Anthropology Program Review
2012-2013

1. Program/Department Description

1A. Description

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.
Proficiency Award - Anthropology

1B. 2012-2013 Estimated Costs (N/A, currently we offer a Certificate of Achievement ONLY)
Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/ Supplies		Books/ Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission
Varies by course prerequisite/co-requisite.

1D. College Vision
Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

1E. College Mission
Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance

personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments
Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access

Innovation
Diversity
Service
Collaboration
Sustainability
Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)
The program offers a wide range of anthropology courses that satisfy general education and Anthropology majors' undergraduate requirements. The program continues to offer Introduction to Forensic Science lecture and laboratory courses that are co-taught and co-listed with the Criminal Justice program. Because of budget cuts, the college developed a coring process to determine which courses would be offered; tier 1 - essential to degree, certificate, or transfer, tier 2 – elective to degree, certificate, or transfer, and tier 3 not essential to degree, certificate, or transfer. That process improperly ranked the forensic lab co-requisite as tier 3 while the lecture component was ranked tier 1. This mismatch needs to be rectified. Since a primary focus of the campus is to strengthen educational paths that can lead to viable careers, and Criminal Justice department has the forensic lecture-lab co-requisite courses as part of their degree, both of the existing forensic science lecture and lab courses should be ranked as tier 1. The "Anthropology of Women" was ranked as tier 2, and will be offered as allowed on a rotational basis. All other anthropology sections are tier 1 and will continue to be offered regularly.

The core courses offered in the program include Biological Anthropology (ANTH V01) and Cultural Anthropology (ANTH V02). They are the lower division requirements for several Anthropology degree programs including: CSUN, UCSB and CSUCI (degree will be offered in Fall 2012.) A new linguistics class (ANTH V05) is in the process of VC curriculum review. This class is a requirement of the new Transfer Model Curriculum (TMC) Associates of Arts degree in Anthropology. Many courses fulfill IGETC requirements in biological sciences (Biological Anthropology Lab course- ANTH V01L) and the social and behavioral sciences (Archaeology and World Prehistory-ANTH V03, Native Peoples of North America-ANTH V04, Anthropology of Women- ANTH V06, and Magic, Witchcraft and Religion-ANTH V07.) The Introduction to Forensic Science course (ANTH/CJ V35) is a required elective class for Ventura College's Criminal Justice TMC degree program, and articulates to CSU schools. With the inclusion of the new course, ANTH V05, and the existing tier one and two courses, the Anthropology department offers enough breadth in curriculum to develop a TMC degree. This degree should be in place for the next academic year.

Development of ANTH V01 Laboratory curriculum and expansion into a vibrant lab course offering; 2008-present.

Hiring a second full time instructor specifically for the biological (physical) side of anthropology in 2007 allowed for the development of traditional laboratory curriculum. Introduction to Biological Anthropology Laboratory (ANTH V01L) was offered in the traditional setting for the first time at Ventura College in the Spring 2008 semester. It supplements the Introduction to Biological Anthropology Lecture course (ANTH V01). The ANTH V01L course fulfills the VC life science lab requirement and transfers to the University level.

Prior to the implementation of this project, the Biological Anthropology Lab (ANTH V01L) course was only offered online. It was originally the intent to supplement the Distance Education lab with only a couple traditional lab courses. However, due to changes in articulation with California four year universities, the on line lab class will no longer articulate and would potentially jeopardize articulation of the traditional lab as well. Therefore, the Anthropology Department has stopped offering the laboratory class as a Distance Education offering. This has created the need to increase the number of traditionally offered ANTH V01L sections and further enhance the cast/model collection for use in labs. Growing and improving the laboratory curriculum, materials, equipment, and osteological collection continues to be a primary focus of the full-time biological anthropologist.

The lead instructor for this course has annually applied for grant monies to aid in the acquisition of necessary cast materials to make the ANTH V01L curriculum viable. However, the biological anthropology collection requires the on-going purchase of supplies in order for students to obtain the best educational possibilities available. While the anthropology cast collection has more than doubled in the last four years, there are still gaps in the collection that hinder some aspects of curriculum.

Transferred to Math and Sciences, merging with the Biology Department; 2008.

The Anthropology department left the Social Science division and joined Math and Sciences in 2008. This move was done to facilitate and allow further development and support to both the anthropology lab courses and forensic science courses. Furthermore, this move aligns Ventura College's anthropology program with the anthropology program at our sister school, Moorpark, which is also housed in the M&S division. To further strengthen the correlation between classes on Ventura College and Moorpark College campuses, and solidify our place within the Biological Science Department, ANTH V01 and V01L updated the course curriculum in Fall 2010, changing the course titles from "Physical" to "Biological" Anthropology.

Development and relocation into new combined anthropology facility; 2007-present.

Fulltime anthropology faculty was extensively involved during the design and implementation phases of MCE 223-226, which was designated within the original building plans to be a 100% dedicated anthropology suite allowing for a united anthropology department and immersive atmosphere for students. For the first time at Ventura College, there are now adjacent facilities for Biological and Cultural Anthropology course offerings. This allows for the opportunity for greater collaboration between anthropology faculty and students and focuses on presenting students a unified four field anthropological approach within an immersive atmosphere.

The two full time faculty members put in more than a combined, unpaid, 180 hours of labor during summer and early fall semester 2011 to facilitate the cataloging, packing, relocating, and setting up materials, equipment, and supplies in the MCE Anthropology Suite. A student worker was utilized for

an additional 52 hours of labor. However, the facility at this point remains unfinished. While the college has budget for the completion of the laboratory prep area, the work has yet to be realized. There is still a considerable amount of work and time that will be going into fully relocating into the facility and utilizing the space to its upmost potential.

Development of the interdisciplinary course Introduction to Forensic Science, ANTH/CJ V35, lecture and laboratory curriculum; 2008-present.

The hiring a second full time instructor in 2007 was largely tied to the college's desire to begin offering curriculum in the area of forensic science. The instructor hired had the combined background of both biological anthropology and forensic science, making this type of curriculum expansion possible. The introductory course cross listed lecture course ANTH/CJ V35 was first offered in Fall 2008. The applied laboratory portion was added in Spring 2011. Through this class Criminal Justice and Biological Science students benefit from unique forensic science lectures, teaching demonstrations, guest lecturers, and applied learning lab activities.

The interdisplinary approach of this class emphasizes the scientific nature of forensic investigations and teaches Criminal Justice students about the scientific method and how to apply scientific methodology to legal cases, while exposing biological science students to the legal aspects and procedures of the application of their scientific inquiries. The lead instructors for this course have sought grant monies to aid in the acquisition of necessary materials to make the curriculum viable. However, due to the very nature of basic laboratory classes and the changing technology in the forensic sciences, these courses require the on-going purchase of supplies and equipment in order for students to obtain the best educational possibilities available. Nationally, forensic science courses are in very high demand as it is an educational path that can lead to many different viable careers. As such, the Criminal Justice department wishes to explore strengthening the forensic science class offerings at VC. By offering a high energy, interactive class in this discipline, Ventura College will be keeping pace with many other colleges and universities, who are increasingly turning to the field of forensic science to meet demand and boost enrollment.

Continued visibility of the program in the community; 2006-present.

Community outreach continues to be an important goal for the Anthropology program. The Anthropology Club continues to focus on humanitarian efforts and a global outreach. During the past six years, club fundraisers facilitated aid for various events, including a foster care home for HIV orphans in Chang Mai, Thailand through the nonprofit organization KIRF International; the club and joined several VC clubs for a beach clean-up at San Buenaventura State Beach; club members organized a rummage sale in the VC Marketplace and donated funds for Haitian Earthquake Relief; club members participated in the Science Outreach program which is aimed at exposing 5th grade students to various fields of science to stimulate their interest and encourage them to consider potential careers in the sciences; the club was active in community events and participated in the Day of the Dead celebration in Downtown Ventura; club members organized several food drives for local food banks and held a fundraiser to purchase toys for children during the holiday season; the club conducted a successful shoe drive for the SOLE To SOLE project through the Wildlife Experience, the club collected over 250 pairs of shoes for children in Uganda; club members have raised funds for HIV/AIDS by participating in the Pacific Pride foundation in Santa Barbara; the club organized fundraisers for the Gibbon Conservation Center, a local nonprofit center for the study, preservation and propagation of the endangered gibbon and students had the opportunity to visit the facility several times; students raised funds for ARCHANA, an

organization dedicated to address poverty in India and attend an Indian cultural program; and the club also sponsored members to attend an academic conference at the UCLA campus.

The bio-cultural approach in Anthropology influences the program's focus outside of curriculum. In the cultural realm, full-time faculty participated in several multi-disciplinary events, such as the now defunct Women's History Month, the Arts and Lecture Series, *Like Water for Chocolate* event and in the Holistic Health Fair. Since 2006, the Anthropology Club has collaborated with other clubs on campus on various projects both on and off campus. In 2011, the Anthropology Club joined with the Sociology Club to host an event to spread awareness of Body Image issues and hosted a presentation on beauty around the world titled, Global Glam, an event that community members were invited to attend. Additionally, the ANTH V07 course (The Anthropology of Magic, Witchcraft and Religion) represents the college by visiting local religious sites every semester, such as the An Lac Mission Buddhist Temple, The Sikh Gurdwara of Ventura and Temple Beth Torah, all located in Ventura. The course also hosts several guest speakers including professors from CSUN, UCLA, and Moorpark College along with bringing in community members to speak on various topics on traditional healing and spirituality. Recently, the program has introduced a new course, Culture and Communication (ANTH V05) to the curriculum committee for approval. This linguistics course will provide the complete four field approach of anthropology and insure that students are completely prepared for transfer in the Anthropology major.

In the biological realm, the forensics curriculum within Biological Anthropology has encouraged contact with local law enforcement organizations and the instructor actively advocates for student opportunities, both volunteer and paid internships, at local crime lab and law enforcement facilities. The instructor also has helped facilitate student and community member "eco-tourism" where people independently travel to places where they aid in ecological/biological and cultural support projects.

Finally, both full time faculty continue their own global travels, gaining insights and experiences about the world and its people to share with students and the community. Not only does this benefit classroom instruction, but relaying experiences with travel and peoples is the most effective way to inspire travel in others. The best way to solve human inequality and environmental destruction is for people to experience first-hand the real people, successes, and problems in other countries and communities. Both full time faculty have also had experiences in leading summer educational tours for students interested in travel abroad and wish to continue to do so.

Cooperative efforts with institutions; 2005- present.

The Anthropology program has facilitated guest lecturers from California State University, Northridge, UCLA and Moorpark College for campus events and classroom activities. Cultural Anthropology (ANTHV02), Anthropology of Women (ANTH V06) and Magic, Witchcraft and Religion (ANTHV07) are courses that lend themselves to an array of topics and a diversity of guest speakers every semester. These speakers provide Ventura College students with exposure to Anthropology professors and graduate students, giving them a sense of the possibilities in the discipline. The program is committed to furthering its collaboration with the local four-year institutions and our sister colleges. One example is at Cal State Channel Islands; as CSUCI begins to offer the Anthropology major, we anticipate a growing alliance with the institution.

With the inclusion of the new course, ANTH V05, and the existing tier one and two courses, the Anthropology department offers enough breadth in curriculum to develop a TMC degree. This degree should be in place for the next academic year, offering students a concise pathway for transfer to any CSU as an Anthropology major.

Innovations in the areas of curriculum development, teaching techniques, and/or the use of technology; 2005- present.

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.

Recently, the program has introduced a new course, Culture and Communication (ANTH V05) to the curriculum committee for approval. This linguistics course will provide the complete four field approach of anthropology and insure that students are completely prepared for transfer in the Anthropology major. With the adoption of this course, the Anthropology department will be able to develop a local TMC AA degree for transfer as an Anthropology major within the state of California.

The program offers ANTH V90 (Directed Studies) regularly to students and continues to accommodate students and their pursuit of a greater experience in Anthropological study. The program is also interested in pursuing an honors program when it becomes available.

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 academic research, present original research at academic conferences and publish in academic journals.

The program offers Distance Education in both Biological and Cultural Anthropology to accommodate students seeking on line opportunities. Each full time faculty member has and updates a web page and utilizes D2L for their courses.

The Anthropology program is currently updating the department web page, so it may include information on faculty, courses, activities of the Anthropology club and provide resources for students enrolled in department courses and those interested in Anthropological degrees and careers.

Overall, the goal of the program is to allow students to experience the broad and diverse world that surrounds them by opening new educational venues.

K. Organizational Structure
President: Robin Calote
    Executive Vice President: Ramiro Sanchez
       Interim Dean: Dan Kumpf
          Department Assistant Chair: Cari Lange

Instructors and 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

Anthropology Program Review
2012-2013

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

Adjunct faculty:

Paul Aiello, Dr. Matthew Curtis, Nadine Mandel-Toren, Dr. Robert Renger, Susan Sumner, and Dr. Patricia Taber

2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - _Institutional_ Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 – _Program_ Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

(Note: we currently are not defined as a program, but are working on a TMC AA degree. We have developed these PLSOs as a first step towards the establishment of such a degree.)

1. Students will show comprehension of the interaction between biology and culture.
2. Students will demonstrate the ability to identify and apply theoretical models within each of the four fields of Anthropology: Biological, Cultural, Archaeology and Linguistics.
3. Students will have the ability to analyze and interpret the anthropological models of human evolution.
4. Students will have the ability to analyze and interpret the anthropological models of socio-cultural structures.

2A3. 2012-2013 - _Course_ Level Student Learning Outcomes

Please refer to Trac-Dat.

2B. 2012-2013 Student SUCCESS Outcomes

1. The program will work to maintain or increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.

2. We expect our program retention to maintain pace with the college's retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.

3. The program will work to maintain student success rates comparable to the program's prior student success rate. The student success rate is the percentage of students who receive a grade of c or better.

4. The program will maintain the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.

2C. 2012-2013 Program OPERATING Outcomes

1. The program will maintain WSCH/FTEF at the maximum allowable by the room configuration and laboratory capacity.

2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

3. The Anthropology program will continue to review its curriculum and learning environment and assess students' needs and based on assessment, improve as needed.

4. The program will advocate maintaining a full-time to part-time FTEF ratio of one-to-one or greater.

5. The program will strive to equip and complete construction of the laboratory space to serve the needs of the students in the program.

2D. Mapping of Student Learning Outcomes - *Refer to TracDat*

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at
http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

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 very consistent during this time period in which we have increased the number of sections offered and students served. In fact, we are currently operating with more than a 5% reduction in expenses compared to FY09.

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.

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, with a projected $750 in FY13. This represents a 57% decrease in supply budget in a one year period. More supply budget should be allocated to Anthropology especially since the development of the Forensic Science course and Anthropology lab courses. 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 greatly 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. Service expenditures were reportedly higher than our records indicate. We will be investigating this anomaly.

3C2: Interpretation of the Program Inventory Information

While the efforts taken on the college's behalf to inventory existing equipment should be acknowledged, the manner in which it was preformed was inadequate, inappropriate, and inaccurate. The Anthropology department has been working on the inventorying and proper cataloguing of its assets. An Excel spread sheet of the department's current assets are available upon request to college officials. We will work with the college to correct and update the inventory posted in association with this year's program review cycle.

Replacement schedule: Cast material is rather durable and needs replacing only upon damage or significant wear. All cast material, when properly cared for, should last a minimum of 10 years; many25+ years. Natural bone is more easily damaged and requires more frequent replacement. Due to this, use of natural bone is reserved for only cases where cast material is not available or where high level and quality of detail is required. The Anthropology department maintains an inventory and replacement schedule for all of the cast models and natural bone specimens used in curriculum.

3C3: Interpretation of the Program Productivity Information

The Productivity and WSCH Ratios Reports indicate that the Anthropology section offerings have decreased 9% since FY10 while the number of sections offered by the college over a three year average has decreased by 11%. This slightly lower decrease in Anthropology when compared to the college at large 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.

The change seen in association with FT to PT Faculty productivity is temporary and can be attributed to one FT Faculty's sabbatical leave in Spring 2012.

The WSCH/FTEF ratio has been consistently solid since FY09 and is currently at 641, which is higher than that in FY11. 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 impossible for these sections to reach the district's 600 goal. 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 and from ANTH V07 which was not scheduled in its usual XL format. These decreases, 100% and 31% respectively, represents approximately 70 students (from Chart 3C4) that were unable to be served by our department due to overall college budgetary constraints.

3C4: Interpretation of the Program Course Productivity Information

The Anthropology Department is currently at 102% of the WSCH College Ratio/ D Goal with a 4 year average of 105%. While this clearly indicates a strong program, it is an unrealistic expectation that this level of service can be maintained if section reduction and limiting rotational course offerings continues.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Success rates, retention 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.

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. The number of credited A grades decreased while the number of withdraws increased. The success rates for ANTH V01 and ANTH V02 were also greatly diminished: -12% for three sections of ANTH V01 and -18% for five sections of ANTH V02. 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 to return to the more expected values for the next program review cycle.

3C6: Interpretation of the Program Completion Information

Anthropology does not offer a certificate or degree at this time.

3C7: Interpretation of the Program Demographic Information

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 Hispanic students taking our courses. In the past year, Summer 2011 to Spring 2012, 45% of Anthropology

students identified themselves as Hispanic, which is 4% higher than the college three year average.

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This ISLO will be assessed during Spring 2013.
Operating Information	
N/A	
Analysis – Assessment	
N/A	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	75% of the students will perform at a satisfactory or better level as per the institutional Reasoning- Scientific and Quantitative rubric for scientific reasoning.
Operating Information	
This ISLO will be assessed during Fall 2012 using data from the ANTH V01L course. It will be assessed from written laboratory reports using the rubric associated with course level SLO #1 (please refer to TracDat).	
Analysis – Assessment	
This ISLO is in the process of being assessed.	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed during the 2013-2014 academic year as per the ISLO institutional calendar.
Operating Information	
N/A	
Analysis – Assessment	
N/A	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed during the 2013-2014 academic year as per the ISLO institutional calendar.
Operating Information	
N/A	
Analysis – Assessment	
N/A	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed during the 2014-2015 academic year as per the ISLO institutional calendar.
Operating Information	
N/A	
Analysis – Assessment	
N/A	

4A2: 2012-2013 Program Level Student Learning Outcomes - *For programs/departments offering degrees and/or certificates*

Program-Level Student Learning Outcome 1	Performance Indicators
N/A	N/A
Operating Information	
N/A	
Analysis – Assessment	
N/A	

Program-Level Student Learning Outcome 2	Performance Indicators
N/A	N/A
Operating Information	
N/A	
Analysis – Assessment	
N/A	

Program-Level Student Learning Outcome 3	Performance Indicators
N/A	N/A
Operating Information	
N/A	
Analysis – Assessment	
N/A	

Program-Level Student Learning Outcome 4	Performance Indicators
N/A	N/A
Operating Information	
N/A	
Analysis – Assessment	
N/A	

Program-Level Student Learning Outcome 5	Performance Indicators
N/A	N/A
Operating Information	
N/A	

Analysis – Assessment
N/A

4A3: 2012-2013 **Course Level Student Learning Outcomes -** *Refer to TracDat*

The Anthropology Department is current on all Course Level Student Learning Outcome and has a 100% assessment rate for targeted SLOs. Please refer to TracDat for specifics regarding Course Level Student Learning Outcomes.

4B: 2012-2013 **Student Success Outcomes**

Student Success Outcome 1	Performance Indicators
The program will work to maintain or increase its retention rate from the average of the **program's** prior three-year retention rate.	The program will work to maintain or increase the retention rate by 2% or more (if mathematically possible) above the average of the **program's** retention rate for the prior three years.
Operating Information	
Anthropology's FY12 retention rate was 84%, which represents a marginal increase from our three year average retention rate of 83%.	
Analysis – Assessment	
Our program has maintained a consistent retention rate over the past three years and continues to develop successful strategies to improve retention.	

Student Success Outcome 2	Performance Indicators
We expect our program retention to maintain pace of the **college**'s retention rate.	The program will attempt to increase the retention rate within a targeted goal of 2% of the **college** retention rate for the prior three years.
Operating Information	
We have shown consistent retention rates over the past three years. The Anthropology Program is at 83% retention rate and the college's rate is at 85% remaining with the 2% margin.	
Analysis – Assessment	
Student retention was kept in accordance to the college three year average.	

Student Success Outcome 3	Performance Indicators
The program will work to maintain student success rates comparable to the college's prior student success rates.	The program will maintain or increase the **program's** average student success rate for the prior three years comparable to the program's prior three year rate.
Operating Information	
The Anthropology program three year average student success rate is at 70%.	
Analysis – Assessment	
The three year rates range from 67%-72% for the past three years. The program strives to maintain and exceed student success by providing quality and dedicated instruction. However, to maintain quality instruction, institutional budget support is required to maintain teaching manipulatives, education enhancements such as videos, and laboratory supplies and equipment.	

Student Success Outcome 4	Performance Indicators
The program will work to maintain the student success rates from the average of the **college's** prior three-year success rates.	The program student success will maintain or increase over the average of the **college's** student success rate for the prior three years.
Operating Information	
The Anthropology program's three year rate was at 70% compared to the college rate of 69%.	
Analysis – Assessment	
The Anthropology program three year average is slightly higher than the college average. Instructors are committed to serving students and address their academic needs for success in their courses. However, student success could be further improved in our program with improved institutional support.	

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Not applicable at this time.
Operating Information	
N/A	
Analysis – Assessment	
The program is currently working to implement a TMC AA degree.	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF maximum allowable by room and laboratory capacity.	The program will maintain the efficiency goal set by room and laboratory capacity.
Operating Information	
Adhering to the allowable capacity of classroom and laboratory facilities, we will maintain a WSCH as high as the new room and laboratory facilities will allow. We are currently operating at 102% of the district's 600 goal. That represents a +1% increase for our program which the college as a whole dropped -6%.	
Analysis – Assessment	
Efficiency must be addressed accordingly to the program's classroom enrollment limits. The district goal of 600 is not attainable through the scheduling of regulation size sections in the existing anthropology classroom and laboratory facilities. This goal is only achieved through increasing enrollment capacity of on line courses and select lecture classes. We would like the district 600 goal to be reduced to a more practical and consistently attainable number.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available. The program intends to continue to develop laboratory courses and adequately equip and supply the program.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
Please refer to the inventory discussion in the body of this report.	
Analysis – Assessment	
Dedicated cataloging occurred during the summer of 2011 of the Biological Anthropology collection and is on going. The first draft of the inventory list reveals needs in model cast sets for laboratory and classroom use.	

Program Operating Outcome 3	Performance Indicators
The Anthropology program will continue to review its curriculum and learning environment and assess students' needs and based on assessment, improve as needed.	Develop a uniform SLO assessment for all sections and hold departmental meetings to review assessments and modify curriculum accordingly.
Operating Information	
The Anthropology program continues course-level SLO assessment set in place by the college.	
Analysis – Assessment	
In progress.	

Program Operating Outcome 4	Performance Indicators
The program will maintain a full-time to part-time FTEF ratio of one-to-one or greater.	We will continually assess our needs with the changing budget status.
Operating Information	
The current ratio is 1.07 FT EF to 3.57 PT FTEF. This represents a 38% decrease in FT EF from the program's three year average. In FY12, 32% of Anthropology students were taught by FT faculty.	
Analysis – Assessment	
The decrease in FT EF is due to a one semester sabbatical leave taken by one of the two FT faculty members. Even accounting for that consideration, we have not met our goal, and continue to rely on increased PT EF to staff our courses. We will address this issue when budget allows.	

Program Operating Outcome 5	Performance Indicators
The program will strive to equip and complete construction of the laboratory space to serve the needs of the students in the program.	M & O will perform tasks necessary to complete the facility.
Operating Information	
The current laboratory space in MCE 225 has not been completed with the necessary safety and functioning needs. Temporary safety measures have been put into place. However, issues brought up in last program review cycle have not been addressed. Functionality is still seriously hindered.	
Analysis – Assessment	
Assessment is in progress. The facility has only seen the most minimal safety violations addressed. Serious problems still exist.	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	3
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	2
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	**Interpretation**	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL   21

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	**Interpretation**	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

2012-2013 - **FINDINGS**

While Anthropology continues to be a vibrant and popular program, it was found that the following areas need further attention and support:

Finding 1: Strengthen the Four Fields to build a solid TMC AA degree program.
We currently do not offer all courses required for university transfer into Anthropology. Linguistics, a newly developed course, is in the process of curriculum review. Due to staffing issues, we are only able to offer sporadically Archaeology and World Prehistory and have a highly irregular number of Biological Anthropology Laboratory courses. Developing a regular, fully comprehensive rotation of all classes in the Anthropology TMC AA degree will be a key factor in the program's ability to maintain and/or improve student retention and success rates (Student Success Outcome 1, 3, and 5).

Finding 2: Addressing Supply, Equipment, and Supplemental Material Needs.
The Anthropology supply budget is low compared to other science budgets on campus. Due to this, Anthropology attempts to find outside funding sources reducing our ability to equip, maintain, repair, and replace laboratory specimens and equipment. We are reliant on the end of year surplus funds, which are not guaranteed. The provided Budget Report indicates that the FY 12 Anthropology supply ($748) and equipment ($3,013) funds combine for $3,761. This represents a 29% and 57% decrease from last fiscal year. This year's general budget and instructional supply fund for Anthropology is $750, with a student worker fund of $1359. This is a -56% further reduction from FY12.
 (See analysis in Program Operating Outcome 2, 3, and 5; and Student Success Outcome 1 and 3).
      For Biological Anthropology, Lab, and Archaeology Courses : The strength of our Biological Anthropology courses is our ability to offer students, especially non science majors, a challenging yet approachable path to meeting their life science goals. Our severally limited supply budget, which forces us to restrict our Biological Anthropology offerings, weakens our ability to provide students a strong background in laboratory curriculum required for transfer. In addition to consumables, there are costs associated with basic maintenance and repair of equipment and onetime costs associated with purchasing osteological models used in both lecture and laboratory classes. We have been unable to purchase many of the necessary models due to our limited budget, and are occasionally forced to rely on pictures for laboratory analysis of specimens or require students to work in groups of six or more. Both of these situations greatly impedes student learning and ultimately retention and success rates.
      For Cultural Anthropology, Gender, Magic and Religion, and Linguistics Courses: The use of ethnographic films in the classroom is an essential element in Anthropological study. The films provide an excellent backdrop for class discussion and critical thinking. Anthropology students must cultivate the perspective of cultural relativism and viewing films allows for that to happen in a setting that lends itself to analysis. The collection is limited and outdated and many of the films are non ADA complaint and

therefore unusable in curriculum. Another 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. While the program continually seeks Education Grants from the VC Foundation to address these needs, funding is sporadic and needs are continuous.

Finding 3: Laboratory Facility Completion

The lab facility remains unfinished posing both safety concerns and hampering curriculum.

Finding 4: Student Completion and Success

The three year average student completion rate in Anthropology is within a 2% margin of the college's completion rates. As for grade distribution, A grades were 3% lower while B and C grades were3- 5% greater than the college average. D grades are on par with the college's average, while the rate of F grades in Anthropology over a three year period is 2% lower than the rate of F grades distributed by the college. While within a close margin of the college's averages, we feel that there is room for improvement in the Anthropology program, especially in regards to completion rate. (Student Success Outcome 1-4)

Finding 5: FT/PT faculty ratio

The current ratio is 1.07 FT EF to 3.57 PT FTEF. This represents a 38% decrease in FT EF from the program's three year average. In FY12, 32% of Anthropology students were taught by FT faculty. The decrease in FT EF is due to a one semester sabbatical leave taken by one of the two FT faculty members. Even accounting for that consideration, we have not met our goal, and continue to rely on increased PT EF to staff our courses. (Program Operating Outcome 4)

6. Initiatives

6A: 2011-2012 Initiatives

Initiative
Strengthen the Four Fields

Initiative ID ANTH1201

Progress from Last Program Review Cycle
We have a new Linguistics course (required for the TMC AA degree) going through curriculum, thanks to the dedication of faculty working on such projects during sabbatical leave. We have also been recently been allowed to rotate in one Archaeology and Pre-history class per semester to help meet the student demand for that class. We are currently advocating for responsibly rotating Anthropology "electives" that are part of the TMC AA degree.

Completion of the laboratory facility has not been realized. Only minimal, temporary, safety measures were put into place. There is still important M&O work, that does not require the building to be signed off on, that needs to be performed.

Links to Finding 1 (2011-2012)
Anthropology, being the study of humans, provides students with the perspective to confront an increasingly diverse population. Anthropology provides skills to face multi-cultural situations with understanding and without bias. Anthropology is a four field discipline: cultural, biological, archaeology and linguistics. The bio-cultural perspective of the discipline provides students with a holistic awareness of themselves and the world around them. We see the need for curriculum improvement and the need to develop and offer a linguistics course (Culture and Communication).

Benefits:
The courses offered in the Anthropology department fulfill vital requirements for students working towards academic goals and personal growth. Anthropology courses both in Biological and Cultural Anthropology fulfill requirements in the Associate in Arts Degree and the Associate in Science Degree, both in the natural sciences and the social and behavioral sciences. Courses in the program prepare students for transfer to four-year institutions. Specifically, Cultural Anthropology (ANTH V02) is a pre-requisite for the Ventura College Nursing Program. Furthermore, several courses fulfill the general education requirement for the ethnic/women's studies requirement. This will allow the program to offer courses required for the major transfer. We currently do not offer a Linguistic Anthropology course in our curriculum. Linguistics is one of the four fields of anthropology. The program would like to offer a lower division course to prepare students for the major transfer. Several four-year institutions now require the linguistics course for the major prep curriculum, including CSU Long Beach, CSU Sacramento, UCLA, UCI and UCR. A full-time faculty member will be on sabbatical leave during the Spring 2012 semester to formulate the course curriculum and course outline.

Request for Resources

We do not require new resources at this time. However, if we are to meet student transfer demand, we need to regularly offer all four courses and will likely need a new full-time or part-time faculty in the near future.

Funding Sources

No new resources are required (use existing resources)	X

Initiative

Address budget deficiencies and needs

Initiative ID ANTH1202

Progress from Last Program Review Cycle

This is a carryover Initiative from last year's program review. No portion of Anthropology's program review initiatives were funded from last cycle's program review, despite the fact that this initiative was ranked high priority by the division.

Our program saw a drop in student success rate by 2%. This can likely be attributed to inadequate budget allowances creating a situation where there is a lack of vital supplemental materials used to facilitate student learning in the classrooms and labs.

Links to Finding 2 (2011-2012)

The Anthropology actual budget of $1180.00 is inadequate to meet the program's re-occurring needs. Due to this, Anthropology attempts to find outside funding sources reducing our ability to equip and maintain laboratory specimens, equipment and laboratory technical assistant.

Benefits

Additional funding will allow us to teach necessary Biological Anthropology Laboratory courses (ANTH V01L) and traditional Archaeology courses (ANTH V03). We could offer more sections of traditional ANTH V01L to meet the needs of A.A. degree requirements and life science transfer requirements. We could also offer ANTH V03 to meet student's needs and demands.

The program intends to strengthen its Archaeology offerings with increased staff and equipment. ANTH V03 Archaeology and Prehistory is a requirement for lower division preparation for the Anthropology major at most local universities and yet we only offer it once a year. Archaeology is the most viable vocational field within Anthropology as cultural resource management investigations are required by law. Archaeologists can be employed through University/Colleges, Federal and local governments, cultural resource management agencies, construction and geological survey field crews, and museums.

Yet, we cannot consistently offer this course nor develop the curriculum in the direction that could guide students into this viable profession.

Request for Resources

Facilities: The lab facility remains unfinished posing both safety concerns and hampering curriculum. Cabinetry needs to be installed, plumbing needs to be added, emergency shower needs to be added, water filtration system needs to be installed, fire blanket needs to be ordered, laminar flow hood needs to be relocated and set up, and eye wash station needs to be installed. It is unknown whether funds have been diverted for this purpose.

General Budget: We are requesting a general increase in budget from the annual budget of $1180.00 to $3000.00. This will cover osteological cast replacements as needed, ANTH V01L consumables, ANTH V35L consumables, Archaeological supplies and ANTH V02, V05, V06, V07 new and replacement DVDs.

Personnel Laboratory Technical Assistants: We request $1600.00 per year for student hourly. The current two Full Time Biology Technical Assistants do not have the background to assist in Anthropology or Forensic Laboratory preparations.

Needed Supplies and Equipment:
The following list represents the major needs of the program at this time. However, the program will request for only those items which are most urgent to meet our curriculum requirements.

Primate osteology comparison models: comparison skull set ($1,254), female chimpanzee skull model ($208), calvarium cut chimpanzee skull model with brain ($480), Articulated New World Monkey Skeleton ($2,250), Articulated Prosimian Skeleton ($2,900), three (3) Female Baboon Skull Models ($190 each), two (2) Slow Loris Skull Models ($92 each), three (3) Female chimpanzee post-cranial sets ($215), Articulated Old World Monkey Skeleton ($2,250).

Hominid Fossil models: Somso 6-skull Early Man Set ($2400), five (5) A. afarensis post-cranial sets (model specimen collections at $280 each).

Modern human osteological models: Disarticulated Skeleton model, male ($640), Female Pelvis Model ($148), Male Pelvis Model ($145), Female skull model ($340).

DVDs
Globe Trekker - Nigeria $24.95
Globe Trekker: South America Box Set $53.99
Globe Trekker - The Balkans DVD $22.49
National Geographic Taboo The Complete First Season DVD $47.49
National Geographic Taboo The Complete Second Season DVD $33.99
N!ai, The Story of a !Kung Woman DVD $295
Bitter Roots: The Ends of a Kalahari Myth DVD $195
Dadi's Family DVD $195
Ongka's Big Moka DVD $145
Franz Boas DVD $145

A Man Called Bee DVD $195

Tribal Wives: Challenging Western Views of Polygamy and Female Circumcision DVD $169.95

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Initiative

Grade Distribution

Initiative ID ANTH1203

Progress from Last Program Review Cycle

The Anthropology department worked on strengthening support available to PT faculty members when it comes to questions concerning grade distributions. Through this and the evaluation process, some disturbing practices were uncovered, which were dealt with in satisfactory manner. As a result, we feel that the current grade distribution for Anthropology indicates that our courses are academically rigorous (lower percentage of A grades that the college average), and yet accessible to a wider range of students (higher percentage of B and C grades). Furthermore, our slightly higher withdraw rate and lower F grade rate is indicative of success; both Ft **and** PT Anthropology faculty attentively counseling students in jeopardy of receiving a sub- standard grade. We were able to increase our completion rate by 1%. Furthermore, by strengthening relations with the counseling department, we were able to increase our Hispanic student population by 7%.

However, our student success rates dropped 2%... Likely this can be attributed to a semester Sabbatical leave of one FT faculty and/or lack of supplemental materials used to facilitate student learning in the classrooms and labs.

Links to Finding 3 (2011-2012)

The lower percentage of A grades shows that our courses are rigorous however, 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. Faculty would like to establish more open communication with the counseling department regarding the requirements of the courses.

Benefits

Students will be better prepared to succeed in the courses with more complete information regarding the Anthropology program.

Request for Resources
None

Funding Sources

No new resources are required (use existing resources)	X

Initiative
District established WSCH.

Initiative ID: ANTH1204

Progress from Last Program Review Cycle
The Anthropology department did not have the WSCH number recalculated. Only extenuating circumstances allowed us to reach the district 600 goal (we are currently at 105%, but that is an artificial number). We will continue to advocate for an attainable WSCH number.

Links to Finding 4 (2011-2012)
With current classroom configurations, at 100% capacity, the Anthropology program can only be at 570 and it is unreasonable to assume that 100% will always be met. The only way to mathematically maintain the district 600 goal is for faculty to take on extra large sections that are now being discouraged by the district.

Benefits
If the district believes we can meet the 600 goal, then our program is in jeopardy of being flagged for under performance.

Request for Resources
None

Funding Sources

No new resources are required (use existing resources)	X

2011-2012 - FINAL Program Initiative Priority Ratings

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
Art	Faculty	1	H		**H**	ART1201	Replacement faculty	Replace retiring faculty member				FT
Art	Tech	1	H	H	**H**	ART1202	Computers / printers	New equipment to upgrade computer labs	40,000	40,000	40,000	
Art	Budget	1	R		M	ART1206	Annual maintenance agreement	Software licenses yearly contract Adobe for computer labs	17,000	17,000	57,100	
Art	Budget	2	H		M	ART1203	New equipment; need pottery wheels currently only have 1/2 of the wheels needed for a full class	Update ceramics lab	7,500	7,500	64,500	
Art	None	7	H			ART1204	Portfolio course	Create a capstone portfolio course to be part of each degree program	0	0	0	
Art	Budget	3	no rating		L	ART1205	Budget for new Art Gallery	Gallery needs operation funds to bring in guest artists, pay for mailing art, advertisement of shows, gallery openings, etc.	5,000	5,000	69,500	

6B: 2012-2013 **INITIATIVES**

Initiative ID should be consistent. For example:
2011-2012 identified initiatives - ART1201, ART1202, etc.
2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative
Strengthen the Four Fields

Initiative ID ANTH1301

Links to Finding 1 and 4
 Anthropology, being the study of humans, provides students with the perspective to confront an increasingly diverse population. Anthropology provides skills to face multi-cultural situations with understanding and without bias. Anthropology is a four field discipline: cultural, biological, archaeology and linguistics. The bio-cultural perspective of the discipline provides students with a holistic awareness of themselves and the world around them. We see the need for curriculum improvement and the need to develop and offer a linguistics course (Culture and Communication).

Benefits:
The courses offered in the Anthropology department fulfill vital requirements for students working towards academic goals and personal growth. Anthropology courses both in Biological and Cultural Anthropology fulfill requirements in the Associate in Arts Degree and the Associate in Science Degree, both in the natural sciences and the social and behavioral sciences. Courses in the program prepare students for transfer to four-year institutions. Specifically, Cultural Anthropology (ANTH V02) is a pre-requisite for the Ventura College Nursing Program. Furthermore, several courses fulfill the general education requirement for the ethnic/women's studies requirement. This will allow the program to offer courses required for the major transfer. We currently do not offer a Linguistic Anthropology course in our curriculum. Linguistics is one of the four fields of anthropology. The program would like to offer a lower division course to prepare students for the major transfer TMC AA degree. Several four-year institutions now require the linguistics course for the major prep curriculum, including CSU Long Beach, CSU Sacramento, UCLA, UCI and UCR.

Request for Resources
We do not require new resources at this time. However, if we are to meet student transfer demand, we need to be allowed to regularly offer all four courses in a responsible and regular rotation, and will likely need a new full-time or part-time faculty in the near future.

Funding Sources

No new resources are required (use existing resources)	X

Initiative ID ANTH1302

Links to Findings 1, 2, and 4

This is a carryover Initiative from last year's program review. No portion of Anthropology's program review initiatives were funded from last cycle's program review, despite the fact that this initiative was ranked high priority by the division.

The Anthropology actual budget is inadequate to meet the program's re-occurring needs. Due to this, Anthropology is severely limited in its ability to equip, maintain, repair and/or replace laboratory specimens and equipment and fund a PT student laboratory technical assistant. We are further unable to bring our extensive video collection up-to-date to meet ADA compliancy and content relevancy and are limited in our ability to secure guest presenters due to a lack of honorarium funding.

Benefits

Additional funding is needed to fully support the current offerings of Anthropology courses. To cover ANTH V01, V01L and V03, items are needed to replace existing damaged models and equipment and to purchase models to replace the use of photographs in lab activities. To support ANTH V02, 05, 06, and 07, funding is needed to replace existing non ADA compliant videos used in current curriculum and as honorariums for guest speakers. The requested materials are the minimal **needed to continue aspects of current curriculum.**

Request for Resources
Needed Supplies, Equipment, and Repair:
The following list represents the most urgent needs of the program to continue aspects of curriculum at this time.
Microscope repair: joint initiative with Biology, cost unknown. The program's comparison microscope, polarized microscope, and one compound microscope are currently unusable and in need of repair.
Male and female pelvic girdle models: $148 each
Articulated New World Monkey skeleton: $2,250
Articulated Prosimian skeleton: $2,900
ADA compliant DVD's: N!ai, The Story of a !Kung Woman, Bitter Roots: The Ends of a Kalahari Myth, Dadi's Family, Ongka's Big Moka, Franz Boas, A Man Called Bee, Tribal Wives: Challenging Western Views of Polygamy and Female Circumcision: Total $1170
Honorariums: $600

Total: $7,425

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative
Addressing Supply, Equipment, and Supplemental Material Needs to better facilitate student learning and success

Initiative ID ANTH1303

Links to Findings 1, 2, and 4

This is also a carryover from last year's program review. No portion of Anthropology's program review initiatives were funded from last cycle's program review.

   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.

Benefits

The requested materials are 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 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.

Request for Resources
Needed Supplies, Equipment, and Repair:
The following list represents items requested to supplement existing models allowing students to work in smaller groups and for the development of new activities geared towards improving student

comprehension as well as to supplement the existing video collection and for the development of new lessons in the linguistics course.

DVDs: Globe Trekker Series, National Geographic Taboo Series, The Human Language Series, and Washoe: Total $895.
Primate skull comparison set: $1,254
Three female chimpanzee post-cranial sets: $215 each
Five *A. afarensis* post-cranial sets: $280 each

Total: $4,200

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative
Completion of Laboratory Facility

Initiative ID ANTH1304 (Prior ID: portion of ANTH1202)

Links to Findings 3 and 4
The lab facility remains unfinished posing both safety concerns and hampering required curriculum. Only minimal, temporary, safety measures were put into place after last year's program review ranked this a "R" project. There is still important M&O work, which does not require the building to be signed off on, that needs to be performed.

Benefits
Students have the right to work in a laboratory that fully meets safety requirements, and deserve the opportunity to perform laboratory activities that meet specific aspects of required transfer curriculum. With the completion of the laboratory space, both safety and curriculum issues will be addressed.
Request for Resources
Work that can be completed without any building safety or inspection issues:
Cabinetry can be installed (materials and equipment is sustaining damage from being stored in and out of cardboard boxes), and locking metal cabinet can be repaired.
Work that needs to be completed upon receiving full possession of the building:

Plumbing needs to be added, emergency shower needs to be added, water filtration system needs to be installed, sink needs to be installed and cabinets fixed to wall, permanent eyewash station needs to be installed, and all safety equipment (such as fire blanket, fire extinguisher, etc) needs to be properly mounted.

Total: None to unknown amount (due to fluctuation costs of labor).

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	?
Requires other resources (grants, etc.)	

Initiative
Increase FT/PT faculty ratio

Initiative ID ANTH1305

Links to Findings 1, 4 and 5
The current ratio is 1.07 FT EF to 3.57 PT FTEF. This represents a 38% decrease in FT EF from the program's three year average. In FY12, 32% of Anthropology students were taught by FT faculty. The decrease in FT EF is due to a one semester sabbatical leave taken by one of the two FT faculty members. Even accounting for that consideration, we have not met our goal, and continue to rely on increased PT EF to staff our courses. 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.

Benefits
Anthropology had a 2% decrease in student success rates from last year. This can be likely attributed to two things, lack of supplemental materials used to facilitate student learning in the classrooms and labs and/or a semester Sabbatical leave of one of the two FT faculty member. Research has shown that students perform better under the guidance of FT faculty members.

Request for Resources
Hiring a FT faculty member would require additional general funds from personnel. The amount would be dependent on the educational level of the individual hired.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Maintain or improve student access to tutoring and testing center

Initiative ID ANTH1306

Links to Findings 4

Access for students to the vital services of tutoring and testing center has been reduced due to budget deficiencies. This is a campus wide initiative.

Benefits

Student success is hinged on their ability to get support and assistance outside of the class room. All VC students will benefit.

Request for Resources

Continue general funding for tutoring and testing center.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
ANTH	1 and 4	8?	M				ANTH1301	Strengthen the Four Fields	Potentially none	0
ANTH	1, 2, and 4	4	H				ANTH1302	Addressing Supply, Equipment, and Supplemental Material **Critical Needs**	General budget and equipment funds	$7,425
ANTH	1, 2, and 4	4	M				ANTH1303	Addressing Supply, Equipment, and Supplemental Material Needs to better facilitate student learning and success	General budget and equipment funds	$4,200
ANTH	3 and 4	0	R* (some aspects)				ANTH1304	Completion of Laboratory Facility	Possibly facility funds	Potentially no additional funds are needed, as the monies are supposed to be set aside for the completion of this project
ANTH	1, 4, and 5	1	L				ANTH1305	Increase FT/PT faculty ratio	Personnel funds	$100,000/yr
ANTH	4	4	L				ANTH1306	Maintain or improve student access to tutoring and testing center	General budget	Unknown; campus wide project

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

<u>Program/Department Level Initiative Prioritization</u>
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

<u>Division Level Initiative Prioritization</u>
The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

<u>Committee Level Initiative Prioritization</u>
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

<u>College Level Initiative Prioritization</u>
Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

2a. Were the identified initiatives implemented?

2b. Did the initiatives make a difference?

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

4. How have the changes in the program review process worked for your area?

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

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form 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.