De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name
   Anthropology

2. Name of individual(s) completing the form:
   Ameeta Tiwana

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

   The feedback we received was "**It was suggested that a student marker for success be included in the mission statement. This is still missing. Overall, little changed in the mission statement to address the feedback. Please revisit the mission statement again and consider attending office hours to get assistance with crafting it.**"

   My response to the above is that the mission statement was redrafted based on guidelines provided and in collaboration with 6 faculty in the program in Fall 23 and significantly different from the Comprehensive program review the previous year.
   We also do not think it is necessary to include student markers for success in the mission statement. I met with Veronica and agreed to the above.

4. Describe any changes or updates that have occurred since you last submitted program review (program review submissions).

   In the Spring 2025, SS/H division received an anthropology position and there was a successful hire of an archaeologist. Courses in Archaeology Lab methods and Archaeology Field techniques are being written to go through the curriculum before March. The above courses will include the **use of GIS** which is a much-desired job skill for our students. Expanding the archaeology subfield and forensic offerings will boost our enrollment. We are also developing an applied certificate in anthropology with courses in museum anthropology, forensic anthropology and archaeology field techniques.

   Administration of Justice, Anthropology and Psychology are all collectively engaged in developing a Forensic lab which will also increase enrollment.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Goal 1 – Increase student enrollment:	To increase student enrollment in the program	Team of 13 Anthropology instructors	Counsellors and Foothill department	Data provided in student analytics	We maintained a increase of 8% increase in enrollment from 22-23, even with loss of 3 sections. Growth in enrollment was truncated due to class cancellation.	In the next academic year we plan to offer more hybrids instead of fully on campus classes since the latter get cancelled for low enrollment.
Goal 2 – Decrease the achievement gap:	Achieve equity and decrease achievement gap between targeted and non targeted grouips	Team of 13 Anthropology instructors	Equity core team, and CAR team of SS/H	Data provided in student analytics	Compared the achievement gap between ethnicities. Also, compared the course success rate between targeted and non targeted	The course success of targeted groups is within 5% of non targeted groups. Also there is a significant narrowing in the achievement gap between

					group of students	the black and Asian students in 24-25 compared to 23-24. Success increased from 72% to 81%. Among the Latinx students too theequity gap reduced by 3%. 75% success relative to 72% in 23-24

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Not applicable

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

   Receiving a much-awaited anthropology FT position after 7 years and will begin to see an impact in enrollment as we develop the archaeology subfield and offer labs with GIS.

   We have been requesting a **part time lab tech in anthropology** for years and it has not been granted. Currently we offer at least 5 sections of physical anthropology lab each quarter. They fill immediately and there is a demand for more. Each quarter we turn away many students who are currently taking ANTH 1 but cannot enroll in the Lab. In addition to Biological anthropology lab, we are preparing to offer archaeology and forensic anthropology labs too. A lab tech will work with the students and the instructor to increase student success and narrow the equity gap.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

   A **lab tech** will help with experiment set up, working with students as they process, record, and analyze the artifacts and data. In biological anthropology lab they will assist with human variation and evolutions experiments. The tech will work with students one-on-one as they apply concepts and conduct experiments. This will improve student success and equity. **Labs in the sciences work with a lab tech but we in social sciences have not been assigned a tech for almost a decade, even though our labs provide biology credit.**

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Anth 1: SLO 1 Analyze human biological diversity as a response to physical, biotic, sociocultural and biological factors

Method of Assessment of Learning Outcome (please elaborate)	Short answer in Week 2 and 4 Discussion response and Multiple choice Questions on the third exam
Summary of Assessment Results	95% of the students answered the questions correctly
Reflection on Results	A key concept in anthropology is using a bio-cultural approach or a holistic perspective. Students showed evidence that they have mastered it and were able to apply it in the context of human biological variation.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	In order to reach out to all the students, the plan is to further diversify assessment methods and to also draw on student experiences for them to see the role and application of a holistic perspective.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Anthropology Department has strong potential to expand its programmatic reach and better support student learning through strategic staffing and workforce-aligned innovation. A key operational need for the department is the addition of a part-time laboratory technician to adequately support instructional labs and meet the needs of both students and faculty. Given resource constraints, one promising opportunity is the alignment of Anthropology's laboratory needs with the proposed Forensic Crime Lab currently being designed for the Administration of Justice program. With appropriate planning and training, a shared laboratory technician model could be explored, allowing a single position to serve dual roles across both programs while maximizing institutional efficiency and interdisciplinary collaboration.

The department also benefits from strong instructional leadership and student-centered focus. The recent hire of Lara Ghisleni has already contributed positively to student success through curriculum development, mentoring, and engagement initiatives. This momentum provides a solid foundation for further program growth and innovation.

In addition, there is a significant opportunity to explore the positioning of Anthropology as a career-technical-education (CTE)-aligned discipline, a strategy that has been adopted by

several community colleges nationally. Institutions have successfully aligned Anthropology with workforce pathways such as forensic anthropology, cultural resource management (CRM), museum and archival studies, bioarchaeology, public health, and environmental and sustainability fields. These programs often integrate applied skills, laboratory competencies, field methods, and industry-relevant certifications, and are frequently developed in collaboration with criminal justice programs, local government agencies, museums, or cultural organizations. Some colleges have also embedded Anthropology courses within public safety, law enforcement, health sciences, and environmental studies pathways, thereby broadening enrollment while maintaining disciplinary rigor. By emphasizing transferable skills, such as data analysis, cultural competency, ethical reasoning, and applied research. Anthropology programs have been able to demonstrate clear labor-market relevance and align more closely with regional workforce needs.

For De Anza College, exploring a CTE-aligned Anthropology pathway could enhance enrollment, strengthen interdisciplinary collaboration, and create new opportunities for experiential learning and employment outcomes. With continued investment in instructional support, strategic staffing, and cross-program partnerships, the Anthropology Department is well positioned to grow its impact while remaining deeply committed to student success.

11. Vice President/Associate Vice President Comments:

The Anthropology Department continues to demonstrate strong momentum in enrollment growth, equity outcomes, and workforce-aligned program development. The successful hire of a full-time archaeologist strengthens the department's capacity to expand archaeology, forensic, and applied anthropology offerings, including new lab and field courses incorporating GIS skills. The department has sustained an 8% enrollment increase and significantly narrowed equity gaps, with targeted student success now within 5% of non-targeted groups. The proposed applied certificate and collaboration on a shared forensic lab represent promising interdisciplinary pathways.