

IMPERIAL VALLEY COLLEGE  
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES

PROGRAM/DEPARTMENT Behavioral & Social Sciences (Anthropology)

ACADEMIC YR. 2011-2012

Comprehensive Program Review       Annual Assessment       Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

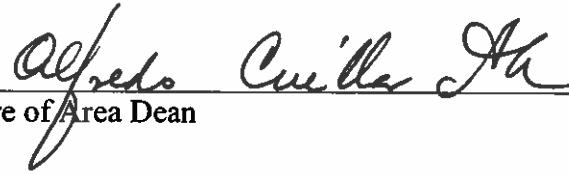
If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.



3-2-2012

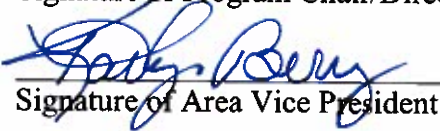
Signature of Program Chair/Director

Date



Signature of Area Dean

Date



3-5-2012

Signature of Area Vice President

Date

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

**Part 2 – Comprehensive Program Review  
Spring 2012**

Program Name: **Anthropology**

**A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11**

1. List the objectives developed for this program during the last comprehensive program review.

<b>Objective</b>	<b>Status</b>
Update the Anthropology major and curriculum to better fit the needs of general education and anthropology A.A. students Revise the Archaeology courses and program Create a new Introduction to Archaeology course Delete four existing archaeology field work courses Eliminate the Field Archaeology Certificate Update the Anthropology A.A. degree	Updated in the 2009-10 General Catalog information
Create a new discipline within the division, American Indian Studies, and cross-list certain appropriate Anthropology courses	Updated in the 2009-10 General Catalog information
Recruit additional adjunct faculty members to teach Anthropology/AIS courses	Objective pending due to budget issues.
Offer Anthropology general education courses during the summer and winter sessions as appropriate	Objective pending due to summer and winter cancellations
Increase the number of students who are enrolling in Anthropology courses	Accomplished. Enrollment increased 26%
Improve the student success rate in Anthropology elective courses	Accomplished. Success rate increased from 67% to 73%
Increase the number of students who graduate with an A.A. in Anthropology	In progress. Anticipate graduates due to revision of major requirements

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well as additional program specific metrics, if any.

a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

See Section D Program Data below

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any. List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

SLOs have been identified for all courses in the program. The summary below indicates the number of SLOs identified and the last semester for which data was assessed. Continuous assessment is planned on an ongoing semester-by-semester basis for quality improvement. Assessment has not been completed for Anth104/AIS 104; Anth 108/AIS 108 due to the fact that classes are only offered on a rotating cycle of 2 or 3 years. Next assessment cycle for Anth 120 is in Spring 2012. CPR for AIS is not due until 2012.

COURSE	TITLE	UNITS	# SLOs Identified	Last Assessment
Required:				
ANTH 100	Physical Anthropology	3	3	Spring 11
ANTH 102	Cultural Anthropology	3	3	Spring 11
ANTH/AIS 106	Indians of North America	3	3	Fall 09
ANTH 120	Introduction to Archaeology*	3	3	Fall 10
Minimum of 3				
AG/ENVS 110	Environmental Science	3	3	
GE0G100	Physical Geography	3	3	
GEOL 100	Cultural Geology	3		
Minimum of 3 units				
ANTH/AIS 104	California Indians	3	3	Spring 2014
ANTH/AIS 108	Indians of the Southwest	3	3	Spring 2013
BIOL 142	Photography, Beginning	3	3	
HIST 100	Photograph, Intermediate	3	3	
HIST 222	History of California	3	3	
RELS 100	Religions of the Modern World	3	3	

\*Assessments will be completed in academic year 2011-12.

## Program Outcomes and Course Alignment Grid for Imperial Valley College

Program: Anthropology Completed on: October 26, 2011  
 Prepared by : Manfred Knaak and Gary Rodgers

Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness
Required:					
ANTH 100	4	4	4	3	4
ANTH 102	4	4	4	3	4
ANTH/AIS 106	4	4	4	3	4
ANTH 120	4	4	4	3	4
ECON 102	4	4	4	3	4
Minimum of 3 units:					
AG/ENVS 110					
GE0G100					
GEOL 100					
Minimum of 3 units					
ANTH/AIS 104	4	4	4	3	4
ANTH/AIS 108	4	4	4	3	4
BIOL 142					
HIST 100					
HIST 222					
RELS 100					

**\*\*FIVE POINT KEY:** Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.

**4=**This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

**3=**This is a focus of the course that will be assessed.

**2=** This is a focus of the course, but is NOT assessed.

**1=**This is briefly introduced in the course, but not assessed.

**0=**This is not an area touched on in the course.

Program level SLOs and strategies to assess have also been developed as indicated below:

Strategies for Assessing Outcomes in the Anthropology program: Incorporate projects that require students to extend course content to a real-world situation. Students will be required to research a selected problem and potential solutions adequately to formulate recommendations. Students will also be required to document their research and their recommendations.

**Outcome #1:** Analyze biological diversity.

Est. Completion Date: June, 2012

Courses to assess: Anth 100

Way(s) to assess: Exams, writing assignments, punnett square, model analysis

**Outcome #2:** Analyze cultural diversity

Est. Completion Date: June 2013

Courses to assess: **Intermediate Level:** Anth 102

Way(s) to assess: Exams, writing assignments, case studies

**Outcome #3:** Outline antiquity of human beginnings and early civilization on a global perspective

Est. Completion Date: June, 2014

Courses to assess: Anth 120

Way(s) to assess: Exams, projects, oral and written reports, case studies

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

## **ANALYZE THE DATA:**

**Enrollment:** A total of 1905 students were enrolled in anthropology from Fall 2008 to Spring 2011, which includes Winter Session of 2010. On average for Spring and Fall semesters 300 to 346 students enrolled. Enrollment has increased by 476 students as compared to the previous census enrollment. The success of the enrollment increase can be partly attributed to the scheduling of anthropology courses at different times during the day and evenings, despite the limited faculty resources that are currently teaching anthropology. Another reason for the increase in student enrollment in anthropology is by having added Anthropology 120-Introduction to Archaeology- as a General Education course, and a greater interest by students in anthropology. So far the Anth120 course has been very favorable and the enrollment and success rate has been good. In addition, the modification to the A.A. in Anthropology made it easier and more interesting for students selecting anthropology as a transfer major and perhaps more students are electing to take some additional anthropology courses as electives in other majors.

**Number of Sections:** Number of sections offered in anthropology has ranged from 6 to 8, but mostly 7 sections per semester. Data shows that enrollment per sections averages 42 students. The enrollment cap per class is 40 students, however, the data shows that anthropology has consistently exceeded the enrollment cap.

**Student Success:** Student success rate in anthropology has improved over the last enrollment census from 68% [2005-08] to 73.1% [2008-11]. The success rate seems to be coupled with a more serious student body as well as instructors using a variety of pedagogical approaches to better reach students during classroom sessions. Just to worth mentioning is that the success rate during Winter Intersession was 95.5%.

**Student Retention:** Student retention has increased over the last enrollment census from 74% [2005-08] to 83.5% [2008-11]. Again, the success of student retention is due to a more serious student body as well as instructors using different pedagogical approaches to reach students during classroom sessions. A side note worth mentioning is that the retention rate during Winter Intersession was 95.5%.

**FTEs and FTEf:** Comparing the data from previous census taking it shows an improvement in better utilizing faculty resources to reach the maximum of students. The FTEs/FTEf was 16.7 in census 2005-08, as compared to the recent census [2008-11] that shows a ratio of FTEs/FTEf as 22.1. This increase can be attributed that the anthropology department dropped the low attendance course of Anth110/112/210/212/ sequences and began to rotate the elective courses of Anth 104/AIS 104; Anth 106/AIS106 and Anth 108/AIS, and offering them on a 2 to 3 year cycle. This seems to be working well for students that have an interest in becoming an anthropology major or fulfilling an A.A. Anthropology Degree requirement.

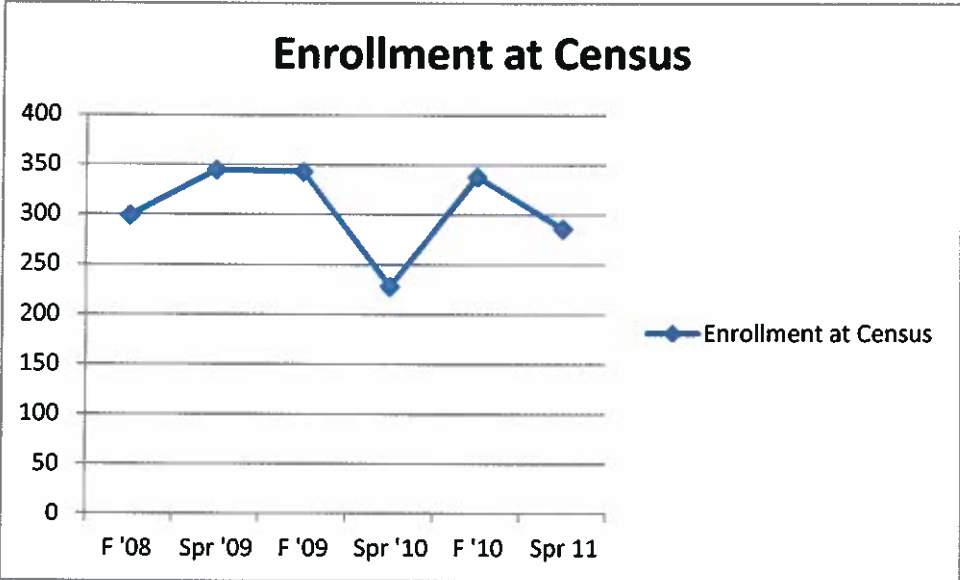
The Anthropology Department program's ratio are well above the ratios for the campus overall.

The actual ratios for each semester are below:

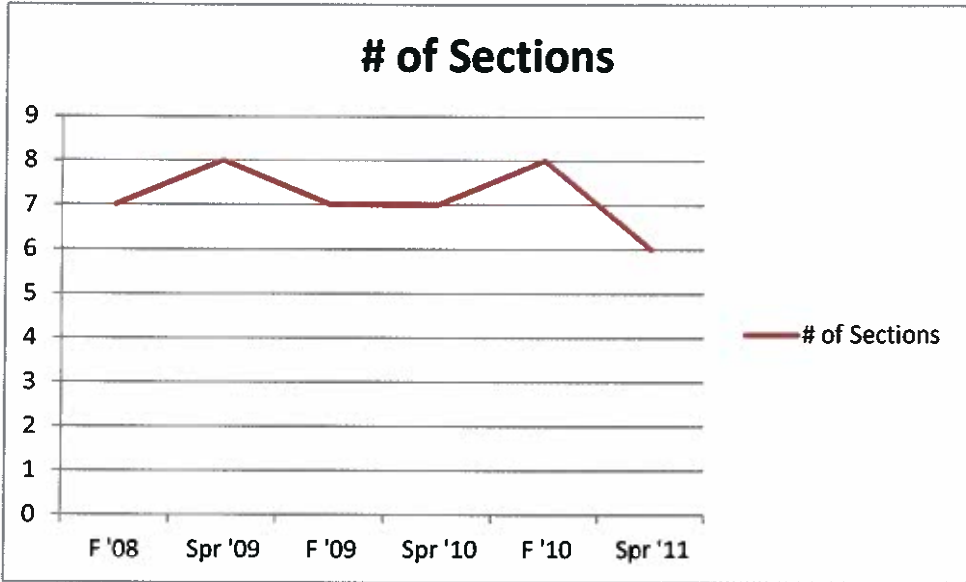
Fall 2008: 22.1  
Spring 2009: 16.9  
Fall 2009: 22.5  
Spring 2010: 22.5  
Fall 2010: 25.8  
Spring 2011: 25.0

Average is 22.1



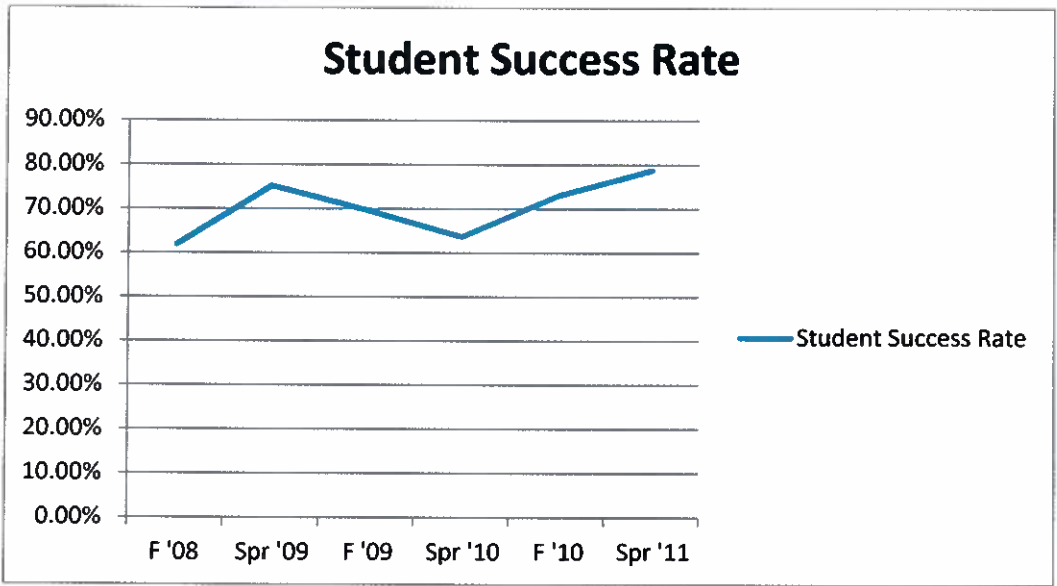


**Total Students: 1905**

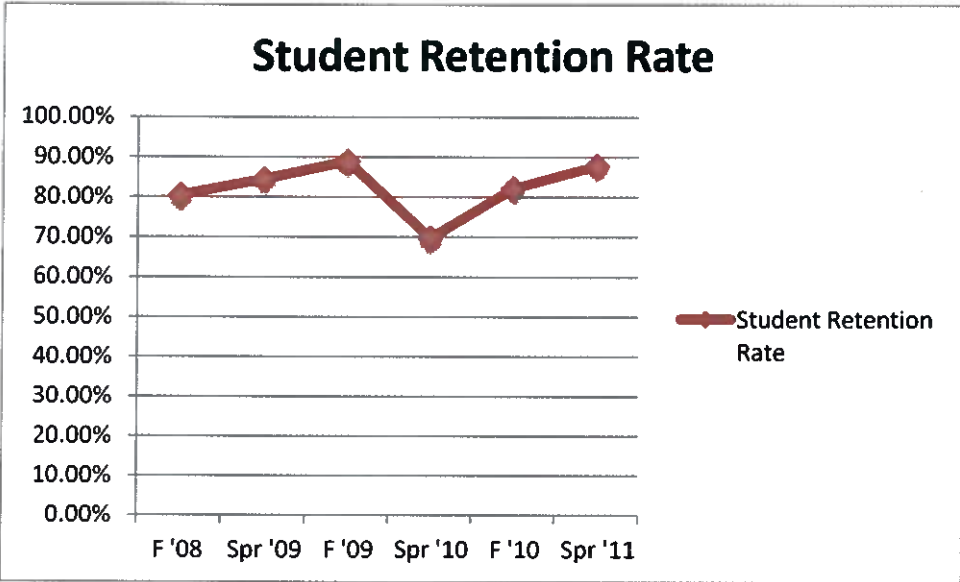


**Total Sections: 45**

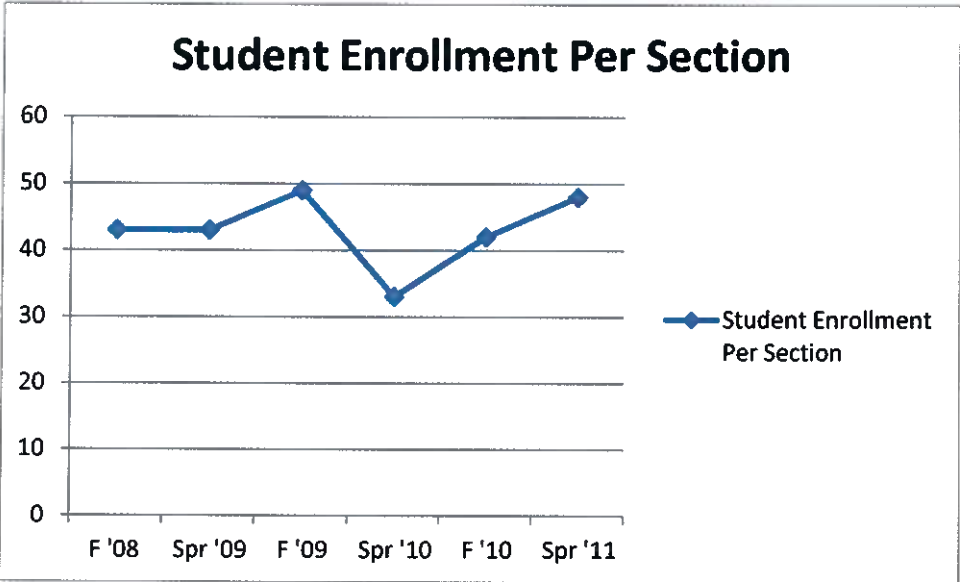
### Student Success Rate



**Average Success Rate: 73.1%**



**Average Retention Rate: 83.5%**



**Average Student Enrollment per Section: 42**

**B. PRESENT: Snapshot of the State of the Program in the Current Semester:**

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

Anthropology studies people throughout the world and through time. Because it covers a wide range of topics—physical evolution, material remains of the past, and the world that humans create through their ideas and practices in present-day societies—anthropology is an especially integrative discipline. The anthropology program at IVC offers courses that reflect the diversity of the field.

- ↪ Cultural anthropology explores the movements of people, objects, and ideas in diverse societies, including our own. Cultural anthropology courses examine such topics as race and ethnicity, medicine, science, gender, sexuality, the environment, religion, law, popular culture, and politics.
- ↪ Archaeology uses the material evidence of human activities to understand past human lives. Archaeology focuses on past people's interactions with one another at the local level and within their wider social and ecological contexts. Faculty research areas include the pre-colonial and early post-colonial history of East Africa and the American Southwest.
- ↪ Physical anthropology traces the human journey from its beginnings in Africa over five million years ago. Physical anthropology courses look at fossil evidence, evolutionary theory, human variation, and the behavior of primate relatives in order to analyze biological, social, and cultural changes over time.

Because anthropology is concerned with understanding human interaction, it is a useful major for anyone planning a career that involves working with people, especially those from diverse cultures. Some IVC anthropology graduates are in social work, many are in teaching, and others pursue careers in law, city planning, politics, medicine, public health, cultural resource management. Students intending to specialize in anthropology usually go on to universities because professional employment in the field almost always demands an advanced degree.

One full time and 1 adjunct teach the courses in this program, and an average of 7 sections are scheduled each semester. Because the major requirements for an Associate's degree have recently had a substantial revision, the departments expects and increased

graduation rate in the future. Students are exposed to ethnographic collections, skeletal materials, casts of fossil hominids, ceramics, stone tools, and other archaeological artifacts. IVC students have the opportunity to do independent library and field research in cultural anthropology, archaeology, and physical anthropology.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Employment factors have led to higher class demand, but budget issues have led to a reduction in the number of sections for students.

3. List any significant issues or problems that the program is immediately facing.

Budget issues may effect the success the anthropology program has experienced over the last four years.

### **FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12**

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Meet the demands of implementing a curriculum that addresses articulation issues at four-year colleges and universities

Upgrade and improve instructional delivery equipment/software.

Improve completion, success and retention rates through implementation of SLOs

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2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Continue SLO timeline developed for the program. (See A.3 above) Courses will be evaluated and assessed each year.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

The increase in the number of students who enter IVC with the intension to transfer to a four-year school is an opportunity to increase enrollment in Anthropology and to increase the number of students who graduate with and A.A. degree in Anthropology. The improved A.A. degree program offers students an attractive major that introduces them to the basis of Anthropology and serves as a gateway to other disciplines within the social sciences. The obstacles include funds to pay adjunct instructors to continue the program. Funds are also an obstacle to pay adjuncts for assessing and identifying SLOs.

4. Identify any outside factors that might influence your program during the next three years.

State budget issues.

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**D. Program Data**

**Program Review - Anthropology Program  
Enrollment Count at Census**

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		200	201		200	2010		
ANTH10	143	151	150	444	115	150	158	423					42	42	909
ANTH10	156	177	161	494	104	164	128	396					24	24	914
ANTH10					9			9							9
ANTH10						24		24							24
ANTH12	-	17	32	49	-	-	-	-	-	-	-	-	-	-	49
<b>Total</b>	<b>299</b>	<b>345</b>	<b>343</b>	<b>987</b>	<b>228</b>	<b>338</b>	<b>286</b>	<b>852</b>					<b>66</b>	<b>66</b>	<b>1905</b>

**Number of Sections**

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		200	201		200	2010		
ANTH10	3	3	3	9	3	3	3	9	-	-	-	-	1	1	19
ANTH10	4	4	3	11	3	4	3	10	-	-	-	-	1	1	22
ANTH10	-	-	-	-	1	-	-	1	-	-	-	-	-	-	1
ANTH10	-	-	-	-	-	1	-	1	-	-	-	-	-	-	1
ANTH12	-	1	1	2	-	-	-	-	-	-	-	-	-	-	2
<b>Total</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>22</b>	<b>7</b>	<b>8</b>	<b>6</b>	<b>21</b>					<b>2</b>	<b>2</b>	<b>45</b>



### Student Success Rate

Course	Fall			FallAvg.	Spr.			Spr.Avg.	Sum.		Sum.Avg.	Win.		Win.Avg.	Average
	2008	2009	2010		2009	2010	2011		200	201		200	2010		
ANTH10	67.1%	78.8%	60.0%	68.6%	75.7%	80.0%	85.4%	80.4%	-	-	-	-	95.2%	95.2%	77.5%
ANTH10	56.4%	58.2%	70.8%	61.8%	59.6%	55.5%	71.9%	62.3%	-	-	-	-	95.8%	95.8%	66.9%
ANTH10	-	-	-	-	55.6%	-	-	55.6%	-	-	-	-	-	-	55.6%
ANTH10	-	-	-	-	-	83.3%	-	83.3%	-	-	-	-	-	-	83.3%
ANTH12	-	88.2%	78.1%	83.2%	-	-	-	-	-	-	-	-	-	-	83.2%
>>>>	61.8%	75.1%	69.6%	69.7%	63.6%	72.9%	78.7%	70.9%	-	-	-	-	95.5%	95.5%	73.1%

### Student Retention Rate

Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		200	201		200	2010		
ANTH10	81.1%	87.4%	88.0%	85.5%	87.0%	88.0%	91.1%	88.7%	-	-	-	-	95.2%	95.2%	88.3%
ANTH10	79.5%	77.4%	88.2%	81.7%	66.3%	75.0%	84.4%	75.2%	-	-	-	-	95.8%	95.8%	80.9%
ANTH10	-	-	-	-	55.6%	-	-	55.6%	-	-	-	-	-	-	55.6%
ANTH10	-	-	-	-	-	83.3%	-	83.3%	-	-	-	-	-	-	83.3%
ANTH12	-	88.2%	90.6%	89.4%	-	-	-	-	-	-	-	-	-	-	89.4%
>>>>	80.3%	84.4%	88.9%	85.1%	69.6%	82.1%	87.8%	78.8%	-	-	-	-	95.5%	95.5%	83.5%

## Grade Distribution

### Full-time

<u>Course</u>	<u>Year</u>	<u>FWS</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>CR</u>	<u>P</u>	<u>I</u>	<u>Othe</u>	<u>W</u>	<u>Tota</u>	<u>Success</u>	<u>Retention</u>
		<u>S</u>									<u>r</u>		<u>I</u>	<u>Rate</u>	<u>Rate</u>
<u>ANTH100</u>	<u>200</u>	<u>Fall</u>	<u>25</u>	<u>35</u>	<u>36</u>	<u>13</u>	<u>7</u>				<u>0</u>	<u>27</u>	<u>143</u>	<u>67.1%</u>	<u>81.1%</u>
<u>ANTH100</u>	<u>200</u>	<u>Spr.</u>	<u>23</u>	<u>36</u>	<u>28</u>	<u>6</u>	<u>7</u>				<u>0</u>	<u>15</u>	<u>115</u>	<u>75.7%</u>	<u>87.0%</u>
<u>ANTH100</u>	<u>200</u>	<u>Fall</u>	<u>31</u>	<u>53</u>	<u>35</u>	<u>7</u>	<u>6</u>				<u>0</u>	<u>19</u>	<u>151</u>	<u>78.8%</u>	<u>87.4%</u>
<u>ANTH100</u>	<u>201</u>	<u>Win.</u>	<u>11</u>	<u>15</u>	<u>14</u>	-	-				<u>0</u>	<u>2</u>	<u>42</u>	<u>95.2%</u>	<u>95.2%</u>
<u>ANTH100</u>	<u>201</u>	<u>Spr.</u>	<u>18</u>	<u>38</u>	<u>64</u>	<u>11</u>	<u>1</u>				<u>0</u>	<u>18</u>	<u>150</u>	<u>80.0%</u>	<u>88.0%</u>
<u>ANTH100</u>	<u>201</u>	<u>Fall</u>	<u>12</u>	<u>34</u>	<u>44</u>	<u>28</u>	<u>14</u>				<u>0</u>	<u>18</u>	<u>150</u>	<u>60.0%</u>	<u>88.0%</u>
<u>ANTH100</u>	<u>201</u>	<u>Spr.</u>	<u>32</u>	<u>70</u>	<u>33</u>	<u>9</u>	-				<u>0</u>	<u>14</u>	<u>158</u>	<u>85.4%</u>	<u>91.1%</u>
<u>ANTH102</u>	<u>200</u>	<u>Fall</u>	<u>32</u>	<u>22</u>	<u>34</u>	<u>16</u>	<u>20</u>				<u>0</u>	<u>32</u>	<u>156</u>	<u>56.4%</u>	<u>79.5%</u>
<u>ANTH102</u>	<u>200</u>	<u>Spr.</u>	<u>16</u>	<u>21</u>	<u>25</u>	<u>5</u>	<u>2</u>				<u>0</u>	<u>35</u>	<u>104</u>	<u>59.6%</u>	<u>66.3%</u>
<u>ANTH102</u>	<u>200</u>	<u>Fall</u>	<u>27</u>	<u>34</u>	<u>42</u>	<u>7</u>	<u>27</u>				<u>0</u>	<u>40</u>	<u>177</u>	<u>58.2%</u>	<u>77.4%</u>
<u>ANTH102</u>	<u>201</u>	<u>Win.</u>	<u>12</u>	<u>11</u>	-	-	-				<u>0</u>	<u>1</u>	<u>24</u>	<u>95.8%</u>	<u>95.8%</u>
<u>ANTH102</u>	<u>201</u>	<u>Spr.</u>	<u>27</u>	<u>39</u>	<u>25</u>	<u>10</u>	<u>22</u>				<u>0</u>	<u>41</u>	<u>164</u>	<u>55.5%</u>	<u>75.0%</u>
<u>ANTH102</u>	<u>201</u>	<u>Fall</u>	<u>32</u>	<u>43</u>	<u>39</u>	<u>11</u>	<u>17</u>				<u>0</u>	<u>19</u>	<u>161</u>	<u>70.8%</u>	<u>88.2%</u>
<u>ANTH102</u>	<u>201</u>	<u>Spr.</u>	<u>34</u>	<u>43</u>	<u>15</u>	<u>6</u>	<u>10</u>				<u>0</u>	<u>20</u>	<u>128</u>	<u>71.9%</u>	<u>84.4%</u>
<u>ANTH106</u>	<u>200</u>	<u>Spr.</u>	<u>5</u>	-	-	-	-				<u>0</u>	<u>4</u>	<u>9</u>	<u>55.6%</u>	<u>55.6%</u>
<u>ANTH108</u>	<u>201</u>	<u>Spr.</u>	<u>12</u>	<u>6</u>	<u>2</u>	-	-				<u>0</u>	<u>4</u>	<u>24</u>	<u>83.3%</u>	<u>83.3%</u>
<u>ANTH120</u>	<u>200</u>	<u>Fall</u>	<u>7</u>	<u>4</u>	<u>4</u>	-	-				<u>0</u>	<u>2</u>	<u>17</u>	<u>88.2%</u>	<u>88.2%</u>
<u>ANTH120</u>	<u>201</u>	<u>Fall</u>	<u>10</u>	<u>12</u>	<u>3</u>	<u>3</u>	<u>1</u>	-	-	-	<u>0</u>	<u>3</u>	<u>32</u>	<u>78.1%</u>	<u>90.6%</u>

### Equivalent Student (FTEs)

Course Fall Total Spr. Total Sum. Total Win. Total Grand Total

2008 2009 2010 2009 2010 2011 2009 2010 2010 2009 2010

ANTH 100

14.815.815.946.411.915.516.644.0

4.44.494.9