

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

| Information Requested | Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations. | ? Trac Dat Help button will reveal (sorry no hyperlinks) |
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| I.A Department Name: | Anthropology | |
| Program Mission Statement: | The Anthropology program at De Anza College offers courses in all the four subfields of Anthropology ? Biological, Cultural, Archaeology and Linguistics. The courses satisfy a General Education requirement and are transferable to both UC and CSU. In addition to the above four courses we also offer a lab course in Biological anthropology (Anth 1L), a World Prehistory course (Anth 4) and a cross listed course with the Child Development Department titled Early Childhood Education (Anth 66). The goal of our program is not only to provide GE credits but also to equip our students with both basic and anthropological skills. Anthropology is a unique humanistic science and of great value to students' understanding of the globally interconnected world in which we live. It is one of the most relevant and meaningful disciplines today. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| What is the primary mission of your program? | transfer | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| Choose a secondary mission of your program. | | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| Number of Certificates of Achievement Awarded | | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program |

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| Number Certif of Achievement-Advanced awarded: | | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program |
| Number AA and/or AS Degrees awarded: | | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program |
| Academic Services and LR: # Faculty Served | | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| Academic Services and LR: # Student Served | | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| Academic Services and LR: # Staff Served | | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| # Faculty Employees | 1 | For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| # Student Employees | | For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| # Part-time Faculty Employees | 1 | For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_ |

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| | | Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| # Staff Employees | | For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| II.A-Growth and Decline of targeted student populations | In terms of percentage, there is no change in the enrollment of targeted group relative to total enrollment. In both 2009-2010 and 2010-2011 the targeted group made up about 22% of total enrollment in anthropology classes. Our attempts continue to increase enrollment and support the success of our students. | Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_ Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) |
| Trends in equity gap: | There is a higher retention of the targeted group in our classes from last year. There is only a 5% difference in retention between targeted and non targeted group. The percent successful is also significantly higher this year from 2009-2010. There was a 17% difference in success rate between targeted and non targeted groups last year where as in 2010 -2011 there is a 11% difference in success rate. Even though we have not closed the gap in success rate, it has been narrowed by 6% in an year. In terms of performance, Filipino students are as likely to be successful in our classes as White students. Hence we have closed the equity gap with respect to Filipino students. The success rate of Hispanic students has also increased by 3% in our classes from last year. Our effort to close the equity gap between students of African ancestry and White population is still ongoing. Using a varied teaching pedagogy, and assessment tools, CAR project, study skills workshop, tutoring center etc. have all contributed to narrowing the gap. Much work still needs to be yet done. By engaging our students more with the material, applying anthropology to the real world will increase persistence and success in our classes | Refer to http://www.deanza.edu/president/EducationalMasterPlan2010- 2015Final.pdf, p.16. Briefly address why this has occurred. |
| Closing the student equity gap: | There is much progress in our program with respect to narrowing the equity gap. We continue to meet as a department at least twice a quarter to share best practices and discuss solutions to student concerns. The participation of anthropology faculty in the division CAR project, which involves discussing, applying and reflecting on equity issues, is exemplary. At least eight of the eleven adjunct faculty and both of the FT faculty | What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 |

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| | <p>participate in the above meetings; attend workshops and conferences on and off campus.</p> <p>For the past four years we have worked with architects and builders to design an anthropology Lab and Exhibit space. It is one of a kind among all California Community Colleges. It will increase the awareness and visibility of anthropology, provide a space for our students to do an engaged and multidisciplinary work and provide both in and outreach. There is much potential of this space and I am positive it will boost our enrollment and significantly increase our success and retention. In addition to the above efforts we continue the use the Student Success Center and its "drop in" tutoring, skills workshops, etc., to achieve equity. We strive to teach classes using a pedagogy which is student centered, active, collaborative, and engaging.</p> | <p>CPRU, then briefly explain now.</p> |
| <p>Overall growth/decline in # students:</p> | <p>There was a 34.4% increase in student enrollment in anthropology between 2007-2008 and 2009-2010. However, there was a slight decline in numbers during 2010-2011 but the trend has reversed in 2011-2012. In fall 2011 and Spring 2012 there has been a 10% and 3% increase in course enrollment respectively</p> | <p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p> |
| <p>Changes imposed by internal/external regulations</p> | <p>None at this time</p> | <p>Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)</p> |
| <p>Progress in "Main Areas of Improvement"</p> | <p>Since 2008 we have added a lab in Physical Anthropology which is very popular and satisfies a G.E requirement. I am in the process of writing a Forensic Anthropology curriculum which will also be a popular class among our students. The designing and building of an anthropology lab and exhibit is nearing completions. Once the lab is equipped and exhibit/lab space functional, it will provide a visually stimulating and an engaging space for our students. This will increase our enrollment, retention and success. I believe our department has made a presence on campus and doing a great deal to increase awareness of the program among our students and other communities.</p> | <p>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.</p> |
| <p>CTE Programs: Impact of External Trends:</p> | | <p>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</p> |

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| | | Content; 2) Future plans for your program e.g. enrollment management plans. |
| CTE Programs: Advisory Board Input: | | 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. |
| IV. A Budget Trends | To assist 40 students in the lab, a lab assistant is critical to program. Unlike other labs on campus we have more students in our lab and no assistant. I would like to make a strong plea for hiring of a lab assistant. | Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information. |
| Enrollment Trends | In 2010-2011 a decline in student enrollment is consistent with college wide decline. But we have increased enrollment in the current year ranging from 3- 10 % which is satisfying. | Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A -Faculty Position Needed | growth | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed |
| Staff Position Needed | | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary. |
| Justification for Faculty/Staff Positions: | 1) A FT faculty specializing in applied anthropology or archeology. 2) A lab tech to assist in physical and archeology labs (our enrollment in lab classes is 40 students). 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 are much desired by our students and will prepare them 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. | Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc. |
| Equipment Request | 1,000 | A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through |

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| | | Measure C, please input your requests here. |
| Equipment Title and Description, Quantity | Kits, Materials, Charts and Models for Physical Anthropology lab e.g Biotechnology, Forensics , DNA and genetics kits, Archaeology kits, faunal assemblage, tools and raw materials New DVD's and media to use in our classes Materials for students to build displays for others on and off campus Tac board and maps in L-24 The above is new Instructional equipment, and it stems from SLOAC process and does not require any change in infrastructure. | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .) |
| Equipment Justification | The material will provide hands on opportunity to the students. It will engage our students with the material, give them an opportunity to apply their skills and knowledge and think critically. It will increase enrollment, retention and success in our classes. The materials are useable and will need to be replenished when exhausted. | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc. |
| Facility Request | | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| Facility Justification | | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| B Budget Augmentation | 20,000 , in addition to the equipment list above, resources would be used for anthropology job fair and speaker series. Job fairs and speakers will acquaint the students with the applicability of anthropology, increase awareness, enrollment, enrichment and much more | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary". |
| Staff Development Needs | More workshops on teaching and learning, more conference funds available for faculty. SLO assessments have led to this request. There is bound to be significant improvement in teaching as we fine as instructors hone our skills. | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? |
| SLOAC and PLOAC | We are in the process of assessing our PLO's but SLOACs for all our | What did you learn from your SLOAC and PLOAC activities this |

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| summary | courses have been completed. The results revealed that emphasis in the classroom needs to shift towards skill building, critical thinking, and hands on activity. To facilitate a deeper understanding of the topic and equip the students to make connections. | year? |
| Future plans | The enrollment numbers, success and retention figures, and assessment of SLO's and PLO's will all indicate the value of resources requested. Each year we plan to reassess SLOs of at least one course. The engagement provided in the lab and exhibit space, lab assistant working closely with student groups all will translate into higher enrollment and equity. Hence increase in enrollment numbers and a narrower performance gap between targeted and non targeted groups will speak loudly to the value of resources requested including growth position . | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Ameeta Tiwana, amecta@fhda.edu x 8964 | APRU writer's name, email address, phone ext. |