



## Anthropology Program Review

2013-2014

Department Chairs,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map, What to Leave In and What to Leave Out Guidelines, and the Academic Senate Rubric for Instructional Program Vitality.

Please note that instruction prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student success, retention) in which it is trying to improve. And programs, which offer degrees and/or certificates, need to set goals for increasing program completion rates (per direction from the Accrediting Commission).

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

### **Appendices:**

- A-Program Review Process Map-Instructional Programs
- B-What to Leave In and What to Leave Out
- C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs
- D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs
- E-Appeal Form

### **Attachments:**

- Data packets for your program/department

### **WHO TO CALL FOR ASSISTANCE**

#### **Budget and Inventory Data:**

David Keebler, VP-Administrative Services, ext. 6354

#### **Data Analysis and Interpretation:**

Michael Callahan, Institutional Researcher, ext. 6344

#### **Instructional Programs:**

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Debbie Newcomb, Faculty Facilitator, ext. 6368

Sandy Hajas, LRC Supervisor, ext. 6179

#### **Services:**

Susan Bricker, Registrar, ext. 6044



**Due October 7, 2013**



## Anthropology Program Review

2013-2014

Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468



## Anthropology Program Review

2013-2014

### Section I – Accomplishments and Status of 2012 Program Review Report

#### A. Last Year's Initiatives

- Strengthen the Four Fields, Initiative ID ANTH1301:

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 were able strengthen curriculum by developing a linguistics course (Culture and Communication), to be offered once annually beginning Spring 2014.

Further, with the update in curriculum, we were approved a state AA-TMC degree in Anthropology.

While we have the curriculum and transfer degree in place, staffing the classes remains problematic. 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 need an additional full-time or part-time faculty member in the very near future.

- Addressing Supply, Equipment, and Supplemental Material, Critical Needs, Initiative ID ANTH1302: We were funded about \$7000 to replace broken and damaged components vital to required curriculum instruction. This was ranked High priority by both the department and division. We were also awarded a portion of the shared Life Science initiative to update closed captioning on videos used in curriculum.

We were **not** funded money for honorariums, and therefore were unable to provide curriculum enhanced by bringing in expert speakers in specialty areas of anthropological study.

- Addressing Supply, Equipment, and Supplemental Material Needs to better facilitate student learning and success, Initiative ID ANTH1303: No portion of this initiative was funded through last year'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.

- Completion of Laboratory Facility, Initiative ID ANTH1304: This initiative was ranked as a required project. All necessary laboratory safety equipment has been brought up to standard. However, locking cabinets still remain non-functional, and some are now totally missing their sliding glass doors due to the hazard they were presenting in the lab because of the nature of their mechanical defects.

- Increase FT/PT faculty ratio, Initiative ID ANTH1305: Last year's anthropology faculty ratio was 1.07 FT EF to 3.57 PT FTEF. This represented a 38% decrease in FT EF from the program's three year average. A request to hire an additional FT faculty member was ranked low by the division during the last program review cycle.



## Anthropology Program Review

2013-2014

### B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

#### **Finding 1: Strengthen the Four Fields to build a solid TMC AA degree program.**

We now do offer all courses required for university transfer into Anthropology. However, we continue to experience staffing issues, making it so that we are only able to offer sporadically Archaeology and World Prehistory and the linguistics class, and have a highly irregular number of Biological Anthropology Laboratory courses. It still stands that 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.**

This was partially addressed in the last program review cycle:

Funds were made available to replace or repair broken or damaged materials necessary to curriculum. Funding was also made available to bring films shown in classes up to ADA compliancy.

Not addressed in last program review: 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. Our support funds for funding student lab technicians is inadequate and disproportional to the number of sections that we can, and would like to, offer. 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.

Also not addressed in last program review: budget for honorariums. 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.

#### **Finding 3: Laboratory Facility Completion**

The lab facility has been updated to comply with safety regulations, and full laboratory curriculum can be taught now. However, locking cabinets still need to be repaired.



## Anthropology Program Review

2013-2014

### **Finding 4: Student Completion and Success**

While the three year average student completion rate in Anthropology has stayed within a 2% margin of the college's completion rates, we had a decrease in retention and completion rates last year. This may be attributed to the fact that during the last academic year our facilities were incomplete and we were lacking necessary materials used in curriculum. Last year's program review did address these two critical areas, and we hope to see an improvement in these two areas during this academic year. We have yet to see if the AA-TMC will have an impact on student completion rates in Anthropology.

### **Finding 5: FT/PT faculty ratio**

This was not addressed in last year's program review cycle:

The 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.

## **Section II - Description**

### **A. 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

### **B. Program/Department Significant Events (Strengths and Successes), and Accomplishments**

- 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 was approved through the curriculum process a new course, Culture and Communication (ANTH V05). This linguistics course provides 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 was able to develop, and had accepted, a TMC AA degree for transfer as an Anthropology major within the state of California.



## Anthropology Program Review

2013-2014

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 academic research, present original research at academic conferences and publish in academic journals. Recent activities include:

**FIUMERODO (F/T):** Attended the American Anthropological Association annual conference in San Francisco and participated in "Teaching Gender" pedagogy workshop. Attended the Western States Folklore Society in San Diego. Attended the Summer Institute for Teaching Excellence week long professional development training at Ventura College. Completed Distance Education training course for Desire2Learn and developed online course currently being offered. Publication includes: Fiumerodo, Maria Teresa. 2013. *Celebrating Community and Cuisine: Bringing the Past Alive in Festival*. In *Food Studies: An Interdisciplinary Journal*, Volume 1, Issue 3, pgs. 21-34.

**Lange (F/T):** Major revision to classroom curriculum to fully meet the updated COR for ANTH V01 and adoption of a new department textbook. Participation in the American Academy of Forensic Science sponsored week long workshop, "Teaching Science through Forensics." Engaged in a week long immersion program, "Culture, Art, and Change" in Cuba. Attended the annual American Academy of Forensic Science conference in Washington DC. On site study in Northern CA looking at the comparison of modern organic farming practices to CA Native American practices, for use in classroom curriculum. Developed and worked with science outreach programs for middle school aged students.

**Aiello (adjunct):** major revision to classroom curriculum to fully meet the updated COR for ANTH V01 and adoption of a new department textbook.

**Curtis (adjunct):** major revision to classroom curriculum to fully meet the updated COR for ANTH V01 and adoption of a new department textbook. Publications include: Matthew Curtis 2013 Archaeological evidence for the emergence of food production in the Horn of Africa. *The Oxford Handbook of African Archaeology*, edited by Peter Mitchell and Paul Lane, pages 571-584. Oxford: Oxford University Press. Presented a poster with colleagues at the 78th Annual Meeting of the Society for American Archaeology (April 3-7, 2013) titled "Landscape Archaeology and GIS Applications in the Gamo Highlands of Southwestern Ethiopia" (Matthew Curtis, Sean Stretton, Kathryn Arthur, and John Arthur). Invitation to write a chapter concerning the ancient Ethiopian city and kingdom of Aksum in the upcoming Thames & Hudson book *Cities That Shaped the Ancient World*, edited by John Julius Norwich (est. 2014 Thames & Hudson). Completed third year as co-principal investigator (with Kathryn and John Arthur) of the National Science Foundation-funded "Gamo Ethnoarchaeological Project" that includes an international interdisciplinary research team from the U.S., Ethiopia, U.K., France, Italy, and Kenya. Highlights of recent research include the excavation of a 4,500 year old human burial and the discovery of some of the oldest evidence for food production (agriculture and livestock herding) in the southern Ethiopian Rift Valley region.

**Renger (adjunct):** major revision to on line curriculum to fully meet the updated COR for ANTH V01 and adoption of a new department textbook.



## Anthropology Program Review

2013-2014

- **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.

### C. 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

### D. Criteria Used for Admission

Varies by course prerequisite/co-requisite.

### E. College Vision

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

### F. 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 the educational experience, we serve a highly diverse student body by providing quality 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.

### G. 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.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Student Success</li> <li>• Respect</li> <li>• Integrity</li> <li>• Quality</li> <li>• Collegiality</li> <li>• Access</li> </ul> | <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Diversity</li> <li>• Service</li> <li>• Collaboration</li> <li>• Sustainability</li> <li>• Continuous Improvement</li> </ul> |
|--|---|



## Anthropology Program Review

2013-2014

### H. Organizational Structure

**President:** Greg Gillespie

**Executive Vice President:**

**Dean:** Dan Kumpf

**Department Chair:** Cari Lange

**Faculty/Staff:**

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

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

### Section IIIa – Data and Analysis

#### A. SLO Data

*Instructions:*

- *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.





## Anthropology Program Review

2013-2014

- *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 anthro, 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.

### B. Performance Data

#### 1. Retention – Program and Course

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.

#### 2. Success – Program and Course

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.



## Anthropology Program Review

2013-2014

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.

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.



## Anthropology Program Review

2013-2014

### 3. Program Completion – for “Programs” with Degrees/Certificates Only

Anthropology was just approved for the state AA-TMC. We do not have any data for program completion at this time.

### C. Operating Data

#### 1. Demographics - Program and Course

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. However, both our retention rate and 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.

#### 2. Budget

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

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 expense 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 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.

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.



## Anthropology Program Review

2013-2014

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.

### 3. Productivity – Program and Course

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.

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.

### D. Resources

#### 1. Faculty

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



## Anthropology Program Review

2013-2014

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.

### 2. Classified Staff

N/A

### 3. Inventory

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.

### 4. Facilities or other Resource Requests

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.

We also need to have M&O address non-functional/missing doors on large locking cabinets in MCE-225. Issue is explained in section 5.

### 5. Combined Initiatives

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.

### E. Other Program/Department Data

N/A

## Section IIIb – Other Program Goals and Initiatives

### A. Other Program Goals

*Instructions: 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? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:*

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development



## Anthropology Program Review

2013-2014

- *Advisory Committee Recommendations*

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

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. 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 - Initiatives**

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

**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

**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

*Example:*

**Initiative:** *Provide a brief title*

**Initiative ID:** *(i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)*

**Link to data (Required):** *From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)*

**Expected Benefits:** *What benefits to student learning or completion, etc. do you anticipate?*

**Goal:** *What do you believe needs to occur? (i.e. raise student success in \_\_\_\_ course)*

**Performance Indicator:** *What do you see as a realistic goal? (i.e. a 5% increase in student success)*

**Timeline:** *When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.*

**Funding Source Category:** *(a drop down menu is provided)*

- *No new resources*
- *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
- *College equipment funds (non computer)*
- *Technology funds*
- *Facilities funds*



## Anthropology Program Review

2013-2014

- Staffing resources
- Grant funds

**Ranking:** (i.e. H) (a drop down menu is provided) **Note:** Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

- A. 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

- B. 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



## Anthropology Program Review

2013-2014

**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

- C. **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

- D. **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





## Anthropology Program Review

2013-2014

**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

**E. 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

**F. 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

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

**Initiative ID:** ANTH1404



## Anthropology Program Review

2013-2014

**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

**H. 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



## Anthropology Program Review

2013-2014

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

**Timeline:** 2013-2014

**Funding Resource Category:** Facilities Funds

**Ranking:** R

- I. **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

### Section VI – Process Assessment

*Instructions: Please answer the following questions:*

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

Word document format is better than the chart form from last year.

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

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. Also, 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. It is a quality control issue.

- C. **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



## Anthropology Program Review

2013-2014

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):**

Email discussions with all members of the department began Sept. 16, 2013, and continued, as needed through Oct. 7, 2013. Three hour meeting with FT faculty members Lange, Fiumerodo, and Prell was held on Sept. 25.

**List of Faculty who participated in the program Review Process:** M. Fiumerodo, M. Curtis, P. Aiello, R. Renger, T. Prell

**Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

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



**Anthropology Program Review**  
**2013-2014**

# Program Review Process Map

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

**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)**

**V.**                    **Summary of initiatives and requests**  
**Minority reports if any**

**VI.**                    **Process assessment**

**VII.**                    **Verification of review**



## Anthropology Program Review

2013-2014

### 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.*

<p>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.</p>		
<b>Excluded Items</b>	<b>Who to Contact</b>	<b>Explanation</b>
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 <a href="mailto:vcmaintenance@vccd.edu">vcmaintenance@vccd.edu</a> 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 <a href="mailto:vcmaintenance@vccd.edu">vcmaintenance@vccd.edu</a> 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 <a href="mailto:vchelpdesk@vccd.edu">vchelpdesk@vccd.edu</a> 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.



## Anthropology Program Review

2013-2014

### 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.*

<p>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.</p>		
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.



# Anthropology Program Review

2013-2014

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	<b>Enrollment demand</b> <sup>1</sup>	6
	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.	
Up to 3	<b>Sufficient capital / human resources to maintain the program, as defined by:</b>	
	<b>Ability to find qualified instructors</b>	3
	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.	
Up to 3	<b>Financial resources, equipment, space</b>	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	<b>Agreed-upon productivity rate</b> <sup>2</sup>	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.	

<sup>1</sup> Enrollment demand is determined by the ability to fill classes.

<sup>2</sup> Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.





## Anthropology Program Review

2013-2014

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.	

<b>Up to 4</b>	<b>Course completion rate<sup>3</sup></b>	<b>1</b>
	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."	

<b>Up to 3</b>	<b>Success rate<sup>4</sup></b>	<b>1</b>
	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."	

<b>Up to 3</b>	<b>Ongoing and active participation in SLO assessment process</b>	<b>3</b>
	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.	

Note rationale on next page.

<sup>3</sup> 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."

<sup>4</sup> 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.



## Anthropology Program Review

### 2013-2014

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:

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:

<b>22-26</b>	Program is current and vibrant with no further action recommended
<b>18-21</b>	Recommendation to attempt to strengthen program
<b>Below 18</b>	Recommendation to consider discontinuation of the program



# Anthropology Program Review

2013-2014

## 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
<b>Up to 6</b>	<b>Enrollment demand / Fill rate</b> <sup>5</sup>	
	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.	
<b>Up to 3</b>	<b>Sufficient capital / human resources to maintain the program, as defined by:</b>	
	<b>Ability to find qualified instructors</b>	
	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.	
<b>Up to 3</b>	<b>Financial resources, equipment, space</b>	
	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.	
<b>Up to 4</b>	<b>Agreed-upon productivity rate</b> <sup>6</sup>	
	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.	

<sup>5</sup> Enrollment demand is determined by the ability to fill classes.

<sup>6</sup> Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



# Anthropology Program Review

2013-2014

Appendix-D

A "0" would indicate that a program is at less than 70% of its productivity rate.	
---	--

<b>Up to 3</b>	<b>Program Completion</b>	
	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.	

<b>Up to 3</b>	<b>Employment Outlook for Students/Job Market Relevance</b>	
	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 <u>and/or</u> "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.	

<b>Up to 3</b>	<b>Success rate <sup>7</sup></b>	
	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."	

<b>Up to 4</b>	<b>Course completion rate <sup>8</sup></b>	
	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."	

<sup>7</sup> 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.

<sup>8</sup> 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."



## Anthropology Program Review 2013-2014

<b>Up to 3</b>	<b>Ongoing and active participation in SLO assessment process</b>	
	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 that 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



## Anthropology Program Review

2013-2014

### APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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 on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.**