

## ANTHROPOLOGY DEPARTMENT & PROGRAM REVIEW (2024-2025)

### Section 1: Report on Previous Goals & Requests

Previous APR Goal	What Happened (support with data/evidence)																								
Increase online course offerings	<p>The previous APR was completed the year before the COVID pandemic. As a result of the pandemic, in AY 2020/21 all anthropology courses were online (asynchronous) or remote. However, as we have increasingly returned to the classroom, we have maintained a higher rate of online course offerings in comparison to pre-pandemic offerings.</p> <p style="text-align: center;"><b>Anthropology Online Course Offerings</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0e0e0;">AY</th> <th style="background-color: #e0e0e0;">sections</th> <th style="background-color: #e0e0e0;">FTE</th> <th style="background-color: #e0e0e0;">Headcount</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td style="text-align: center;">5</td> <td style="text-align: center;">10.75</td> <td style="text-align: center;">118</td> </tr> <tr> <td>2020/21</td> <td style="text-align: center;">16</td> <td style="text-align: center;">33.9</td> <td style="text-align: center;">327</td> </tr> <tr> <td>2021/22</td> <td style="text-align: center;">14</td> <td style="text-align: center;">34.1</td> <td style="text-align: center;">335</td> </tr> <tr> <td>2022/23</td> <td style="text-align: center;">15</td> <td style="text-align: center;">36.7</td> <td style="text-align: center;">364</td> </tr> <tr> <td>2023/24</td> <td style="text-align: center;">15</td> <td style="text-align: center;">31.2</td> <td style="text-align: center;">298</td> </tr> </tbody> </table>	AY	sections	FTE	Headcount	2017/18	5	10.75	118	2020/21	16	33.9	327	2021/22	14	34.1	335	2022/23	15	36.7	364	2023/24	15	31.2	298
AY	sections	FTE	Headcount																						
2017/18	5	10.75	118																						
2020/21	16	33.9	327																						
2021/22	14	34.1	335																						
2022/23	15	36.7	364																						
2023/24	15	31.2	298																						
Greater campus visibility	Wendy Knight, the current administrative assistant for World Languages and Cultures has been working to develop and update the anthropology webpages.																								
Outreach and High School Partnerships	Dr. Waller has engaged with various community organizations such as the Deschutes County Museum, the Archaeological Society of Central Oregon, and the Deschutes County Historical society. These connections have opened opportunities for student engagement, through field trip and data collection opportunities. Our part-time faculty have connections to other universities and institutions. See section 3 for more detail.																								

### Section 2: Fulfilling Your Mission

The mission of the Anthropology program at COCC is to promote the study of the human species. The courses offered through the Anthropology program provide students with instruction in anthropology and satisfy various requirements of the AAOT degree. The mission of the anthropology faculty includes preparing students for life-long learning and a strong background for anthropology-related careers in the modern workplace or to continue their education at higher levels. Education in anthropology provides excellent preparation for living in a multicultural and globally interconnected world and helps to equip students for careers in fields including law, medicine, business, public service, research,

ecological sustainability, and resource management. We are committed to integrating the humanistic and scientific perspectives of our discipline and believe that our students deserve outstanding classroom and practice-based training in the four fields of anthropology; archaeology, biological anthropology, cultural anthropology, and linguistic anthropology.

The first APR was completed in Spring of 2019, and the following Spring we moved all courses online and remote in response to the COVID-19 pandemic. Most of the following year (2020-21) and into AY 2021-22, the anthropology faculty were focused on bringing in new technologies and modalities to ensure student access and success during this unprecedented time in COCC history. As we have moved back to in-person courses the faculty have continued to explore ways to integrate new technologies to help our students succeed. As we returned back to campus, the Anthropology faculty began again offer the full spectrum of courses. Archaeology (ANTH 102), Cultural Anthropology (ANTH 103), Biological Anthropology (ANTH 234), and Language and Culture (ANTH 240) form the core of an anthropology transfer and 102, 103, and 234 are offered multiple times a year. In addition, we offer a series of focused topics (such as Forensic anthropology, Oregon Archaeology, Food and Culture) to allow students interested in anthropology to explore the field in more depth.

In addition to Dr. Waller, Dr. Harper, and Dr. Cappy (who were all involved in the previous APR), Dr. Bennett Comerford occasionally teaches sections of ANTH 254 (Magic, Witchcraft, and Religion). We offer courses at all time blocks, and we have sections taught on all campuses. The biological and archaeological courses also have a dedicated classroom lab with a good quantity and quality of supplies including reproductions of skulls and skeletal material as well as reproductions of stone tool technology.

In keeping with our mission to prepare students for living in a multicultural and globally interconnected world, both Dr. Harper (in Fall 2023) and Dr. Waller (Fall 2017) have taken students to study on the Barcelona Study Abroad Program.

### Section 3: College Goals and Initiatives

Anthropology continues to prioritize the values and goals of the college through our course work and community engagement.

**COCC Strategic Goal: Access.** Despite our small size (anthropology has 2 full-time instructors and 2 part-time instructors), we are committed to meeting students where they are and providing students with equitable opportunities to achieve their goals.

- We offer courses across all modalities (online, in-person, and hybrid), all time blocks, and across all campuses. See Appendix A for the 24/25 AY.
- We regularly and predictably offer courses that meet AAOT requirements (Social Science, Cultural Literacy, Science with and without labs)

#### **COCC strategic goal of Community Engagement**

- Dr. Waller has worked to provide opportunities for student field trips through partnerships with the Deschutes County. Working with representatives from Portland State University, Deschutes County Historical Society, and the Archaeology Society of Central Oregon, Dr. Waller organized the Bend area Archaeology Roadshow and through these connections is developing projects

associated with collecting data on rock art and other local archaeological sites in an effort to preserve them with student involvement.

- Our part-time faculty have connections to other institutions (Oregon State University – Cascades Campus and Bend Language Institute). These connections provide wider exposure of COCC anthropology offerings as well as connection for student options beyond COCC.

**COCC Value: championing Diversity, Equity, Inclusion and Belonging.** Our course work is centered around the recognition of different cultures, values, viewpoints and experiences. We regularly offer specialty course that focus on understanding the complexity of gender, sex, sexuality (ANTH 235: Evolution of Human Sexuality, and ANTH 295: Gender and Sexuality in Anthropological Perspective). ANTH 202 (Archaeology of Oregon) pays particular attention to the long history of indigenous peoples in Oregon. All of our courses are focused on aspects of the human experience and condition and include sections that engage students with the diversity of that experience.

**COCC Value of College Sustainability.** Dr. Harper has contributed to efforts that foster high-quality and operationally sustainable work and learning environments through working as a faculty advocate as President of the Faculty Forum, Faculty Negotiation lead for the Faculty 2022-23 Collective Bargaining and currently as representative on Faculty Senate.

#### Section 4: Diversity and Inclusion Insights

As a discipline, Anthropology's focus is on understanding and exploring the breadth of the human experience –evolutionarily, biologically, historically, linguistically, and through our socio-cultural contexts. Anthropology reveals the strength, importance, and persistence of the diversity of being human. Our courses are deeply embedded with issues of diversity and inclusion.

In terms of the students who take anthropology courses at COCC, they are consistent with the COCC student body. In 2023/24, 23.5% of COCC students identified as BILAPOC, while 24.4% of students taking anthropology courses identified as BILAPOC (See Appendix B and Appendix C). Exploring this data at a more granular level, the race/ethnic identity of students taking anthropology courses also maps onto the distribution of race/ethnicity of the COCC student body. Although in 2023/24 Anthropology had a slightly higher representation of students who identified as Asian (at 5.6% in comparison to 3.9% for COCC) and a slightly lower representation of students who identified as Black at (1.8% compared to 2.3%) and Latinx students (13.2% compared to 14.5%). However, the year-to-date data seems to indicate an increase in both Black and Latinx students that more closely maps to the COCC student body.

At COCC, the averages of women taking classes over the past five years averages about 52% (see Appendix D) which is just slightly higher than the 51.1% of women who make up the population of the United States. As a transfer program, Anthropology (at 59.6% in 2023/24, See Appendix E) more closely follows the national college enrollment pattern at universities, in which 58% of students are women<sup>1</sup>.

What this data does not indicate are the number of students who are transgender or nonbinary. Anecdotally, the cultural and linguistic courses usually have 2-3 students in each class who identify as trans or nonbinary. While this number may be slightly higher than in other programs and disciplines, it is likely that the environment in the anthropology courses, with our focus and recognition of the variety of ways in which gender is organized in other cultural and historical contexts, provides a safe environment for students to openly identify and talk about their experiences.

In terms of course success, our success rate was slightly lower (for all categories of students) during the pandemic years of 2020/21 and the following year 2021/22. Beginning in 2022/23 the student success rates have increased above the overall COCC success rates. This difference is particularly noticeable in the success rates of BILAPOC students when compared to COCC overall. In 2022/23 and 2023/24 BILAPOC students in anthropology had success rates of 90% and 92% respectively, while the overall success for COCC BILAPOC students was 82% and 83%.

<sup>1</sup>Nietzel, Michael T. 2024. "Women Continue to Outpace Men in College Enrollment and Graduation." *Forbes*, Aug. 7. <https://www.forbes.com/sites/michaelnietzel/2024/08/07/women-continue-to-outpace-men-in-college-enrollment-and-graduation/>

## Section 5: Strengths and Accomplishments

Anthropology is one of the most consistent programs within the World Languages and Cultures department. Our faculty have remained consistent over the past 5 years (see section 2). We consistently prove willing to meet the requests of our department in regards to scheduling and modalities (see section 2) and we are able to meet our needs in terms of lab supplies and library holdings. Our enrollment is also predictable and our courses tend to be the first to fill within the WLC department. In 2023/24 our fill rate was 81.3% in comparison to the overall college fill rate of 63.3% (See Appendix F).

In terms of curriculum, we also strive to provide a wide spectrum of course offerings so students can see the broad applicability of anthropology in many different areas of interest. Along these lines Dr. Waller developed a course on The Primates (ANTH 236) and Dr. Harper revised Intro to Medical Anthropology (ANTH 283) which was first offered in the spring of 2020. Dr. Waller has also been working with the Criminal Justice program to align the Forensic anthropology (ANTH 237) course with the needs and interests of CJ students.

The anthropology faculty believe that one of our most important accomplishments is that students who take one of our courses is more likely to take additional anthropology courses beyond their requirements for their programs. Most students come to anthropology by "accident" as our courses meet Discipline Studies requirements (our courses include Social Sciences Outcomes, Cultural Literacy Outcomes, Science and Science with Lab outcomes). Both Dr. Waller and Dr. Harper estimate that about 20% of students in our classes are repeat students. This data is anecdotal, as the college does not track this information; however, Dr. Harper recently attended a conference in Albuquerque, NM for the Society for Anthropology at Community College that seemed to have reinforced the perception that our courses draw repeat students. There were over 20 community colleges represented at the conference (from colleges in California, Idaho, Washington, Colorado, Michigan, New York, and New Jersey). None of these colleges had more than one full time faculty in anthropology and many were split between anthropology and another subject (political science in one case and sociology in three other cases). The participants at this conference expressed surprise that we had the student numbers to support two full-time anthropologists and that we could offer the wide variety of courses and maintain student interest despite the fact that COCC overall had an enrollment that was about the mid-range of those colleges represented. We, the Anthropology faculty at COCC, feel that our ability to adapt our courses to student interest, to link with other programs, and our ability to engage students, meet them where they are in

their learning pathway, and our ability to help them connect anthropological knowledge and practices to their lives and their interests is what brings students back to our classes.

## Section 6: Challenges

The primary challenge facing anthropology is political. Unfortunately, anthropology's focus on understanding the human experience through a holistic lens has become a political target. Anthropology explores aspects of the human experience such as race, ethnicity, religion, gender, sexuality, health, and the environment in historical, evolutionary, sociocultural, and linguistic contexts. The current political climate at the federal level is one that seeks to remove and restrict topics, discussions, and disciplines that address topics it deems as related to diversity, equity, and inclusion. Anthropology has been specifically targeted in Florida<sup>1</sup> and anthropology courses have been removed from General Education requirements in the North Carolina University System<sup>2</sup> because of its close association with questions of human diversity and our analysis of the ways in which structures of power shape and constrain human experiences. Unlike many other disciplines, anthropology is unfamiliar to students who often come to our courses because they fit their schedule and they fill gen ed requirements. Should the anthropology courses be removed from the gen ed categories (or if the categories change to accommodate political demands) the currently healthy enrollment in anthropology courses will decline and may place anthropology as a discipline in the crosshairs of RSC.

The ubiquity of Artificial Intelligence presents both opportunity and challenges in most fields of study. The challenge we all face is in finding a balance in which we can identify and incorporate the advantages of AI to aid students in the learning environment while avoiding the pitfalls of AI as a way in which students by pass learning. As an example of the challenge of AI, Dr. Harper encountered one student who clearly used AI in a Spring 2023 class (ANTH 254), and by the following Spring it seemed a handful of students were using AI to respond to essay questions on the final exam. Because of this, Dr. Harper modified the test questions to make it harder for AI provide accurate responses to the prompt (by asking for specific examples from course material, personal reflections, and connections between readings and topics raised in other materials provided within the course). Unfortunately, the result seems to be catching more AI rather than discouraging AI use. By the end of Winter 2025, it seems as if more than half of the students used AI in at least one of the essay prompts on exams and at least 3 students used AI to generate responses to discussion board prompts.

Another challenge facing the biological and archaeological anthropology courses specifically is related to technology. Technology has become increasingly important in doing work in the labs. For instance, students are still using calipers to take bone measurements. However, calipers are no longer used in most research, instead software programs linked to a stylus take measurements and allow students to record and analyze data.

<sup>1</sup>Prieur, Danielle. 2025. "DeSantis starts DOGE-like task force to audit universities, agencies and local governments." *Central Florida Public Media*, February 24. <https://www.wusf.org/politics-issues/2025-02-24/desantis-starts-doge-like-task-force-audit-universities-agencies-local-governments>

<sup>2</sup>Scott, Alice. 2025. "UNC System suspends general education and major-specific DEI requirements" *The Daily Tar Heel*, February 11. <https://www.dailytarheel.com/article/2025/02/university-dei-majors>

**Section 7: New Goals and Resource Needs**

Goal	Timeline for achieving goal	Resources needed
1. Modernize Anthropology Lab: Much of the current resources in the lab focus on technologies that are outdated	Within the next 5 years	Laptop/computers for the lab. Potential software
2. Continuing to develop research partnerships with local organizations to provide more student opportunities	Ongoing	
3. Working to develop teaching strategies and assessment of learning that reflect the increasing prevalence of AI use among our students	Ongoing	Workshops and workgroups to help provide options and guide responses. Support from Administration as we push students to acknowledge and change how they interact with AI in the learning environment.
4. Maintaining a commitment to highlighting the diversity of the human experience that also recognizes the ways in which systems of inequality shape our interactions and experiences.	Ongoing	Continued support from Administration despite the current political climate

**Appendices:**

**Appendix A: 2024/25 schedule of offerings by modality and campus for anthropology courses**

Term	CRN	Subject	Crse No	Campus	Delivery Method	Meet Days	Times
Fall	40057	ANTH	102	Redmond Campus	TR	TR	1245-1435
Fall	40058	ANTH	103	Bend Campus	HYB		-
Fall	40058	ANTH	103	Bend Campus	HYB	TR	1030-1150
Fall	40059	ANTH	103	Online	OL		-
Fall	40781	ANTH	103	Bend Campus	TR	MW	1315-1505
Fall	40060	ANTH	202	Online	OL		-
Fall	40061	ANTH	234	Bend Campus	TR	MW	1030-1320
Fall	40062	ANTH	235	Online	OL		-
Fall	40063	ANTH	254	Bend Campus	TR	TR	0815-1005
Fall	40064	ANTH	254	Online	OL		-
Winter	10010	ANTH	102	Online	OL		-
Winter	10014	ANTH	103	Online	OL		-
Winter	10016	ANTH	103	Bend Campus	TR	TR	1300-1450
Winter	10011	ANTH	202	Online	OL		-
Winter	10012	ANTH	234	Bend Campus	TR	MW	1315-1615
Winter	10018	ANTH	240	Bend Campus	TR	TR	1045-1235
Winter	10015	ANTH	254	Online	OL		-
Spring	20184	ANTH	102	Online	OL		-
Spring	20190	ANTH	103	Bend Campus	TR	TR	1745-1935
Spring	20844	ANTH	103	Prineville Campus	HYB	M	1300-1450
Spring	20844	ANTH	103	Prineville Campus	HYB		-
Spring	20189	ANTH	234	Bend Campus	TR	MW	1300-1600
Spring	20186	ANTH	236	Online	OL		-
Spring	20188	ANTH	237	Bend Campus	TR	TR	1015-1205
Spring	20187	ANTH	254	Online	OL		-
Spring	20363	ANTH	283	Bend Campus	TR	TR	1245-1435



## Appendix B: COCC BILAPOC Students Enrolled in Discipline Courses



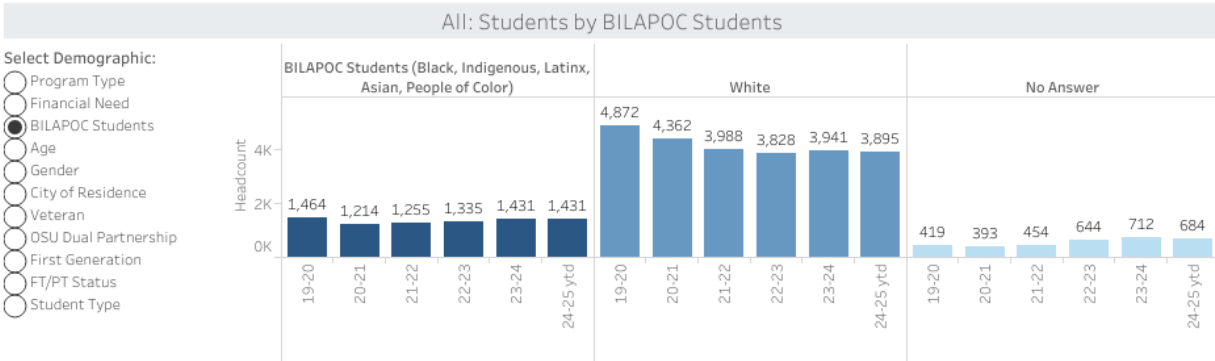
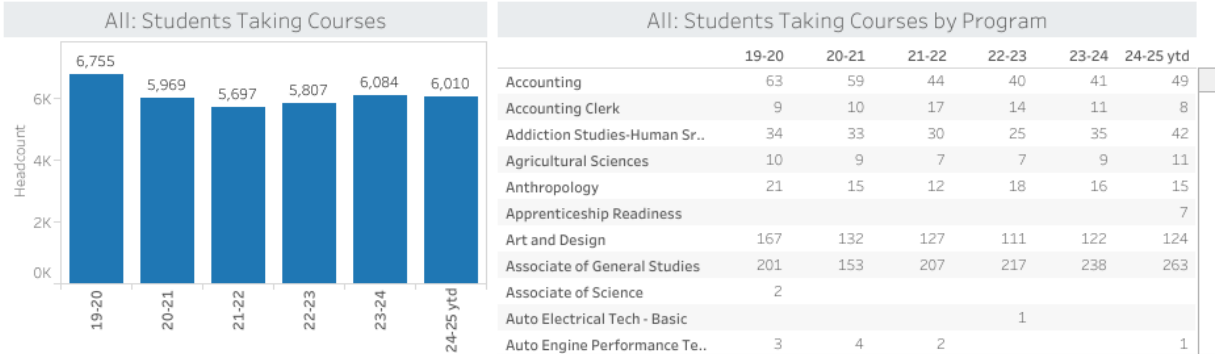
### Students Enrolled in Discipline Courses

Examines all students enrolled in courses regardless of major.

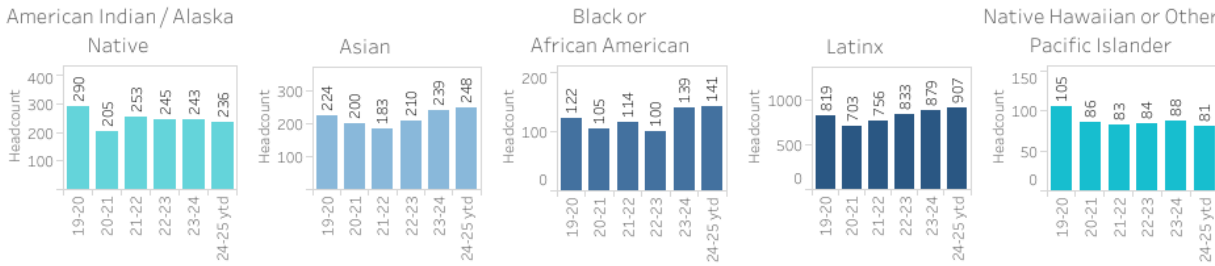
Data Updated:  
3/14/2025

[Tutorial](#)


Select Term or Annual: Annual      Select Discipline: All      Select Subject: All      Select Course: All      Exclude College Now: Exclude College Now



**BILAPOC Students Broken out by Race/Ethnicity**  
 Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.



# Appendix C: Anthropology BILAPOC Students Enrolled in Discipline Courses



## Students Enrolled in Discipline Courses

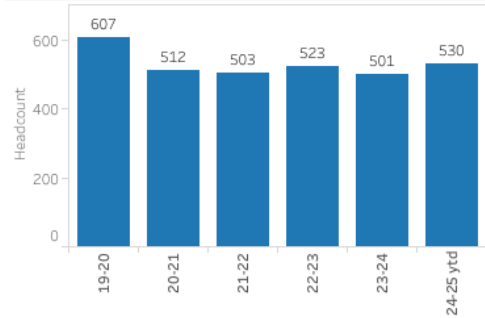
Examines all students enrolled in courses regardless of major.

Data Updated:  
3/14/2025

[Tutorial](#)

Select Term or Annual: Annual      Select Discipline: Anthropology      Select Subject: All      Select Course: All      Exclude College Now: Exclude College Now

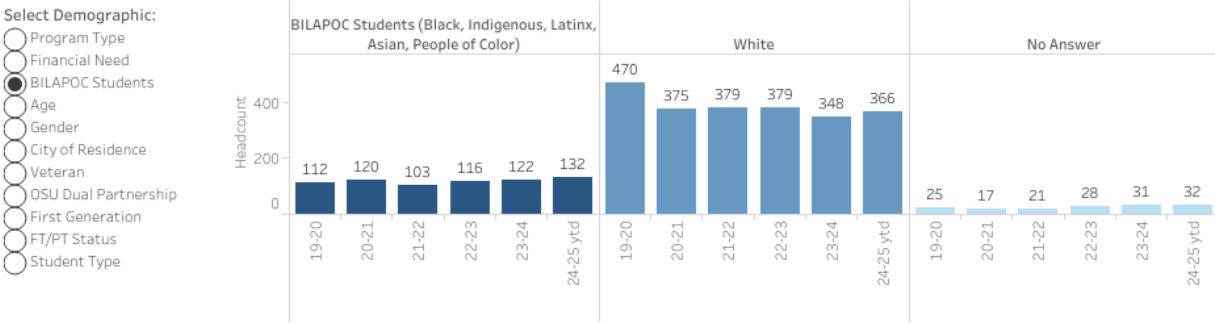
Anthropology: Students Taking Courses



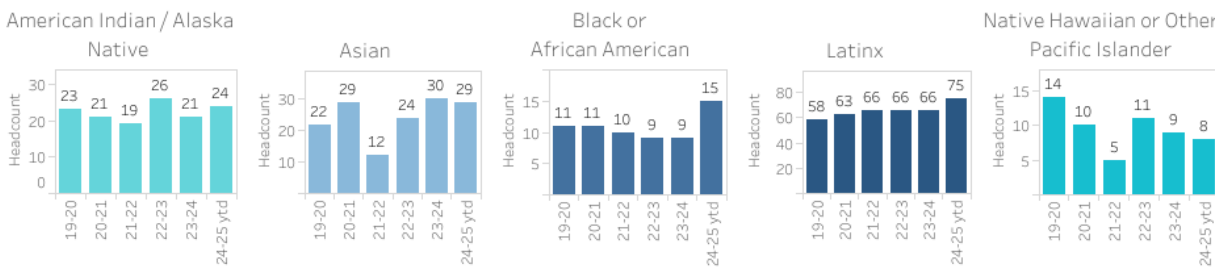
Anthropology: Students Taking Courses by Program

Program	19-20	20-21	21-22	22-23	23-24	24-25 ytd
Accounting	3			2	1	
Addiction Studies-Human Sr..	3	1	1		3	4
Agricultural Sciences						2
Anthropology	12	9	8	14	11	10
Art and Design	37	33	35	30	30	33
Associate of General Studies	21	15	22	25	26	34
Automotive Basic with Weld..		1				
Automotive Management	1					
Automotive Tech & Elect Dia..	1					
Aviation-Prof Pilot Airplane	3	7	7	6	5	6
Aviation-Prof Pilot Helicopter	3	3	4	4	5	3

Anthropology: Students by BILAPOC Students



BILAPOC Students Broken out by Race/Ethnicity  
Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.



# Appendix D: COCC Students Enrolled in Discipline Courses by Gender



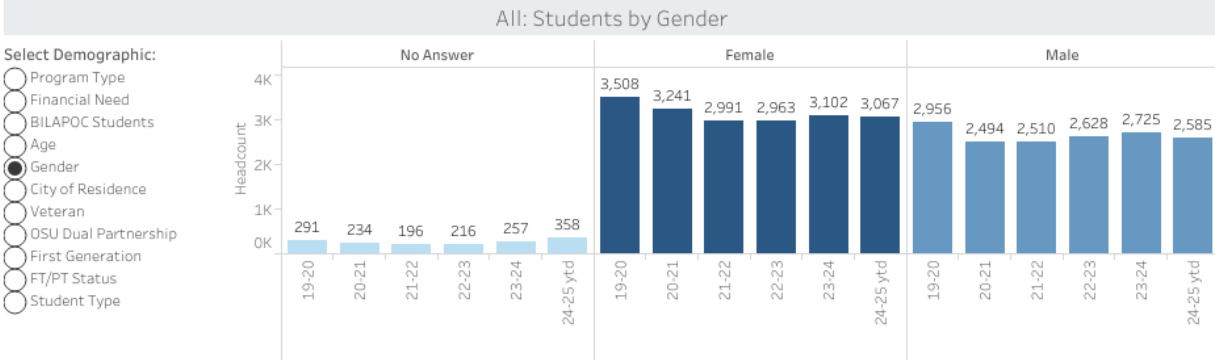
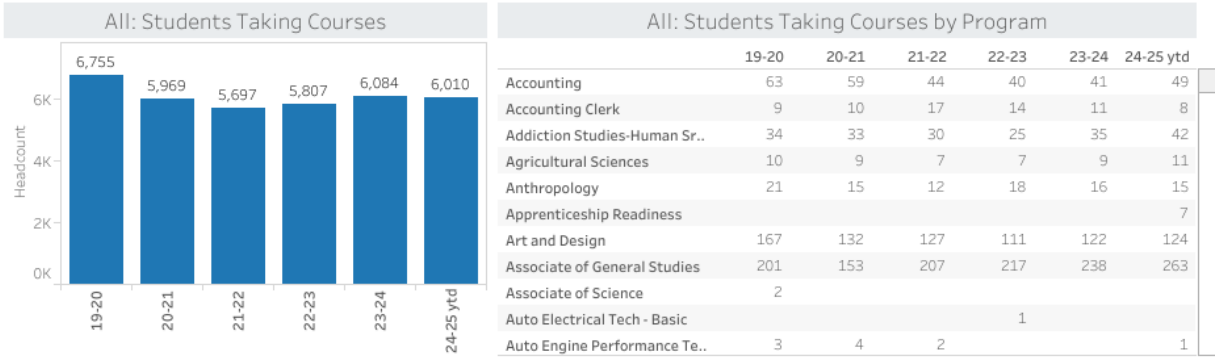
## Students Enrolled in Discipline Courses

Examines all students enrolled in courses regardless of major.

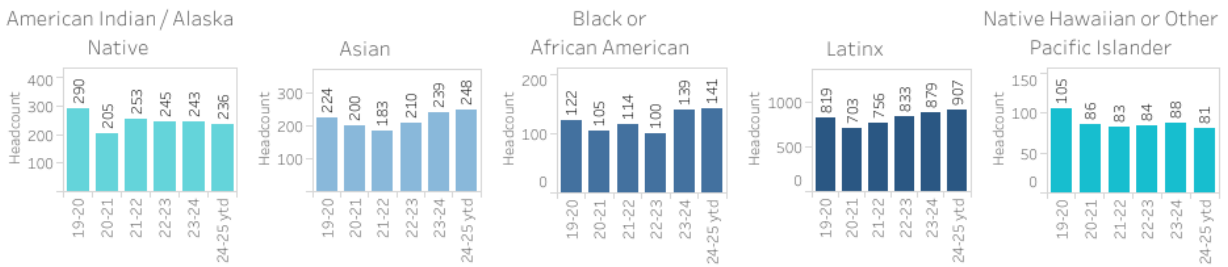
Data Updated:  
3/14/2025

[Tutorial](#)

Select Term or Annual: Annual      Select Discipline: All      Select Subject: All      Select Course: All      Exclude College Now: Exclude College Now



**BILAPOC Students Broken out by Race/Ethnicity**  
 Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.



# Appendix E: Students Enrolled in Anthropology Courses by Gender



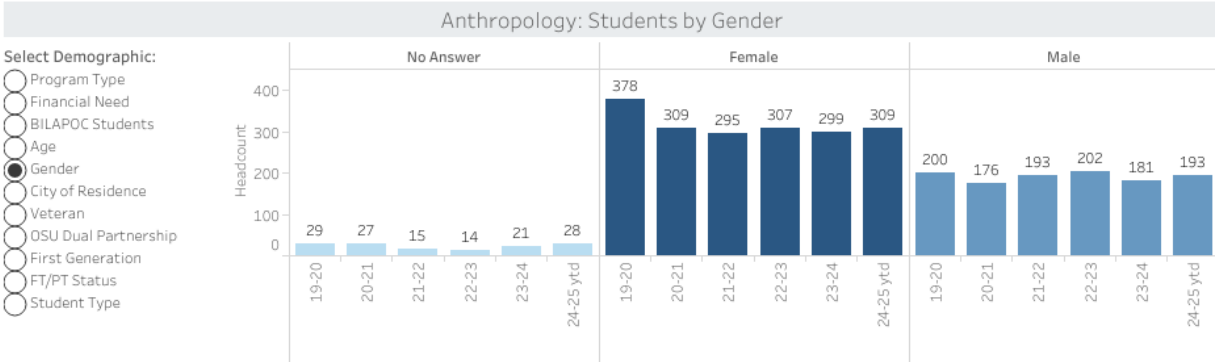
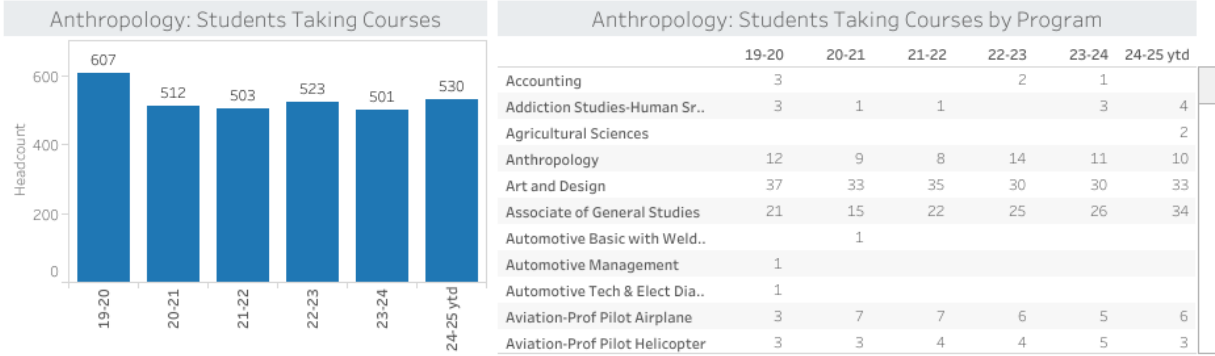
## Students Enrolled in Discipline Courses

Examines all students enrolled in courses regardless of major.

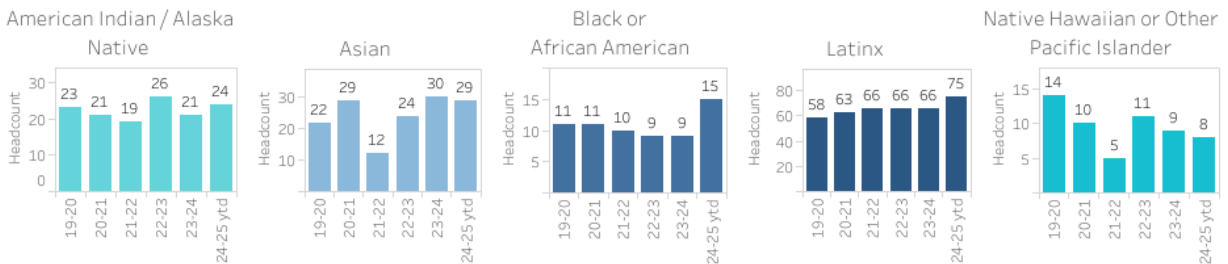
Data Updated:  
3/14/2025

[Tutorial](#)

Select Term or Annual: Annual      Select Discipline: Anthropology      Select Subject: All      Select Course: All      Exclude College Now: Exclude College Now



**BILAPOC Students Broken out by Race/Ethnicity**  
 Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.



# Appendix F: Course Fill Rate

