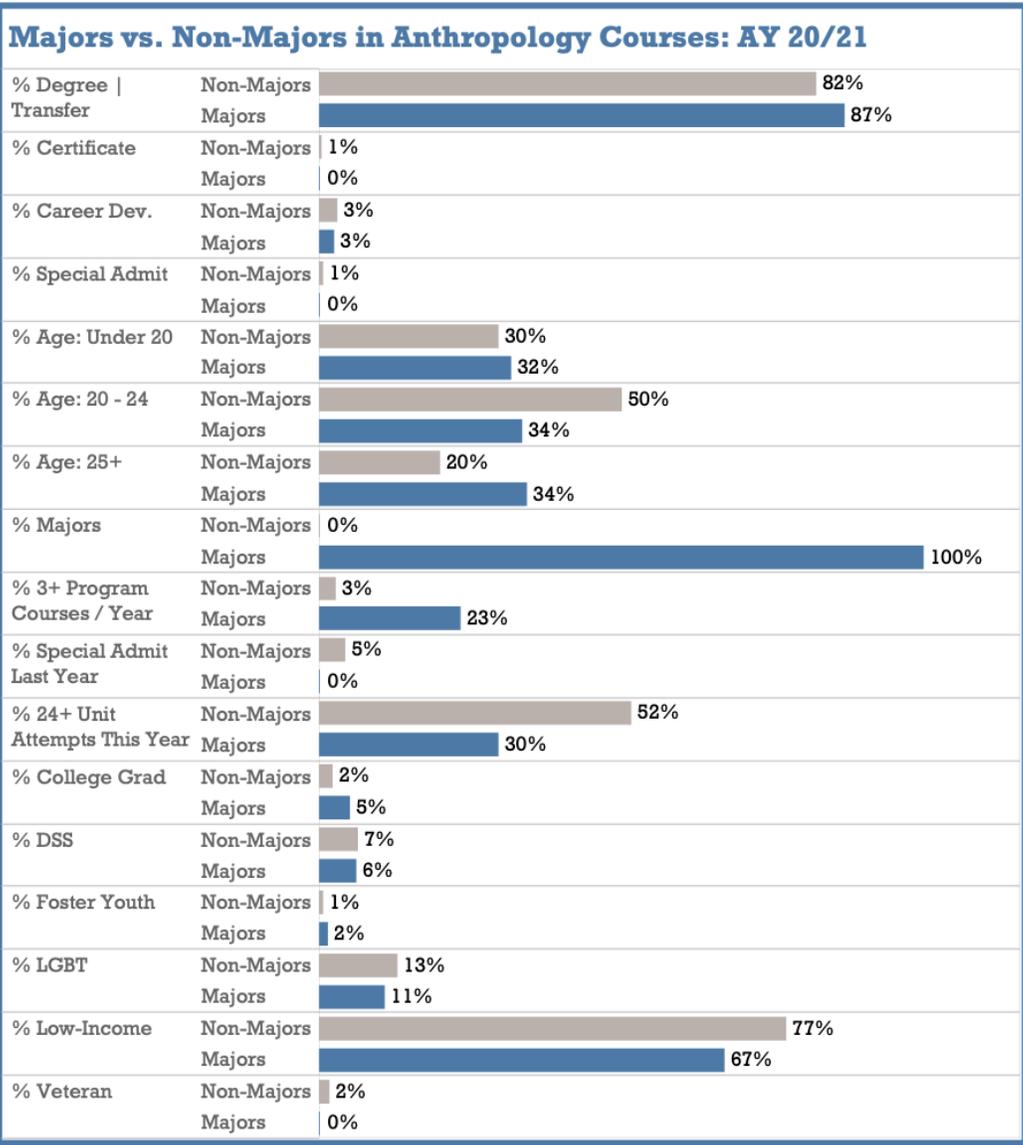
##### **Appendix A: Key Performance Indicator (KPI) data**

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

**3.1.1**



**3.1.2.**



3.1.5

**SECTION 3.1.1:** Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

**Enrollments (Seat Count) by Course for:  
Anthropology**

Course	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
ANTH 101 F	1,535	1,478	1,361	1,510	1,362
ANTH 101HF	18	18		23	43
ANTH 101LF	400	419	398	493	619
ANTH 102 F	932	896	812	838	700
ANTH 102HF	30	49	22	24	21
ANTH 103 F	65	82	53	96	
ANTH 103HF					20
ANTH 105 F	42	36	33	110	156
ANTH 107 F	287	333	452	264	358
ANTH 107HF			16		27
ANTH 109 F			14		
ANTH 199 F	8	3	2	1	
ANTH 209 F	20		18	21	40
ANTH 211 F	27	27		16	66
<b>Grand Total</b>	<b>3,364</b>	<b>3,341</b>	<b>3,181</b>	<b>3,396</b>	<b>3,412</b>

**1 Year  
Comparison**  
  
**AY 19/20 v.  
AY 20/21**

**5 Year  
Comparison**  
  
**AY 16/17 v.  
AY 20/21**

AY 20/21	AY 20/21
-10%	-11%
87%	139%
26%	55%
-16%	-25%
-13%	-30%
-100%	-100%
42%	271%
36%	25%
-100%	-100%
90%	100%
313%	144%
0%	1%

**3.3.**

### 5 Most Enrolled Courses in Anthropology

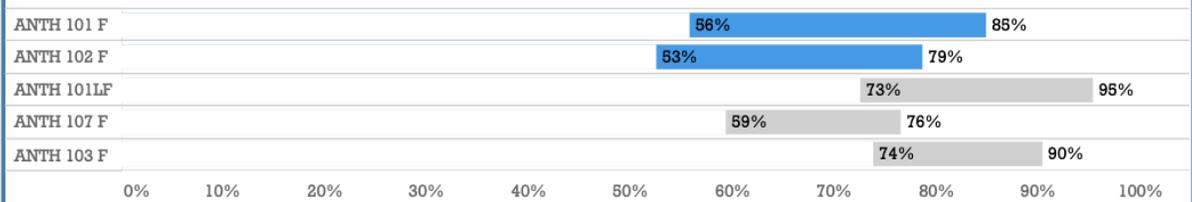
NOTE: 5-year totals

	Enrollments	Students Repeating	% of Students who Repeated	Course Completion	Course Success	Withdraw Rate
ANTH 101 F	7,246	478	7.1%	84%	69%	16%
ANTH 102 F	4,178	272	7.0%	84%	64%	16%
ANTH 101LF	2,329	93	4.2%	92%	85%	8%
ANTH 107 F	1,694	69	4.3%	84%	65%	16%
ANTH 105 F	377	10	2.7%	79%	66%	21%

### Range of Success Rates by Section:

#### 20th Percentile v. 80th Percentile

(At least 10 Sections Offered)



### Disproportion Impact in Top 5 Enrolled Courses by Course by Race | Ethnicity | Ancestry

NOTE: Only Identities with Calculated Disproportion Impact Appear

Course	Identity	Enrollments	Course Success	Gap
ANTH 101 F	Black   African Amer.	287	33.1%	-107
	Latinx	4,144	67.3%	-165
ANTH 102 F	Black   African Amer.	288	20.5%	-136
	Latinx	2,075	62.7%	-73
ANTH 101LF	Latinx	1,404	83.0%	-79
ANTH 107 F	Latinx	926	63.0%	-32
ANTH 105 F	Unknown	12	25.0%	-5

**Within the last 5 years, courses by **course success rate (ascending 5 courses).****

ANTH 209 F	52.5%
ANTH 102 F	64.5%
ANTH 107 F	64.5%
ANTH 105 F	66.0%
ANTH 101 F	69.0%

**Within the last 5 years, the 5 courses with highest % of students repeating the course**

**(NOTE: Some courses may allow for repeat enrollment)**

ANTH 101 F	7.1%
ANTH 102 F	7.0%
ANTH 107 F	4.3%
ANTH 101LF	4.2%
ANTH 211 F	3.0%

**Within the last 5 years, the 5 courses with the highest # of withdrawals**

ANTH 101 F	1,147
ANTH 102 F	684
ANTH 107 F	279
ANTH 101LF	195
ANTH 105 F	79

**Within the last 5 years, the 5 courses with the highest % of withdrawals**

ANTH 105 F	21.0%
ANTH 209 F	20.2%
ANTH 211 F	19.9%
ANTH 107 F	16.5%
ANTH 102 F	16.4%

**Range of Success Rates by Section:**

**20th Percentile v. 80th Percentile**

(>=10 Sections, 100+ Enrollments, >=25 % Point Difference)



**Anthropology General Education:**  
**Section 5.1:** Your Department and General Education.

**% of Enrollments Over the Last 5 Years in  
 GE Courses**

	% of Enrollments	Enrollments
Non-GE Enrollments	0.2%	28
GE Enrollments	99.8%	16,666

**Courses that Fulfill CSU General Education Requirements or the Intersegmental General  
 Education Transfer Curriculum (IGETC)**

*(CSU and IGETC: 1 = Yes; 0 = No)*

Course	CSU	IGETC	Enrollments	% Majors	Avg. First-Time	% Age: Under 20	% Evening	% Online
ANTH 101 F	1	1	7,246	1%	7%	26%	14%	27%
ANTH 101HF	1	1	102	4%	2%	54%	0%	0%
ANTH 101LF	1	1	2,329	3%	1%	18%	14%	0%
ANTH 102 F	1	1	4,178	3%	13%	30%	5%	41%
ANTH 102HF	1	1	146	5%	17%	54%	0%	0%
ANTH 103 F	1	1	296	36%	7%	22%	0%	27%
ANTH 103HF	1	1	20	15%	0%	42%		0%
ANTH 105 F	1	1	377	21%	12%	20%	0%	21%
ANTH 107 F	1	1	1,694	6%	8%	25%	0%	52%
ANTH 107HF	1	1	43	7%	9%	33%	0%	0%
ANTH 209 F	1	1	99	13%	4%	24%	0%	0%
ANTH 211 F	1	1	136	24%	6%	15%	0%	0%
Grand Total	1	1	16,666	4%	8%	26%	11%	28%

**Guided Pathways Mapping for Anthropology  
 AA Map 2 & 3 Years**

# HORNET PATHWAYS PROGRAM

2-Year Mar

PROGRAM NAME Anthropology **Associate in Arts** FACULTY NAMES Karen Makrley, Heather Halvers

PROGRAM TYPE Associate in Arts with CSU GE DATE 4/5/21

Active CNF (2020)

SEMESTER	UNITS	ADDITIONAL INFORMATION		
		GE	MAJOR	ELECTIVE
<b>SEMESTER ONE</b>				
CSU GE Area E/ <del>IGETC Area 3</del>	3	X		
ENGL 100 FOR 101 F (4-5 units)	4	X		
SOSC 120 F	4	X	X	
ANTH 102 F/HF	3	X	X	
*PE course (AA Grad Req.)	1			X
<b>Total Units for Semester 1</b>	<b>15</b>			
<b>SEMESTER TWO</b>				
ANTH 101 F/HF	3	X	X	
ANTH 101LF	1	X	X	
ANTH 103 F/HF	3	X	X	
COMM 100 F	4	X		
CSU GE Area A3/ <del>IGETC Area 1B</del>	3	X		X
<b>Total Units for Semester 2</b>	<b>14</b>			
<b>SEMESTER THREE</b>				
ANTH 105 F FOR 107/HF (List A and CSU GE)	3	X	X	
CSU GE Area B1/ <del>IGETC Area 5A</del>	3	X		
List A or B (Major course)	3	X	X	
CSU GE Area C1/ <del>IGETC Area 2B</del>	3	X		
CSU GE Area C2/ <del>IGETC Area 2A</del>	3	X		
<b>Total Units for Semester 3</b>	<b>15</b>			
<b>SEMESTER FOUR</b>				
List A, B or C (Major course)	3	X	X	
CSU GE Area C1/ <del>IGETC Area 2A</del>	3	X		
POSC 100 F	3	X		
ETHS or HIST (CSU Grad. Req.)	3	X		
<del>elective units</del> CSU GE Area F (Ethnic Studies Requirement)	4			X
<b>Total Units for Semester 4</b>	<b>16</b>			
<b>Total Units for Program</b>	<b>60</b>			

# HORNET PATHWAYS PROGRAM

# 3-Year Map

PROGRAM NAME Anthropology

FACULTY NAMES

Karen Makley, Heather Halverson

PROGRAM TYPE AA

DATE

4/5/21

  [Active CNET \(2020\)](#)

SEMESTER	UNITS	ADDITIONAL INFORMATION		
		GE	MAJOR	ELECTIVE
<b>SEMESTER ONE</b>				
		X		
		X		
		X	X	
		X	X	
				X
<u>Total Units for Semester 1</u>	0			
<b>SEMESTER TWO</b>				
		X	X	
		X	X	
		X	X	
		X		
		X		
<u>Total Units for Semester 2</u>	0			
<b>SEMESTER THREE</b>				
		X	X	
		X	X	
<u>Total Units for Semester 3</u>	0			
<b>SEMESTER FOUR</b>				
			X	
		X		
		X		
		X		
<u>Total Units for Semester 4</u>	0			
<b>SEMESTER FIVE</b>				
	3		X	
	3	X		
	3	X		
	3			
<u>Total Units for Semester 5</u>	12			
<b>SEMESTER SIX</b>				

Fa21 prc

ADT Map for 2 & 3 Years

**HORNET PATHWAYS PROGRAM**

**2-Year Map**

PROGRAM NAME Anthropology **Associate in Arts for Transfer** FACULTY NAMES Elsa Perez, Queen Peterson, Ki  
 PROGRAM TYPE **Associate in Arts for Transfer at Fullerton Colle** DATE 8/13/20  
[Active CNET \(2017\)](#) [Pending revision \(2021\)](#)

SEMESTER	UNITS	ADDITIONAL INFORMATION		
		GE	MAJOR	ELECTIVE
<b>SEMESTER ONE</b>				
CSU GE Area E <a href="#">IGETC Area 3</a>	3	X		
ENGL 100 F OR 101 F (4-5 units)	4	X		
SOSC 120 F	4	X	X	
ANTH 102 F/HF	3	X	X	
<del>PE</del> <a href="#">course (AA Grad Req.)</a>	1	X		
<small><a href="#">Data indicated that students earn other degrees such as IDS Social Sciences.</a></small>				
<b>Total Units for Semester 1</b>	<b>15</b>			14
<b>SEMESTER TWO</b>				
ANTH 101 F/HF	3	X	X	
ANTH 101LF	1	X	X	
ANTH 103 F/HF	3	X	X	
COMM 100 F	3	X		
CSU GE Area A3 <a href="#">IGETC Area 1B</a>	3	X		
<del>Elective</del> <a href="#">course</a> CSU GE Area C1	3	X		X
<b>Total Units for Semester 2</b>	<b>16</b>			
<b>SEMESTER THREE</b>				
ANTH 107 F/HF	3	X	X	
ANTH 105 F	3	X	X	
ESC 190 F	3	X	X	
CSU GE Area C1 <a href="#">IGETC Area 3</a>	3	X		
CSU GE Area C2 <a href="#">IGETC Area 4</a>	3	X		
<b>Total Units for Semester 3</b>	<b>15</b>			
<b>SEMESTER FOUR</b>				
ANTH 109 F	3	X	X	
ANTH 211 F	3	X	X	
<del>Elective</del> <a href="#">course</a> CSU GE Area F (ETHNIC STUDIES)	3			X
ETHS or HIST (CSU Grad. Req.)	3	X		
POSC 100 F (CSU Grad. Req.)	3	X		
<b>Total Units for Semester 4</b>	<b>15</b>			

**Total Units for Program** **61**

60

# HORNET PATHWAYS PROGRAM

## 3-Year Map

PROGRAM NAME Anthropology FACULTY NAMES Elsa Perez, Queen Peterson, Karen Markley and Jorge Gamboa  
 PROGRAM TYPE AA-T DATE 8/13/20

[Active CNET \(2017\)](#) [Pending revision \(2021\)](#)

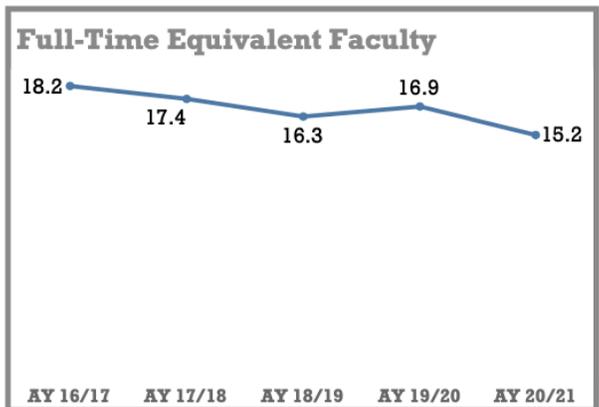
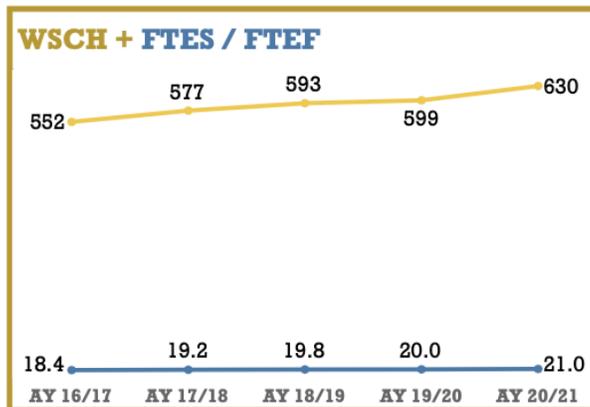
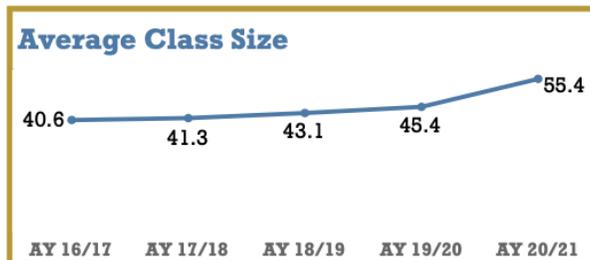
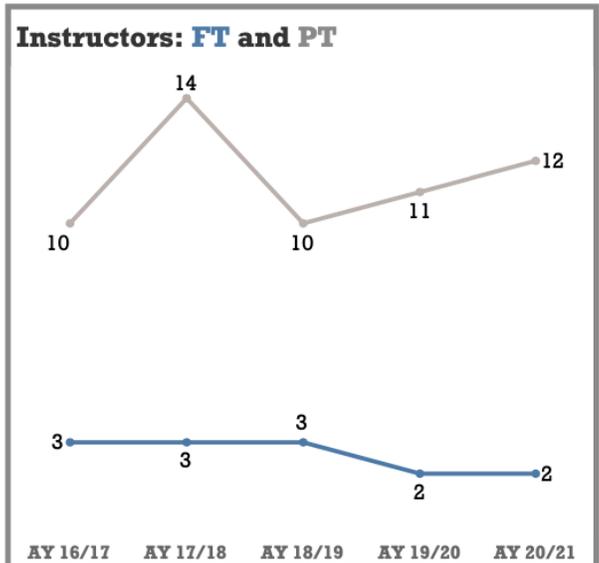
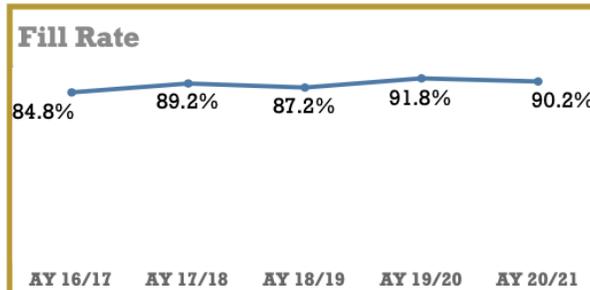
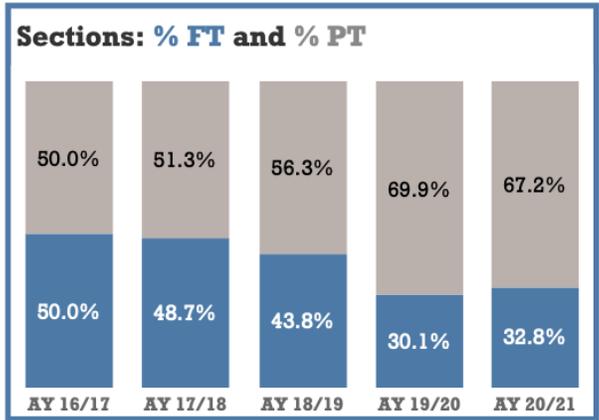
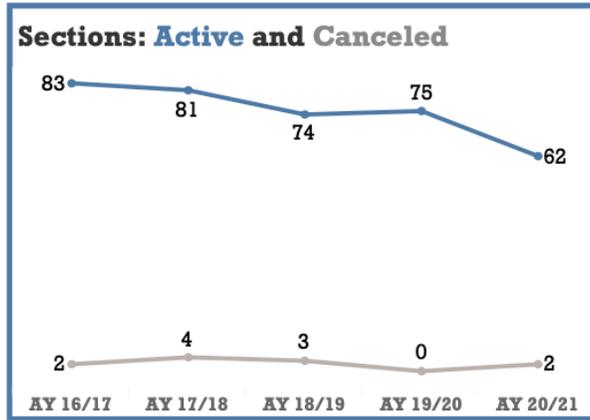
SEMESTER	UNITS	ADDITIONAL INFORMATION		
		GE	MAJOR	ELECTIVE
<b>SEMESTER ONE</b>				
ENGL 100 F OR ENGL 101 (4-5 UNITS)	4	X		
SOSC 120 F	4		X	
ANTH 102 F/HF	4			X
<b>Total Units for Semester 1</b>	<b>12</b>			
<b>SEMESTER TWO</b>				
Course	3	X		
Course	3		X	
Course	4			X
<b>Total Units for Semester 2</b>	<b>10</b>			
<b>SEMESTER THREE</b>				
Course	3	X		
Course	3		X	
Course	3			X
<b>Total Units for Semester 3</b>	<b>9</b>			
<b>SEMESTER FOUR</b>				
Course	3	X		
Course	3		X	
Course	4			X
<b>Total Units for Semester 4</b>	<b>10</b>			
<b>SEMESTER FIVE</b>				
Course	3	X		
Course	4		X	
Course	4			X
<b>Total Units for Semester 5</b>	<b>11</b>			
<b>SEMESTER SIX</b>				
Course	3	X		
Course	3		X	
Course	4			X
<b>Total Units for Semester 6</b>	<b>10</b>			

**Total Units for Program 62**

### 3.4.1 Faculty

#### Anthropology Faculty:

**Section 3.4.1 Faculty:** Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)



## Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.



Fullerton College

## Course Statistics And Evidence using counts

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### Anthropology Dept.

**Date:** 11-02-2021

**Terms:** Spring 2021, Fall 2020, Summer 2020, Spring 2020, Fall 2019, Summer 2019, Spring 2019, Fall 2018, Summer 2018, Spring 2018, Fall 2017, Summer 2017, Spring 2017, Fall 2016, Summer 2016

### Summary

Statistic	Percent of Courses	Courses
Courses in the Department	12	ANTH101 F, ANTH101HF, ANTH101LF, ANTH102 F, ANTH102HF, ANTH103 F, ANTH103HF, ANTH105 F, ANTH107 F, ANTH107HF, ANTH199 F, ANTH209 F
Courses with at least one planned Assessment	91.67%	ANTH101 F, ANTH101HF, ANTH101LF, ANTH102 F, ANTH102HF, ANTH103 F, ANTH105 F, ANTH107 F, ANTH107HF, ANTH199 F, ANTH209 F
Courses with planned Assessments scored	83.33%	ANTH101HF, ANTH101LF, ANTH102 F, ANTH102HF, ANTH103 F, ANTH105 F, ANTH107 F, ANTH199 F, ANTH209 F, ANTH107HF
Courses with some Assessments scored	8.33%	ANTH101 F
Courses without any Assessment scored	0.0%	
Courses with no planned Assessments	8.33%	ANTH103HF

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	596	82.66%	0	0.00%	125	17.34%
Spring 2017	0	0.00%	0	0.00%	186	97.38%	0	0.00%	5	2.62%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2019	0	0.00%	0	0.00%	163	98.19%	0	0.00%	3	1.81%
Summer 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	0	0.00%	0	0.00%	1528	94.26%	0	0.00%	93	5.74%
Spring 2020	0	0.00%	0	0.00%	105	100.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**Overall by Demographic Element for Demographic Category: Ethnicity**

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	40	65.57%	0	0.00%	21	34.43%
American Indian/Alaskan Native	0	0.00%	0	0.00%	12	100.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	389	95.34%	0	0.00%	19	4.66%
Filipino	0	0.00%	0	0.00%	99	99.00%	0	0.00%	1	1.00%
Hispanic	0	0.00%	0	0.00%	1505	92.16%	0	0.00%	128	7.84%
Pacific Islander	0	0.00%	0	0.00%	12	80.00%	0	0.00%	3	20.00%
Unknown	0	0.00%	0	0.00%	28	75.68%	0	0.00%	9	24.32%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	493	91.64%	0	0.00%	45	8.36%

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	596	82.66%	0	0.00%	125	17.34%
Spring 2017	0	0.00%	0	0.00%	186	97.38%	0	0.00%	5	2.62%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2019	0	0.00%	0	0.00%	163	98.19%	0	0.00%	3	1.81%
Summer 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	0	0.00%	0	0.00%	1528	94.26%	0	0.00%	93	5.74%
Spring 2020	0	0.00%	0	0.00%	105	100.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**Overall by Demographic Element for Demographic Category: Gender**

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
F	0	0.00%	0	0.00%	1589	92.55%	0	0.00%	128	7.45%
M	0	0.00%	0	0.00%	954	90.68%	0	0.00%	98	9.32%
N	0	0.00%	0	0.00%	34	100.00%	0	0.00%	0	0.00%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
(Unknown Value)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	596	82.66%	0	0.00%	125	17.34%
Spring 2017	0	0.00%	0	0.00%	186	97.38%	0	0.00%	5	2.62%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2019	0	0.00%	0	0.00%	163	98.19%	0	0.00%	3	1.81%
Summer 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	0	0.00%	0	0.00%	1528	94.26%	0	0.00%	93	5.74%
Spring 2020	0	0.00%	0	0.00%	105	100.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status**

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
UNKNOWN	0	0.00%	0	0.00%	2285	92.36%	0	0.00%	189	7.64%
Y	0	0.00%	0	0.00%	293	88.79%	0	0.00%	37	11.21%

**Appendix C: Other data**

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

Works Cited: Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? and other conversations about race.*

**Return to Campus Survey- Anthropology Department classes**

Cadena, Jacobsen, Medich, Jaurequi, Trask, Fernandez  
11-18-2021

**Return to Campus Survey**  
**Fall, 2021**

**Grand total breakdown: Total # of students surveyed: 365**

Question #1: Will you be taking classes on campus next semester (Spring, 2022)?

Option	Total # of respondents	%
Yes	131	% 36
No	93	% 25
Undecided	141	% 39

Question #2: Which of the following classes do you prefer?

Option	Total # of respondents	%
Face-to-face/in-person classes:	104	% 28
Hybrid(half online/half face-to-face) classes:	91	% 25
Hybrid remote (half synchronous online/half face-to-face) classes:	65	% 18
Fully online classes:	92	% 25
Undecided:	14	% 4

End of report, thank you for reading it!