

Instructional Discipline Template

A. Program Information

Please enter your mission statement here.

Anthropology, "the study of humankind," sits on the boundaries between the natural sciences, social sciences and the humanities. Anthropology studies the origins of humanity and the diversity of human behavior around the world and through time. Courses introduce students to the importance of cultural awareness in our globally-interconnected lives, and expose students to the challenges of colonial frameworks in academia and beyond. Students gain skills in intercultural communication and problem-solving within a framework of cultural humility. The Foothill Anthropology Program is made up of 22 UC-transferrable and 11 CSU-transferrable courses in all four fields and multiple subfields of anthropology including physical, cultural and linguistic anthropology, archaeology, medical anthropology, forensics, religion, and regional courses in native cultures around the world. We offer an AA, AA-T and 8 Certificates of Proficiency. Our program prioritizes experiential learning and research both locally and internationally through archaeological and ethnographic field programs run by our faculty.

Please list the program level student learning outcomes.

- Students will be able to understand and apply cultural relativism; they will be able to convey an understanding of multiple cultural perspectives.
- Students will demonstrate a core knowledge base in anthropology appreciating and reflecting on human diversity in the past and present.
- Students will integrate their knowledge and understanding of anthropological concepts and methods to creatively and ethically solve real-world human problems at the local, regional, and global scales.
- Students will be able to articulate key concepts and events in the process of human evolution and demonstrate knowledge, skills and abilities toward that end.
- Students will be able to critically assess the important role that the past plays on the present, and conversely, the important role that the present has on the past from both local, regional, national and worldwide perspectives.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends					
Business & Social Sciences - Anthropology-FD					

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES

the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

Our decrease in FTES of 25.3% is just slightly less than the 26.9% decrease in FTES at the BSS Division level, and 4% lower than the 29% decrease in FTES at the college level. These data suggest that the program is suffering from the same college-wide factors affecting enrollment decline, and not due to program-specific factors. The Anthropology faculty are very engaged in college-wide efforts to analyze enrollment decline at the college (and even statewide) level. We understand factors to be: pandemic-related (especially resulting in loss in non-resident/international FTES), loss in online enrollment due to other colleges/universities offering online classes that only Foothill used to offer, and a need to increase productivity at the division level, which has resulted in more class cancellations that has reduced significantly the number of sections we offer, and therefore total enrollment.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

We are engaged in ongoing discussions to address enrollment decline at the program, division, college and statewide level. Some of our local strategies include:

- Ensuring we have a balanced schedule of online and on campus classes every quarter to offer students options they need in both modalities (particularly focused on an increase on campus, and supporting our international students);
- Developing a two-year schedule of our classes so that students know which quarter, and in what modality, our courses will be offered (although this one is challenging when the plan is interrupted by class cancellations);
- Expa[©]

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

the data trend shows an increase in sections

the data trend shows a decrease in sections

the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

the data trend shows the productivity number increased

the data trend shows the productivity number decreased

the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

The 5-year trend indicates a 6.8% decrease in productivity, but again it's more meaningful to chunk the analysis into pre-pandemic and pandemic periods. From 2017-18 to 2019-20 our productivity increased by 13% (corresponding to the cut in sections), but then experienced a sharp decline (17%) during the pandemic. We have been experiencing challenges anticipating enrollment during the pandemic, but remain committed to our on campus offerings (we offer the most on campus sections in the BSS division, and were one of the first programs outside of allied health to return to campus last year) despite a lower Prod number. We also remain committed to offering our full range of classes, including our lab and field-based classes, as these have established Foothill Anthropology as a well-recognized program in California and nationally. To support the pedagogical model of these classes, the faculty:student ratios must remain lower than a college-wide fill rate target.

2. Does the data trend suggest changes are necessary to improve productivity?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

While we recognize that our productivity is below the College target we do not suggest implementing strategies to increase productivity. Doing so would threaten our priorities of retaining on campus offerings, and our full range of classes, field schools, and our goal of reducing equity gaps. Furthermore, nearly all our classes in Anthropology are 4-unit "lecture" classes, which have load and seat counts calculated on what we see as an outdated model of "sage-on-the-stage" that does not reflect our value of active learning, equitable student support, culturally responsive pedagogy and authentic assessment, all of which demand lower faculty:student ratios than what we experience with high fill rates of 50-seat count classes. Additionally, higher productivity targets would also demand higher faculty:student ratios, and with normally ten classes/year for load, full-time faculty in this program would experience serious challenges supporting potentially up to 500 students enrolled in their classes each academic year.

E. Enrollment by Student Demographics

Enrollment Distribution

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

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If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

2. Does your program dif

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline to State enrollment rates
- the data trend shows a decrease in the Decline to State enrollment rates
- the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2021-22 = 4% African American, 35% Asian, 6% Filipinx, 27% Latinx, 0% Native American, 1% Pacific Islander, 20% White, 6% Unknown)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

Most significant in this data table, although not part of this question prompt, is our overall 5-year trend of declared majors. This number has dropped from a headcount of 249 in 2017-18 to 150 in 2021-22. This represents a 40% drop! We also suspect the 2021-22 number is at an all-time low for the Foothill Anthropology Program. We have not done any systematic study of what would be causing this drop, and would like to prioritize an assessment of this trend as part of our action plan from this program review.

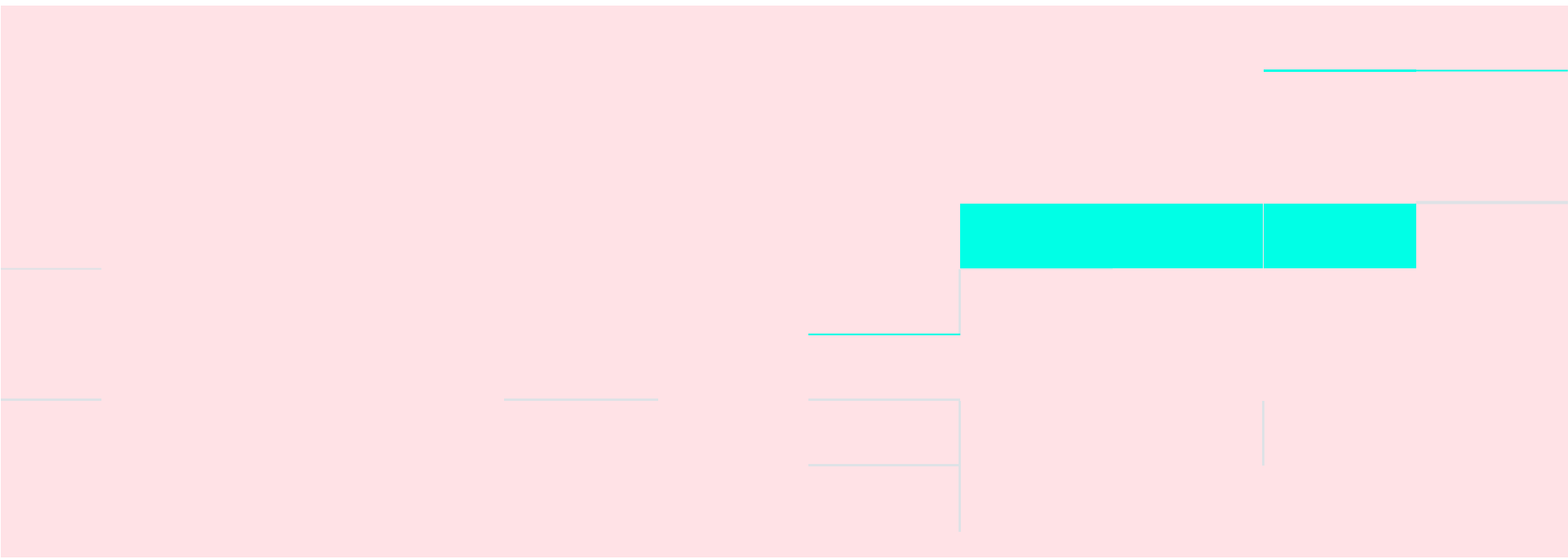
Here are the trends by gender:

- Female: 62% to 57%
- Male: 38% to 39%
- Unknown: 0% to 5%

Nationally, the data shows that 73% of Anthropology degrees are awarded to females, so we have a better balance at Foothill. See comment above regarding a possible explanation for the increase in students selecting "Unknown" gender.

So





	15	75%	2	10%	3	15%	20	100%
	2,174	80%	303	11%	252	9%	2,729	100%

Success Rates by Ethnicity
Business & Social Sciences - Anthropology-FD

the data trend shows no change and/or is flat in the female course success rates

Males

the data trend shows an increase in the male course success rates

the data trend shows a decrease in the male course success rates

the data trend shows no change and/or is flat in the male course success rates

Non-Binary

the data trend shows an increase in the non-binary course success rates

the data trend shows a decrease in the non-binary course success rates

the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

yes

no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.
