Anthropology Program Review
2011-2012

1. Program Description

A. 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.

B. Program Student Learning Outcomes - Successful students in the program are able to:

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.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

Varies by course prerequisite/co-requisite.

F. Vision

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

G. 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.

H. 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

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Proficiency Award - Anthropology

J. Program Strengths, Successes, and Significant Events

The program offers a wide range of anthropology courses that satisfy general education and Anthropology majors' undergraduate requirements. The program has developed an Introduction to Forensic Science course that is co-taught and co-listed with the Criminal Justice program. Last year the program developed a corequisite forensic lab course to complement the Introduction to Forensic Science course.   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 corequisite as tier 3 while the lecture component was ranked tier 1. This mismatch needs to be rectified. The "Anthropology of Women" was ranked as tier 2. All other sections are tier 1 and will continue to be offered regularly.

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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.) 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 certificate program, and articulates to CSU schools.

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). Prior to the implementation of this project, the Biological Anthropology Lab (ANTH V01L) course was only offered online. The addition of traditional biological anthropology laboratories reached, and will continue to reach, students who are not comfortable with or capable of taking a rigorous laboratory class 100% remotely. The ANTH V01L course fulfills the VC life science lab requirement and transfers to the University level.

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 physical 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; 2007-2011.

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.

Development of the interdisciplinary course Introduction to Forensic Science, ANTH/CJ V35, lecture and laboratory curriculum and expansion into a vibrant lab course offering; 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. These courses have filled to 100% capacity since the very initial offering.

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. 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 five 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 member 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 Arts and Lecture Series event on campus in the Spring 2007 by presenting in the *Like Water for Chocolate* event. In Spring 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, such as the An Lac Mission Buddhist Temple and The Temple Beth Torah, both 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 issues such as Islam.

In the biological realm, the forensics curriculum within Biological Anthropology has encouraged contact with local law enforcement organizations. Finally, both full time faculty have had experiences in leading summer educational tours for students interested in travel abroad and continue to enhance their own global experience benefitting classroom instruction.

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. Both in the Cultural Anthropology course and the Magic, Witchcraft and Religion course, these speakers have provided 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 prepares to offer the Anthropology major in the Fall of 2012, we anticipate a growing alliance with the institution.

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 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'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, presentations and regularly audits courses at local institutions.

The program offers Distance Education in both Biological and Cultural Anthropology to accommodate students seeking on line opportunities.

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
        Dean: David Oliver
           Department Chair: Maria Teresa (Gigi) Fiumerodo (Fall) and Cari Lange (Spring)

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.

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

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

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.

B. 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.

C. 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 maintain 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.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)
I: This program-level student learning outcome is **INTRODUCED** is this course.
P: This program-level student learning outcome is **PRACTICED** in this course.
M: This program-level student learning outcome is **MASTERED** in this course.
Leave blank if program-level student learning outcome is not addressed.

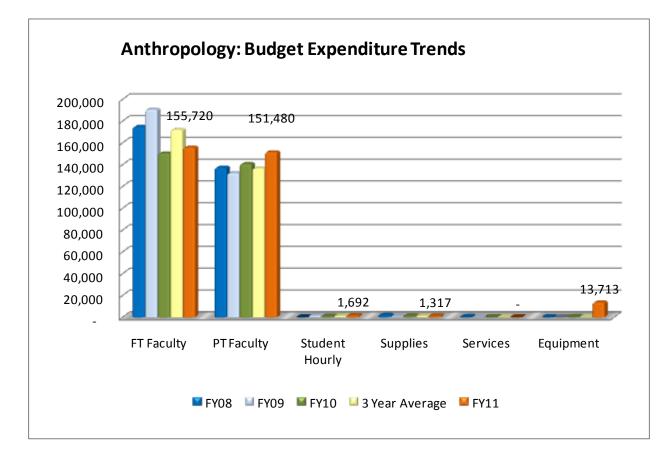| Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4
ANTH V01	M	M	M	I
ANTH V01L	M	M	M	I
ANTH V02	I	M	I	M
ANTH V03	M	M	P	M
ANTH V06	P	M	P	M
ANTH V35L	In CJ			

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

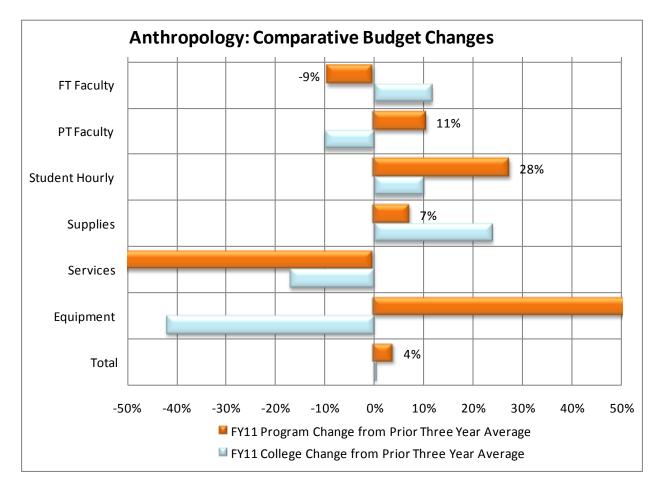| Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	174,835	190,622	150,518	171,992	155,720	-9%	12%
2	PT Faculty	137,356	132,271	140,643	136,757	151,480	11%	-10%
4	Student Hourly	-	1,744	908	1,326	1,692	28%	10%
7	Supplies	1,829	682	1,171	1,227	1,317	7%	24%
8	Services	350	200	200	250	-	-100%	-17%
9	Equipment	212	-	418	315	13,713	4253%	-42%
	Total	**314,582**	**325,519**	**293,858**	**311,320**	**323,922**	**4%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.

Anthropology: Budget Expenditure Trends

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Anthropology: Comparative Budget Changes

A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The program FT faculty expenditure has decreased by 9% while the average FT faculty expenditures over the last three-year college average has increased by 11%; a 20% differential. The part-time instructional expense has increased by 11% meaning that more sections are taught by part-time instructors.

The supplies budget increases significantly lag the college average over the past three years; 7% vs. 24% respectively. 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 increase reflects a single student worker assisting in preparation of the Biological Anthropology labs.

Equipment expenditures were reported markedly higher than our records indicate. We will be investigating this anomaly.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently in the Ventura College Biological Anthropology Collection but not yet posted in the Banner Financial System. This inventory list is not complete and will continue to be revised by the program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Ventura College Biological Anthropology Collection

Modern H. sapiens

Catalogue #	Description	Location	Comments	Price
VC-01-200	Modern H. sapiens Disarticulated Full skeleton Lab student set	MCE 225 large cupboard	Vendor: Ward's Natural Science Purchased 2009 "Bone boxes"	* $640
VC-01-210	Modern H. sapiens Disarticulated Full skeleton	MCE 225	Purchased 2009	* $640
VC-01-220	Modern H. sapiens Disarticulated Full skeleton	MCE 225	Purchased 2009	* $640
VC-01-230	Modern H. sapiens Disarticulated Full skeleton	MCE 225	Purchased 2009	* $640
VC-01-240	Modern H. sapiens Disarticulated Full skeleton	MCE 225	Purchased 2010	* $640
VC-01-250	Modern H. sapiens Disarticulated Full skeleton	MCE 225	Purchased 2010	* $640
Catalogue #	Description	Location	Comments	Price
	Modern H. sapiens Full skeletal models	MCE 225	Vendor: Bone Clones	
VC-01-100	Articulated male		mong. Purchased 2006	2,150
VC-01-101	Articulated female		mong. Purchased 2009	2,150
	1/2 disarticulated male		Cauc. Purchased 2007	* $904

Catalogue #	Description	Location	Comments	Price
	full disarticulated female		Neg. Purchased 2006	* $1350
	partial disartic. adolescent		13yrs, 5'3", 120lbs, Cauc. Pur 2007	1,169
01-203	female innomates, sacrum, humerous			
Catalogue #	Description	Location	Comments	Price
	Modern H. sapiens Skull models	MCE 223/225	Vendor: Bone Clones	
VC-01-500	female cauc.		Purchased 2007	* $210
01-501	male cauc.		Purchased 2007	* $210
01-502	female neg.		Purchased 2007	* $210
01-503	male neg.		Purchased 2007	* $210
01-504	female mong.		Purchased 2007	* $210
01-505	male mong.		Purchased 2007	* $210
01-506	male native australian		plaster	
01-507	female Peruvian w/skull binding		plaster no mandible	
01-508	male cauc. (hispanic)		gunshot wound	298
01-509	male native american		severe peridontal dis.	
01-510A	cauc. Elderly (80yrs)		Purchased 2008	290
01-510B	sectioned femur			89
01-511	40-week fetal		Purchased 2008	80
01-512	12-16 month child		Purchased 2007	210
01-513				
01-514	male saggital cut			450
01-515A	male Calvarium Cut		Cauc.	390
01-515B	plasticine brain		fits skull 515	165
01-521	dental mould-Aiello 1979			
01-523	articulated right hand		? ? Verify cat. #	
01-524	comparative hyoid set			110
	A: Neandertal, B:chimp, C: human			
Catalogue #	Description	Location	Comments	Price
	Modern H. sapiens Natural Bone, skulls	MCE 223/225	No provenience could be established on any existing piece in the VC collection	

Catalogue #	Description	Location	Comments	Price
			Replacements may be found at Skulls Unlimited	
01-516	female natural bone		no mandible, no prov. Acquisition date unknown	
01-517	female natural bone		no prov. Acquisition date unknown	*$1,650
01-518	male natural bone		no prov. Acquisition date unknown	*$1,650
01-519	male partial skull no cranial/facial		with mandible Acquisition date unknown	
01-520	male skull fragment w/mandible		natural bone Acquisition date unknown	
Catalogue #	Description	Location	Comments	Price
	Modern H. sapiens Natural Bone, post cranium	MCE 223/225	No provenience could be established on any existing piece in the VC collection Replacements may be found at Skulls Unlimited	
01-300	female articulated pelvic girdle			
01-301	male articulated pelvic girdle			
01-302	scapula, right			
01-303	humerous, left			
01-304	femur, left		from articulated	
01-305	femur, left		robust	
01-306	femur, right			
01-307	tibia, left		rubberized, not natural bone	
01-308	innomate, broken right, female			
01-309	innomate female left			
01-310	tib/fib from articulated, left			260
01-311	atriculated feet labled: A-right B-left			550
01-312	two femurs A-right B-left			
01-313	innomate male left			

Catalogue #	Description	Location	Comments	Price
01-314	innomate, female left			
01-315	3 in femur segment			
01-316	2 in femur segment			
01-317	colored hand articulated		not natural bone	

Homind Fossil Models

Catalogue #	Description	Location	Comments	Price
VC-02-100L	Hominid Skull **Set**	MCE 225 large cupbord	Total price of set: purchased 2009	*$2963
02-101	A. afarensis		Bones Clones	280
02-102	H. erectus		Somso	339
02-103	H. habilis		Somso	399
02-104	H. neanderthal		Somso	429
02-105	A.africanus		Somso	389
02-106	H. hiedelberg		Bones Clones	325
02-107	H.sapiens, early a.m.		Somso	363
02-108	A. boisei		Somso	439
VC-02-120L	Hominid Skull **Set**	MCE 225 large cupbord	purchased 2009	*$2963
02-121	H. erectus			
02-122	A. africanus			
02-123	H. neanderthal			
02-124	H. habilis			
02-125	H. sapiens, early a.m.			
02-126	A. afarensis		Bones Clones	
02-127	H. hiedelberg			
02-128	A. boisei		Bones Clones	
VC-02-130L	Hominid Skull **Set**	MCE 225 large cupbord	purchased 2009	*$2963
02-131	H. neanderthal			
02-132	H. habilis			
02-133	H. hiedelberg		Bones Clones	
02-134	H. erectus			
02-135	H. sapiens, early a.m.			
02-136	A. africanus			

Catalogue #	Description	Location	Comments	Price
02-137	A. boisei			
02-138	A. afarensis		Bones Clones	
VC-02-140L	Hominid Skull **Set**	MCE 225 large cupbord	purchased 2010	* $2963
02-141	H. habilis			
02-142	H. sapiens, early a.m.			
02-143	A. afarensis		Bones Clones	
02-144	H. neanderthal			
02-145	A. boisei			
02-146	H. hiedelberg		Bones Clones	
02-147	A. africanus			
02-148	H. ergaster		Somso	405
Catalogue #	Description	Location	Comments	Price
VC-02-150L	Hominid Skull **Set**	MCE 225 large cupbord	purchased 2010	* $2963
02-151	H. hiedelberg		Bones Clones	
02-152	H. habilis			
02-153	A. africanus			
02-154	A. afarensis		Bones Clones	
02-155	H. sapiens, early a.m.			
02-156	H. ergaster			
02-157	H. neanderthal			
02-158	A. boisei			
VC-02-160L	Hominid Skull **Set** **Incomplete set**	MCE 225 large cupbord	purchased 2010	
02-161	A. boisei			
02-162	H. sapiens, early a.m.			
02-163	H. neanderthal			
02-164	H. erectus			
02-165	H. habilis			
02-166	A. africanus			
02-167			**Need to buy heidelberg**	
02-168			**Need to buy afarensis**	
Catalogue #	Description	Location	Comments	Price

Catalogue #	Description	Location	Comments	Price
	Hominid casts Basal Hominids	MCE 223/225		
VC-02-100	tchadensis		Bone Clones, purchased 2008	280
02-101	ardi ARA-VP-6/500		Bone Clones, purchased 2010	379
02-110	A. anamensis set		Bone Clones, purchased 2007	370
02-110A	maxilla		A. anamensis set	
02-110B	mandible		A. anamensis set	
02-110C1	tib, proximal C2: tib dist.		A. anamensis set	
02-110D	humerous		A. anamensis set	
02-110E1	rad p, E2: rad m, E3:rad d		A. anamensis set	
Catalogue #	Description	Location	Comments	Price
	Hominid casts Gracile Australopithecines	MCE 223/225		
02-111	A. afarensis, Lucy		Bone Clones	A-B 280
	A:skull B:mand. C:innom D:sacrum & femur			C-D 270
02-112	A. afarensis male		Bone Clones, purchased 2008	235
02-113	K. platypos		Bone Clones	265
02-114	Taung child:		Bone Clones	195
	a:face b:mand c:brain			
02-115	A. africanus- Mrs Ples		Bone Clones	280
02-116	A. africanus- cranio frag STS 17			
02-117	A africanus- STS 17 1/2 cranium		Bone Clones, purchased 2009	185
02-118	A. africanus- STS 14		Bone Clones, purchased 2007	260
	A: lft innom. B: rt innom C:sacrum			
02-119	A. afarensis, LH4, mandible			
02-120	A. afarensis, AL 200-1A maxilla			
02-121	A. afar. AL 400-1A mandible			
02-122	A. afar. Hadar femur A:prox, B:dist.			
02-123	A. afar. AL 162-28, part. Cranium			

Catalogue #	Description	Location	Comments	Price
02-124	A. afar. Lateoli, part. Maxilla			
Catalogue #	Description	Location	Comments	Price
	Hominid casts Robust Australopithecines	MCE 223/225		
02-160	A. boisei, KNM er 406		Bone Clones	195
02-161	Aaeothopith, KNM er 17000		Bone Clones	195
02-162	A. robustus SK 48		Bone Clones	195
02-163	A. boisei, OH 5		Bone Clones	280
02-164	A. robustus mandible KNM er 729			
02-165	A. boisei mandible NWT-W64-160			
02-166	A robustus femur, SK 82			
02-167	A. robustus, distal phalange		SKX-5016 A&B	
Catalogue #	Description	Location	Comments	Price
	Hominid casts Early Homo	MCE 223/225		
02-200	H.habilis, KNM er 1813		Bone Clones	195
02-201	H.habilis, KNM er 1805		A:face B:skull C:mandible	
02-202	H.habilis femur, KNM er 1481A			
02-203	habilis, OH 24		Bone Clones	195
02-204	habilis, OH 8 foot		Bone Clones	162
02-205	habilis, OH 7 facial and cranium			
02-206	habilis, KNM-er-1472 femur		A:dist. B: prox	
02-207	habilis KNM-er-1481		A:tib prox B:tib dis C:fib dis	
02-210	Oldowan tool set A-J		Bone Clones	358
Catalogue #	Description	Location	Comments	Price
	Hominid casts Homo erectus, et. al.	MCE 223/225		
02-300	H. ergaster		Narikatome Boy	A-B 280
	A:skull B:mandible C:girdle D: femur			C-D 330
02-301	H. erectus- KNM-er-992 mandible			
02-302	H. ergaster-Dmanisi			305

Catalogue #	Description	Location	Comments	Price
02-303	H. ergaster- KNM-er-3733			195
02-304	H. ergaster-OH-9 calvarium			
02-305	H. ergaster- KNm-er-3883			
02-306	H. ergaster- OH 28 innom.			
02-307				
02-310	Hand axe set A-E			450
02-311	H. florensis		bones clones	305
02-312	H. erectus, Peking man		bones clones	349
02-313	H. erectus, modjokertensis		somso	339
02-314	H. erectus Trinil 2, A skull cap B: femur		plaster	
02-315	H. erectus C 335?		?? Verify archaeological site #	
02-316	H. erectus Sangiran 17			200
Catalogue #	Description	Location	Comments	Price
	Hominid casts Archaic and early modern H. sapiens	MCE 223/225		
02-400	H. heidelberg, broken hill 1			195
02-401	H. heidelberg, LH18 Ngaloba)		A: cranium B: maxilla	
02-402	H. heidelberg, Florisbad, ESR 9196			
02-403	H. heidelberg, Mauer, mandible			
02-404	early ar., Steinheim			
02-500	neanderthal		somso	
02-501	neanderthal, Neander 1			
02-502	neanderthal, La Chapelle			280
02-503	neanderthal, ?			
02-504	neanderthal, post cranium set			1175
	A: girdle B: femur C: humerous			
02-505	neanderthal right femur		plaster	
02-506	Mousterian tools A-F			308
02-600	H. sapiens, Skhul 5			295
02-601	H. sapiens, Qafzeh 11 young child			

Catalogue #	Description	Location	Comments	Price
02-602	H. sapiens, Wadjak 1			

Catalogue #	Description	Location	Comments	Price
	Hominid casts Other	MCE 223/225		
02-700	Piltdown			255

Primates

Catalogue #	Description	Location	Comments	Price
	Prosimians Skull models	MCE 223/225		
VC-03-100	Slow Loris		Bone Clones	92
03-101	Galago			
03-102	ringtail lemur		Bone Clones	119
03-103	tarsier		Bone Clones	82
03-104A	slow loris mandible female		plaster cast	
03-104B	slow loris mandible male		plaster cast	
03-105A	galago mandible female		plaster cast	
03-105	galago mandible male		plaster cast	
Catalogue #	Description	Location	Comments	Price
	New World Monkey	MCE 223/225		
Vc-03-200	Cebus			
03-201	Howler monkey		Bone Clones	168
03-202A	squirrel monkey mandible female		plaster cast	
03-202B	squirrel monkey mandible male		plaster cast	
03-203A	capuchin mandible female		plaster cast	
03-203B	capuchin mandible male		plaster cast	
03-204A	Howler mandible female		plaster cast	
03-204B	Howler mandible male		plaster cast	
Catalogue #	Description	Location	Comments	Price
	Old World Monkey	MCE 223/225		

VC-03-300	articulated OWM		Natural bone	
03-301	juv. Macaca		Natural bone: good condition	
03-302	macaca, adult		Natural bone: fair condition	
03-303	baboon male		Plaster: poor condition	
03-304A	pig tail macaque mandible female		plaster cast	
03-304B	pig tail macaque mandible male		plaster cast	
03-305A	stump tail macaque man. Female		plaster cast	
03-305B	stump tail macaque man. Male		plaster cast	
03-306A	rhesus mandible female		plaster cast	
03-306B	rhesus mandible male		plaster cast	
03-307A	baboon mandible female		plaster cast	
03-307B	baboon mandible male		plaster cast	
Catalogue #	Description	Location	Comments	Price
	Apes	MCE 223/225		
VC-03-400	articulated chimp female		Bone Clones	3,000
03-401	gibbon		plaster	180
03-402	siamang		plaster	180
03-403	mountain gorilla male		plaster	310
03-404	lowland gorilla male		Somso	270
03-405	lowland gorilla female		somso	230
03-406A	common chimpanzee male		plaster	
03-406B	common chimpanzee male		bones clones	218
03-407	common chimpanzee female		plaster: **needs replacement**	208
03-408	common chimpanzee adolescent		plaster	170
03-409	common chimpanzee neonate		bones clones	135
03-410	bonobo chimpanzee female		bones clones	218

Catalogue #	Description	Location	Comments	Price
03-411	orangutan male		plaster	235
03-412	orangutan female		Somso	210
03-413				
03-414	orangutan pelvic girdle		plaster	205
03-415A	chimp innominate left male		bones clones	160
03-415B	chimp sacrum male		bones clones	62
03-415C	chimp femur male left		bones clones	65
03-415D	chimp humerous male right		bones clones	75
03-416A	chimp femur		bones clones	65
03-416B	chimp arti. Pelvic girdle		bones clones	195
03-417A	chimp femur		Bone Clones	65
03-417B	chimp tibia		Bone Clones	65
03-418	orangutan hand		Bone Clones	145
03-419	orangutan foot		Bone Clones	145
03-420	gorilla hand		Bone Clones	145
03-421	gorilla foot		Bone Clones	145
03-422	chimp hand		Bone Clones	145
03-423	chimp foot		Bone Clones	145
Catalogue #	Description	Location	Comments	Price
	Primate Fossil casts	MCE 223/225		
VC-03-600	bigfoot footprint			
03-601	Gigantopithecus blacki		partial mandible	187
03-602	Gigantopithecus giganteus		partial mandible	
03-603	Gigantopithecus giganteus		partial mandible	
03-604	Gigantopithecus blacki molars A-C			
03-605	Sivapithecus indicus mand. & face			210
03-606	Proconsul african-s KNM Ru 7290		skull & crushed mandible	149
03-607	Aegyptopithecus zeuxis		CGM 40237	149
03-608	Proconsul major KNM SO 396		partial mandible	
03-609	Propliopithecus DPC-1069		partial mandible	
03-610	Kenyapithecus wickeri(Ramapith.)		KNM-FT 45-46- (A-D)jaw frag.	

Catalogue #	Description	Location	Comments	Price
03-611	R. punjabicus mandible frags A-B			
03-612	Proconsul nyanzae KNM-Ru 1674		mandible	
03-613	Adapiformes Nothartcus(genus)		1/2 ceramic cranium	

Catalogue #	Description	Location	Comments	Price
VC-03-500	Primate Skull **Set**	MCE 225 large cupbord	Total cost of set: purchased 2010	* $990
03-501	Chimpanzee		Bone Clones	218
03-502	OWM		Bone Clones	179
03-503	racoon		Bone Clones	72
03-504	NWM		Bone Clones	140
03-505	ringtail lemur		Bone Clones	119
03-506	tarsier		Bone Clones	82
03-507	gibbon		Bone Clones	180

Catalogue #	Description	Location	Comments	Price
VC-03-510	Primate Skull **Set**	MCE 225 large cupbord	purchased 2010	* $990
03-511	gibbon			
03-512	racoon			
03-513	NWM			
03-514	tarsier			
03-515	chimp			
03-516	OWM			
03-517	lemur			

Catalogue #	Description	Location	Comments	Price
VC-03-520	Primate Skull **Set**	MCE 225 large cupbord	purchased 2010	* $990
03-521	NWM			
03-522	tarsier			
03-523	chimp			
03-524	siamang			
03-525	lemur			
03-526	OWM			
03-527	racoon			

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment in the Banner Assets system								

B2: Interpretation of the Program Inventory Information

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. Items noted with an * are the most frequently handled pieces (used weekly in some cases) and are the mostly likely to need replacing every 10-15 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.

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C1: Productivity Terminology Table

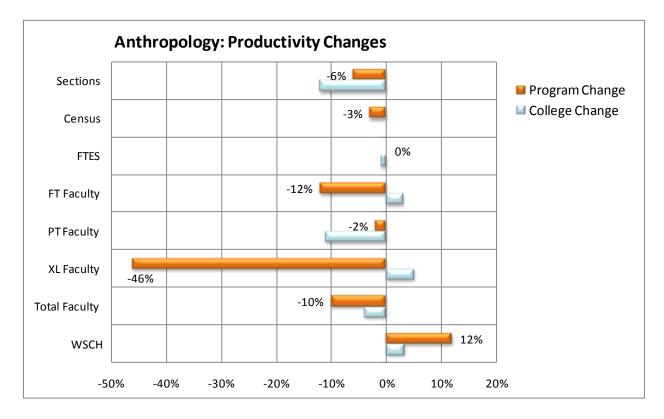| Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two 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 district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce 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.

C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results.   The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	50	55	57	54	51	-6%	-12%
Census	1,948	2,044	2,119	2,037	1,979	-3%	0%
FTES	178	193	204	192	193	0%	-1%
FT Faculty	2.00	1.86	1.67	1.84	1.62	-12%	3%
PT Faculty	3.00	2.90	3.07	2.99	2.92	-2%	-11%
XL Faculty	0.70	0.37	0.60	0.56	0.30	-46%	5%
Total Faculty	5.70	5.12	5.33	5.39	4.84	-10%	-4%
WSCH	468	565	574	534	598	12%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.

C4: Interpretation of the Program Productivity Information

The C2 Chart and the C3 Graph indicate that the program offerings have decreased 6% over the prior three years average while the number of sections offered by the college has decreased by 11% over the same period. The FTES has remained constant while the FTEF has decreased over 12 % due to reassign time. The WSCH/FTEF ratio has been trending upward since FY08 and is currently at 598, which is significantly above 525 but nearly at the district 600 level.
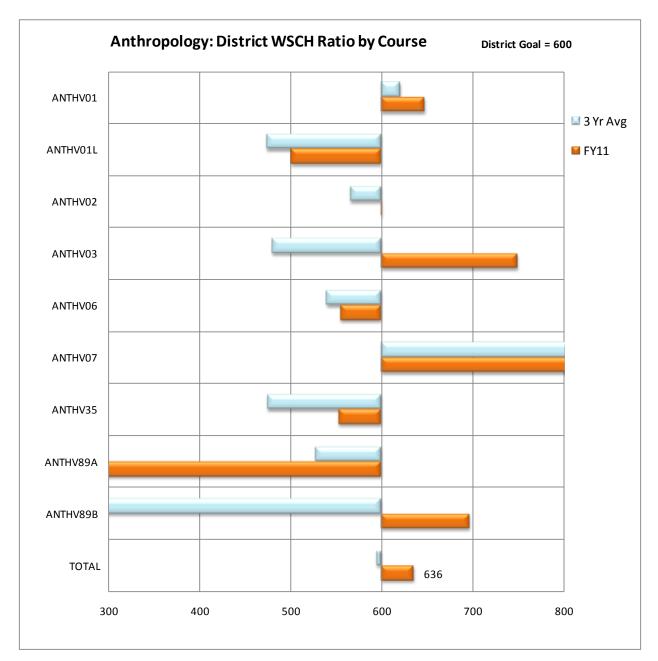
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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ANTHV01	Physical Anthropology	557	653	671	621	648	4%	600	108%
ANTHV01L	Physical Anthropology Lab	458	466	497	474	501	6%	600	84%
ANTHV02	Cultural Anthropology	526	557	614	566	601	6%	600	100%
ANTHV03	Archaeolgy&World Prehistory	375	555	510	480	750	56%	600	125%
ANTHV06	Anthropology of Women	-	540	-	540	555	3%	600	93%
ANTHV07	Magic, Religion & Witchcraft	570	1,635	1,695	1,300	1,605	23%	600	268%
ANTHV35	Intro to Forensic Science	-	-	475	475	553	16%	600	92%
ANTHV89A	Intro to Forensic Science	-	528	-	528	-	-100%	600	0%
ANTHV89B	Intro to Forensic Science Lab	-	-	-	-	697	0%	600	116%
TOTAL	**Annual District WSCH Ratio**	**534**	**609**	**647**	**595**	**636**	**7%**	**600**	**106%**

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Anthropology: District WSCH Ratio by Course   District Goal = 600

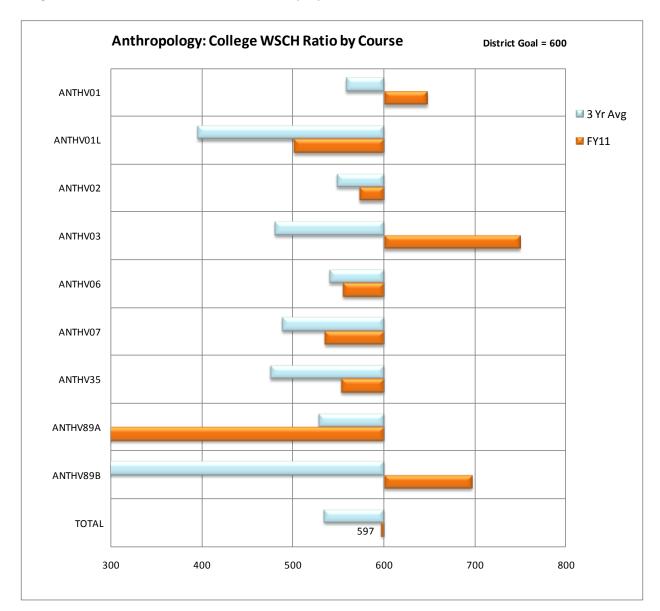Legend: ☐ 3 Yr Avg ■ FY11

TOTAL FY11: 636

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ANTHV01	Physical Anthropology	461	620	637	558	648	16%	600	108%
ANTHV01L	Physical Anthropology Lab	305	408	497	395	501	27%	600	84%
ANTHV02	Cultural Anthropology	526	557	560	548	573	4%	600	95%
ANTHV03	Archaeolgy&World Prehistory	375	555	510	480	750	56%	600	125%
ANTHV06	Anthropology of Women	-	540	-	540	555	3%	600	93%
ANTHV07	Magic, Religion & Witchcraft	570	545	424	488	535	10%	600	89%
ANTHV35	Intro to Forensic Science	-	-	475	475	553	16%	600	92%
ANTHV89A	Intro to Forensic Science	-	528	-	528	-	-100%	600	0%
ANTHV89B	Intro to Forensic Science Lab	-	-	-	-	697	0%	600	116%
TOTAL	**Annual College WSCH Ratio**	**468**	**565**	**574**	**534**	**597**	**12%**	**600**	**100%**

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Anthropology: College WSCH Ratio by Course — District Goal = 600

D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The D2 Chart shows results similar to the average of the prior three years with the following exceptions: 1) Anth V03 has significantly increased the efficiency over the prior three years and 2) the experimental Anth V89A was never offered and should be excluded from all calculations. The ANTH 89 lab was given for the first time and had efficiency well above the district WSCH/FTEF ratio. This course has been converted to ANTH V35L and is a co-requisite of ANTH V35. Considering the laboratory enrolment is limited to 24 students, this efficiency is remarkable.

E1: Student Success Terminology

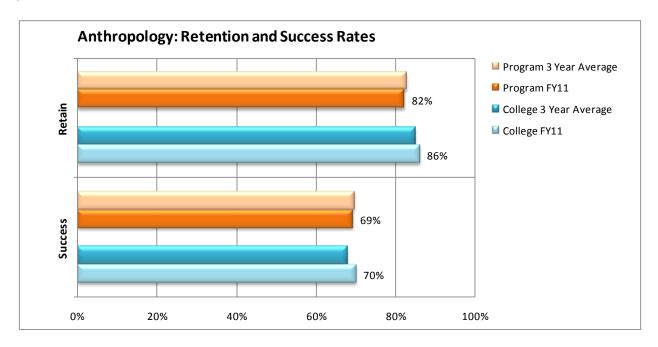|	
Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students 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.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ANTH	FY08	531	431	304	2	97	147	363	-	1,875	1,512	1,268
ANTH	FY09	568	456	345	6	96	204	319	2	1,997	1,677	1,375
ANTH	FY10	615	515	360	6	74	163	336	4	2,074	1,734	1,496
ANTH	3 Year Avg	571	467	336	5	89	171	339	2	1,982	1,641	1,380
ANTH	FY11	619	460	272	1	103	119	348	31	1,953	1,605	1,352

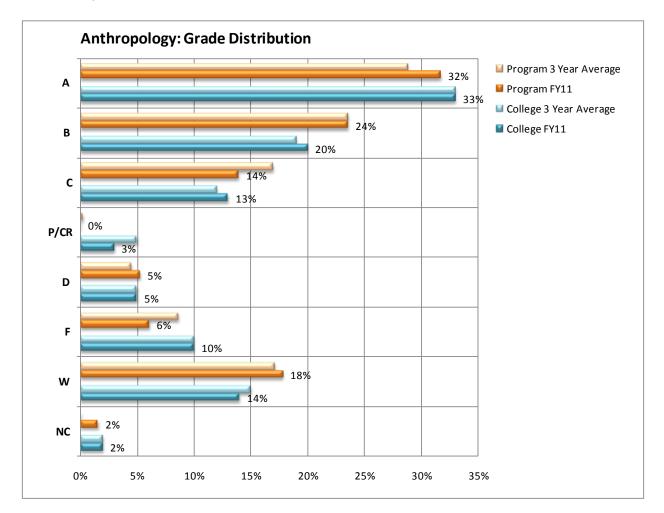| Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ANTH	FY08	28%	23%	16%	0%	5%	8%	19%	0%		81%	68%
ANTH	FY09	28%	23%	17%	0%	5%	10%	16%	0%		84%	69%
ANTH	FY10	30%	25%	17%	0%	4%	8%	16%	0%		84%	72%
ANTH	3 Year Avg	29%	24%	17%	0%	4%	9%	17%	0%		83%	70%
ANTH	FY11	32%	24%	14%	0%	5%	6%	18%	2%		82%	69%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Anthropology: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain:
- 82% (Program FY11)
- 86% (College FY11)

Success:
- 69% (Program FY11)
- 70% (College FY11)

E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Anthropology: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Program FY11	College FY11
A	32%	33%
B	24%	20%
C	14%	13%
P/CR	0%	3%
D	5%	5%
F	6%	10%
W	18%	14%
NC	2%	2%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Success rates, retention rates, and grade distributions closely follow the college and program averages.

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<u>F1: Program Completion – Student Awards</u>
This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

No certificates or degrees.

<u>F2: Interpretation of the Program Completion Information</u>

Anthropology does not currently offer a degree or certificate; however, we are developing a SB-1440 compatible AA degree for transfer.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.
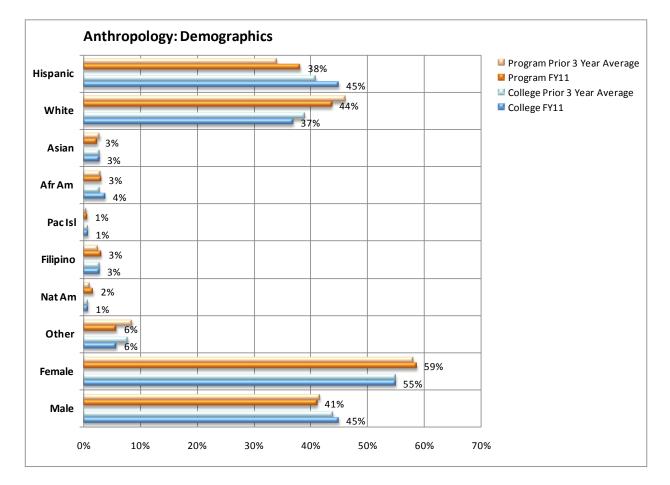
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female
ANTH	FY08	605	885	65	40	17	50	19	194	1,092
ANTH	FY09	664	908	73	63	14	56	25	194	1,172
ANTH	FY10	758	950	44	83	14	58	35	132	1,187
ANTH	**3 Year Avg**	**676**	**914**	**61**	**62**	**15**	**55**	**26**	**173**	**1,150**
ANTH	**FY11**	**747**	**855**	**52**	**64**	**17**	**64**	**37**	**117**	**1,146**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ANTH	FY08	32%	47%	3%	2%	1%	3%	1%	10%	58%	41%	0%	27
ANTH	FY09	33%	45%	4%	3%	1%	3%	1%	10%	59%	41%	0%	25
ANTH	FY10	37%	46%	2%	4%	1%	3%	2%	6%	57%	42%	0%	24
ANTH	3 Year Avg	34%	46%	3%	3%	1%	3%	1%	9%	58%	42%	0%	25
ANTH	**FY11**	**38%**	**44%**	**3%**	**3%**	**1%**	**3%**	**2%**	**6%**	**59%**	**41%**	**0%**	**23**
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Anthropology: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Group	Value
Hispanic	38%, 45%
White	44%, 37%
Asian	3%, 3%
Afr Am	3%, 4%
Pac Isl	1%, 1%
Filipino	3%, 3%
Nat Am	2%, 1%
Other	6%, 6%
Female	59%, 55%
Male	41%, 45%

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

 The ethnic and gender distribution in Anthropology has remained relative constant over the past three years and roughly mirrors the college as a whole.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Students will show comprehension of the interaction between biology and culture.	More data needed to be collected on all assessments. The program is currently developing performance indicators.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
In progress.	

Program-Level Student Learning Outcome 2	Performance Indicators
Students will demonstrate the ability to identify and apply theoretical models within each of the four fields of Anthropology: Biological, Cultural, Archaeology and Linguistics.	More data needed to be collected on all assessments. The program is currently developing performance indicators.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Data is currently being collected in Course Level SLOs relevant to Biological, Cultural and Archaeological theoretical models.	

Program-Level Student Learning Outcome 3	Performance Indicators
Students will have the ability to analyze and interpret the anthropological models of human evolution.	More data needed to be collected on all assessments. The program is currently developing performance indicators.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Data is currently being collected in Course Level SLOs Assessment in ANTH V01.	

Program-Level Student Learning Outcome 4	Performance Indicators
Students will have the ability to analyze and interpret the anthropological models of socio-cultural structures.	Through classroom instruction, discussion, ethnographic examples and interpretation.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Data is currently being collected in Course Level SLO assessment in ANTH V02 to the analysis and interpretation the anthropological models of socio-cultural structures.	

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4B: 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 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.	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 three year average retention rate was 83%. (3E2)	
Analysis – Assessment	
Our program has maintained a consistent retention rate over the past three years.	

Student Success Outcome 2	Performance Indicators
We expect our program retention to maintain pace of 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.	The program will attempt to increase the retention rate by 2% or more above the average 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 student success rate is the percentage of students who receive a grade of C or better.	The program will maintain or increase **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%. (3E2 and 3E3).

Analysis – Assessment
The three year rates range from 68%-72% for the past three years. The program strives to maintain and exceed student success by providing quality and dedicated instruction.

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 student success rate is the percentage of students at census who receive a grade of C or better.	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 68%. (3E3)

Analysis – Assessment
The Anthropology program three year average was slightly higher than the college average. Instructors are committed to serving students and address their academic needs for success in their courses.

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

C. 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	
Due to room capacity of new classroom facilities and safety issues of laboratory capacity, we will maintain a WSCH as high as the new room and laboratory facilities will allow.	
Analysis – Assessment	
Efficiency must be addressed accordingly to the program's classroom enrollment limits.	

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	
The inventory list is included in this review (3B1).	
Analysis – Assessment	
Dedicated cataloging occurred during the summer of 2011 of the Biological Anthropology collection. 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 0.55 FT EF to 1 PT FTEF. (3C2)
Analysis – Assessment
We have not met our goal.

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.	
Analysis – Assessment	
Assessment is in progress pending completion of laboratory space.	

5. Findings

Finding 1: Strengthen the Four Fields. We do not offer all courses required for university transfer into Anthropology. Linguistics is not currently offered in our program. Due to staffing issues, we are only able to offer sporadically Archaeology and World Prehistory and in a non-traditional format affecting the possibility to provide students the essential hands-on component of the subject. (Program Level SLO 2)

Finding 2:   Addressing Budget 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 and maintain laboratory specimens and equipment. We are reliant on the end of year surplus funds. The provided Budget Expenditure Report for Equipment stated an incorrect amount of $13,713. Our annual budget is $ 1,180.00. Additionally, there is no separate budget for laboratory technical assistants (student worker) (See analysis in Program Operating Outcome 3 and 4 and Student Success Outcome 1 and 3).

For Biological Anthropology: The lab facility remains unfinished posing both safety concerns and hampering curriculum. We are reliant on end of year surplus funds for basic consumables which greatly reduces the number of sections we can offer. This weakens our ability to provide students a strong background in laboratory curriculum required for transfer.   In addition to consumables, there are occasionally onetime costs associated with purchasing osteological models used in both lecture and laboratory classes.

For Cultural Anthropology: The use of ethnographic films in the classroom is an essential element in Anthropological study. There is no better way to bring cultures alive in the classroom than through film. 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. While the program continually seeks Education Grants from the VC Foundation to address these needs, it is sporadic and needs are continuous.

For Archaeology: Due to supply budget restriction, we are currently unable to offer the course in a traditional setting. A supply budget would need to be established to support this vital curriculum area within Anthropology.

Finding 3: Grade distribution. The withdraw rate in the Anthropology Program slightly higher than the college average. We found that compared to the college 3 year average the program's withdraw rate was only 2% higher. As for grade distribution, A grades were 4% lower while B and C grades were 5% greater than the college average (Operating information Table E4 and Student Success Outcome 1-4).

Finding 4: District established WSCH. While Anthropology is currently exceeding the 600 goal set by the district, this, in fact, is misleading data due to classroom size. It is impossible to maintain this 600 goal (Program Operating Outcome 1).

6. Initiatives

Initiative
Strengthen the Four Fields

Initiative ID ANTH1201

Links to Finding 1
 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
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
Addressing Budget Needs.

Initiative ID ANTH1202

Links to Finding 2
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

Links to Finding 3
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
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.)	

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Initiative
District established WSCH.

Initiative ID: ANTH1204

Links to Finding 4
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
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.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. See attachment for Anthropology Priority Spreadsheet.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

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

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

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

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

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

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

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

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

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

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

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

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

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

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

7A: 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 form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.