



Anthropology Instructional Program Review 2009-2010

Spring 2010

Prepared by

| Name | Title |
|---------------------------|---------------------------|
| Maia Greenwell Cunningham | Professor of Anthropology |

Anthropology Program Review Committee Members

| Name | Title |
|--------------------|-------------------------------------|
| Dr. Mike Hurtado | Dean of Social & Behavioral Science |
| Gailynn White | Curriculum representative |
| Dr. Irene Malmgren | Vice President of Academic Affairs |
| Jim Woolum | Program Review Coordinator |



PROGRAM REVIEW – Anthropology

The final summary of the program review process for Anthropology is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Dr. Michael Hurtado, Dean of Social & Behavioral Sciences

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Roberta Eisel, Academic Senate President

date

Geraldine M. Perri, Superintendent/President

date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

Program History/Description:

The Anthropology program is a small program with one full time faculty member. The program has grown from one course offering in 1997 to seven course offerings in 2010. Each course can be taught in different modalities including on-ground, online, and honors. Almost all Student Learning Outcomes are written, and beta testing of Assessment of the SLO's has begun. The program's next step is to create a major/degree in Anthropology, but this is on hold until full implementation of approved courses is possible.

Strengths/Effective Practices:

- All courses are ADA compliant.
- All courses can be offered in all modalities.
- All courses offer either traditional textbooks or ecopy versions which are inexpensive and have both visual and audio files allowing the students to have multiple sensory input of the information.
- All on-ground courses have an online component for the class notes, syllabi, review sheets, and outside class communication with the instructor.
- All courses (with the exception of 214) have SLO's.

Weaknesses/Lessons Learned:

- The assessment portion of the SLO requirements is off schedule.
- Program expansion is on hold due to budget constraints.

Recommendations/Next Steps:

- Watch the budget to determine when and if a major/degree will be feasible.
- Continue the beta testing of the assessment portion of the SLO's and implement it program wide. Establish timeline for completion.
- Determine if 214 should be discontinued or updated with SLO's to meet major/degree requirements.
- Determine if Anthropology and AJ can create cross discipline materials to support the inclusion of Forensic Anthropology in the AJ course load.

2. Faculty

| Full-Time Faculty | Adjunct Faculty |
|---------------------------|------------------------|
| Maia Greenwell Cunningham | n/a |

3. List of Program Courses

| Subject & Course No. | Title | Units |
|---------------------------------|--|--------------|
| ANTH 210 | Introduction to Cultural Anthropology | 3.0 |
| ANTH 210H | Introduction to Cultural Anthropology Honors | 3.0 |
| ANTH 212 | Introduction to Physical Anthropology | 3.0 |
| ANTH 212 L | Introduction to Physical Anthropology Lab | 1.0 |
| ANTH 218H | Honors Presentation Seminar | 1.0 |

Classes not offered in the last two years:

| Subject & Course No. | Title | Units |
|---------------------------------|---|--------------|
| ANTH 214 | Native North America | 3.0 |
| ANTH 216 | Sex and Gender in a Cross Cultural Perspective | 3.0 |
| ANTH 216H | Sex and Gender in a Cross Cultural Perspective Honors | 3.0 |
| ANTH 220 | Introduction to Archaeology | 3.0 |

4. List of Degrees

Behavioral and Social Science AA

5. List of Certificates and Awards

none

6. List of Industry-Based Standard Certificates and Licenses

none

7. Advisory Committee or Council

n/a

8. Program Student Learning Outcomes

The Anthropology Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering Committee December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Anthropology Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) Demonstrate analytical and critical analysis skills using college-level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.

2) Computation

a)

3) Creative, Critical, and Analytical Thinking, and Information Competency

a) Analyze a variety of behavioral science research designs by participating in class discussions, group exercises, essays and exams to develop critical analysis skills needed for transfer level coursework.

b) Demonstrate analytic thinking by comparing and applying anthropological theories and concepts to human culture as demonstrated through research assignments, case studies, discussion, laboratory exercises, and essays to relate classroom theory to real-world examples

4) Community/Global Consciousness and Responsibility

a) Demonstrate recognition and analyze examples of ethnocentrism, xenocentrism, and cultural relativity for the purpose of understanding the dangers of prejudice and to develop appreciation of diversity of cultures around the world as demonstrated through research assignment, case studies, discussion, and essays.

5) Technology

a) Demonstrate use of technology as a source of information for purposes of academic research and to facilitate synchronous and asynchronous communication found in a variety of program courses, labs, and online databases in order to improve digital skills necessary in a global environment.

6) Discipline / (Subject Area Specific Content Material)

a) Explore anthropological concepts such as language, culture, human use of material items, and humans from a biological construct by participating in class discussions, group work, essays, and exams to benefit from seeing the world through an anthropological culturally relative viewpoint.

| | Core Competency #1 Communication | Core Competency #2 Computation | Core Competency #3 Creative Critical/ Analytical Thinking/Information Competency | Core Competency #4 Community/Global Consciousness Responsibility | Core Competency #5 Technology | Core Competency #6 Discipline Specific |
|---------------------|--|-----------------------------------|--|--|---|---|
| Program Level SLO's | 1.A. Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course. | | 3.A. Analyze a variety of behavioral science research designs by participating in class discussions, group exercises, essays and exams to develop critical analysis skills needed for transfer level coursework. 3.B. Demonstrate analytic thinking by comparing and applying anthropological theories and concepts to human culture as demonstrated through research assignments, case studies, discussion, laboratory exercises, and essays to relate classroom theory to real-world examples | 4.A. Demonstrate recognition and analyze examples of ethnocentrism, xenocentrism, and cultural relativity for the purpose of understanding the dangers of prejudice and to develop appreciation of diversity of cultures around the world as demonstrated through research assignment, case studies, discussion, and essays. | 5.A. Demonstrate use of technology as a source of information for purposes of academic research and to facilitate synchronous and asynchronous communication found in a variety of program courses, labs, and online databases in order to improve digital skills necessary in a global environment | 6.A. Explore anthropological concepts such as language, culture, human use of material items, and humans from a biological construct by participating in class discussions, group work, essays, and exams to benefit from seeing the world through an anthropological culturally relative viewpoint |
| Anth 210 1A | 1A | | | 3.A., 3.B. | 4.A. | 1.A., 2.A., 3.A, 3.B., 5.A. |

| | | | | | | |
|----------------------------|------------|-----|------------|------------|------|--|
| 2A 3A 3B 4A 5A | | | 2A | | | |
| Anth 210H | 1.A., 1.B. | | 2.A., 2.B. | 3.A., 3.B. | 4.A. | 1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A. |
| Anth 212 | 1.A. | | 2.A.,2.B. | 3.A., 3.B. | 4.A. | 1.A., 2.A., 2.B., 3.A., 3.B, 4.A. |
| Anth 212L | 1.A. | | 2.A., 2.B. | 3.A., 3.B. | 4.A. | 1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A. |
| Anth 214 | n/a | n/a | n/a | n/a | n/a | n/a |
| Anth 216 | 1.A. | | 2.A. | 3.A. | 4.A. | 1.A., 2.A, 3.A, 4.A., 5.A. |
| Anth 216H | 1.A., 1.B. | | 2.A., 2.B. | 3.A., 3.B. | 4.A. | 1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A. |
| Anth 218H | 1.A. | | 2.A. | | 3.A. | 1.A., 2.A., 3.A. |
| Anth 220 | 1.A., 1.B. | | 2.A., 2.B. | 3.A., 3.B. | 4.A. | 1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A. |
| | | | | | | |
| | | | | | | |

9. Program Description / Mission

The mission of the Anthropology program at Citrus College is to provide high quality education which helps learners to empower themselves, to appreciate diversity, to understand cross-cultural perspectives, and to support the learners as they challenge their personal world view. In addition the program supports learners as they navigate their way through undergraduate level courses with a goal of transfer to public and private four year universities.

10. Program Goals and Objectives

The goals and objectives of the Anthropology Program are:

- a) Transfer curriculum: The Anthropology Program is designed to meet the needs of learners as they prepare to transfer to four year universities both private and public. Courses typically transfer to four year programs as lower division major requirements, general education requirements, and IGETC requirements.
- b) Program Access: The Anthropology Program offers courses various days, times, and in both on-ground, and online formats. In addition the courses are offered in all semesters including fall, spring, summer, and winter.

- c) Student Learning Outcomes: All courses, with the exception of Anth 214 Native North America, have been reviewed and updated to include SLO's.
- d) General Knowledge: The Anthropology Program supports learners as they gain knowledge designed to help them question their own possible prejudices, as well as recognize diversity.

11. Curriculum Review and Student Learning Outcomes Assessment

| Course Number | Course Name | Last Reviewed by Curriculum Committee | *Date for next revision (six year cycle) | Date Last Offered | SLO's Written | **Most Recent SLO's Assessed |
|---------------|--|---------------------------------------|--|-------------------|---------------|------------------------------|
| 210 | Introduction to Cultural Anthropology | 2009 | 2015 | 2010 | yes | 2009 |
| 210H | Introduction to Cultural Anthropology Honors | 2006 | 2012 | 2007 | yes | |
| 212 | Introduction to Physical Anthropology | 2009 | 2015 | 2010 | yes | 2009 |
| 212L | Introduction to Physical Anthropology | 2009 | 2015 | 2010 | yes | 2009 |
| 214 | Native North America | 2001 | 2010 | 2001 | no | |
| 216 | Sex and Gender in a Cross Cultural Perspective | 2007 | 2013 | 2006 | yes | |
| 216H | Sex and Gender in a Cross Cultural Perspective | 2007 | 2013 | 2006 | yes | |
| 218H | Honors Presentation Seminar | 2007 | 2013 | 2009 | yes | |
| 220 | Introduction to Archaeology | 2006 | 2012 | never | yes | |

*Courses to be reviewed on a six year cycle per Title 5.

**Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

12. Degree/Certificate Review

n/a

13. Evaluation Criteria – Mission

Commendations

- a) The program meets the District's mission and established core competencies and all courses are GE.
- b) Retention rates are slightly under campus wide statistics, but the courses are identified as academically challenging including honors courses.
- c) All courses transfer to CSU, UC, and private/out of state universities.
- d) The program provides the only completely online transferrable science with a lab.

14. Evaluation Criteria – Need

- Key performance indicators reveal all courses are full and more students than can be accommodated are attempting to register, especially in ANTH 212 and 212L
- All courses meet general education requirements for graduation, transfer, and major/area of interest

Commendations

- a) The needs of the program are established through enrollment trends and articulation requirements.

Previous Recommendations Completed

- a) Created an online database for traditional students.
- b) Courses were evaluated and are in sync with undergraduate level courses at the UC and CSU systems.

Recommendations

| Recommendation | | | | Impact | | | | | |
|--|-------------|--------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------|
| Action/Activities | Target Date | Person Responsible | | FNIC | Facilities | Software | Equipment | Personnel | Other |
| Annual review of student enrollment, retention, and success trends | | | | | | | | | |
| review statistics | 2011 | Maia Greenwell | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Researcher |

| Recommendation | | | | Impact | | | | | |
|-------------------|-------------|--------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| Action/Activities | Target Date | Person Responsible | | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

15. Evaluation Criteria – Quality

-Statistics show approximately 60% course success with 90% course retention (60% of those are successful). This is lower than overall campus statistics but the courses are academically challenging including a science with a lab, and an honors course.

- Lecture/Lab units appropriate
- Disciplines appropriate
- No anthropology course has a required pre-requisite. ANTH 212 and ANTH 212L are co-requisites that have been validated; however, curriculum has identified a

discrepancy within the CurricUnet system linking the two courses and this needs to be addressed and rectified.

- Course outlines of record are reviewed and updated on a regular basis.
- All courses excepting ANTH 214 Native North America have SLO's. ANTH 214 has not been taught since the inception of SLO requirements and is under evaluation to determine if the course should be discontinued from the program, or updated to include SLO's due to the challenges of the economy limiting the ability to offer all courses in a fair rotation.
- The program has program-level SLO's in place and an assessment cycle has begun but at a test level. If the test level assessment is successful it will be modified and implemented at a program wide level.
- The program supports State and District emphasis on critical thinking, problem-solving, and written expression as evidenced through course and program SLO's
- Faculty minimum qualifications and development are adequate.
- All course changes are within articulation agreements with the exception of ANTH 214, if the course is discontinued it will need to be removed from articulation/transfer agreements.
- Faculty development is adequate through campus professional development opportunities and ongoing personal higher education.

Commendations

- a) The program offers a diversity of classes by qualified instructors.

Previous Recommendations Completed

- a) Develop ANTH 212 and 212L as a transferrable biological science with a lab and offer it in an online format.

Recommendations

| Recommendation 1. Review courses for necessary changes 2. review opportunities to link with industry/grants/donations | | | | | | | | |
|--|-------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| Review courses | 2012 | Maia Greenwell Cunningham | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Recommendation 1. Update lab/course materials 2. explore cross curriculum certificate in forensic sciences 3. obtain statistics regarding retention and success by D.E. vs. on-ground | | | | | | | | |
|---|-------------|--------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| purchase Homo | 2011 | Maia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | | | | |
|---|------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| neanderthalensis skeleton for class/lab use | | Greenwell | | | | | | |
| explore cross curriculum certificate | 2012 | Maia Greenwell Jim Woolum Dr. Mike Hurtado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | curriculum committee counseling admissions |

16. Evaluation Criteria – Feasibility

-The program has normal communication with Counseling, but no extraordinary opportunities for communication and the faculty are very involved in helping Counseling support students in transfer.

-The facilities and equipment are usable, but not fully adequate. The library resources are adequate.

-It is technically possible for a student to finish in two years. The courses are offered in a manner that the student may finish a basic AA in liberal arts in two years provided they do not have to repeat any courses or face any life issues; however, the courses are not offered in a manner consistent enough to allow a student to complete all of the Anthropology course offerings to transfer to a four year university as an Anthropology major at a junior level. The program is undergoing revision in order to create an AA in Anthropology but the scheduling of courses as it stands will not allow the student to finish an AA in Anthropology in two years.

-There is currently only one full time faculty member in Anthropology, which has been the case for fourteen years. In the past six years adjunct faculty were available, but beginning in the sixth year of the program review cycle adjunct faculty have not been scheduled to teach. The program has suffered under budget cuts and the program is not fully supported. The program can survive with one full time faculty member and two adjunct faculty members; however, if the program is to grow and offer an AA in Anthropology, and create an ability for students to transfer with the degree in two years, another full time faculty member is strongly recommended.

-Courses are offered at various times, and days, and in on-ground, on-line, and fast track formats. However with only one full time faculty member and no adjunct faculty the number of courses offered has been severely limited, which has impacted the students ability to complete the courses in a timely manner. For example, only one section of Anth 212 and Anth 212L a transferrable science with a lab is offered per semester. The course in the last two semesters has hit the cap on the first day of registration in the first two hours (capped at 45 which is over the normal cap of 30 for other biology courses in other programs), and the full time faculty member has received a minimum of 100 requests to add the course per semester.

Commendations

- a) The program offers diverse times, days, and formats with the exception of afternoon courses which needs adjunct support.

Previous Recommendations Completed

- a) Created the ability through curriculum for all anthropology courses to be offered in an online format.

Recommendations

| Recommendation Review staffing options | | | | | | | | |
|---|-------------|------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | | Impact | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| Review feasibility of new faculty full time/adjunct hire to address lack of afternoon classes 12:00-4:00 need | 2011 | Maia Greenwell Dr. Mike Hurtado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Recommendation 1. review lab caps, 2. explore options for cross curriculum VTEA funds with AJ | | | | | | | | |
|--|-------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | | Impact | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| Review lab cap numbers | 2012 | Maia Greenwell Cunningham | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Explore options for cross curriculum VTEA funds | 2012 | Maia Greenwell Cunningham Jim Woolum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

17. Evaluation Criteria – Compliance

- All course requisites meet Federal, State, and District requirements.
- All course outlines of record meet state, district, and federal regulations for content.
- There are no career/technical education program advisory requirements.
- All facilities meet ADA, industry standard, and OSHA requirements.
- There are no Career and Technical programs.

Commendations

- a) Currently beta testing an assessment SLO assessment, ANTH 210 and 212
- b) A.D.A. compliant books/reading
- c) Students with disabilities, evaluating data for practical use

Previous Recommendations Completed

- a) Create a test assessment for SLO's.
- b) Evaluate online materials for phase two ADA compliance.

Recommendations

| Recommendation review and clarify co-req requirements for 212 and 212L | | | | | | | | |
|--|-------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| Review 212/212L co-reqs | 2010 | Maia Greenwell Cunningham | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Recommendation 1. develop and implement assessment tools for all anthropology courses based on results from beta testing 2. periodically review and update online materials for ADA compliance | | | | | | | | |
|---|-------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| Develop assessment | 2012 | Maia Greenwell | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Assess online materials for online ADA | 2013 | Maia Greenwell Cunningham | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

18. Attachment A: Library Resources Report

CITRUS COLLEGE LIBRARY FALL 2009 PROGRAM REVIEW: ANTHROPOLOGY

LIBRARY ACTIVITY:

Library Research Orientations
1 (during the prior year)

Circulation of materials in subject area

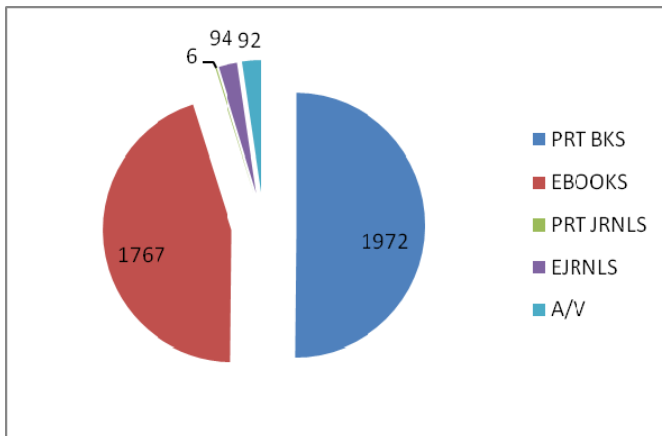
| | |
|------------|---------------------------------|
| 300-309.99 | 5% of total library circulation |
| 310-319.99 | 0.0% |
| 573 | |
| 599.9 | 0.0% |

RESOURCES:

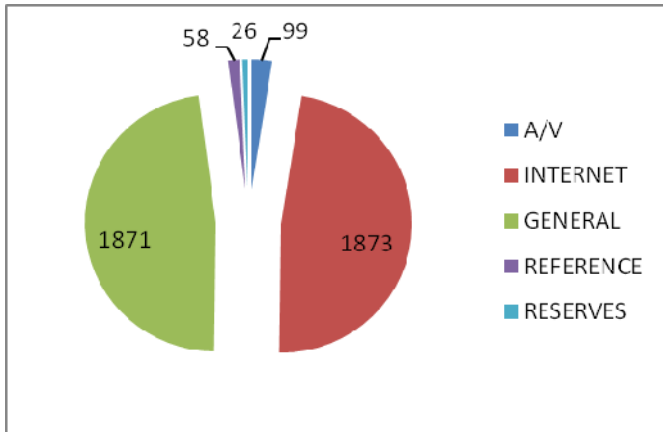
| Dewey Call No. | |
|----------------|------|
| 300-309.99 | 3607 |
| 370-379.99 | 2 |
| 570-579.99 | 71 |
| 590-599.99 | 167 |
| Other | 1 |

Ejournals: 94 total

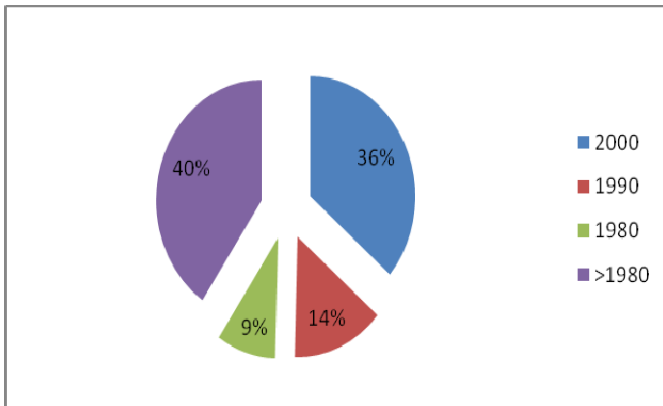
- Anthropology
 - Anthropogeography & Human Ecology (10)
 - Anthropology - General (47)
 - Folklore (15)
 - Manners & Customs (2)
 - Physical Anthropology (2)
 - Prehistoric Anthropology (3)
 - Social & Cultural Anthropology (15)



FORMATS OF COLLECTION



LOCATIONS OF COLLECTION



AGE OF COLLECTION

19. Attachment B: Performance Indicators

| | Key Performance Indicators | Fall04 | Fall05 | Fall06 | Fall07 | Fall08 | Fall09 |
|--------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Program Access | | | | | | | |
| 1 | Majors (total) | | | | | | |
| 2 | New Majors | | | | | | |
| 3 | Courses Offered | 3 | 3 | 3 | 4 | 4 | 4 |
| 4 | Sections Offered | 9 | 8 | 8 | 7 | 7 | 9 |
| 5 | Morning Secions | 7 | 6 | 6 | 3 | 3 | 6 |
| 6 | Afternoon Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | Evening Sections | 1 | 1 | 1 | 1 | 1 | 0 |
| 8 | Arranged Sections | 1 | 1 | 1 | 3 | 3 | 3 |
| 9 | Weekend Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | Short Term Sections | 3 | 0 | 0 | 3 | 3 | 6 |
| 11 | DistanceEd Full-Term Sections | 1 | 1 | 1 | 0 | 0 | 0 |
| 12 | DistanceEd Short-Term Sections | 0 | 0 | 0 | 3 | 3 | 3 |
| 13 | Enrollment | 307 | 292 | 224 | 278 | 263 | 314 |
| 14 | Weekly Student Contact hours (WSCH) | 895.4 | 851.7 | 653.3 | 732.8 | 766.9 | 924.6 |
| 15 | Full-Time Equivalent Students (FTES) | 30.7 | 29.2 | 22.4 | 22.6 | 23.7 | 28.5 |
| Program Resources | | | | | | | |
| 16 | Full-Time Equivalent Faculty (FTEF) | 1.8 | 1.6 | 1.6 | 1.2 | 1.4 | 1.8 |
| 17 | Credit Reimbursement Rate | \$2,922.3 0 | \$3,259.7 1 | \$3,476.3 4 | \$3,668.2 8 | \$3,834.4 6 | \$3,834.4 6 |
| Program Operation | | | | | | | |
| 18 | WSCH/FTEF | 511.7 | 545.9 | 418.8 | 591.0 | 559.8 | 510.8 |
| 19 | FTES/FTEF | 17.5 | 18.7 | 14.4 | 18.2 | 17.3 | 15.8 |
| 20 | Fill Rate at Census | 97.8 | 87.7 | 67.2 | 86.1 | 83.6 | 77.5 |
| Program Success | | | | | | | |
| 21 | Course Retention | 92.8 | 93.8 | 87.9 | 90.6 | 93.5 | 95.2 |
| 22 | Course Success | 61.6 | 58.6 | 56.3 | 57.6 | 67.7 | 75.2 |

| Key Performance Indicators | | | | | Winter08 | Winter09 | Winter10 |
|----------------------------|--------------------------------------|-----------|-----------|-----------|----------------|----------------|----------------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Program Access | | | | | | | |
| 1 | Majors (total) | | | | | | |
| 2 | New Majors | | | | | | |
| 3 | Courses Offered | | | | 1 | | 1 |
| 4 | Sections Offered | | | | 1 | | 1 |
| 5 | Morning Secions | | | | 0 | | 0 |
| 6 | Afternoon Sections | | | | 0 | | 0 |
| 7 | Evening Sections | | | | 0 | | 0 |
| 8 | Arranged Sections | | | | 1 | | 1 |
| 9 | Weekend Sections | | | | 0 | | 0 |
| 10 | Short Term Sections | | | | 1 | | 1 |
| 11 | DistanceEd Full-Term Sections | | | | 0 | | 0 |
| 12 | DistanceEd Short-Term Sections | | | | 1 | | 1 |
| 13 | Enrollment | | | | 42 | | 48 |
| 14 | Weekly Student Contact hours (WSCH) | | | | 124.4 | | 142.2 |
| 15 | Full-Time Equivalent Students (FTES) | | | | 3.8 | | 4.4 |
| Program Resources | | | | | | | |
| 16 | Full-Time Equivalent Faculty (FTEF) | | | | 0.2 | | 0.2 |
| 17 | Credit Reimbursement Rate | | | | \$3,668.2 8 | \$3,834.4 6 | \$3,834.4 6 |
| Program Operation | | | | | | | |
| 18 | WSCH/FTEF | | | | 622.2 | | 711.1 |
| 19 | FTES/FTEF | | | | 19.2 | | 22.0 |
| 20 | Fill Rate at Census | | | | 73.3 | | 102.2 |
| Program Success | | | | | | | |
| 21 | Course Retention | | | | 76.2 | | 95.8 |
| 22 | Course Success | | | | 50.0 | | 85.4 |

| | Key Performance Indicators | Spring05 | Spring06 | Spring07 | Spring08 | Spring09 | Spring10 |
|--------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Program Access | | | | | | | |
| 1 | Majors (total) | | | | | | |
| 2 | New Majors | | | | | | |
| 3 | Courses Offered | 3 | 2 | 2 | 3 | 3 | 3 |
| 4 | Sections Offered | 8 | 6 | 6 | 8 | 5 | 6 |
| 5 | Morning Sections | 6 | 4 | 4 | 3 | 1 | 3 |
| 6 | Afternoon Sections | 0 | 0 | 0 | 0 | 1 | 0 |
| 7 | Evening Sections | 1 | 1 | 1 | 1 | 0 | 0 |
| 8 | Arranged Sections | 1 | 1 | 1 | 4 | 3 | 3 |
| 9 | Weekend Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | Short Term Sections | 1 | 0 | 0 | 4 | 3 | 3 |
| 11 | DistanceEd Full-Term Sections | 1 | 1 | 1 | 0 | 0 | 0 |
| 12 | DistanceEd Short-Term Sections | 0 | 0 | 0 | 4 | 3 | 3 |
| 13 | Enrollment | 272 | 233 | 172 | 335 | 216 | 308 |
| 14 | Weekly Student Contact hours (WSCH) | 793.3 | 679.6 | 501.7 | 941.4 | 602.0 | 900.2 |
| 15 | Full-Time Equivalent Students (FTES) | 27.2 | 23.3 | 17.2 | 29.1 | 18.6 | 27.8 |
| Program Resources | | | | | | | |
| 16 | Full-Time Equivalent Faculty (FTEF) | 1.6 | 1.2 | 1.2 | 1.5 | 0.9 | 1.2 |
| 17 | Credit Reimbursement Rate | \$2,922.3 0 | \$3,259.7 1 | \$3,476.3 4 | \$3,668.2 8 | \$3,834.4 6 | \$3,834.4 6 |
| Program Operation | | | | | | | |
| 18 | WSCH/FTEF | 508.5 | 580.8 | 428.8 | 615.3 | 654.3 | 782.8 |
| 19 | FTES/FTEF | 17.4 | 19.9 | 14.7 | 19.0 | 20.2 | 24.2 |
| 20 | Fill Rate at Census | 83.1 | 85.2 | 63.0 | 77.5 | 89.3 | 108.5 |
| Program Success | | | | | | | |
| 21 | Course Retention | 93.4 | 92.3 | 89.5 | 78.5 | 93.1 | 94.5 |
| 22 | Course Success | 62.9 | 57.1 | 58.7 | 57.9 | 66.7 | 63.6 |

| | Key Performance Indicators | Summer0 4 | Summer0 5 | Summer0 6 | Summer0 7 | Summer0 8 | Summer0 9 |
|--------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Program Access | | | | | | | |
| 1 | Majors (total) | | | | | | |
| 2 | New Majors | | | | | | |
| 3 | Courses Offered | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Sections Offered | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | Morning Secions | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | Afternoon Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | Evening Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | Arranged Sections | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | Weekend Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | Short Term Sections | 1 | 1 | 1 | 1 | 1 | 1 |
| 11 | DistanceEd Full-Term Sections | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | DistanceEd Short-Term Sections | 1 | 1 | 1 | 1 | 1 | 1 |
| 13 | Enrollment | 78 | 70 | 55 | 47 | 45 | 42 |
| 14 | Weekly Student Contact hours (WSCH) | 227.5 | 204.2 | 160.4 | 141.0 | 133.3 | 124.4 |
| 15 | Full-Time Equivalent Students (FTES) | 7.8 | 7.0 | 5.5 | 4.8 | 4.1 | 3.8 |
| Program Resources | | | | | | | |
| 16 | Full-Time Equivalent Faculty (FTEF) | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| 17 | Credit Reimbursement Rate | \$2,922.3 0 | \$3,259.7 1 | \$3,476.3 4 | \$3,668.2 8 | \$3,834.4 6 | \$3,834.4 6 |
| Program Operation | | | | | | | |
| 18 | WSCH/FTEF | 1197.4 | 1074.6 | 844.3 | 705.0 | 666.7 | 622.2 |
| 19 | FTES/FTEF | 41.1 | 36.8 | 28.9 | 24.2 | 20.6 | 19.2 |
| 20 | Fill Rate at Census | 86.7 | 73.3 | 60.0 | 84.4 | 100.0 | 86.7 |
| Program Success | | | | | | | |
| 21 | Course Retention | 93.6 | 78.6 | 89.1 | 80.9 | 100.0 | 92.9 |
| 22 | Course Success | 52.6 | 54.3 | 56.4 | 68.1 | 68.9 | 78.6 |

| | <i>Key Performance Indicators</i> | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--|---|--------------|--------------|--------------|--------------|--------------|--------------|
| | | Year1 | Year2 | Year3 | Year4 | Year5 | Year6 |
| Program Resources | | | | | | | |
| 23 | Revenue: FTES*Reimbursement Rate | \$191,863.71 | \$193,952.75 | \$156,782.93 | \$221,307.33 | \$177,727.22 | \$247,476.05 |
| 24 | Total District Adopted Program Budget | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA |
| 25 | Support Personnel (wage without benefit, 2200 and 2400 in budget) | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA |
| 26 | Supplies (4300 in budget) | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA |
| 27 | Cost | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA |
| 28 | Total FTES for the year | 65.7 | 59.5 | 45.1 | 60.33 | 46.35 | 64.54 |
| 29 | Cost per FTES | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA | NO DATA |
| Degrees and Certificates | | | | | | | |
| 30 | Degrees Awarded | | | | | | |
| 31 | Certificates Awarded | | | | | | |
| 32 | Skill Awards | | | | | | |
| 33 | Licenses (reported by department) | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Career Technical Education Programs | | | | | | | |
| 34 | VTEA Grant | | | | | | |
| 35 | Industry Contributions to Program Resources | | | | | | |
| 36 | Available Jobs | | | | | | |
| | | | | | | | |
| 37 | Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes | | | | | | |
| 38 | Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up. | | | | | | |
| 39 | Labor market data | | | | | | |

| | | 04-05 | | 05-06 | | 06-07 | | 07-08 | | 08-09 | | 09-10 | |
|-------------------------|---|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| | | Year1 | | Year2 | | Year3 | | Year4 | | Year5 | | Year6 | |
| Gender | | | | | | | | | | | | | |
| | Female | 388 | 61.4% | 310 | 55.4% | 249 | 58.5% | 342 | 58.8% | 264 | 61.1% | 364 | 61.1% |
| | Male | 244 | 38.6% | 250 | 44.6% | 177 | 41.5% | 236 | 40.5% | 158 | 36.6% | 218 | 36.6% |
| | Missing | | | | | | | 4 | 0.7% | 10 | 2.3% | 14 | 2.3% |
| | Total | 632 | 100.0% | 560 | 100.0% | 426 | 100.0% | 582 | 100.0% | 432 | 100.0% | 596 | 100.0% |
| Age | | | | | | | | | | | | | |
| | 19 or younger | 231 | 36.6% | 224 | 40.0% | 147 | 34.5% | 163 | 28.0% | 148 | 34.3% | 199 | 33.4% |
| | 20-24 | 280 | 44.3% | 249 | 44.5% | 201 | 47.2% | 282 | 48.5% | 194 | 44.9% | 296 | 49.7% |
| | 25-29 | 54 | 8.5% | 38 | 6.8% | 39 | 9.2% | 68 | 11.7% | 49 | 11.3% | 42 | 7.0% |
| | 30-34 | 18 | 2.8% | 21 | 3.8% | 18 | 4.2% | 29 | 5.0% | 12 | 2.8% | 21 | 3.5% |
| | 35-39 | 21 | 3.3% | 10 | 1.8% | 10 | 2.3% | 15 | 2.6% | 9 | 2.1% | 14 | 2.3% |
| | 40-49 | 21 | 3.3% | 12 | 2.1% | 8 | 1.9% | 18 | 3.1% | 15 | 3.5% | 18 | 3.0% |
| | 50 and above | 7 | 1.1% | 6 | 1.1% | 3 | 0.7% | 6 | 1.0% | 5 | 1.2% | 6 | 1.0% |
| | Missing | | | | | | | 1 | 0.2% | | | | |
| | Total | 632 | 100.0% | 560 | 100.0% | 426 | 100.0% | 582 | 100.0% | 432 | 100.0% | 596 | 100.0% |
| Ethnicity | | | | | | | | | | | | | |
| | Asian | 85 | 13.4% | 80 | 14.3% | 45 | 10.6% | 63 | 10.8% | 58 | 13.4% | 32 | 5.4% |
| | Black or African American | 24 | 3.8% | 26 | 4.6% | 16 | 3.8% | 31 | 5.3% | 23 | 5.3% | 27 | 4.5% |
| | Hispanic/Latino | 251 | 39.7% | 210 | 37.5% | 159 | 37.3% | 227 | 39.0% | 157 | 36.3% | 206 | 34.6% |
| | American Indian or Alaska Native | 4 | 0.6% | 7 | 1.3% | 5 | 1.2% | 6 | 1.0% | 7 | 1.6% | 4 | 0.7% |
| | Native Hawaiian or Other Pacific Islander | | | | | | | 5 | 0.9% | 6 | 1.4% | 6 | 1.0% |
| | White | 219 | 34.7% | 184 | 32.9% | 166 | 39.0% | 186 | 32.0% | 113 | 26.2% | 135 | 22.7% |
| | Unknown/Non-Respondent | 49 | 7.8% | 53 | 9.5% | 35 | 8.2% | 64 | 11.0% | 68 | 15.7% | 186 | 31.2% |
| | Total | 632 | 100.0% | 560 | 100.0% | 426 | 100.0% | 582 | 100.0% | 432 | 100.0% | 596 | 100.0% |
| Educational Goal | | | | | | | | | | | | | |
| | Degree & Transfer | 330 | 52.2% | 269 | 48.0% | 192 | 45.1% | 75 | 12.9% | 121 | 28.0% | 219 | 36.7% |
| | Transfer | 204 | 32.3% | 219 | 39.1% | 159 | 37.3% | 51 | 8.8% | 46 | 10.6% | 72 | 12.1% |
| | AA/AS | 23 | 3.6% | 17 | 3.0% | 13 | 3.1% | 63 | 10.8% | 67 | 15.5% | 101 | 16.9% |
| | License | 21 | 3.3% | 11 | 2.0% | 8 | 1.9% | 3 | 0.5% | 3 | 0.7% | 6 | 1.0% |
| | Certificate | 10 | 1.6% | 8 | 1.4% | 10 | 2.3% | 3 | 0.5% | 5 | 1.2% | 6 | 1.0% |
| | Job Skills | 6 | 0.9% | 6 | 1.1% | 3 | 0.7% | 12 | 2.1% | 14 | 3.2% | 22 | 3.7% |
| | Basic Skills | | | | | | | 9 | 1.5% | 10 | 2.3% | 5 | 0.8% |
| | Personal | | | | | | | | | | | 2 | 0.3% |
| | Undecided | | | | | | | 22 | 3.8% | 32 | 7.4% | 71 | 11.9% |
| | Not Reported | 38 | 6.0% | 30 | 5.4% | 41 | 9.6% | 344 | 59.1% | 134 | 31.0% | 92 | 15.4% |
| | Total | 632 | 100.0% | 560 | 100.0% | 426 | 100.0% | 582 | 100.0% | 432 | 100.0% | 596 | 100.0% |