



Fullerton College

Self-study for Anthropology Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Anthropology department explores human diversity across time and space by emphasizing a four-field approach to the study of culture, biology, language, and archaeology. Our program is committed to a holistic and comparative outlook in which students gain critical thinking skills, cultural awareness, and research experience that prepares them to engage in thoughtful conversations with both local and global communities. Our program supports the college's mission statement by building a supportive and inclusive environment where students can explore their intellectual curiosity, become successful learners, become responsible leaders, and engaged community members. Through community outreach, study abroad, and interdisciplinary studies, our department equips students with the necessary skills to promote inclusivity, social responsibility, and research-based approaches to understanding and navigating the real world.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Over the last four years, according to gender and enrollment count numbers, we primarily serve females (average of 52-53%) and males (average of 41-42%). Gender category identified as “unknown” has the lowest percentages for enrollment in our program over the last four years (average of 7%). In regards to ethnicity, over the last four years, we primarily serve students who identify as Latina/o/x/e (Female: 53%, Male: 41%). Ethnic group identified as “White” averages 16-17% of our total represented population, while ethnic group categorized as “Asian,” have an enrollment percentage of 10-11%. Ethnic groups categorized as “unknown,” Black or African American, and American Indian or Alaska Native will have the lowest representation/enrollment for our program over the last four years (Unknown, 2%, Black or African American, 3%, and American Indian or Alaska Native 0%). Despite the above ethnic categories having a lower enrollment, the percentages have remained relatively the same for each year. A 1% enrollment increase was observed for ethnic groups: Latina/o/x/e and White, from 2020/2021-2023/2024. Collectively, over the last four years, the “Continuing student” category among American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander has had the lowest representation for our program. Despite these ethnic categories having a lower enrollment (American Indian or Alaska Native, 1-2 count, and Native Hawaiian or Other Pacific Islander, 2-8 count), the percentages have either remained relatively the same over the four-year period, with “Native Hawaiian or Other Pacific Islander” increasing from 2 to 8 in 2022-2023, and 5 for the year 2024-2025. Students who identify as one of these two categories may also be misrepresented in the “Two or more races” category, which has seen a steady increase from 6% to 10% in the last five years. Category “First-Time Student” group and “American Indian or Alaska Native” and “Native Hawaiian or Other Pacific Islander” also had the lowest representation for our program. Data exceeding the year 2021 for the category “American Indian or Alaska Native” is not available for our program, therefore percentage trends could not be compared over the last few years. Data for the years 2023-2025 for the category “Native Hawaiian or Other Pacific Islander” is not available for this category, therefore data trends cannot be compared. Percentage representation appears to be relatively stable however, for years 2020-2023 for this category. Over the last four years, the demographic profile of our anthropology program has remained relatively the same. Between 2020- 2025, the proportion of students

identifying as two or more races has increased for all categories (Continuing Student, First-Time Student, and First-Time Transfer), while gender distribution data has remained relatively constant (+- 52-53% female, +- 41-42% male). A slight increase was observed among the gender category “Unknown” (2020/2021, 6%, 2023/2024, 8% and 2024/2025, 7%).

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Over the past five years, our department has experienced relatively stable enrollment among the following courses: ANTH 101F, ANTH 103, and ANTH 101LF. ANTH 101 LF experienced an increase in enrollment from 2021 to 2025, with some ethnic groups grossing a 1-2% increase. ANTH 101F has also remained relatively constant, with a slight decrease (1-2%) among some groups, but stable. ANTH 211 experienced an overall enrollment increase for some groups over the last five years. Category “Two or more races” increased 1% from 2020-2021 to 2024-2025, while category “White” increased 5% from 2020-2021 to 2024-2025. Categories “Asian” and “Latina/o/x/e” experienced a slight decrease, ranging 1-2%. Upper-division course enrollment also appears to have risen modestly, however OIE data for five years is not fully represented for all honor courses, therefore we are unable to accurately discern the percentage for sections. Enrollment increases among ANTH 101HF have slightly risen for most ethnic groups (especially Asian and Two or more races). All other groups among ANTH 101HF experienced a small decrease ranging from 1-5%. ANTH 102HF had a steady increase from (2020-2021) to (2024-2025), especially among our largest ethnic enrollment population, Latina/o/x/e (24% to 49%). All other groups experienced a decrease, ranging from 1-17%. ANTH 107HF has seen a large increase among the ethnic group categorized as “Asian” from 2020-2021- 2024-2025 (7% to 39%). Data for ethnic group “White” could not be calculated because the data is missing for the years 2024-2025. Data for ethnic group “Black or African American” was also missing from years 2021-2022-2024-2025, therefore this data could not be calculated for this course. Enrollment patterns, particularly in the early and middle five-year period (2020-2021-2022-2023), were significantly affected by the COVID-19 pandemic, which most likely caused a temporary decrease in course enrollments across several of our courses. Mode of instruction (i.e. a change to online instruction) may have also affected enrollment trends because some students may have not been familiar with this instructional format, did not have access to the appropriate technology, or simply preferred face to face instruction. Observed trends can also

be attributed to a combination of external economic pressures and a degree of overall uncertainty at this time as well. Enrollment decreases among ANTH 102 sections was most likely due to this course no longer fulfilling the multicultural graduation requirement, now met by the required Ethnic Studies courses. We attribute our growth, especially in the last few years to several factors: offering an increase in course sections and varying mode of instruction (i.e. online, hybrid, etc.) to fulfill general education requirements for students, introduction of new courses (i.e. Celtic Cultures, World Prehistory, Global Issues in Anthropology, etc.), introduction of new course topics (i.e. Forensic methods in ANTH 101LF and Cultural perspectives in ANTH 102/ANTH102HF, and Global Issues in ANTH 209HF), and Study Abroad outreach. Study Abroad, not only attracts students from a variety of majors, but this program also piques the interest of other students in complementary fields (i.e. sociology, history, etc.) who may take specialized classes to fulfill graduation requirements or gain insights in potential career opportunities. Having an energetic and engaging faculty who actively promote the relevance of the discipline (i.e. through our monthly “Explore Anthropology” talks, the Anthropology club, and out of classroom activities such as our reoccurring San Diego Zoo Field trip) has counteracted some of the early negative enrollment number trends, leading to an increase in enrollment in later years for most courses.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students’ needs are being met?

The Anthropology department regularly monitors our course enrollments to ensure that our section offerings align with student needs. Throughout the semester, faculty regularly review enrollment patterns to identify high-demand classes, under-enrolled courses, and scheduling conflicts. Data collected each semester is used to make future adjustments to the timing, mode of instruction (i.e. hybrid, online, etc.), and frequency of courses for the next semester. For example, during (and after) the COVID-19 pandemic, we expanded our online and hybrid sections to better meet the flexibility needs of our students. Our on-going course evaluation efforts allow us to stay responsive to the diversity of schedules and learning preferences among students.

2.2 Student Achievement

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

Over the past four years, the Anthropology department has maintained consistent levels of student achievement, with steady course success rates and gradual increases in degree and transfer outcomes. Over the duration of four years, student success rates have had an average of 68% for ANTH 101F, 91% for ANTH 101HF, 83% for ANTH 101LF, 68% for ANTH 102F, 91% for ANTH 102HF, 73% for ANTH 103, 95% for ANTH 103HF, 67% for ANTH 105F, and 71% for ANTH 106 F. In recent years, modest gains have been observed, particularly among in-person and hybrid sections, which is attributed to targeted instructional support, on-campus resources (i.e., laboratory materials), and improvements in course design. One of our classes, A209- Cultures of Latin America is a class that we offer every few years and two cycles ago, this class had a 44% success rate. The number of Associates degrees (AA) increased 21% from the year 2020-2021 to 2024-2025. The number of AA-Transfer/AS-Transfer decreased 21% from the year 2020-2021 to 2024-2025. Reflecting on these percentages, we noted 94% of awards by associate degree or certificate was attributed to AA-Transfer/AS-Transfer in the year 2020-2021. A decrease in the number of degrees was noted for 2021-2023. However, a steady 48% increase was observed from 2023-2025. We attribute this increase to improved articulation and pathway visibility of the A.A.-T degree in Anthropology. Transfers to four-year institutions, have increased slightly (7%) from 2020-2021 to 2023-2024 for the category “Transfer After Associates Degree.” The category “No Transfer Record After Associates Degree” slightly decreased 7% from 2020-2021 to 2023-2024. We attribute the increase in “Transfer after AA degrees” due to stronger advising and clearer alignment between required coursework and CSU/UC four-year transfer requirements. The overall data suggests that the Anthropology department continues to perform well in supporting student success and degree completion. Gains in course success and degree completion correlate with curricular updates, expanded course section offerings, course modality, and intentional faculty efforts to integrate equity-minded practices and student support resources.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Based on the OIE data, some gaps were observed among student groups within our program. Despite some gaps, overall success rates among most student groups remain high and well above the Institutional Standard. Student groups that are below the institutional standard have been stable or have been improving over the years. Over the past four years, course success rates for most student groups have met or exceeded the institution-set standard; with many groups reaching or exceeding the Stretch goal of 80%. OIE data shows that Black or

African American are slightly below (range of 57%-60) the Institutional Standard of 62%. As a department, this percentage has increased over the years and has remained stable. American Indian or Alaska Native only twice was below the institutional standard at 0%, however all other years it remained 100%, which is more than the Stretch Goal of 80%. Native Hawaiian or Other Pacific Islander was previously below the Institutional Set Standard (Range 40%-56%), however this number has been steadily increasing from 67% to now 83%, which is above the Institutional Set Standard and Stretch Goal of 80%. American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have success rates slightly below both the institutional average and the rates of other student groups for some years because their overall enrollments is significantly lower (ranging from 1 enrollment up to 4). In addition, first-generation students in these three ethnic categories when adjusting the OIE data, tend to have the lowest course completion rates, which may be a determining factor. Additional contributing factors to disparities among success rates could also be due to a variety of factors including academic preparation. Some students attending college for the first time, may arrive with limited prior exposure to college writing skills and/or analytical skills, in which these students may struggle with research-based assignments. Other barriers such as balancing work, family, and school, may also affect student participation and responsibilities (assignment due dates). Course modality may also present its challenges for some students, especially those who have never taken an online course. Students who sign up for online courses may experience lower success rates because they are not adequately prepared for this type of instruction. Barriers may also include: not having access to required technology, access to internet, or a general unfamiliarity with online learning platforms (i.e. Canvas). Financial and socioeconomic barriers may also present challenges for some students. Students who come from lower-income based backgrounds may work while attending school, which could limit their study time, academic focus, and course selection. For example, students who work while attending college, may choose courses and the mode of instruction based on their work schedule rather than their academic schedule/plan. Other factors such as housing and food insecurities may also contribute to lower success rates, as students prioritize basic needs over academic performance. We fully recognize that college programs for specific groups are important and efforts to support specific groups of students are often well intentioned. As a department, we try to close as many of these achievement gaps by offering smaller class sizes, encouragement of strong faculty engagement, the use of lower cost or OER textbooks, flexible office hours, and curriculum that emphasizes collaboration and equity minded perspectives.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

When comparing degrees and overall enrollment in the Anthropology Department over the last five years, there appears to be some groups who are underrepresented. Degree

completion data shows strong percentages for ethnic categories Latina/o/x/e and White. American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, despite having the lowest enrollment in our program, are not represented among the degree awarded data (missing), therefore this data cannot be accurately assessed. Black or African American degree completion counts are lower than their overall representation in the program, however this data is only available for the year 2021-2022. Ethnic group identified as Asian, has a lower count, however this data is only available for years 2021-2022. Despite some disparities among groups, the Anthropology department appears to attract a diverse range of students, however ethnic groups with the highest count also have the highest completion rate for our department.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Overall, the majority of students completed their degree within a 3-6 year time frame, with an overall average of 5.45 year. Some variation exists among Latina/o/x/e, in which this group had the overall highest average for years to degree completion over the last five years (average of 6.00 years). Among Latina/o/x/e, years 2021-2022 appear to be the highest count for completion of degree. The percentage of degree completed did increase from 11% in 2020-2021 to 43% in 2024-2025, however we also observed an increase from 33% in 2021-2022 to 43% in 2024-2025. The count number for White is also slightly higher than our average, at 5.62, however the percentage increased from 25% in 2020-2021 to 67% in 2024-2025 for 1-2 years to degree completion. In order to improve degree completion rates/time frames, our department has decided to focus on several strategies. These include: informing and providing additional guidance on course sequencing and degree planning to prevent scheduling conflicts or missed graduation requirements for our majors. Regular evaluation of course offerings in order to ensure required classes are being offered continuously and at various time frames and modes of instruction. The encouragement of faculty-student mentoring which helps students stay motivated. Connecting students with campus programs/resources in order to help them achieve their educational goals. The Anthropology department will continue to monitor completion data to identify any additional opportunities for improvement across all student groups.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program

improvement efforts.

Department faculty meet and discuss the CSLO and PSLO for our courses and program and make sure they are still in alignment with what is going on in the discipline. We engage in regular assessments and evaluate the results both individually and as a department. We find meeting the student population where they are is an ongoing challenge, especially post-pandemic and post AI. Discussions of the results lead to changes in pedagogy, course materials used, assignments and assessments used. We are currently engaged in reflection and analysis as to best strategies to keep students engaged and participating in classes as well as doing their own work, versus using AI.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

N/A

Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

We have had curricular changes that were self-driven and those imposed from the outside. A substantial project we accomplished was to reduce class size for the Biological Anthropology 101 courses to be more in alignment with science classes (if can fulfill the life science requirement). The reduction from 45 to 35 has led to an increase in faculty to individual student interaction, increased written assignments for learning and assessment. We changed the name of this course to be in alignment with the change in the discipline from “physical anthropology” to “biological anthropology.” We increased the courses that can be taught as honors classes- adding the Celtic Cultures class and working on Biological Lab 101L. We added two new courses- Global Issues in an Anthropological Perspective and World Prehistory. We have put in substantial time on task to comply with Common Course Numbering requirements.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, 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.

The Anthropology department dedicates time and intention to bring students a variety of opportunities both inside and outside the classroom. Experiential and hands-on learning continue to be focused pedagogy in our classes, from the Biological Lab to lecture classes. Examples for experiential learning include; Communicating Our Way, Penny Game, Ethnographic participation, Hunter/Gatherer game, Seeing Our Own Seeing, Moral Courage Project, etc. We are now offering our third semester abroad program for students in Seville, Spring 2026. Professor Cadena developed the Future/Instructor Training Program as a means to mentor future faculty and all full-time anthropology faculty have volunteered to serve as mentors in this program. Over the years, we have hired all of the interns that participated in the Future Instructor Training program. Additional opportunities for students include- 1) Explore Anthropology Zoom Hour- a monthly meeting to discuss careers and special topics, attended by current students, past students, and members of the community, 2) Anthropology Club- monthly meetings on campus to foster an anthropological community, look at careers, university programs, hear talks by former students working as anthropologists, 3) San Diego Zoo Trips- conducted every semester as a part of primate observation reports for the Biological Lab class, 4) Guest speakers- Leo Chavez, Dr. Agustin Fuentes, Dr. Alexis Thompson, and Peggy McIntosh, 5) Workshops and Seminars- Tim Wise, Grace Talusan, Hector Tobar & Obed Silva, and Mikel Hogan.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

We are dedicating many hours to comply with the Common Course Numbering change. The mandating of Ethnic Studies for AA/AS degrees and for those transferring has had a tremendous impact on our courses that fulfill the same category requirement (Social and Behavioral Sciences). There has been an ongoing drop in enrollment in two core classes, Cultural Anthropology 102 and Magic, Witchcraft and Religion 107. We have been exploring the option of certificates for archeology in Cultural Resource Management (CRM) but employment in this area now requires a BS degree.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

As a department we strive to have diverse faculty to reflect our diverse student body. The student population is diverse in many key categories- race/ethnicity, gender/gender identity, sex, sexuality, ableness, neurodivergence, socioeconomic class, etc. We realize the importance of students seeing their diverse positionalities in their faculty and in the curriculum. We also recognize that it is important for faculty to be familiar and knowledgeable about the challenges faced by students based on the multiplicity of their positionalities. As such, we engage in ongoing trainings, conferences, lectures, etc. to have faculty knowledgeable about the impact of these positionalities in the classroom. We regularly have 10-14 adjunct faculty in our department. Some have been with the department for many years, others come and go by semester, and as such the composition of adjuncts changes regularly.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

In 2021 we were able to hire a third full time faculty member for the department. Professor Jacobsen runs the Biological Lab, and teaches many of the Biological Lab classes. This has been a tremendous boon to our department, as the lab classes are often the first classes to fill and often require us adding additional sections. The fill rates and number of sections offered for the Biological Lab have gone up (including head count, which has increase 14%). Being able to hire a third full time faculty member has been critical to our ability to meet students demand for the lab class and to run all of the programs and activities we work to offer. We have identified challenges in staffing and work demands for Prof. Jacobsen. The lab requires numerous hours to set-up, take down, curate, clean, and inventory. This, combined with a 40% increase in overall sections offered in the past 5 years, led us to request and be granted an additional full time faculty hire.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

The Anthropology Dept. holds regular meetings to discuss equitable and successful pedagogies in the classroom as well as resources available for students (tutoring, writing

center). As anthropologists we recognize the first thing we need to do is find out who our students are and where they are at. We use the ethnographic method of open-ended questions and focus groups, gathering data with anonymous surveys and classroom discussions. We also all regularly attend trainings, workshops, and conferences to get a depth and breadth of knowledge on students and best practices. This knowledge is used to be able to pivot our pedagogy to meet the constantly changing student population.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Department conversations lead to ongoing revision of course pedagogy, syllabi, assignments, and assessments. As a department we value academic freedom of faculty and so we share knowledge, strategies and expectations but we don't mandate particular practices. A serious concern for our department is the extensive and pervasive use of AI by students on both multiple-choice exams and written work. The use of AI diminishes students learning curve on how to communicate effectively and does not foster critical thinking skills which are central to our curriculum

3. What additional areas of professional development could help your faculty and staff engage in this work?

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

During our last Program Review cycle, we had three strategic plans: one was to hire at least one full time faculty member to teach and manage the lab and archaeology classes. Two, secure funding for field trips and lab resources for our students and program. Three, create three certificates: CRM, Forensics, and Ethnographic Market Researcher. In 2021, we welcomed Professor Jacobsen as our third full time faculty member. Professor Jacobsen has been a real asset to our department, in which he has expanded our laboratory section, curated all the lab specimens, and developing online content to transition the labs to an online format. We did not receive any funds to allocate to field trips and laboratory resources for students/ our program. In addition, we did not receive any funding to help develop any of the above described certificates.

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?

The lack of funding received during our last review cycle has had a noticeable impact on our department's ability to fulfill and implement several of our strategic goals. Due to the large increase in student enrollment in lab courses, 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. Proper laboratory storage and materials to help care for laboratory specimens (including real bone) is needed. The lack of funds have made it very difficult to invest in instructional materials, such as new laboratory specimens, to replace old or damaged ones, cabinetry to properly store current and new specimens and lab supplies. In-class specimens are critical to both laboratory and lecture classes not only because they enhance course instruction and interaction, but they also contribute to student learning and overall success rates. We did not secure any funding for field trips to local zoos. Previously, we used to receive approximately \$5,000 to rent a bus and pay for tickets every semester. 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 rates. Based on previous student surveys, not only did students express how much they learned from the field trip, but they also expressed a deeper connections with course curriculum. Funding also helped close student equity gaps by providing both entrance and transportation for all students. Many of our students benefited from having these opportunities provided to them by the college as they would have a difficult time driving to and paying for regular admission (which has now exceeds \$80 per ticket).

SAPs

Continous annual funding for planned field trips

Short Description:

Continuous annual funding engages student interaction to the community at large by taking them to a world-renowned zoo where they are not only able to fulfill laboratory research paper requirement, but this field trip also allows for more personalized interaction between student and professor, which in turn aids in student retention and success.

MeasurableOutcomes:

Based on previous student surveys, not only did students express how much they learned from the

field trip, but they also expressed a deeper connection with course curriculum. Funding also helped close student equity gaps by providing both entrance and transportation for all students. Many of our students benefited from having these opportunities provided to them by the college as they would have a difficult time driving to and paying for regular admission (for example, a regular San Diego Zoo admission ticket is now over \$80). Due to the popularity of this field trip (as seen with our increase in student enrollment in lab classes), this funding is expected to further increase students' retention and success rates.

College Goals:

2.5 Increase sense of belonging/mattering

SAP Phase:

Completed

Resource Requests

Laboratory Storage and Display Cabinets

Enhancement:

1. Display cabinetry is to facilitate student engagement and interest. 2. Facilitate effective teaching of the lab, by having specimens on display. 3. Laboratory cabinets are to aid in the labor intensive task of setting up and taking down of labs.

Personnel-Related:

No

Resource Category:

Equipment

Quantity:

5

Unit Cost:

\$3,000.00

TotalCost:

\$15,000.00