Instructional Discipline Template

A. Program Information

Program Mission Statement

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.

Program Level Student Learning Outcomes

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

	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	2,101	2,154	2,065	1,918	1,434	-31.7%
Census Enrollment	2,730	2,848	2,696	2,451	2,002	-26.7%
Sections	86	82	76	71	72	-16.3%
WSCH	3,568	3,773	3,575	3,157	2,665	-25.3%
FTES (end of term)	241	255	242	214	180	-25.3%
FTEF (end of term)	7.2	6.5	6.4	6.1	5.8	-19.9%
Productivity (WSCH/FTEF)	496	583	559	514	462	-6.8%

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);
- Expanding offerings of Honors classes;
- Supporting the Center for Applied Anthropology, including engaging in active research on campus and promoting/mentoring the Anthropology Club to increase visibility of the program on campus;
- Reviving our local and international field schools (after the pandemic hiatus) to increase visibility and attract new students to come to Foothill.

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.

We think it is more meaningful to analyze these data in two segments: 2017-18 to 2019-20 and 2019-20 to 2021-22, rather than as a five-year period, given the impact of the pandemic. Pre-pandemic, our sections were cut (sometimes at scheduling and other times during periods of class cancellations) due to demands to increase our productivity through higher fill rates of our sections. We reduced sections overall by 12% from 2017-18 to 2019-20 (only 5% between 2019-20 to 2021-22), with a corresponding increase of 13% in productivity during those years (and then a 17% decrease in productivity during the pandemic years). It is important to disaggregate these data into fully online (asynchronous) and face-to-face to better understand the factors. Our face-to-face sections were cut by 33% pre-pandemic, while our online sections increased by 18%, given the high demand for online classes in those last few years before the pandemic.

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

We experienced a decrease in both FTES and sections.

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

Enr Distribution by Student Demographics
Business & Social Sciences - Anthropology-FD

by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	1,491	55%	1,505	53%	1,431	53%	1,304	53%	1,004	50%
Male	1,219	45%	1,323	46%	1,243	46%	1,111	45%	927	46%
Non-Binary	0	0%	0	0%	0	0%	1	0%	0	0%
Unknown gender	20	1%	20	1%	22	1%	35	1%	71	4%
Total	2,730	100%	2,848	100%	2,696	100%	2,451	100%	2,002	100%

by Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	785	29%	817	29%	727	27%	678	28%	456	23%
Black	103	4%	159	6%	169	6%	141	6%	130	6%
Filipinx	125	5%	137	5%	109	4%	91	4%	68	3%
Latinx	666	24%	736	26%	710	26%	637	26%	549	27%
Native American	24	1%	12	0%	17	1%	14	1%	12	1%
Pacific Islander	39	1%	32	1%	39	1%	37	2%	41	2%
Unknown ethnicity	68	2%	54	2%	97	4%	60	2%	87	4%
White	920	34%	901	32%	828	31%	793	32%	659	33%
Total	2,730	100%	2,848	100%	2,696	100%	2,451	100%	2,002	100%

a. Enrollment by Gender

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

Males

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

Non-Binary

- ☐ the data trend shows an increase in the non-binary enrollment rates
- ☐ the data trend shows a decrease in the non-binary enrollment rates
- ☑ the data trend shows no change and/or is flat in the non-binary enrollment rates

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.

While the data shows a 1% increase in male enrollment rates from 2017-18 to 2021-22, it has fluctuated between 45% and 46% all five years, thus in essence we could say the enrollment is flat.

We do see a decrease in the percentage of students identifying as female, and an increase in the percentage of students with no declared gender. It is not clear why students would select "Unknown" vs. "Non-Binary," but we suspect those who do not wish to declare their gender to be non-conforming. If that is true, the increase in non-conforming would appear to correlate with the decrease in the percentage of students identifying as female. We recognize that this is a national trend (non-conforming), and the Bay Area and our College/Division/Program are relatively welcoming places for non-confirming students.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 50% Female, 49% Male, 1% Unknown)

- [x] yes
- [ ] no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

While we do not have any data to answer why we would see a higher percentage of students in our program who are non-conforming, as compared to the overall college percentages, we could hypothesize that students who personally are exploring their gender identity are drawn to the field of anthropology, which explores the concept of gender from both a biological and cultural perspective.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- [ ] the data trend shows an increase in the female enrollment of the declared major
- [x] the data trend shows a decrease in the female enrollment of the declared major
- [ ] the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- [ ] the data trend shows an increase in the male enrollment of the declared major
- [ ] the data trend shows a decrease in the male enrollment of the declared major
- [x] the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- [ ] the data trend shows an increase in the non-binary enrollment rates
- [ ] the data trend shows a decrease in the non-binary enrollment rates
- [x] the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- [x] the data trend shows an increase in the African Americans enrollment rates
- [ ] the data trend shows a decrease in the African Americans enrollment rates
- [ ] the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- [ ] the data trend shows an increase in the Asian enrollment rates
- [x] 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
- [x] 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

- [x] 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
- [x] 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
- [x] 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
- [x] the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- [x] 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)

- [x] 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.

Here are the trends by ethnic group:

- African American: 4% to 6%. Given overall low numbers, likely not a significant trend, but an increase.
- Asian: From 29% to 23%. Likely pandemic-related (loss in Asian international students).
- Filipinx: From 5% to 3%. Given overall low numbers, likely not a significant trend, but a decrease.
- Latinx: From 24% to 27%. We hypothesize our increase at the program level to be associated with our availability of more choice in modality of instruction as compared to other programs.
- White: While our percentage remained flat, at 33% it does come in higher than the college's (above this says 20%, but in the program review data tool it states 28%, so not sure where the 20% is coming from or which number for the college is accurate?).

Anthropology as a discipline has been working for years to attract a diverse student population to the major. The Foothill Anthropology Department, doing much better than the national averages in diversifying our student population, is actively engaged in efforts to attract more BIPC students to the major, including ongoing efforts to decolonize our curriculum and increase access to our field programs. Data on Anthropology majors nationally is pulled from: https://datausa.io/profile/cip/anthropology.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

☑ yes

☐ no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

- We have recently (Winter 2023) added an Anthropology faculty of Color tutor to the STEM Success Center, with online and on campus hours.
- We would like to increase our partnership with Umoja, including adding a cohort from Umoja to our ANTH 1 classes each year.
- We would like to prioritize increasing diversity of students attending our field schools. We have increased the amount of scholarships (due to generosity of ASFC and surplus Fund 15 from prior field schools), and will be working with the Office of Global Experiential Learning (under Office of Equity) to continue to strategize ways to attract more diverse applicants and support them through the application and financing process.
- Many of the Anthropology faculty have recently introduced more readings/studies by anthropologists of color in their classes, and are more mindful of utilizing photos and videos that show anthropologists of color in the field/lab.

F. Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success

Business & Social Sciences - Anthropology-FD

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,174	80%	2,237	79%	2,107	78%	1,871	76%	1,602	80%
Non Success	303	11%	354	12%	323	12%	311	13%	225	11%
Withdrew	252	9%	257	9%	266	10%	269	11%	175	9%
Total	2,729	100%	2,848	100%	2,696	100%	2,451	100%	2,002	100%

Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	626	70%	709	69%	668	68%	595	68%	450	73%
Non Success	166	19%	194	19%	194	20%	157	18%	96	16%
Withdrew	102	11%	129	13%	126	13%	117	13%	71	12%
Total	894	100%	1,032	100%	988	100%	869	100%	617	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,548	84%	1,528	84%	1,439	84%	1,276	81%	1,152	83%
Non Success	137	7%	160	9%	129	8%	154	10%	129	9%
Withdrew	150	8%	128	7%	140	8%	152	10%	104	8%
Total	1,835	100%	1,816	100%	1,708	100%	1,582	100%	1,385	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- ☐ the data trend shows an increase in the students' course success percentage
- ☐ the data trend shows a decrease in the students' course success percentage
- ☑ the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

Our data is consistent with the college's averages.

2. Do the data suggest changes are necessary to improve student course success?

- ☐ yes
- ☑ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

We do not think that strategies to impact overall course success would be efficient for our priority equity goals. We will focus on strategies that address equity gaps, as opposed to overall course success.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- ☑ the data trend shows an increase in the course success percentage
- ☐ the data trend shows a decrease in the course success percentage

☐ the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Unknown student groups?

☐ the data trend shows an increase in the course success percentage

☐ the data trend shows a decrease in the course success percentage

☑ the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Unknown student groups?

☑ yes

☐ no

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

We are excited to have reduced our course success gap from 14% to 10% over the five-year period, although still find 10% unacceptable. To better understand our success we again find it meaningful to analyze our data in the two pre-pandemic and pandemic time periods. Pre-pandemic, we actually saw an increase in the gap: from 14% to 16% (!), which correlates to the increase in productivity (from 496 to 559), thus supporting our claim that a push for higher fill rates threaten our equity efforts. During the pandemic period we reduced our course success gap by 6 percentage points!

We attribute our success to the following strategies:

- Hiring a third full-time faculty member in 2020 with a strong equity mindset.
- Strong attendance in equity-focused professional development opportunities by all full-time and a majority of our part-time faculty
- Smaller classes (lower productivity) in the years associated with the reduction in the gap

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

☑ yes

☐ no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

Given that productivity (fill rate) targets are currently imposed on the program and not within our control (we would love to change that), we will continue the following strategies:

- Continue to offer Anthropology tutoring, ideally by faculty of Color, every quarter on campus and online via the STEM Success Center;
- Attend (and promote to all full and part-time faculty in the department) equity-focused PD;
- Advocate at the College Curriculum Committee for more appropriate class sizes to support equity-minded pedagogy and authentic assessments;
- Strengthen our growing partnership with the Office of Retention, and increase utilization of Foothill Connect by all faculty in the department to refer students to needed supports, in an effort to reduce withdraws and increase course success rates.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Limits: **Course Credit Status** Credit

Success Rates by Gender

Business & Social Sciences - Anthropology-FD

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	803	80%	111	11%	90	9%	1,004	100%
Male	739	80%	107	12%	81	9%	927	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	60	85%	7	10%	4	6%	71	100%
All	1,602	80%	225	11%	175	9%	2,002	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,005	77%	159	12%	140	11%	1,304	100%
Male	840	76%	148	13%	123	11%	1,111	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown gender	25	71%	4	11%	6	17%	35	100%
All	1,871	76%	311	13%	269	11%	2,451	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,131	79%	158	11%	142	10%	1,431	100%
Male	959	77%	161	13%	123	10%	1,243	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	17	77%	4	18%	1	5%	22	100%
All	2,107	78%	323	12%	266	10%	2,696	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,197	80%	168	11%	140	9%	1,505	100%
Male	1,028	78%	184	14%	111	8%	1,323	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	12	60%	2	10%	6	30%	20	100%
All	2,237	79%	354	12%	257	9%	2,848	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,185	80%	160	11%	145	10%	1,490	100%
Male	974	80%	141	12%	104	9%	1,219	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Unknown gender	15	75%	2	10%	3	15%	20	100%
All	2,174	80%	303	11%	252	9%	2,729	100%

Success Rates by Ethnicity

Business & Social Sciences - Anthropology-FD

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	384	84%	42	9%	30	7%	456	100%
Black	96	74%	16	12%	18	14%	130	100%
Filipinx	45	66%	15	22%	8	12%	68	100%
Latinx	405	74%	81	15%	63	11%	549	100%
Native American	6	50%	0	0%	6	50%	12	100%
Pacific Islander	28	68%	10	24%	3	7%	41	100%
Unknown ethnicity	74	85%	11	13%	2	2%	87	100%
White	564	86%	50	8%	45	7%	659	100%
All	1,602	80%	225	11%	175	9%	2,002	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	581	86%	47	7%	50	7%	678	100%
Black	82	58%	41	29%	18	13%	141	100%
Filipinx	71	78%	12	13%	8	9%	91	100%
Latinx	442	69%	104	16%	91	14%	637	100%
Native American	7	50%	2	14%	5	36%	14	100%
Pacific Islander	15	41%	15	41%	7	19%	37	100%
Unknown ethnicity	42	70%	13	22%	5	8%	60	100%
White	631	80%	77	10%	85	11%	793	100%
All	1,871	76%	311	13%	269	11%	2,451	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	631	87%	48	7%	48	7%	727	100%
Black	105	62%	44	26%	20	12%	169	100%
Filipinx	84	77%	13	12%	12	11%	109	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Latinx	479	67%	137	19%	94	13%	710	100%
Native American	15	88%	1	6%	1	6%	17	100%
Pacific Islander	24	62%	5	13%	10	26%	39	100%
Unknown ethnicity	74	76%	11	11%	12	12%	97	100%
White	695	84%	64	8%	69	8%	828	100%
All	2,107	78%	323	12%	266	10%	2,696	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	708	87%	67	8%	42	5%	817	100%
Black	107	67%	36	23%	16	10%	159	100%
Filipinx	106	77%	15	11%	16	12%	137	100%
Latinx	496	67%	143	19%	97	13%	736	100%
Native American	10	83%	0	0%	2	17%	12	100%
Pacific Islander	18	56%	8	25%	6	19%	32	100%
Unknown ethnicity	36	67%	6	11%	12	22%	54	100%
White	756	84%	79	9%	66	7%	901	100%
All	2,237	79%	354	12%	257	9%	2,848	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	685	87%	42	5%	57	7%	784	100%
Black	68	66%	19	18%	16	16%	103	100%
Filipinx	99	79%	16	13%	10	8%	125	100%
Latinx	459	69%	131	20%	76	11%	666	100%
Native American	19	79%	2	8%	3	13%	24	100%
Pacific Islander	23	59%	9	23%	7	18%	39	100%
Unknown ethnicity	62	91%	6	9%	0	0%	68	100%
White	759	83%	78	8%	83	9%	920	100%
All	2,174	80%	303	11%	252	9%	2,729	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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

Females

- ☐ the data trend shows an increase in the female course success rates
- ☐ the data trend shows a decrease in the female course success rates

- [x] 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
- [x] 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
- [x] 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.

We did not identify equity gaps in course success based on gender during our last program review, so no specific strategies were put into place.

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

- [ ] yes
- [x] no

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

We do not interpret equity gaps by gender in our data.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- [x] the data trend shows an increase in the African Americans course success rates
- [ ] the data trend shows a decrease in the African Americans course success rates
- [ ] the data trend shows no change and/or is flat in the African Americans course success rates

Asian

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

Filipinx

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

Latinx

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

Native American

- [ ] the data trend shows an increase in the Native American course success rates

- [x] 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

- [x] 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

- [x] 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
- [x] 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

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

The data varies pretty widely every year for every ethnic group, making analysis and interpretation of any trends very challenging. We do not have any program-specific knowledge of why the numbers and rates vary. We will focus on the strategies described above for addressing equity gaps.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- [x] yes
- [ ] no

If yes, describe the reasons for the gap in course success.

Again, see above statement about challenges in indicating trends. That said, there is an obvious very large gap in course success year after year between Asian and White students, and Pacific Islander, Native American, Black and Latinx students, with some of the most alarming gaps between Asian and Pacific Islander students.

3. Do the data suggest that changes are necessary to improve program course success equality?

- [x] Yes
- [ ] No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

We have already identified strategies above that we believe will result in a reduction of equity gaps for the most impacted student groups by ethnicity.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

We would like to highlight the role of the Anthropology Department (faculty and students) in promoting community on campus, particularly within the post-pandemic atmosphere.

We would like to see more opportunities to integrate qualitative data into the reflection on the success of our program.

We are also interested in measuring the success of our transfer rates, and would like to see data and support in this area of review as well.

We are interested in understanding the trends in the large decrease in declared majors, which is much higher than the decrease in overall enrollment. This seems to be consistent across all programs in the data sheet provided. This makes us wonder if there has been a change in when and how a student declares a major, and would like to follow-up with these data.

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.