



Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

VC is down 11.4% from 2012-14. Anthro's '14 enrollment is 11% lower than the program's average over a 5 year period. This mirrors the campus wide trend. However, Anthro has experienced a recent 2 year decline. Back-to-back sabbatical leaves taken by the only 2 FT faculty members may have had a temporary negative impact. Also, poor enrollment management policies implemented by admin, where XL waitlists poached students from our program, may be to blame. This highlights the fact that enrollment management policies can have unintended consequences, and admin should practice better due diligence.

3. Are the demographics of students in your program similar to those of the College, as a whole?

No

4. If no, please describe why they differ (600 characters max).

Whereas the college serves 55.7% Hispanic population, Anthropology's rate for this demographic is 50.5%. Other demographics mirror the campus trends. We believe that the lower number of Hispanic students enrolling in Anthro courses may have to do with general lack of knowledge regarding what our "alternative" program is about and what educational pathways/categories our courses help fulfil. We would like to directly serve this demographic group better by offering courses specific to Hispanic/Latino issues. See Initiative ANTH1601,1602, and 1603.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

N/A

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
Yes
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

Anthropology's success rate is 7% higher than that of the college standard. Our greater success can be attributed to unique course focus and smaller class sizes that allow for intensive interventions in the form of greater consistent and effective instructor to student contact, more peer-to-peer contact, high levels of student engagement, and greater ability to access specific resources like classroom SI. Anthro has a 100% success rate among Native American students. This may be due in part to specific curriculum we offer in this area. See Initiative ANTH 1601, ANTH1602, and ANTH1303.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

N/A

Section C - Productivity

Examine your program’s productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program’s productivity in 2014 higher, lower, or equal to the overall college standard of 525?
Higher
2. Is your program’s productivity increasing, decreasing, or remaining constant?
Decreasing
3. Is your program’s course fill rate increasing, decreasing, or remaining constant?
Decreasing
4. Briefly describe the reasons for the trends in your program’s productivity and course fill rate (600 characters max).

Anthropology is above target at 544 productivity, and higher than the college average of 495. We do NOT see productivity as an issue. However, our declining productivity trend may be attributed to poor enrollment management policies implemented by administration, where extra-large waitlists poached students from our program. We seek college support and funding to increase Anthropology specific outreach and counselor support to reverse the declining trend and increased supply budget support. See Initiative ANTH1601, 1303revised, and 1603.

5. Are you able to increase your productivity and/or course fill rate?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

N/A

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

The number of degrees Anthropology has awarded has gone from 0 to 12 in the 1.5 years we have had a degree program in place. We would like to continue this trend and expand the number of speciality courses within Anthropology, reach a broader base of students, and improve laboratory offerings. See initiatives ANTH 1303revised, 1601, 1602, 1603, 1404, and 1305.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
Yes



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

Anthro just began degrees and certificates awards in 2013, in the form of a state approved AD-T. In a two year period we have offered 12 degrees, which we feel is good for a small program. The awarding of 12 degrees despite recent nationwide negative publicity about Anthro degrees speaks to our ability to attract and maintain dedicated students. We seek institutional support to improve outreach, course offerings, and supply budgets to continue and improve upon the program with the hopes of awarding an increasing number of degrees. See Initiative ANTH1601, 1602, 1603, 1305 and 1303Revised.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
Yes
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

Anthropology as a field of study has traditionally attracted white females. Our program trend mirrors that. We believe that the lower number of Hispanic students enrolling in Anthro courses may have to do with general lack of knowledge regarding what our "alternative" program is about and what educational pathways/categories our courses help fulfil. We would like to directly serve this demographic group better by offering courses specific to Hispanic/Latino issues and improve student recruitment. See Initiative ANTH1601, 1602, and 1305.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
Yes
- If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

N/A

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

No

2. If yes, why haven't they been assessed? (600 characters max)

N/A

3. What percentage of your program's courses have assessed at least half of their SLO's?

100%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning.
(600 characters max).

Faculty teaching these courses met to discuss how to assess specific CSLOs and provided various cultural and biological examples for students to practice their critical thinking skills. Instructors also discussed incorporating a more scaffold approach to teaching certain topics. Retesting with focus on these examples yielded a higher student CSLO success rate.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

4 Courses

7. How closely have you adhered to your SLO rotational plan?

Mostly

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

Yes. We have been unable to consistently offer the full rotation of our courses due to lacking of available discipline faculty. See Initiative ANTH1305.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

Various courses in Anthropology assess ISLO 2: Reasoning- Scientific and Quantitative and ISLO 3: Critical Thinking and Problem Solving.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

8

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

N/A

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
Yes
2. How have these changes impacted student learning? (600 characters max)

The Anthro supply budget is inadequate to meet re-occurring needs, significantly lags the college average and is much lower per student than the other sciences. Certain curriculum within our program has had to be modified or dropped due to this. Purchase of new materials to supplement basic lecture and lab helps ensure that these courses remain current, interesting, and appealing to multiple demographics. Budgeting for the development of activities in areas where we are not meeting objectives is necessary to improve. See Initiative ANTHV1303revised and 1603.



Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Anthropology	Faculty	ANTH1305	Full Time Anthropology Hire	A tenure track Anthropology faculty position to support the needs of the department. Ranked number 3 priority by the division.	120,000	120,000	120,000	M	M	M	M	No	Ongoing	N/A
Anthropology	Facilities	ANTH1503	Collaborative Practicum Space	Addition of practicum training environment - ANTH/CJ/EMT . By adding a practicum training environment, Ventura College has the opportunity to provide more realistic CSI and medical rescue scenarios.	-	-	-	M	M	M	M	No	Ongoing	A temporary facility was converted for practicum training. However, a permanent lab and training space is still requested.



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Anthropology	Equipment	ANTH1408	Update Hominid Skull Cast Collection	Equipment needed to support lab work, 3 additional skull casts. This initiative is needed to complete a project from last year specifically aimed at improving student success on two assessed CSLOs and improving student success/retention in the program.	1,203	1,203	1,203	H	H	H	H	Yes	Completed	Models were just received. Future assessments on the SLO will be conducted according to the department's rotational plan.
Anthropology	Equipment	ANTH1502	Update Primate Skull Cast Collection	Equipment needed to support lab work, 6 primate skull models. The Anthropology needs to improve student outcome performance on SLOs. This initiative is aimed at	1,504	1,504	1,504	H	H	H	H	Yes	Completed	Models were just received. Future assessments on the SLO will be conducted according to the department's rotational plan



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				facilitating teaching of specific concepts related to course and program level goals. Having complete classroom model sets will provide students with more opportunity to explore the morphological changes in a context that allows for important compare and contrast type of learning.										
Anthropology	Equipment	ANTH1504	Adding Virtual Simulators	Addition of virtual simulators - Use in new Technology Center	-	-	-	L	L	L	L	No	Discontinued	Virtual simulators for this particular application are not available for use in the Community College setting at this time.
Anthropology	General Fund	ANTH1303	Lab supplies	Annual budget	1,140	1,140	1,140	H	H	H	H	No	Ongoing	While the division and



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				<p>increase needed to support labs and department. The Anthropology actual budget is inadequate to meet the program's most basic re-occurring needs. The Anthropology supplies and equipment budget significantly lags the college average over the past three years and has not risen to meet the continued rising cost of supplies. Certain curriculum within our program has had to be modified or dropped due to lack of ability to fully</p>										<p>college agreed to increase the Anthro budget, this was not actualized. The college has thus far not come through on their word.</p>
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				fund basic consumables and models required in the curriculum. In order to meet stated SLOs at the course, department, and college level we must be able to deliver our full curriculum. We cannot do this without an increase to our supply budget.										
Anthropology	General Fund	ANTH1306	Curriculum Improvement	Expansion of Forensic Science related courses. By increasing course offerings in Forensic Science the Criminal Justice Program in conjunction with Anthropology will be	20,000	20,000	20,000	M	M	M	M	No	Ongoing	Revised to low priority. Forensic Anthro specific class is in curriculum. We hope to offer it SP2017 without having to remove an existing course.



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				accomplishing a goal initiated seven years ago when a Forensic Anthropologist was hired at VC to build a series of Forensic Science related courses that would benefit students, the college and the community.										
Anthropology	General Fund	ANTH1404	Increase SI Program		10,000	10,000	10,000	M	M	M	M	No	Ongoing	



Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Anthropology	ANTH1601	Outreach and Counselor Support	College support & funding for outreach specifically designed to inform staff, counselors, & students about Anthro. This could greatly enhance our enrollment, number of underrepresented students served, fill rate, degrees awarded, & help close the equity gap. Anthro is a transferrable alternative to many mainstream courses & our course focus and smaller class sizes allow us to achieve higher	UNK	Categorical	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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			than average student success. We need institutional support in disseminating info about our program.									
Anthropology	ANTH1602	Curriculum improvement to target Hispanic students	Anthro should offer rotational courses that relate to Hispanic/Latino issues. Courses we would like to add include "Peoples of Modern Latin America" and "Mesoamerican Archaeology." These courses would function well as semester focus courses part of a larger series "Peoples and Cultures of the World" and "Global Archaeology" respectfully.	UNK	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Anthropology	ANTH1303 revised	Addressing Supply, Equipment, and Supplemental Material Needs to better facilitate student learning, retention, and success	Annual budget increase needed to support the department. We were promised a budget increase last year, which did not materialize. Our actual budget is inadequate to meet re-occurring needs, significantly lags the college average, is much lower per student than the other sciences, and has not increased to meet the continued rising costs of supplies. We are asking for an annual budget of \$2,600, which is	An additional \$1,850 annually	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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			an increase of \$1850.									
Anthropology	ANTH1603	Laboratory Technician Support	Anthropology currently does not receive regular or consistent assistance from a college lab technician. 100% of laboratory preparations, clean up, inventorying, researching and purchasing of supplies, equipment up keep and repair is done by one FT faculty who does not get any release time for these additional responsibilities. This impacts the number of labs we are able to run and negatively	unk	Categorical	Classified	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Anthropology	ANTH1403	Improve department inventory listings	affects the quality of activities offered in the lab sessions. A proper inventory is needed to establish a consistent source of funding to replace and repair items in accordance to their use and anticipated "life cycle". Having to go through the Program Review request process to maintain equipment and models routinely used in curriculum is not the best way for the college to maintain "cost of	unk	None	Equipment	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ <input type="checkbox"/> Fill Rate <input type="checkbox"/> Degrees/ <input type="checkbox"/> Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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			ownership". We welcome dialogue with the VP's office on how to better establish a practical inventory and life cycle budget that is compatible with our program.									
Anthropology	ANTH1402	Program review data validation	We feel there is an error in the data for this particular course, maybe stemming from a cross listing issue in the system. We ask that the data for this course be reexamined at the college level.	None	None	Other	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.