**Section I – Accomplishments and Status of 2013 Program Review Report**

1. **Last Year’s Initiatives**

*Instructions: Answer the following questions:*

* Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred.
* **Initiative:** Expand collaboration between FT and PT faculty members in regards to CSLOs, PSLOs, and ISLOs, and student advisement.

**Initiative ID:** ANTH1401

**Link to Data:** Section 3A, SLO data

**Expected Benefits:** We feel that the collaboration among the full and part time faculty members teaching biological anthropology to develop unique presentation and teaching strategies for the contemporary models of human evolution and the development of a comprehensive quiz to be administered to all ANTH V01 students to assess this objective in the future will have a positive impact on student learning. The same can be stood to reason for the cultural instructors.

**Goal:** With all instructors collaborating, we should be able to “work out” any unclear teaching and assessment issues that may have been inadvertently affecting our student’s ability to comprehend this particular objective.

**Performance Indicator:** Increased student success on specific SLO assessments.

**Timeline:** 2014-2015

**Funding Resource Category:** No new resources needed

**Ranking:** L

**Results:** Positive progress is being made**.** FT and PT faculty members were able to meet as a group at several points during the course of the semester to discuss learning objectives. The result of these meetings was a revision of several SLOs to better reflect the areas of learning faculty feel are the most significant and the development of a standardized quiz to assess rotational learning objectives. Results from the assessment were furthered discussed and further modification of the assessment is expected.

* **Initiative:** Program review data validation

**Initiative ID:** ANTH1402

**Link to Data:** Section B2, Performance data- success

**Expected Benefits:** There shows a significant drop in one of our courses from 80% to 56%. The 56% figure does not match with what instructor grade and withdraw records indicate. Rectifying this number could increase our overall retention rates as reported by the college.

**Goal:** 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.

**Performance Indicator:** Report for the VP’s office on the source of these data.

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

**Ranking:** L

**Results:** To the best of our knowledge, the data has not been reexamined at the college level. This issue still exists.

* **Initiative:** Improve department inventory listings

**Initiative ID:** ANTH1403

**Link to Data:** Section D3, Inventory

**Expected Benefits:** A proper inventory can establish a consistent source of funding to replace and repair items in accordance to their use and anticipated “life cycle”.

**Goal:** The lead instructor for the biological anthropology offerings maintains a more complete and appropriate inventory. 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.

**Performance Indicator:** Collaboration with the VP’s office.

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

**Ranking:** L

**Results**: To the best of our knowledge, this issue has not been addressed at the college level. While a local inventory is maintained, we are unaware of our program’s equipment and models being included in a college wide schedule of maintenance, repair, and replacement.

* Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.

1. **Initiative:** Addressing Supply, Equipment, and Supplemental Material Needs to better facilitate student learning and success

**Initiative ID:** ANTH1303; This is a carryover from last year’s program review.

**Link to Data:** Section 3A-SLO data; Section B1&2-Retention and success; Section C2-Budget

This is also a carryover from last year’s program review.

**Expected Benefits:** The Anthropology actual budget is inadequate to meet the program’s most basic re-occurring needs. Due to this shortage, Anthropology is unable to purchase materials geared towards facilitating and enhancing student learning and success. The requested budget increase, as discussed in the text of this program review document, will be aimed at the specific goal of enhancing student learning and success. Purchase of additional sets of laboratory models would allow students to work in smaller cohort groups, maximizing their individual time engaged in active, hands-on learning, which has consistently been shown by research to be the most effective type of learning. The purchase of materials and as honorariums for guest speakers to further enhance the Cultural Anthropology classes would ensure that these extremely popular courses remain current, relevant, and vibrant. Purchasing materials to directly serve the Linguistics courses will ensure that when this class, required for the TMC AA degree, is first offered at Ventura College, it will also be current, relevant, and interesting. Finally, budgeting for supplies and equipment for the development of new activities, especially in areas where it is found that we are not meeting our SLOs or ISLOs, is necessary to modify and enhance lesson plans to best facilitate student learning.

**Goal:** Maintain an annual supply/equipment budget of at least $2500.

**Performance Indicator:** Ability to offer a full complement of courses, especially laboratory courses, that have an adequate amount of materials to conduct curriculum. Ability to explore alternate modalities of teaching such as inviting in more guest speakers. Ultimately these would result in stronger retention and success numbers for the program.

**Timeline:** 2014-2015

**Funding Resource Category:** Supply Funds

**Ranking:** H

**Results**: This initiative was not funded. Our department’s budget continues to suffer as the cost of supplies and required replacement and repair of models has become increasing expensive. Lack of supply budget is affecting what lab curriculum can be taught on a week-by-week basis.

1. **Initiative:** Increase FT/PT faculty ratio

**Initiative ID:** ANTH1305 (this is a carryover from last program review)

**Link to Data:** Section 3A-SLO data; Section B1&2-Retention and success; Section C3- Productivity; Section D1-Faculty

**Expected Benefits:** The current ratio is 1.56 FT EF to 3.58 PT FTEF. This represents a 12% one year increase in our dependency on PT faculty. The decrease in FT EF in FY12, is due to a one semester sabbatical leave taken by one of the two FT faculty members. We will experience another such drop in Spring 2014 when we are scheduled for another FT faculty member sabbatical leave. Even accounting for these considerations, we have not met our goal of maintaining a full-time to part-time FTEF ratio of one-to-one or greater. If we are to meet student transfer demand in Anthropology, we need to regularly offer all four courses and will likely need a new full-time faculty member in the near future. We continue to rely on increased PT EF to staff our courses, which we hypothesize, is negatively impacting our overall student retention and success rates. Research has shown that students perform better under the guidance of FT faculty members.

**Goal:** Hiring a FT faculty member

**Performance Indicator:** Once another FT faculty member is brought on, we will evaluate differences in SLO data, student retention and success, and ability to meet scheduling needs of students.

**Timeline:** 2015-2016

**Funding Resource Category:** Staffing Funds

**Ranking:** M

**Results**: This initiative was not funded. Our department’s request for a third FT faculty was ranked as a medium priority by the division. Our subsequent presentation for the Staffing Priorities Committee resulted in a priority rank of 6th campus wide, which was higher than the other life sciences also requesting a growth position.

1. **Initiative:** Improve CJ/Anthropology curriculum as it relates to Forensic Science.

**Initiative ID:** ANTH1306 (same as CJ1306)

**Link to Data:** Section A-SLO data; Section B 1-2- Retention and success. CJ/Anthropology consistently fills its Introduction to Forensic Science course.  By adding new courses Ventura College has the opportunity to expand an already popular course and become a statewide leader in Forensic Science oriented courses in California Community Colleges.

**Expected Benefits:** Increased student participation in Forensic Science related courses as well as improved student retention and success by offering such courses as; Criminalistics: Science and Technology in Criminal Justice, Bodies of Evidence: Techniques of Forensic Anthropology, Ethical Responsibilities in Criminal Justice and Forensic Anthropology and The Science of Crime Analysis

**Goal:** To expand Forensic Science related courses to meet the growing needs of students and the Forensic Science industry.

**Performance Indicator:** By increasing course offerings in Forensic Science the Criminal Justice Program in conjunction with Anthropology will be 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

**Timeline:** 2014-2015

**Funding Resource Category:** Hourly Instruction Funds

**Ranking:** M

**Results**: This initiative was not funded. However, faculty has been working to strengthen curriculum in this area. There are currently two new forensic science courses being developed. We are hopeful at least one will be able to be offered as soon as Spring 2016. The recent hiring of a new PT faculty member in the CJ department who has expertise in cyber forensics was a positive addition. We are hoping budget, schedule and class offerings allow us to retain this instructor. In addition, forward progress is being made with collaborative activities between the EMT program and forensic science. To continue this progress, further and more substantial institutional support will be required.

1. **Initiative:** Increasing the S.I. Program within Anthropology

**Initiative ID:** ANTH1404

**Link to Data:** Section A-SLO data; Section B 1&2- retention and success; Section C1- demographics, ultimately more access to SI program will improve Student Success Outcomes

**Expected Benefits:** The Anthropology program offers a diverse curriculum reflecting the bio-cultural approach of the discipline. Both ANTH V01 Biological Anthropology and ANTH V02 Cultural Anthropology have been defined as barrier classes and therefore require attention. The program seeks to implement SI tutors in all sections of these courses, and look to the possibility of including an SI in our Distance Education courses as well.

Working with an SI allows students to have peer-to-peer instruction and gives them more practice with the materials. This is especially critical in the ANTH V01 course where much of the biological curriculum can prove challenging to students. Many students express greater ease in approaching an SI with questions or problems rather than seeking the assistance of the professor directly.

**Goal:** We would require to have an SI assigned for all sections of ANTH V01 and ANTH V02. The program believes a solution could be to allow the SI to facilitate all sections of the courses. Additionally, we request the opportunity to have an SI designated for the Distance Education courses.

**Performance Indicator:** The program has already documented the benefits of including an SI in the course. There was improvement in exams scores compared in two ANTH V01 classes. The course that had an SI assigned to it had an average of 76 % whereas the course without the SI had an average of 71% on exam results. This 5 % increase illustrates the benefits of an SI for students. An SI in all courses will greatly improve student completion and success rates. Generally, Anthropology has experienced a decrease in student completion and success rates and has fallen below the college 3 year average in retention (-3%). Specifically, Anthropology has fallen below the college average in rates of success and retention with regards to ethnicity (-14%). We would look to continue this upwards trend.

**Timeline:** 2014-2015

**Funding Resource Category:** Services(including maintenance contracts)

**Ranking:** M

**Results**: Uncertain. To the best of our knowledge, no additional funding was earmarked in this area for our department. However, due to lack of interest from a different department, we were granted a one semester work study student and an additional two hours per week support of an SI. Both of these temporary assignments have thus far been an extremely positive bonus for us. We have been able to offer tutoring sessions to a far greater extent than in the past. We will evaluate student success at the end of the semester to try to determine if this additional student support helped in that area.

1. **Initiative:** Replace **Non-functional/missing doors on large locking cabinets in MCE-225**

**Initiative ID:** ANTH1407

**Link to Data:** Section D4

**Expected Benefits:** The mechanics on these large sliding doors is inappropriate for their size and weight. As such, they are non-operational and actually pose a hazard. Four large panes of glass have had to be removed from them because of operation failure and safety concerns. Valuable lab materials/models are unable able to be secured at this time.

**Goal:** Please have the doors replaced with locking glass swing style doors, like the ones on the west most cabinet (where the full skeletons are kept

**Performance Indicator:** Doors get replaced, nothing gets stolen.

**Timeline:** 2013-2014

**Funding Resource Category:** Facilities Funds

**Ranking:** R

**Results**: This initiative was funded and work was completed. Safety hazards were removed and locking cabinet doors were installed.

1. **Initiative:** Update Hominid Skull Cast Collection to specifically address low SLO Student Performance

**Initiative ID:** ANTH1408

**Link to Data:** Section 3A-SLO data; Section B1&2-Retention and success; Section C2-Budget

**Expected Benefits:** SLO assessments showed that the major goal of Biological Anthropology, giving students the ability to understand the mechanisms of evolution (SLO 1), was not met. Further, our overall student success rate has dropped over the last year. A collaboration with all bio anthro faculty members yielded suggestions for an alternate approach to teaching the mechanisms of evolution by more closely linking it to the assessment of the human fossil record (SLO 3). In order to do this, we need to purchase five hominid skulls currently not in our collection.

**Performance Indicator:** Success of this alternate teaching strategy will be based upon increased student success in our SLOs addressing the topic, and hopefully increased student retention and success in the course as a whole.

**Timeline:** 2013-2014

**Funding Resource Category:** Supply Funds

**Ranking:** H

**Results**: This initiative was not funded by the college. This initiative was in part funded by donations made from the VC Foundation. Several of the models were backordered, and we are still awaiting their arrival. The SLO address this initiative will need to be reexamined next cycle because of this manufacturing delay.

1. **Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year’s report.**

*Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year’s program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.*

Outside of the one safety/facilities initiative noted above, our department did not receive specific funding to address any of our specific student success or operating goals from last year’s report. The limited progress that faculty have been able to make in these areas is noted above in each “results” summary.

**Section II - Description**

1. **Description of Program/Department**

Training in Anthropology provides students with a comprehensive education of the human condition and specialization in the various sub-disciplines can lead to careers both in the sciences and humanities. Career opportunities in Anthropology are numerous and include opportunities in corporate business, advocacy work, public health, and academic and research positions.

**Degrees/Certificates**

Program’s courses are designed to articulate to UC and CSU for transfer students.

AA-TMC - Anthropology

1. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**
2. *Instructions: Answer the questions below.*

* What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?

The program has updated and revised course outlines in order to update goals/objectives and reading materials so that they comply with the most recent articulation requirements. The program continues SLO assessment and review every semester and faculty members discuss and share teaching strategies throughout the semester.

In the past year, the program has been able to offer two courses not previously in rotation. A new course, Culture and Communication (ANTH V05), was offered Spring 2014 and provides the complete four field approach of anthropology and insure that students are completely prepared for transfer in the Anthropology major. A revitalized course, Native Peoples of North America (ANTH V04), was offered for the first time in more than decade in Spring 2015 and offers a vibrant GE ethnic and diversity studies class for the college as well as fulfills an elective requirements for the Anthropology TMC-AA.

The Anthropology TMC-AA is growing in enrollment numbers. We expect to have our first degrees awarded at the conclusion of Spring 2015!

The program’s full time faculty members attend professional conferences benefiting classroom instruction by keeping current and up-to-date with the latest trends in the discipline. Additionally, full time faculty continue development in new curriculum, academic research, present original research at academic conferences and publish in academic journals.

* What is impacting the program now?

The Anthropology budget is low compared to other science budgets on campus. This affects our ability to maintain materials pertinent to our curriculum. Due to the fact that our full budget allocation goes to meeting just the most basic of needs, we are unable to explore alternate teaching strategies or teaching enhancements, such as having a rotation of guest speakers or new technology. Without an increase in budget, not only will we continue to be unable to meet the most basic maintenance and replacement needs of materials, but we will be unable to explore alternate teaching strategies that may improve student success and retention rates.

Recent administrative decisions involving enrollment management has had a profoundly negative impact on our department. Executive directives created a waitlist system that had, perhaps, unintended consequences. While some departments benefited from this trial system, ours did not. Historically, the enrollment numbers in our department have been in excess of 90% fill rate, many times reaching 100% fill rate. This term saw an unprecedented reduction in the number of students enrolling in our courses, resulting in the cancelation of more than 10% of our classes prior to the week before the first day of instruction. Two of our adjunct faculty members were unable to make their PAL as a result. Communications between administrators and faculty before and during this readjustment period were minimal at best. Many faculty, including department chairs, were not made aware of any changes prior to the actual implementation of these new procedures or cancellation of classes. As of the date of preparation of this document, it is personal opinion that administration has expressed little concern over the abnormal enrollment patterns other than to note that we are below our target enrollment goal as a campus. Furthermore, administration has made no good faith effort to consider the input of faculty and department chairs in the matter. This level of top-down management, conducted in a rather non-professional and non-transparent manner, coupled with a dramatic reduction in sections for our department has had a emotional, psychological, and professional impact on our day-to-day instructional activities. It has created a negative environment on the operational level based on a basic breach of trust and professionalism.

1. **2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Cost** |  | **Cost** |  | **Cost** |  | **Cost** |
| Enrollment Fees | NA | Enrollment Fees | NA |  |  |  |  |
| Books/  Supplies | NA | Books/  Supplies | NA |  |  |  |  |
| Total | NA | Total | NA | Total |  | Total | NA |

1. **Criteria Used for Admission**
2. **College Vision**

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

1. **College Mission**

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

1. **College Guiding Principles**

Guiding Principles: At Ventura College we believe that students come first and all else follows.  We strive to create a campus environment that fosters collaboration, communication, and mutual respect.  We are committed to these Guiding Principles in all that we do:

* Embrace the strength of diversity
* Listen with intensity and compassion
* Communicate with integrity and patience
* Design student-centered solutions
* Spark self-confidence and a sense of discovery
* Pursue our vision and goals with passion

1. **Organizational Structure**

*Instructions: Fill-in the appropriate information below.*

**President:** Greg Gillespie

**Executive Vice President:** Patrick Jefferson

**Dean:** Dan Kumpf

**Department Chair**: Cari Lange

**Faculty/Staff**:

|  |  |
| --- | --- |
| **Name** | **Maria Teresa (Gigi) Fiumeodo** |
| Classification | Professor |
| Year Hired | 2004 |
| Years of Work-Related Experience |  |
| Degrees/Credentials | A.A., B.A., M.A., Ph.D. Anthropology |

|  |  |
| --- | --- |
| **Name** | **Cari Lange** |
| Classification | Associate Professor |
| Year Hired | 2007 |
| Years of Work-Related Experience |  |
| Degrees/Credentials | A.S. Life Sciences, B.S. Psychology, M.A. Anthropology |

**Section III – Data and Analysis**

1. **SLO Data**

*Instructions: Answer the questions below.*

* *Provide highlights of what you learned last year in your assessments and discussions.*

Last year’s SLO assessments show that we were meeting some of our objectives, while failing to reach our set goals on others. Discussions within our discipline revealed that there was still much confusion in regards to what the stated SLOs meant in terms of what we wanted to actually assess in our students and the means by which assessment should be done. A full report of SLO results and discussions can be found on TracDat.

* *Provide highlights of some of the changes made as a result of the assessments and discussions.*

As part of our discipline faculty discussions, we have determined that both instruction and assessment methodologies need to be improved upon. Instructional focus will be on increasing the teaching modalities of certain topics. This may include things like showing more pertinent video clips, including more group and/or research projects, and continuing the pursuit of budget money for honorariums to secure guest speakers and presenters. There was extensive collaboration among the full and part time faculty members teaching biological anthropology to develop unique presentation and teaching strategies for the contemporary models of human evolution and we developed a comprehensive quiz to be administered to all ANTH V01 students to assess this objective in the future.

* *How did the changes affect student learning – or how do you anticipate that they will?*

We feel that the collaboration among the full and part time faculty members teaching biological anthropology to develop unique presentation and teaching strategies for the contemporary models of human evolution and the development of a comprehensive quiz to be administered to all ANTH V01 students to assess this objective in the future will have a positive impact on student learning. With all instructors collaborating, we were able to “work out” several unclear teaching and assessment issues that may have been inadvertently affecting our student’s ability to comprehend this particular objective. It is the discipline’s hope that by expanding teaching modalities in all areas of anthropology, more students will have the opportunity to comprehend and process the major concepts in a manner best suited to their learning style. Of course, to do this, further institutional support is needed.

* *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning?  Explain briefly.  Initiatives need to be entered in more detail in Section V.*

We feel expanded SI services will be the greatest benefit to reaching students as a differing modality of learning and instructional support. Peer to peer learning has shown to be extremely successful. Further, strengthening the discipline’s budget would allow instructors to explore more options for alternate teaching methodologies such as trying new models/manipulatives to enhance lecture topics and procuring guest experts and speakers that could relate professional stories to students in a way that is more “real world” than what we can typically bring in our day to day instruction.

* *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning?    Explain briefly.  Initiative(s) need to be entered in more detail in Section V.*

Continue faculty collaboration on SLO, CSLO, and ISLO assessments, findings, and instructional improvement.

* *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*

Anthropology is currently up to date on all rotational plans, mappings, assessments and reports. All supplemental materials and reports can be found on TracDat.

1. **Performance Data**
2. **Retention – Program and Course**

*Instructions: Answer the questions below. Retention refers to the number/percentage of students completing the class.*

* *How does your program’s retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

Success rates and grade distributions roughly follow the college and program averages and have remained consistently between 82-84% over a three year period. Due to the fact that retention and student success are interrelated, all further discussion of related initiatives involving retention rates will be addressed as a student success measure.

* *In looking at your program’s retention rate over the past three years, is there a trend? If so, explain.*

In semesters where we have an extreme over reliance on adjunct faculty, such as during Spring 2012 and Spring 2014, we experienced a drop in student retention rates. We continue to rely on increased PT faculty to staff our courses, which we hypothesize, is negatively impacting our overall student retention rates as many studies have shown, and our department’s data supports, retention rates are higher in sections taught by FT faculty members.

* *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*

The ethnic, gender, and age distribution in Anthropology roughly mirrors the college as a whole. Over the past three semesters Anthropology has seen an 11% increase in the number of Hispanic students taking our courses, with an 8% increase in the last year alone. However, our retention rate for Hispanic students is below that of the college average by about 5%. We feel that expanding the SI program would greatly aid in the retention rates and student success of targeted demographic groups.

* *Do your retention rates meet your expectations? Are there areas that need improvement?*

We are continually striving to better our department’s retention rate without compromising academic rigor and integrity. We feel that correcting our FT/PT ratio and expanding the SI program would greatly aid in increasing the retention rates for our department.

* *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*

Student retention could be further improved in our program with improved institutional support, such as an expanded SI program.

We need to increase our FT EF in order to address the fact that our increasing reliance on part time instructors could be affecting our student retention rates.

Improve CJ/Anthropology curriculum as it relates to Forensic Science. In addition to validating the inconsistent data for these courses, we seek to improve curriculum in this area which has continuously demonstrated a high student retention rate.

1. **Success – Program and Course**

*Instructions: Answer the questions below. Success refers to the number/percentage of students who pass the class with a grade of C or better or a “pass.”*

* *How does your program’s success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

Success rates and grade distributions roughly follow the college and program averages, with a lower percentage of A grades, but somewhat higher percentage of B and C grades. The lower percentage of A grades shows that our courses are rigorous while the higher percentage of B and C grades show that the classes are accessible to the majority of students. The slightly higher withdraw rate is likely indicative of full-time faculty attentively counseling students in jeopardy of receiving a sub-standard grade.

* *In looking at your program’s success rate over the past three years, is there a trend?*

There are two significant differences in the grade distribution and success rates in Spring 2012 that can be attributed to one of the two full time faculty members being on Sabbatical leave and having two new, temporary part time instructors covering those ANTH V02 sections, this also necessitated the alteration of the other full time instructor’s schedule away from the ANTH V01 courses to help facilitate the schedule for this term.

Anomaly: There shows a significant drop in one of our courses from 80% to 56% in the last year. The 56% figure does not match with what instructor grade and withdraw records indicate. 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.

* *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*

The ethnic, gender, and age success rates in Anthropology roughly mirrors the college as a whole. However, our success rate for Hispanic students is below that of the college average by about 5%. We feel that expanding the SI program would greatly aid in the retention rates and student success of targeted demographic groups.

* *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*

We are continually striving to better our department’s retention rate without compromising academic rigor and integrity. As our reliance on Part Time instruction continues, our trend of slightly decreasing student success rate is also continuing. While our department’s over all three year average for student success is the same as the college, 70%, our FY 13 rate has dropped to 66%. These results are to be expected as there is a great body of data supporting the fact that student success rates are greater when classes are taught by full time faculty members. We expect our rates could return to the more expected values if we are able to add a third full time faculty member to the discipline.

Further, our low budget prevents us from purchasing many supplemental manipulatives and exploring alternate teaching methods. With an increased budget, we would hope to be able to more directly address certain aspects of student success.

* *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*

To improve the quality and varied modality of instruction, institutional budget support is required to maintain teaching manipulatives, education enhancements such as videos, and laboratory supplies and equipment.

Student success could be further improved in our program with improved institutional support, such as an expanded SI program.

We need to increase our FT EF in order to address the fact that our increasing reliance on part time instructors could be affecting our student success rates.

Improve CJ/Anthropology curriculum as it relates to Forensic Science. In addition to validating the inconsistent data for these courses, we seek to improve curriculum in this area which has a consistently high success rate.

1. **Program Completion – for “Programs” with Degrees/Certificates Only**
2. *Instructions: Answer the questions below. Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?*

* *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*

The Anthropology TMC-AA is growing in enrollment numbers. We expect to have our first degrees awarded at the conclusion of Spring 2015.

* *Do the completion rates meet your expectations? Why or why not?*

The Anthropology TMC-AA is growing in enrollment numbers. We expect to have our first degrees awarded at the conclusion of Spring 2015.

* *What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.*

The Anthropology TMC-AA is growing in enrollment numbers. We expect to have our first degrees awarded at the conclusion of Spring 2015.

* *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*

The Anthropology TMC-AA is growing in enrollment numbers. We expect to have our first degrees awarded at the conclusion of Spring 2015.

* *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*

The Anthropology TMC-AA is growing in enrollment numbers. We expect to have our first degrees awarded at the conclusion of Spring 2015.

1. **Operating Data**
2. **Demographics - Program and Course**

*Instructions: Answer the questions below. Demographics refer to the students enrolled in the program/course.*

* *What does the data indicate/say about the students enrolled in the program/course? (Provide a* ***very brief summary****).*

Anthropology serves students from all ethnicities, genders, and age demographics. Of special note, over the past three semesters Anthropology has seen an 11% increase in the number of Hispanic students taking our courses.

* *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*

The ethnic and gender distribution in Anthropology roughly mirrors the college as a whole. Over the past three semesters Anthropology has seen an 11% increase in the number of Hispanic students taking our courses, with an 8% increase in the last year alone.

* *Is there a need to diversify the program in terms of age, gender or ethnicity?*

While our department’s ethnic and gender distribution roughly mirrors the college as a whole, we continuously strive to increase and celebrate diversity within our program.

* *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*

To improve the quality and varied modality of instruction, to reach students of all backgrounds, institutional budget support is required to maintain teaching manipulatives, education enhancements such as videos, and laboratory supplies and equipment.

1. **Budget**

*Instructions: Answer the questions below. Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*

* *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*

During the period FY09 to Budgeted FY13 the Anthropology program has had an average annual operating expense of $318,183. Our operating expensive have remained rather consistent, with only about a 4% average increase each year. During this time period we have increased the number of sections offered and students served.

The Anthropology supplies and equipment budget significantly lags the college average over the past three years; Anthropology is -29% for supplies and -50% for equipment, vs. +1% and +18% for the college respectively. The Anthropology supply budget saw a dramatic decrease from, $1,317 in FY11 to $748 in FY12. While we received a much needed bump up in supply funding for FY13, **we are disheartened to see that our Bud FY14 supply allowance has been decreased by 53% from last FY!** We cannot offer the number of laboratory sections being asked of us with a supply budget of $750. These classes are in high demand and are the first anthropology classes to fill during the registration period. Reducing our budget this drastically will impact student access to these classes as we will not be able to offer as many sections in FY14. Traditionally the supplies budget has been much lower than needed when compared to the other sciences.

Student hourly has seen a continued decrease of more than 18% over the last three years. As the number on lab courses is expanded, we will also need an increase in student hourly funding to allow for a student worker assisting in preparation of the Biological Anthropology and Forensic Science labs. The current depressed funding in this area has impacted the quality of lab activities.

* *Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.*

The program FT faculty expenditure has decreased by 4% while the average FT faculty expenditures over the last three-year college average has increased by 8%; a small differential. The Anthropology part-time instructional expense has increased by 23% meaning that more students are being taught by part-time instructors. This increase in PT faculty expense can in part be attributed to a one semester Sabbatical leave taken by one of our FT faculty members and our continual reliance on staffing sections with PT faculty.

* Please check the appropriate box below then provide your summary beginning on the next line.

x Program members have reviewed the budget data.

☐ No comments or requests to make about the budget.

During the period FY09 to Budgeted FY13 the Anthropology program has had an average annual operating expense of $318,183. Our operating expensive have remained rather consistent, with only about a 4% average increase each year. During this time period we have increased the number of sections offered and students served.

The Anthropology supplies and equipment budget significantly lags the college average over the past three years; Anthropology is -29% for supplies and -50% for equipment, vs. +1% and +18% for the college respectively. The Anthropology supply budget saw a dramatic decrease from, $1,317 in FY11 to $748 in FY12. While we received a much needed bump up in supply funding for FY13, **we are disheartened to see that our Bud FY14 supply allowance has been decreased by 53% from last FY!** We cannot offer the number of laboratory sections being asked of us with a supply budget of $750. These classes are in high demand and are the first anthropology classes to fill during the registration period. Reducing our budget this drastically will impact student access to these classes as we will not be able to offer as many sections in FY14. Traditionally the supplies budget has been much lower than needed when compared to the other sciences.

**Ventura College is not financially supporting Anthropology students to the same degree as other life science students.** Compare the $750 Anthropology supply and equipment budget to the lottery account (not even factoring in the equipment account) budget for the other life sciences, which was $18,000. When broken down to the actual dollar amount spent per student per lab, you find that Anthropology lab students are allotted less than half of the other life science lab students ($7.08 per student in other life sciences vs $3.35 per Anthropology lab student). Anthropology’s per lab student allotment is a fraction of the other life sciences and is simply inadequate and represents discrimination towards students in our program.

Student hourly has seen a continued decrease of more than 18% over the last three years. As the number on lab courses is expanded, we will also need an increase in student hourly funding to allow for a student worker assisting in preparation of the Biological Anthropology and Forensic Science labs. The current depressed funding in this area has impacted the quality of lab activities.

1. **Productivity – Program and Course**

*Instructions: Answer the questions below. Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program’s productivity goal.*

* Are courses filling to the college productivity goal for your program? If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?

The Productivity and WSCH Ratios Reports indicate that the Anthropology section offerings has increased 9% since FY10. This increase in Anthropology sections is likely attributed to our continued high enrollment rates and offering of high demand transfer based courses. The Anthropology courses are consistently at 100% capacity at census, with the exception of the Spring 2015 semester, issues with which were discussed in this document above in section II-B.

The change seen in association with FT to PT Faculty productivity in FY12 can be attributed to one FT Faculty’s sabbatical leave. However, it is of note that our current reliance on PT faculty is at 3.58, which is the same rate as it was during the aforementioned sabbatical period. When considered with our decreasing student success rates, this illustrates that we are perhaps overly reliant on PT faculty for staffing our courses.

The WSCH/FTEF ratio has been consistently solid since FY09 and is currently at 629, which is higher than that in FY12. While this number is above both the district’s and college’s goal of 600, it is an unrealistic expectation that a program can be maintained at this level while the operational budget continues to be decreased. It needs to be noted that all ANTH V01L sections and ANTH V35 and 35L are laboratory classes with a maximum enrollment of 28 students per section. **It is mathematically not possible for these sections to reach the district’s 600 goal without grossly over enrolling the classes**, potentially creating work condition violations and safety issues.The sharpest loss of WSCH in the Anthropology Department comes from one course, ANTH V06, which was not allowed to be offered on its regularly scheduled rotation. This decrease, 100%, represents approximately 40 students that were unable to be served by our department due to overall college budgetary constraints.

* Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?

No. As noted above, the WSCH/FTEF ratio has been consistently solid since FY09 and is currently at 629, which is higher than that in FY12. While this number is above both the district’s and college’s goal of 600, it is an unrealistic expectation that a program can be maintained at this level while the operational budget continues to be decreased. It needs to be noted that all ANTH V01L sections and ANTH V35 and 35L are laboratory classes with a maximum enrollment of 28 students per section. **It is mathematically not possible for these sections to reach the district’s 600 goal without grossly over enrolling the classes**, potentially creating work condition violations and safety issues.

* How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)

Our department has taken an active role in offering classes on a consistent rotational basis in order to manage enrollment numbers. We consistently monitor enrollment trends in our department and make scheduling changes when necessary.

* What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.

1. **Resources**
2. **Faculty**

*Instructions: Answer the questions below.*

* *How does your program/department’s Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*

The current ratio is 1.56 FT EF to 3.58 PT FTEF. We have not met our goal of maintaining a full-time to part-time FTEF ratio of one-to-one or greater. We continue to rely on increased PT faculty to staff our courses, which we hypothesize, is negatively impacting our overall student retention and success rates.

* *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*

The ratio as reported in FY 12-13 was 1.56 FT EF to 3.58 PT FTEF. This represents a 12% one year increase in our dependency on PT faculty from the previous year. From the year before that, our ratio was 1.07 FT EF to 3.57 PT FTEF. This represents a 38% decrease in FT EF from the program’s three year average. Even accounting for the consideration of FT Sabbatical leave, we have not met our goal of maintaining a full-time to part-time FTEF ratio of one-to-one or greater. If we are to meet student transfer demand in Anthropology, we need to regularly offer all degree applicable courses and will likely need a new full-time faculty member in the near future. We continue to rely on increased PT EF to staff our courses, which we hypothesize, is negatively impacting our overall student retention and success rates. Research has shown that students perform better under the guidance of FT faculty members.

* *Does your area have difficulty finding hourly instructors?*

Yes. Current PT faculty are at maximum load and FT faculty frequently take on overload. Additionally, it is difficult to find PT faculty in Biological Anthropology. Last PT pool had only 2 individuals who accepted the interview for Biological Anthropology. The program was asked to add an off-campus section but could not comply given the lack of faculty availability.

* *Is the program lacking faculty with a particular specialty? Are there any specific accreditation requirements for FT faculty?*

The Biological Anthro FT faculty will be permanently re-assigned up to 50% of their load to the CTE division as early as fall of 2016. This will leave a major gap in ability to staff lecture and laboratory classes as it is particularly difficult to find adjuncts willing and capable of teaching biological anthropology at this level.

* *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*

It was reported out as part of our PSLO that while our department’s over all three year average for student success is the same as the college, 70%, our FY 13 success rate dropped to 66%. These results are to be expected as there is a great body of data supporting the fact that student success rates are greater when classes are taught by full time faculty members. We expect our rates could return to the more expected values if we are able to add a third full time faculty member to the discipline. We need to increase our FT EF in order to address the fact that our increasing reliance on part time instructors could be affecting our student success rates.

1. **Classified Staff**

*Instructions: Answer the questions below.*

* *Have there been changes in the number of classified staff in the program/department over the last three years?*
* *What has been the effect of decreases/increases in classified staff on the program or department?*

*What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V.*

1. **Inventory**

Instructions: *In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.*

* *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.*

The inventory listed for Anthropology by the college is incomplete, inaccurate, and inadequate to establish a consistent source of funding to replace and repair items in accordance to their use and anticipated “life cycle”. The principle issue is the $200 “equipment” header. There are many models in use that hit just below that threshold, and therefore do not qualify as “equipment”. As the department’s general budget is so underfunded, it would not be possible for the program to replace these vital components of curriculum when needed. Secondly, the manner in which the college’s inventory done, sending in a student worker with no knowledge of what they were supposed to be inventorying, or how they were supposed to “tag” “atypical” items, was inappropriate. The lead instructor for the biological anthropology offerings maintains a more complete and appropriate inventory. 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.

Further, our low budget prevents us from purchasing many supplemental manipulatives and exploring alternate teaching methods. We are unable to purchase replacement models as needed let alone new pieces to round out our laboratory and classroom curriculum. With an increased budget, we would hope to be able to more directly address certain aspects of student success.

1. **Facilities or other Resource Requests**

*Instructions: Answer the questions below.*

* *Is your program/department making any other requests for resources, including for facilities?*

Anthropology will be seeking to increase our general budget to adequately support course offerings and to allow expansion of teaching modalities. We also seek to address our FT to PT EF ratio and increase student support programs.

* *Initiatives will be entered in more detail in Section V.*

Each initiative is explained in section 5.

* *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

N/A

1. **Combined Initiatives**

*Instructions: Answer the questions below.*

* *Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.*

Improve CJ/Anthropology curriculum as it relates to Forensic Science.CJ/Anthropology consistently fills its Introduction to Forensic Science course.  By adding new courses Ventura College has the opportunity to expand an already popular course and become a statewide leader in Forensic Science oriented courses in California Community Colleges.

Convert available surplus trailer to simulated home environment, place near HSC/MCW/MCE buildings. The EMT/Paramedic and Forensic investigations work setting presents multiple environmental challenges that are not currently addressed in the VC classroom/laboratory setting.  A simulated home training environment will provide students the opportunity to learn how to handle the complexities of scene management while performing their clinical skills in a controlled, but realistic lab environment. Similar training environments are now the norm in EMT/Paramedic and Forensic Science programs across the State.

1. **Other Program/Department Data**

*Instructions: Answer the questions below.*

* *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
* *What does the data indicate about the students, student performance, or any other aspect of the program?*
* *What about the data encourages or gives you cause for concern?*
* *Does the data meet your expectations? Why or why not?*
* *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
* *Provide the data in an attachment or provide an online link.*

N/A

**Section IIIb – Other Program Goals and Initiatives**

1. **Other Program Goals**

*Instructions: Answer the questions below.*

* Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? Such goals may include:
  + Innovation
  + Legislation
  + Regulations
  + Industry Standards
  + New Technology
  + Professional Development
  + Advisory Committee Recommendations

Yes. We ask to set up a fiscal account, separate from our regular department supply and equipment budgets, to accommodate the payment of honorariums.

* If so, please explain and enter it as an initiative with more detail in Section V.

An amazingly effective way to bring cultures alive in the classroom is through guest speakers. The program currently attempts to entice individuals from the community who actively practice other religions or traditions in order to expose students directly to people and customs to foster a greater sense of understanding, empathy, and appreciation for the great multi-cultural world around them. When these speakers are scheduled, the event is made public to any member of the campus. Currently, there are not means by which to offer an honorarium in order to secure guest speakers on a regular basis.

**Section IV – Program Vitality\* (Academic Senate Approved Self-Evaluation)**

*\*Service Areas – Skip this section.*

*Instructions: Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resources requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:*

* What is your score?

20

* What does that score mean to you?

Our score is a 20, recommendation to attempt to strengthen program. Enrollment and demand for Anthropology courses is high as these are all transferable courses. Further, the biological anthropology offerings are seen as a vital part of the college as an alternate pathway for students to earn their life science credit. However, our annual budget is too low to fully support the important laboratory offerings which could be affecting student success rates. The Anthropology supplies and equipment budget significantly lags the college average over the past three years; Anthropology is -29% for supplies and -50% for equipment, vs. +1% and +18% for the college respectively. In addition, our low FT to PT EF is likely contributing to lesser over all retention and success rates. Finally, lack of student access to support services like SI, reading and writing center, testing center, etc. greatly impacts student success in the sciences.

**Section V – Findings and Initiatives**

1. **Findings**

*Instructions: Please list your general finding(s) below. We did not do this step last year. General findings can have one or multiple initiatives. Every program/department needs one or multiple general findings as a result of analysis from student learning outcomes, institutional data or non-institutional data.*

*Example: Finding # 1 - Student retention and success is below the department goals.*

Finding #1 - Ventura College is not financially supporting Anthropology students to the same degree as other life science students, student retention and success is slightly below the college’s rates, likely due to the fact that the college’s budget allotments only gives anthropology students less than half of what it allots to other life science students. The Anthropology program needs to improve the learning environment with adequate budgetary support for laboratory equipment, models, and supplies. The Anthropology supply budget is inadequate to meet the program’s most basic re-occurring needs. Due to this shortage, Anthropology is unable meet the rising costs of goods and has been limited in the ability to purchase lab consumables and is unable to purchase materials geared towards facilitating and enhancing student learning and success. The Anthropology supplies and equipment budget significantly lags the college average over the past three years; Anthropology is -29% for supplies and -50% for equipment. Our FY14 supply and equipment budget was only $750. Compare this to the lottery account (not even factoring in the equipment account) budget for the other life sciences, which was $18,000. When broken down to the actual dollar amount spent per student per lab, you find that Anthropology lab students are allotted less than half of the other life science lab students! Anthropology’s per lab student allotment is a fraction of the other life sciences and is simply inadequate. Anthropology needs to maintain an annual supply/equipment budget at least equal to that of the other life sciences.

*This finding aligns with the College’s Educational Master Plan Goal 4.*

Finding #2 - Student success by ethnicity was lower than expected. The Anthropology program needs to continue to improve the success rates of a more diverse student population. Both ANTH V01 Biological Anthropology and ANTH V02 Cultural Anthropology have been defined as barrier classes and therefore require attention. The program seeks to implement SI tutors in all sections of these courses, and look to the possibility of including an SI in our Distance Education courses as well.

*This finding aligns with the College’s Educational Master Plan Goal 1, 2 and 4.*

Finding #3 – The Anthropology needs to improve student outcome performance on SLOs. Many of our programs SLO performance targets have not been met. We should update casts/models in our collection to specifically address low SLO Student performance in ANTH V01 and V01L courses, and should develop an honorarium budget to facilitate guest speakers to meet SLO objectives for ANTH V02, V04, V06, and V07 courses.

*This finding aligns with the College’s Educational Master Plan Goal 1 and 4.*

Finding #4- The Anthro/CJ programs are meetings its learning, student success, and student retention goals in the area of forensic science. There is ability to grow CJ/Anthropology curriculum as it relates to Forensic Science. CJ/Anthropology consistently fills its Introduction to Forensic Science course.  By adding new courses and related technology, Ventura College has the opportunity to expand an already popular course and become a statewide leader in Forensic Science oriented courses in California Community Colleges.

*This finding aligns with the College’s Educational Master Plan Goal 1, 2, 3 and 4.*

Finding #5 - The Anthropology program is regularly updating all required reports and documentations. Collaboration between faculty members is good. A stronger tie in with the school’s reported data and inventory would be an improvement.

*This finding aligns with the College’s Educational Master Plan Goal 1 and 4.*

Findings → Link to VC Educational Master Plan Goal(s) → Link to District Strategic Goal(s)

1. **Initiatives (Non-Staffing Initiatives)**

*Instructions: Please list your old and new initiatives below. Maintain initiative numbers from prior program reviews if any are being carried forward into this New Year. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.*

*Link the Initiative(s): Link the initiatives with a finding. Findings link to one or multiple VC Educational Master Plan goals and VCCCD Strategic Goals. We did not do this last year. Copy and paste one or multiple goals below to each initiative.*

VC Educational Master Plan Goals

* Educational Master Plan Goal #1 - Continuously improve educational programs and services to meet student, community, and workforce development needs. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #2 - Provide students with information and access to diverse and comprehensive support services that lead to their success. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #3 - Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community, and the area’s economic vitality. Aligns with District Strategic Goal 2 (partner more effectively to meet community needs).
* VC Educational Master Plan Goal #4 - Continuously enhance institutional operations and effectiveness. Aligns with District Goal 3 (promote effective use of organizational resources)
* VC Educational Master Plan Goal #5 - Implement the Ventura College East Campus educational plan. Aligns with District Goals 1, 2 and 3 (increase access and student success, partner more effectively to meet community needs, and promote effective use of organizational resources)

Initiative(s) link to a Finding → Link to VC Educational Master Plan Goal(s) → Link to District Strategic Goal(s)

**Example of an Initiative (***directions in italics***):**

**Initiative Title:** Replace Power Train Lab Station. *(provide a brief title)*

**Initiative ID:** DT1507 *(program abbreviation + 2 digit fiscal year + 2 digit initiative number. Maintain initiative numbers from prior program reviews if any are being carried forward into this review)*

**Links to Finding:** Finding #3 - The Diesel Technology program needs to maintain its laboratory equipment. *(New step this year. Choose the department finding related to this initiative)*

**Initiative Finding Link**: DTF1503 *(This is new for tracking purposes. Abbreviation + “F” for finding + 2 digit fiscal year + 2 digit finding number)*

**Initiative Action:** Purchase and install a replacement Power Train Lab Station = $20,000. This is an Allison automatic transmission training module, mounted on a stand, with full authority diagnostic control systems. *(Basic description and action for this initiative)*

Timeline: 2014-15 *(This is the academic year. The fiscal year is FY15. These timelines will create a multi-year plan for your program/department.)*

**Expected Benefits**: The current power train lab station is obsolete and failing. Students will benefit by learning to industry entry-level how to operate equipment that they will be expected to operate as they obtain employment in the field for which they are being trained. They will benefit by having access to dependable, safe and current technology. They will benefit by learning to work efficiently with efficient equipment. *(2-3 sentences on expected benefits)*

Funding Resource Category: Equipment-non computer

Estimated Cost: $20,000

Ranking: H

**R** = Required – mandated or unavoidable needs – only put in if pre-approved by EVP or VP (litigation, contracts, unsafe to operate conditions, etc.)

**H** = High – Approximately 1/3 of the total program/department/division’s initiatives by resource category

**M** = Medium – Approximately 1/3 of the total program/department/division’s initiative by resource category

**L** = Low – Approximately 1/3 of the total program/department/division’s initiatives by resource category

1. **Initiative:** Addressing Supply, Equipment, and Supplemental Material Needs to better facilitate student learning and success

**Initiative ID:** ANTH1303

**Links to Finding:** Finding #1 -Ventura College is not financially supporting Anthropology students to the same degree as other life science students. Student retention and success is slightly below the college’s rates, likely due to the fact that the college’s budget allotments only gives anthropology students less than half of what it allots to other life science students, Finding #2 - Student success by ethnicity was lower than expected, Finding #3 – The Anthropology needs to improve student outcome performance on SLOs.

**Initiative Finding Link**: ANTHF15-01,02,03

**Link to Data:** Section 3A-SLO data; Section B1&2-Retention and success; Section C2-Budget

This is a carryover initiative from the last two years of program review and continues to be our top priority as a department.

Related Finding and Initiative has entered into TracDat under ANTH V01L, CSLO-4; ANTH V01, CSLO 3; ANTH V03, CSLO-1.

**Initiative Action:** Maintain an annual supply/equipment budget of at least $1,890. This allows for a per lab student spending of $7.50, which helps meet the rising costs of lab materials and supplies.

**Expected Benefits:** 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; Anthropology is -29% for supplies and -50% for equipment, vs. +1% and +18% for the college respectively. The Anthropology supply budget saw a dramatic decrease from, $1,317 in FY11 to $748 in FY12. Our FY14 supply and equipment budget was only $750.

Traditionally the supplies budget has been much lower than needed when compared to the other sciences. Compare the $750 Anthropology supply and equipment budget to the lottery account (not even factoring in the equipment account) budget for the other life sciences, which was $18,000. When broken down to the actual dollar amount spent per student per lab, you find that Anthropology lab students are allotted less than half of the other life science lab students ($7.08 per student in other life sciences vs $3.35 per Anthropology lab student). Anthropology’s per lab student allotment is a fraction of the other life sciences and is simply inadequate and represents discrimination towards students in our program.

Our budget is not keeping pace with the increased cost of supplies, tax rates, and shipping costs. Due to this budget shortage, Anthropology is unable to purchase materials geared towards facilitating and enhancing student learning and success. The requested budget increase, as discussed in the text of this program review document, will be aimed at the specific goal of enhancing student learning, success, and retention. Simply put, we cannot offer the appropriate lab curriculum without the budgetary means by which to purchase basic lab supplies, consumables, and to replace broken or damaged models (which are critical to our curriculum and get heavy, regular use by students). In the other anthropology courses the purchase of new materials to supplement basic lecture helps ensure that these extremely popular courses remain current, relevant, interesting, and vibrant Finally, budgeting for supplies and equipment for the development of new activities, especially in areas where it is found that we are not meeting our CSLOs or ISLOs, is necessary to modify and enhance lesson plans to best facilitate student learning.

**Performance Indicator:** Ability to offer a full complement of courses, especially laboratory courses, that have an adequate amount of materials to conduct curriculum. Ultimately these would result in stronger retention and success numbers for the program.

**Timeline:** 2015-2016

**Funding Resource Category:** Supply Funds

Estimated Cost: $1,890 annually (Only $1140 of that would be new funds when the existing budget of $750 is factored in).

**Ranking:** H

1. **Initiative:** Update Hominid Skull Cast Collection to specifically address low SLO Student Performance

**Initiative ID:** ANTH1408

**Links to Finding:** Finding #1 - Ventura College is not financially supporting Anthropology students to the same degree as other life science students, Finding #2 - Student success by ethnicity was lower than expected, Finding #3 – The Anthropology needs to improve student outcome performance on SLOs.

**Initiative Finding Link**: ANTHF15-01,02,03

**Link to Data:** Section 3A-SLO data; Section B1&2-Retention and success; Section C2-Budget

Related Finding and Initiative has entered into TracDat under ANTH V01L, CSLO-3.

**Initiative Action:** Purchase three additional hominid skulls to complete this project. Purchase price quote, $1,203.

**Expected Benefits:** SLO assessments showed that the major goal of Biological Anthropology, giving students the ability to understand the mechanisms of evolution (SLO 1), was not met. Further, our overall student success rate has dropped over the last year. A collaboration with all bio anthro faculty members yielded suggestions for an alternate approach to teaching the mechanisms of evolution by more closely linking it to the assessment of the human fossil record (SLO 3). Thankfully, Anthropology was awarded agrant from the VC Foundation to make major progress in this area. However, the program is still lacking three skull models to complete this project.

**Performance Indicator:** Success of this alternate teaching strategy will be based upon increased student success in our SLOs addressing the topic, and hopefully increased student retention and success in the course as a whole.

**Timeline:** 2015-2016

**Funding Resource Category:** Equipment-non computer

Estimated Cost: $1,203

**Ranking:** H

1. **Initiative:** Creating a fiscal account to accommodate the payment of honorariums

**Initiative ID:** ANTH1501

**Links to Finding:** Finding #2 - Student success by ethnicity was lower than expected, Finding #3 – The Anthropology needs to improve student outcome performance on SLOs.

**Initiative Finding Link**: ANTHF15-02,03

**Link to Data:** Section A-SLO data; Section B 1&2- retention and success; Section C1- demographics. Related Finding and Initiative has entered into TracDat under ANTH V07, CSLO-3, ANTH V06, CSLO-2.

**Initiative Action:** We ask to set up a fiscal account, separate from our regular department supply and equipment budgets, to accommodate the payment of honorariums.

**Expected Benefits:** More opportunity to meet and hear from experts from different fields, areas of study, and backgrounds will enhance the student experience, ultimately improving Student Success and Retention Outcomes. An amazingly effective way to bring cultures alive in the classroom is through guest speakers. The program currently attempts to entice individuals from the community who actively practice other religions or traditions in order to expose students directly to people and customs to foster a greater sense of understanding, empathy, and appreciation for the great multi-cultural world around them. When these speakers are scheduled, the event is made public to any member of the campus. Procuring guest experts and speakers that could relate professional stories to students in a way that is more “real world” than what we can typically bring in our day to day instruction. Currently, there are not means by which to offer an honorarium in order to secure guest speakers on a regular basis, as we are told that we cannot pay guests from any of our currently established accounts.

**Performance Indicator:** Success for the implementation of honorariums for guest speakers will vary from course to course but will be based upon increased student success in our SLOs by addressing a variety of topics with exposure to diverse experiences and real world examples. This can ultimately affect student success in the courses.

**Timeline:** 2015-2016

**Funding Resource Category:** No new resources needed

Estimated Cost: 0

**Ranking:** H

1. **Initiative:** Update Primate Skull Cast Collection to specifically address low SLO Student Performance

**Initiative ID:** ANTH1502

**Links to Finding:** Finding #1 - Ventura College is not financially supporting Anthropology students to the same degree as other life science students, Finding #2 - Student success by ethnicity was lower than expected, Finding #3 – The Anthropology needs to improve student outcome performance on SLOs.

**Initiative Finding Link**: ANTHF15-01,02,03

**Link to Data:** Section 3A-SLO data; Section B1&2-Retention and success; Section C2-Budget. Related Finding and Initiative has entered into TracDat under ANTH V01L, CSLO-2.

**Initiative Action:** Purchase six primate skull models to complete comparison sets for student use. Purchase price quote, $1,504.

**Expected Benefits:** SLO assessments showed that a major learning objective of Biological Anthropology Laboratory, having student properly classify primates based upon morphology. (CSLO 2), was not met. Further, our overall student success rate has dropped over the last year. A collaboration with faculty members yielded suggestions for improving student’s understanding of morphology by providing a better opportunity for one-to-one comparisons to be made between species. In order to do this, we need to purchase six primate skull models to complete comparison “sets” for students to examine together as one unit. Our collection does not currently include enough specimens to allow for this type of set comparison. Students are currently made to swap pieces around and may easily become confused when presented with vastly different specimens from the same group at different times during the course of their lab activities or even when confronted with very similar species from different groups. The fact that students do not have the ability to examine all of the morphological example models at once does not allow for the compare and contrast methodology that is essential for developing evolutionary classification schema. Having multiple complete classroom model sets would provide students with more opportunity to explore the morphological changes in a context that allows for this compare and contrast type of learning.

**Performance Indicator:** Success of this initiative will be based upon increased student success in our SLOs addressing the topic, and hopefully increased student retention and success in the course as a whole.

**Timeline:** 2015-2016

**Funding Resource Category:** Equipment-non computer

Estimated Cost: $1,504

**Ranking:** H

1. **Initiative:** Increase FT/PT faculty ratio

**Initiative ID:** ANTH1305

**Links to Finding:** Finding #1 - Ventura College is not financially supporting Anthropology students to the same degree as other life science students, Finding #2 - Student success by ethnicity was lower than expected, Finding #3 – The Anthropology needs to improve student outcome performance on SLOs.

**Initiative Finding Link**: ANTHF15-01,02,03

**Link to Data:** Section 3A-SLO data; Section B1&2-Retention and success; Section C3- Productivity; Section D1-Faculty

**Initiative Action:** Hiring a FT faculty member

**Expected Benefits:** The current ratio is 1.56 FT EF to 3.58 PT FTEF. This represents a 12% one year increase in our dependency on PT faculty. The decrease in FT EF in FY12, is due to a one semester sabbatical leave taken by one of the two FT faculty members. We will experience another such drop in Spring 2014 when we are scheduled for another FT faculty member sabbatical leave. Even accounting for these considerations, we have not met our goal of maintaining a full-time to part-time FTEF ratio of one-to-one or greater. If we are to meet student transfer demand in Anthropology, we need to regularly offer all four courses and will likely need a new full-time faculty member in the near future. We continue to rely on increased PT EF to staff our courses, which we hypothesize, is negatively impacting our overall student retention and success rates. Research has shown that students perform better under the guidance of FT faculty members.

**Performance Indicator:** Once another FT faculty member is brought on, we will evaluate differences in SLO data, student retention and success, and ability to meet scheduling needs of students.

**Timeline:** 2015-2016

**Funding Resource Category:** Staffing Funds

Estimated Cost: unknown

**Ranking:** M

1. **Initiative:** Improve CJ/Anthropology curriculum as it relates to Forensic Science.

**Initiative ID:** ANTH1306 (same as CJ1306)

**Links to Finding:** Finding #4- The Anthro/CJ programs are meetings its learning, student success, and student retention goals in the area of forensic science.

**Initiative Finding Link**: ANTHF15-04

**Link to Data:** Section A-SLO data; Section B 1-2- Retention and success. CJ/Anthropology consistently fills its Introduction to Forensic Science course.  Related Finding and Initiative has entered into TracDat under ANTH V35 and V35L, CSLO-1 and 4.

**Initiative Action:** To expand Forensic Science related courses to meet the growing needs of students and the Forensic Science industry.

**Expected Benefits:** By adding new courses Ventura College has the opportunity to expand an already popular course and become a statewide leader in Forensic Science oriented courses in California Community Colleges. Increased student participation in Forensic Science related courses as well as improved student retention and success by offering such courses as; Criminalistics: Science and Technology in Criminal Justice, Bodies of Evidence: Techniques of Forensic Anthropology, Ethical Responsibilities in Criminal Justice and Forensic Anthropology and The Science of Crime Analysis

**Performance Indicator:** By increasing course offerings in Forensic Science the Criminal Justice Program in conjunction with Anthropology will be 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

**Timeline:** 2014-2015

**Funding Resource Category:** Hourly Instruction Funds

Estimated Cost: unknown

**Ranking:** M

1. **Initiative:** Increasing the S.I. Program within Anthropology

**Initiative ID:** ANTH1404

**Links to Finding:** Finding #2 - Student success by ethnicity was lower than expected, Finding #3 – The Anthropology needs to improve student outcome performance on SLOs.

**Initiative Finding Link**: ANTHF15-02,03

**Link to Data:** Section A-SLO data; Section B 1&2- retention and success; Section C1- demographics, ultimately more access to SI program will improve Student Success Outcomes

**Initiative Action:** We would require to have an SI assigned for all sections of ANTH V01 and ANTH V02. The program believes a solution could be to allow the SI to facilitate all sections of the courses. Additionally, we request the opportunity to have an SI designated for the Distance Education courses.

**Expected Benefits:** The Anthropology program offers a diverse curriculum reflecting the bio-cultural approach of the discipline. Both ANTH V01 Biological Anthropology and ANTH V02 Cultural Anthropology have been defined as barrier classes and therefore require attention. The program seeks to implement SI tutors in all sections of these courses, and look to the possibility of including an SI in our Distance Education courses as well.

Working with an SI allows students to have peer-to-peer instruction and gives them more practice with the materials. This is especially critical in the ANTH V01 course where much of the biological curriculum can prove challenging to students. Many students express greater ease in approaching an SI with questions or problems rather than seeking the assistance of the professor directly.

**Performance Indicator:** The program has already documented the benefits of including an SI in the course. There was improvement in exams scores compared in two ANTH V01 classes. The course that had an SI assigned to it had an average of 76 % whereas the course without the SI had an average of 71% on exam results. This 5 % increase illustrates the benefits of an SI for students. An SI in all courses will greatly improve student completion and success rates. Generally, Anthropology has experienced a decrease in student completion and success rates and has fallen below the college 3 year average in retention (-3%). Specifically, Anthropology has fallen below the college average in rates of success and retention with regards to ethnicity (-14%). We would look to continue this upwards trend.

**Timeline:** 2014-2015

**Funding Resource Category:** Services(including maintenance contracts)

Estimated Cost: unknown

**Ranking:** M

1. **Initiative:** ANTH/CJ/EMTcollaborative practicum space, simulated home environment.

**Initiative ID:** ANTH1503 (same as CJ1404, EMT1403)

**Links to Finding:** Finding #4- The Anthro/CJ programs are meetings its learning, student success, and student retention goals in the area of forensic science.

**Initiative Finding Link**: ANTHF15-04

**Link to Data:** Section A-SLO data; Section B 1-2- Retention and success. CJ/Anthropology consistently fills its Introduction to Forensic Science course. Related Finding and Initiative has entered into TracDat under ANTH V35 and V35L, CSLO-1 and 4.

**Initiative Action:** Convert available surplus trailer to simulated home environment, place near HSC/MCW/MCE buildings**,** andmake it fully usable for this application.

**Expected Benefits:** By adding a practicum training environment, Ventura College has the opportunity to provide more realistic CSI and medical rescue scenarios. The EMT/Paramedic and Forensic investigation work setting presents multiple environmental challenges that are not currently addressed in the VC classroom/laboratory setting.  A simulated home training environment will provide students the opportunity to learn how to handle the complexities of scene management while performing their clinical and field skills in a controlled, but realistic environment. Similar training environments are now the norm in EMT/Paramedic and Forensic Science programs across the State. (Aligns with CJ14-04 and EMT14-03)

**Performance Indicator:** Being able to conduct cross discipline scene simulations in this home environment.

**Timeline:** 2014-2015

**Funding Resource Category:** Facilities Funds

Estimated Cost: unknown

**Ranking:** M

1. **Initiative:** Develop CJ/Anthropology “virtual” aka “simulated” curriculum for use in the new technology center as it relates to Forensic Science.

**Initiative ID:** ANTH1504 (same as CJ15xx)

**Links to Finding:** Finding #4- The Anthro/CJ programs are meetings its learning, student success, and student retention goals in the area of forensic science.

**Initiative Finding Link**: ANTHF15-04

**Link to Data:** Section A-SLO data; Section B 1-2- Retention and success. Related Finding and Initiative has entered into TracDat under ANTH V35 and V35L, CSLO-1 and 4.

**Initiative Action:** To expand Forensic Science virtual technologies to meet the growing needs of students and the Forensic Science industry.

**Expected Benefits:** By adding virtual simulators specifically for crime scene investigations and pathological autopsy procedure Ventura College has the opportunity to expand an already popular course and become a statewide leader in Forensic Science oriented courses in California Community Colleges. The autopsy simulator in particular could also be used by the Nursing, EMT, and Anatomy programs.

**Performance Indicator:** By increasing innovative curriculum in Forensic Science the Criminal Justice Program in conjunction with Anthropology will be in part accomplishing a goal initiated seven years ago when a Forensic Anthropologist was hired at VC to build a series of Forensic Science related courses and curriculum that would benefit students, the college and the community.

**Timeline:** 2015-2016

**Funding Resource Category:** Technology Funds

Estimated Cost: Unknown

**Ranking:** M

1. **Initiative:** Expand collaboration between FT and PT faculty members in regards to CSLOs, PSLOs, and ISLOs, and student advisement.

**Initiative ID:** ANTH1401

**Links to Finding:** Finding #3 – The Anthropology needs to improve student outcome performance on SLOs, Finding #5 - The Anthropology program is regularly updating all required reports and documentations.

**Initiative Finding Link**: ANTHF15-03,05

**Link to Data:** Section 3A, SLO data. Related Finding and Initiative has entered into TracDat under ANTH V02, CSLO-2 and 3; ANTH V02, CSLO-2; ANTH V01, CSLO-3

**Initiative Action:** With all instructors collaborating, we should be able to “work out” any unclear teaching and assessment issues that may have been inadvertently affecting our student’s ability to comprehend this particular objective.

**Expected Benefits:** We feel that the collaboration among the full and part time faculty members teaching biological anthropology to develop unique presentation and teaching strategies for the contemporary models of human evolution and the development of a comprehensive quiz to be administered to all ANTH V01 students to assess this objective in the future will have a positive impact on student learning. The same can be stood to reason for the cultural instructors.

**Performance Indicator:** Increased student success on specific SLO assessments.

**Timeline:** 2014-2015

**Funding Resource Category:** No new resources needed

Estimated Cost: 0

**Ranking:** L

1. **Initiative:** Program review data validation

**Initiative ID:** ANTH1402

**Links to Finding:** Finding #5 - The Anthropology program is regularly updating all required reports and documentations.

**Initiative Finding Link**: ANTHF15-05

**Link to Data:** Section B2, Performance data- success

**Initiative Action:** 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.

**Expected Benefits:** There shows a significant drop in one of our courses from 80% to 56%. The 56% figure does not match with what instructor grade and withdraw records indicate. Rectifying this number could increase our overall retention rates as reported by the college.

**Performance Indicator:** Report for the VP’s office on the source of these data.

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

**Ranking:** L

1. **Initiative:** Improve department inventory listings

**Initiative ID:** ANTH1403

**Links to Finding:** Finding #5 - The Anthropology program is regularly updating all required reports and documentations.

**Initiative Finding Link**: ANTHF15-05

**Link to Data:** Section D3, Inventory

**Initiative Action:** The lead instructor for the biological anthropology offerings maintains a more complete and appropriate inventory. 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.

**Expected Benefits:** A proper inventory can establish a consistent source of funding to replace and repair items in accordance to their use and anticipated “life cycle”.

**Performance Indicator:** Collaboration with the VP’s office.

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

Estimated Cost: 0

**Ranking:** L

**Section VI – Process Assessment**

*Instructions: Answer the questions below.*

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

The step-by-step directions page was useful.

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

Please note that the statements here reflect only the opinions of the department chair, who spent the day preparing this document.

Reduce the amount of redundancy. Ex: why explain the info about initiative in section 3 to have to do it again in sections 4 and 5? There has to be an easy way to combine or better link sections 3 and 5. Based on this, I’m guessing that none of the individuals who created this document/template have actually gone through it and attempted to do a full, quality report themselves using it. As an instructor, I would never give my students an assignment that I did not do myself. This “DIY” step is critical to address many issues before they come up so that the final product produced by the students (or department chairs in this case) is actually a meaningful, quality document that does not take an inordinate amount of time. Nothing of value should be an exercise in Word document cut-and-paste (over 30+ pages!) and a game of creative numbers interpretations.

To give you an idea of what it took to prepare this document, for a *small* department here is a timeline of my day (Superbowl Sunday and my birthday by the way):

Woke up late (got to sleep in!). Had coffee and read the news for about one hour. Sat down to begin working on this document at around 10:30 a.m. Spent about an hour trying to find all related e-mails and documents containing directions and necessary information and data. Had no fewer than eight word documents open, three PDFs, and five web browser windows open to various number charts and guidelines. Got bored, surfed the Internet and replied to student’s e-mails for about an hour. Began trying to make sense of all the supporting Program Review documentation, stared at numbers for a good long time, then decided that I was just going to use whatever data interpretation I had from last time. Why was I going to try so hard? I’m not even sure these numbers are new, nor do I really know what they mean. Realized that it was 1:30 and my only subsistence for the day had been coffee. Didn’t want to take too much time away from Program Review preparation, so simply reheated a cup of beans and rice left over from Friday night’s dinner. Back to the computer! Added a new narrative to the “What is effecting your department now section” because I felt it was important to do so. Had to e-mail others to affirm that it was appropriate to do so. Spent the next three hours cutting and pasting information from one document to the next, wondering if I was addressing the items correctly, because they all seemed to be asking the same thing! Thought about calling the dean heading this thing up for tech support on a Sunday, but then decided that even though I am suffering through this, that would still be too much of a jerk move to make. Even still, I debated doing so for a good 15 minutes longer. I did not. In good consciousness, I had to go back and try to word smith a few items to try to make them sound different and to give the impression that I really was trying as hard on this as I was. Everything still sounds the same, because I’m pretty sure it’s asking the same thing over-and-over. There was a football game on in the background. I think it might have been a good game, but I don’t know for sure because even though I like football, my attention was on the cut-and-paste activity at hand. By 5 p.m. I needed an Aleve for my back because I’d been hunched over the computer all day. I also took the break opportunity to have a piece of cake (it was my birthday after all, although it can be noted that I had the cake by myself because all of my friends were doing way more interesting football related social events elsewhere, but alas, given the week-and-a-half deadline on this, and the fact that I’ve got my plate full of actual instructional preparation and activities to see to during the week, Sunday was my one and only day to do this). I also had another cup of coffee. Sitting back down at the computer, realizing that I had only completed steps 1-8 of the step-by-step directions page, I became defeated and decided just to watch the rest of the game (there was only less than half a quarter left). After the game (seriously, who calls a pass play from the two yard line on second and goal with a time out and 20 seconds left to win the game when you have Lynch? NE’s MVP? The Seahawk’s offensive coach!), I was back at it. Now I’m trying to tackle the “new” portion of the Program Review process which had me hunting down additional “how-to” directives from the college web page which, FYI, is not a very user friendly site in case you haven’t had to try to find things on it ever. I get that sorted out and email a couple of faculty members about their initiatives. I was then tasked with reverse engineering portions of this document I thought I was done with. Decide at almost 9 p.m. I should eat some dinner and take another Aleve. I have a piece of deli turkey and a cup of yogurt, because again, who can break away from this task long enough to eat a real meal? I mean, when you’re on a roll, you’re on a roll. I should have put that turkey on a roll, because now, at 11:20 p.m. I am hungry again. But, at least I am done. Almost. Still am waiting on the reply from others to complete a few initiatives and the associated findings. More than 12 hours, and still some work to be done. Yes, there were a few “distractions” during my day that stretched this activity out, but I really don’t think my experience with it is terribly abnormal. I know at least three other department chairs that have admitted to putting in two to three times as long as I have preparing their program review document.

Update: It took me an additional three hours of actual solid computer time to work in the revisions to the initiatives, link them to TracDat and the new findings, and cut and paste them into the new bullet point order (one such example: changing “Goals” to “Initiative Action” and moving it up two positions, really, that is one of the things this new review asked for).This. Is. Madness.

Finally, a carryover request from last year: do the math for us! Instead of page after page of data charts, provide us with a few sentence summary on each area highlighting whatever aspect the college would like us to focus on for the given cycle. If I want to look at “deeper” data and ponder what it all means, then I will do so. But, it makes no sense to have us try to riddle these numbers on our own. You just don’t know what you’re going to get when you leave us to our own devices. Only some of us are math majors. It is an overall quality control issue.

1. **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.

**VII – Submission Verification**

*Instructions: Please complete the following section:*

**Program/Department:** Anthropology

**Preparer:** C. Lange

**Dates met (include email discussions):** Bulk of communications occurred on 2/1/15. Had meetings earlier in the week with EMT dept chair and ANTH PT faculty.

**List of Faculty who participated in the program Review Process:** M. Fiumerodo, R. Renger, T. Prell. T. O’Conner

**Preparer Verification:**

x 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):*

**Program Review Process Map**

Appendix A

**I . Status report and accomplishments from prior year**

**o**

**III(a). Data**

1. **Review**
2. **Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **A. SLO’s** | 1. **B. Success** | 1. **C. Operating** | 1. **D. Resources** | 1. **E. Other** |
|  | * **Retention** | * **Demographic** | * **Faculty** | **Data** |
|  | * **Success** | * **Budget** | * **Classified Staff** |  |
|  | * **Completion** | * **Enrollment/Productivity** | * **Inventory** |  |
|  |  |  | * **Facilities or other Resource Requests** |  |
|  |  |  | * **Combined Initiatives** |  |

**II. Description**

**III(b). Other program goals and initiatives**

**(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)**

**IV. Program vitality-(Academic Senate rubric)**

**VII. Verification of review**

**VI. Process assessment**

**V. Summary of initiatives and requests**

**Minority reports if any**

Appendix B

Program Review Resource Initiatives Guidelines

**WHAT TO LEAVE OUT**

*The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.*

|  |  |  |
| --- | --- | --- |
| The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed. | | |
| **Excluded Items** | **Who to Contact** | **Explanation** |
| Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process. | Dean, M&O or Appropriate Office | All safety issues should be immediately reported to the Dean, M&O, or appropriate department. |
| EAC Accommodations that can be resolved through the normal process. | DSPS and Dean | Any accommodation should have the guidance of the DSPS office. |
| Routine M&O maintenance & repair  (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to [vcmaintenance@vcccd.edu](mailto:vcmaintenance@vcccd.edu) or notify your division office so they can handle for you. |
| Cyclical Maintenance  (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to [vcmaintenance@vcccd.edu](mailto:vcmaintenance@vcccd.edu) or notify your division office so they can handle for you. |
| Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process. | Campus Technology Center or Division Office | Complete an email request to [vchelpdesk@vcccd.edu](mailto:vchelpdesk@vcccd.edu) or notify your division office so they can handle for you. |
| Section Offerings/  Change of classrooms | Dean/Department Chair | Dean will take requests through the enrollment management process. |
| Substitutes | Dean | Dean will process in accordance with existing guidelines. |
| Conferences, Meetings, Individual Training | Professional Development Committee | Requests should first be addressed by the PDC and only go through program review if costs cannot be covered. |

Program Review Resource Initiatives Guidelines

**WHAT TO LEAVE IN**

*The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.*

|  |  |  |
| --- | --- | --- |
| Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation. | | |
| **Included Items** | **Committee Group** | **Explanation** |
| Replacement of classroom furniture | Facilities Oversight Group | Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process. |
| Upgrade and/or replacement of computer and other technological equipment | Technology Committee | These items will go on to a list for replacement or upgrade per the technology plan. |
| New Equipment/Furniture/ classroom items (i.e. microscope, etc.) | Budget Resource Council | These items must be approved included in a plan to improve student learning and/or services. |
| Buildings/Office Space  (new renovation, modernization) | Division Dean | The division dean will work with Administrative Council and the Fog Committee to pursue the projects. |
| New Software | Technology Committee | These items must be approved included in a plan to improve student learning and/or services. |
| New Faculty Positions | Faculty Staffing Priorities | Requests for new positions will compiled on a list and sent to the FSP committee. |
| New Classified Positions/or increase in percentage of existing positions. | Classified Staffing Priorities | Requests for classified positions will compiled on a list and sent to the CSP committee. |
| New Programs/certificates | Curriculum Committee | These program/certificates must be approved by the curriculum committee. |
| Training and Professional Development above normal | Professional Development/ Budget Resource Council | These are items over and above what the PDC can provide. |
| Expansion/Conversion to Distance Learning | Dean of Distance Learning and Distance Learning Committee | Requests will be compiled and sent to the committee process for discussion. |
| Service Agreements | Budget Resource Council | Requests must include justification. |
| Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating | Budget Resource Council/Dean | These items must include a compelling reason and be above what the normal budget will allow. |

Appendix C

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**Academic programs:**

|  |  |  |
| --- | --- | --- |
| **Point Value** | **Element** | **Score** |
| **Up to 6** | **Enrollment demand** [[1]](#footnote-1) | 5 |
|  | A “6” would be the ability to fill 100% of sections prior to the start of the semester. |  |
|  | A “5” would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. |  |
|  | A “4” would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “3” would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “2” would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “1” would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “0” would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. |  |
|  |  |  |
|  | **Sufficient capital / human resources to maintain the program, as defined by:** | 2 |
| **Up to 3** | **Ability to find qualified instructors** |  |
|  | A “3” would indicate that no classes have been canceled due to the inability to find qualified instructors. |  |
|  | A “2” would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. |  |
|  | A “1” would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. |  |
|  | A “0” would indicate that classes are not even scheduled due to the inability to find qualified instructors. |  |
| **Up to 3** | **Financial resources, equipment, space** | 2 |
|  | A “3” would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. |  |
|  | A “2” would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment |  |
|  | A “1” would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. |  |
|  | A “0” would indicate that there is no college support with regards to class / lab space, supplies and equipment. |  |
|  |  |  |
| **Up to 4** | **Agreed-upon productivity rate** [[2]](#footnote-2) | 4 |
|  | A “4” would indicate that a program has met or exceeded its productivity rate. |  |
|  | A “3” would indicate that a program is at 90% or greater of its productivity rate. |  |
|  | A “2” would indicate that a program is at 80% or greater of its productivity rate. |  |
|  | A “1” would indicate that a program is at 70% or greater of its productivity rate. |  |
|  | A “0” would indicate that a program is at less than 70% of its productivity rate. |  |
|  | | |
| **Up to 4** | **Course completion rate** [[3]](#footnote-3) | 1 |
|  | A “4” would indicate that the program’s course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “3” would indicate the program’s course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that a program’s course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that a program’s course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that a program’s course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 3** | **Success rate** [[4]](#footnote-4) | 1 |
|  | A “3” would indicate that the sum of the program’s course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that the sum of the program’s success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that the sum of the program’s success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that the sum of the program’s success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 3** | **Ongoing and active participation in SLO assessment process** | 3 |
|  | A “3” would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “2” would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “1” would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “0” would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

See following page

20. Enrollment and demand for Anthropology courses is high. Annual budget is too low to fully support the important laboratory offerings which could be affecting student success rates. Our low FT to PT EF is likely contributing to low over all retention and success rates.

Score interpretation, academic programs:

**22-26** Program is current and vibrant with no further action recommended

**18-21** Recommendation to attempt to strengthen program

**Below 18** Recommendation to consider discontinuation of the program

**Appendix D**

**Rubric for Instructional Program Vitality-CTE**

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**CTE programs:**

|  |  |  |
| --- | --- | --- |
| **Point Value** | **Element** | **Score** |
| **Up to 6** | **Enrollment demand / Fill rate** [[5]](#footnote-5) |  |
|  | A “6” would be the ability to fill 100% of sections prior to the start of the semester. |  |
|  | A “5” would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. |  |
|  | A “4” would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “3” would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “2” would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “1” would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “0” would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. |  |
|  |  |  |
|  | **Sufficient capital / human resources to maintain the program, as defined by:** |  |
| **Up to 3** | **Ability to find qualified instructors** |  |
|  | A “3” would indicate that no classes have been canceled due to the inability to find qualified instructors. |  |
|  | A “2” would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. |  |
|  | A “1” would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. |  |
|  | A “0” would indicate that classes are not even scheduled due to the inability to find qualified instructors. |  |
| **Up to 3** | **Financial resources, equipment, space** |  |
|  | A “3” would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. |  |
|  | A “2” would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment |  |
|  | A “1” would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. |  |
|  | A “0” would indicate that there is no college support with regards to class / lab space, supplies and equipment. |  |
|  |  |  |
| **Up to 4** | **Agreed-upon productivity rate** [[6]](#footnote-6) |  |
|  | A “4” would indicate that a program has met or exceeded its productivity rate. |  |
|  | A “3” would indicate that a program is at 90% or greater of its productivity rate. |  |
|  | A “2” would indicate that a program is at 80% or greater of its productivity rate. |  |
|  | A “1” would indicate that a program is at 70% or greater of its productivity rate. |  |
|  | A “0” would indicate that a program is at less than 70% of its productivity rate. |  |
|  | | |
| **Up to 3** | **Program Completion** |  |
|  | A “3” would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  | A “2” would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  | A “1” would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  | A “0” would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  |  |  |
| **Up to 3** | **Employment Outlook for Students/Job Market Relevance** |  |
|  | A “3” would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or “leavers” of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college. |  |
|  | A “2” would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years. |  |
|  | A “1” would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years. |  |
|  | A “0” would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years. |  |
|  |  |  |
| **Up to 3** | **Success rate** [[7]](#footnote-7) |  |
|  | A “3” would indicate that the sum of the program’s course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that the sum of the program’s success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that the sum of the program’s success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that the sum of the program’s success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 4** | **Course completion rate** [[8]](#footnote-8) |  |
|  | A “4” would indicate that the program’s course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “3” would indicate the program’s course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that a program’s course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that a program’s course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that a program’s course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 3** | **Ongoing and active participation in SLO assessment process** |  |
|  | A “3” would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “2” would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “1” would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “0” would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

**27-32** Program is current and vibrant with no further action recommended

**22-26** Recommendation to attempt to strengthen program

Below **22** Recommendation to consider discontinuation of the program

**APPEAL FORM**

Appendix-E

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.**

1. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-1)
2. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-2)
3. As defined by the RP Group, the course completion rate is the “percentage of students who do not withdraw from class and who receive a valid grade.” [↑](#footnote-ref-3)
4. As defined by the RP Group, the success rate is “the percentage of students who receive a passing/satisfactory grade” notation of A, B, C, P, IB, or IC. [↑](#footnote-ref-4)
5. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-5)
6. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-6)
7. As defined by the RP Group, the success rate is “the percentage of students who receive a passing/satisfactory grade” notation of A, B, C, P, IB, or IC. [↑](#footnote-ref-7)
8. As defined by the RP Group, the course completion rate is the “percentage of students who do not withdraw from class and who receive a valid grade.” [↑](#footnote-ref-8)