

I. Program Description

A. What is the primary mission of your program? (check all that apply)

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|--|--|
| <input type="checkbox"/> Basic Skills | <input checked="" type="checkbox"/> Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> Transfer | <input type="checkbox"/> Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> Career/Technical | |

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer to CTE Program Review Addenda Reports: www.deanza.edu/gov/IPBT/resources.html

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| <input type="checkbox"/> # Certificates of Achievement |
| <input type="checkbox"/> # Certificate of Achievement-Advanced |
| <input type="checkbox"/> # AS, AA Degrees |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below.

a. How many people are served?

- | | |
|-------------------------------------|----------------------------------|
| <input type="checkbox"/> # Students | <input type="checkbox"/> # Staff |
| <input type="checkbox"/> # Faculty | |

b. Number of employees associated with the program?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> # Students | <input type="checkbox"/> # Faculty |
| <input type="checkbox"/> # Staff | <input type="checkbox"/> # Part-Time Faculty |

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	The enrollment of underrepresented groups (African Ancestry, Filipino, Latina/o, Pacific Islander and Native American) has increased significantly in our classes. It has increased from 759 students in 2007-08 to 993 in 2009-10. This is a 31.2% increase over three years. The enrollment of both the Hispanic and Filipino groups increased by 29%, whereas the Native American population increased by 350%, from an enrollment of 23 to 103. The reason for the above growth is that our courses satisfy GE requirements and are UC and CSU transferable. The courses are very relevant and meaningful to our students living in this global world and equip them with skills they need to be successful. The anthropology curriculum is multicultural and students connect with the content.
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2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

Explanation:	Our effort to close the equity gap between the targeted and the non targeted group is ongoing. We have made significant progress in all groups except in students of African descent. The equity gap between the Filipino and Hispanic groups has decreased from 10% and 13% respectively to 7% and 12% in the last year. Many more Native American students are succeeding in our classes and the gap has narrowed from 25% to 12%. The same trend is noticed in our students from the Pacific Islands, where a gap of 26% is reduced to 11%. Even though the above progress appears encouraging, much work needs to be done to closing the equity gap between the targeted and non targeted groups. In our courses we are drawing 30% more from the targeted group and retaining them too; as a team we need to strive harder towards closing the equity gap. In spite of the EWRT recommendation, the students come to us under prepared. The anthropology courses require substantial reading and writing. In order to deal with deficiencies in preparedness and requirement for the course, interventions such as the early alert program, basic skills workshops and the services provided at the WRC are used. Students in need of basic skills significantly impact the success and retention of our program. Attempts are made by the faculty to develop their skills while in the program by emphasizing team/collaborative projects, tutoring, study groups, drawing on more non linguistic skills, etc. but more needs to be done to strengthen student skills before they come into the program.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	There is much progress in our program with respect to narrowing the equity gap. We meet as a department at least twice a quarter to share best practices and discuss solutions to student concerns. We continue to participate in the division CAR project, which involves discussing, applying and reflecting on equity issues. At least eight of the ten adjunct faculty and both of the FT faculty participate in the above meetings, attend workshops on campus and participate in teaching learning conferences. I am very proud to be part of a committed team. In addition to the above efforts we continue the use the Social Science Student Success Center and its "drop in" tutoring, early alert intervention, counseling, and adjunct skills workshops to achieve equity. We strive to teach classes using a pedagogy which is student centered, active, collaborative, and engaging. In order to fully achieve the above we need more lab resources in physical anthropology and archeology to engage our students with the content and more faculty discussion on how to teach in a more meaningful manner.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	Enrollment in Anthropology has increased significantly over the last three years -from 3039 students in 2007-2008 to 4,085 students in 2009-2020. This is a 34.4% increase in student enrollment. I believe the main reason for the above growth is that our courses are extremely interesting; they also satisfy the GE requirements and are UC and CSU transferable. They are very relevant and meaningful to our students in this global world and equip them with skills that will make them successful. A cross cultural, holistic and a bio cultural approach is used to understand human diversity both cultural and biological. Last but not the least, the curriculum is multicultural and students connect with it.
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- B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	None
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Explanation:	
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- C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	<p>Our program is strongly built on Physical and Cultural Anthropology. We plan to and have been working on broadening our curriculum by offering courses in applied anthropology (e.g. Forensics and Medical anthropology), and archeology field methods. I am currently working on writing new curriculum – a class in Forensic and Applied Anthropology/ Medical Anthropology (as part of my PDL). The adjunct archeology faculty are working on a lab in archeological field methods and collaborating with Foothill College archeologists. There is much student interest in these areas of study.</p> <p>A full time archaeologist or an applied anthropologist is a long awaited need of our department. An archeology summer field school, a lab in archeological field methods, and courses in applied anthropology will prepare our students well for employment. Certificates and courses in archeology and applied anthropology are greatly desired by our students and will boost the enrollment, success and retention in our program.</p> <p>Isaiah and I serve on the MLC design committee and have spent countless hours in discussion with the architects and builders explaining our need and designing a space that will be well suited for our students and their learning. When the MLC opens its doors in fall 2012 we will have the space and the resources (resource request attached) to equip our lab and engage our student in an unprecedented manner with the material. These labs and materials will significantly impact the success rate of our students.</p>
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- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:

- 1) Curriculum Content;
- 2) Future plans for your program e.g. enrollment management plans.

<input type="checkbox"/> No significant changes	
Impact:	
Explanation:	

- E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<input type="checkbox"/> No significant changes	
Impact:	
Explanation:	

III. Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at: <https://www.deanza.edu/slo>

A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input checked="" type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/> NA	<input checked="" type="checkbox"/> 100 complete	<input type="checkbox"/> in progress	<input type="checkbox"/> to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

about 80% of the faculty was involved in the SLOAC process.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/> NA	<input type="checkbox"/> complete	<input type="checkbox"/> in progress	<input type="checkbox"/> to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

Department Summary

IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports 2008-09"

V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

1 Rank	replacement	1 growth
Position:	1) A FT position for an Applied Anthropologist or an archeologist. 2) A lab tech to assist in physical and archeology labs, our enrollment in lab classes is 40 students. st	
Department :	Anthropology	Contact Person, ext. Ameeta Tiwana

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

A full time archaeologist or an applied anthropologist is a vital need for our department. An archeology summer field school, a lab in archeological field methods, and courses in Forensics and Medical anthropology will not only boost our enrollment but increase student success. Certificates and courses in archeology and applied anthropology are greatly desired by our students and give them the skills for employment. In addition a lab tech is an imperative need of our program. We are unable to meet the demands of our students and offer more than 1 section Anth 1Lab per quarter. The Lab fills in the first 2 days of enrollment period and has a long wait list. Faculty is not interested in teaching the lab without any tech help. The reasons are, first, we do not have a dedicated lab space and hence materials have to be shuttled across campus; second, a lab class of 40 students is difficult to handle without any tech support. Hence both a FT teaching position and a lab tech are pressing needs for our program and they will significantly impact the enrollment retention and success of our students.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

FTE = 2; PT/FTE = 10/2 ; WSCH = 16,702. Our WSCH has increased 16% over the last three years.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

PLO assessments have been planned but not conducted yet

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

A significant increase in enrollment numbers, success rate, and retention will be noticed with FT archeologist or an applied anthropologist on the team and a Lab tech to support our archeology and physical lab. With an opportunity to offer more labs we will be able to reach out to all types of learners and notice a narrower performance gap between different ethnic groups. Hence equity, success, retention and enrollment data will be used to assess the impact of these hires.

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

Rank	replacement	growth
Item Description:	1) Physical anthropology lab materials .2) Archeology lab materials 3) New media and software	
Cost Estimate :	\$40,000.00	Contact Person, ext. Ameeta Tiwana

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

These resources will provide an opportunity for hands on activities which facilitate learning, make the abstract more tangible, get a deeper understanding of the content and provide an opportunity to apply the information learned. These resources will enhance learning, enrollment, success, and retention in our courses beyond measure.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

FTE = 2; PT/FTE = 10/2 ; WSCH = 16,702. Our WSCH has increased 16% over the last three years.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

PLO assessments have been planned but not conducted yet

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

A significant increase in enrollment numbers, success rate, and retention will be noticed with the acquisition of these materials. We will be able to reach out to all types of learners and notice a narrower performance gap between the targeted and nontargeted group. Hence equity, success, retention and enrollment data will be used to assess the impact of these resources.

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> growth
Position:		
Department :	Contact Person, ext.	

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

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2 Address FTE, PT/FTE ratios and WSCH that support your request below:

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3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

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4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

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B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed)

List 3 here, keep a prioritized list all items on hand.

<input type="checkbox"/> Rank	<input type="checkbox"/> replacement	<input type="checkbox"/> growth
Item Description:		
Cost Estimate :	Contact Person, ext.	

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 Additional factors:	
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2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below: