Instructional Program Review

MODESTO JUNIOR COLLEGE

June 2017

Modesto Junior College Instructional Program Review

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Program Overview

Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the **Program Review Instructions** page.

Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

- Please denote if it should be included here, or should be listed elsewhere.
- Answer yes or no, if the program has external regulations
- Additional lines, if needed, may be added by typing the tab key while in the last cell
- Any additional notes can be added in the box below the table

[addl help]

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
AA-T	**yes**	**no**

Seven of our anthropology courses articulate with CSU/UC and IGETC and fulfill the MJC graduation requirements in multiple general education areas (ANTHR 101, 102, 104, 105, 130, 140, 150). Anthropology courses support multiple degree pathways on campus: the Human Services Degree (102), Ethnic Studies degree (102, 140, 150), General Studies, Emphasis in Humanities (104) or Emphasis in Behavioral and Social Sciences (109, 104, 140, 150), AA-T in Geography (109), AA-T in History (102, 150), Humanities AA Degree (102), AS Degree in Nursing (102) and the AA-T in Sociology (102), and on the highly recommended list (assist.org) for transfer in Psychology (101).

Response and follow-up to previous program reviews

On the Curricunet website, please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

Our last program review was spring 2016, one year ago. We have hired one full-time, tenured track anthropologist who started in fall 2017. Spring 2017 we started anthropology student independent research projects in 3D printing, assembling and finishing, along with accessioning, taxonomic identifications and inventories. We made equipment purchases over this last year that were recommended in our last program review.

The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

Anthropology provides multicultural coursework on all peoples, all places, and all times through a selection of offerings to meet transfer students' needs and life-long learners' interests, integrating practical materials and cutting edge technology into our lessons to provide intellectual engagements concerning human adaptation, evolution and cultural variation.

The Anthropology Program foundationally supports and concretely achieves MJC's stated commitments to international/global education, diversity and nontraditional students. The collections and equipment that support our biological anthropology, archaeology, cultural anthropology and linguistics courses are extensive, including over ~4,000 items ranging from skeletal casts to artifacts, tools to artworks, and voice recorders to anthropometers. Given such an array of support materials that are necessarily updated alongside new scientific discoveries and advances in technology, we are able to provide cutting edge, hands-on, tactile learning for our students. Anthropology's 4 core courses are Biological Anthropology 101, Cultural Anthropology 102, Biological Anthropology Laboratory 105, Archaeology and Cultural Prehistory 130. Additionally, 7 courses articulate with CSU/UC and IGETC and fulfill MJC graduation requirements and support several degree pathways at MJC.

In summary, the Anthropology Program has served, and will continue to serve, the college and community by teaching about cultural perspectives, both local and global. Our biologically based courses also engage students in concepts critical to their success as citizens and individuals, such as gaining the ability to assess the effects of possible new genetic manipulations on the human species.

Student Achievement and Completion

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.

Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the **Success Rate Data Dashboard** and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

Our anthropology OVERALL course success and fill rates are consistent with, although slightly below, the college trends in the last three semesters. In 2016-2017 our fill rate was 4-11% below college average (college 81-91%) and the success rate below the college average 2-7% (college 68-69%).

ANTHROPOLOGY COURSE SUCCESS AND FILL RATES

Course Success and Fill

	Season	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Census	FALL	791	878	806	689	620
	SPRING	729	845	747	592	523
Capacity	FALL	795	980	940	765	730
	SPRING	780	995	870	845	670
Fill Rate	FALL	99%	90%	86%	90%	85%
	SPRING	93%	85%	86%	70%	78%
Successful	FALL	446	526	479	425	412
	SPRING	417	520	462	375	322
Success Rate	FALL	56%	60%	59%	62%	66%
	SPRING	57%	62%	62%	63%	62%

Fill rate: Fall 2015 our fill rates were higher than the college average, but the last three semesters have seen a decline in our anthropology fill rates. We think that scheduling demands changed with the opening up of the CAT building and having many more rooms (including double rooms) during prime time scheduling that may be competing with our traditional courses in a new way. Our department is exploring alterative times for scheduling, including 3-hour blocks for lecture courses during the weekdays, and on Friday mornings, Friday afternoons. We are considering alternative scheduling mixes, for example, a possible increase in online ANTH 102 sections with a decrease in the on-campus sections, as this course seems one of the more impacted in fill rates when face-to-face.

Success rate: Drilling down deeper into the data by course level, we saw low success rates in two face-to-face courses in particular: ANTH 140 (Magic, Witchcraft and Religion) with two year success rates ranging from 44%-58%; and ANTH 102 (Cultural anthropology) ranging from 53-64%, with an all-time low of 36% success

rate in spring 2017. The last year's success rates were particularly troubling, and are linked to those face-to-face courses taught by a one-year temporary faculty member who is no longer in the department. Courses taught by the two tenured professors have much better success, in the 65-81% success range, and our online courses at 63% success rates are consistent with the college average (65%) for online.

What is your set goal for success? Do your department and individual course rates meet this goal?

Our departmental fill rate goal is to meet or exceed the college average at 81-91% fill.

Our departmental success rate goal is to meet or exceed the college average at 68-69% success.

If your rates for success are lower than your goals, what are your plans to improve them?

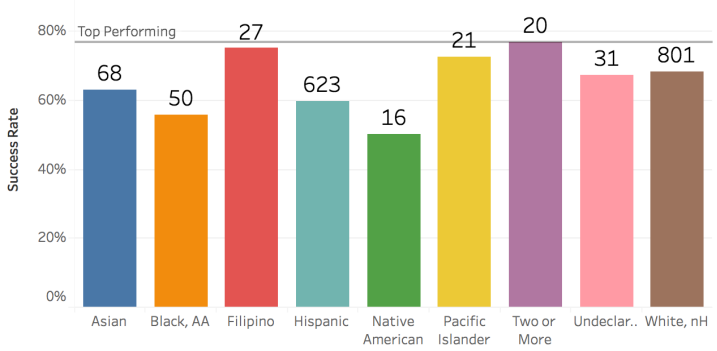
We have changed our faculty composition and replaced last year's one-year temporary position with a new hire in a full-time, tenure track position. We think this is the first step towards reaching our success rate goals. We will continue to monitor our success rates in the next 3 years to see how we are achieving those goals.

Additionally, we actively seek ways to improve our pedagogy. We update our lectures with current research and new discoveries. We participate in teaching conferences and faculty retreats. We complete online training certifications—both MJC-led and through off-campus forums. We engage in C-ID activities for anthropology. We monitor and modify our curriculum to ensure that we are meeting statewide objectives and outcomes.

Locate your department equity rates on the **Success Rate Data Dashboard** (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

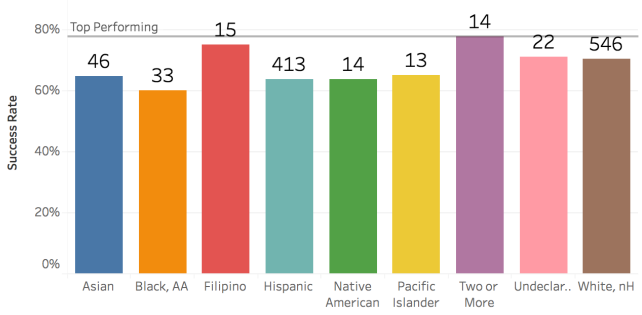
Anthropology equity data including all ANTH courses in last two years demonstrate low statistics for a few groups of students, while other groups reach top performing numbers.

Ethnicity for 2015-2016 & 2016-2017



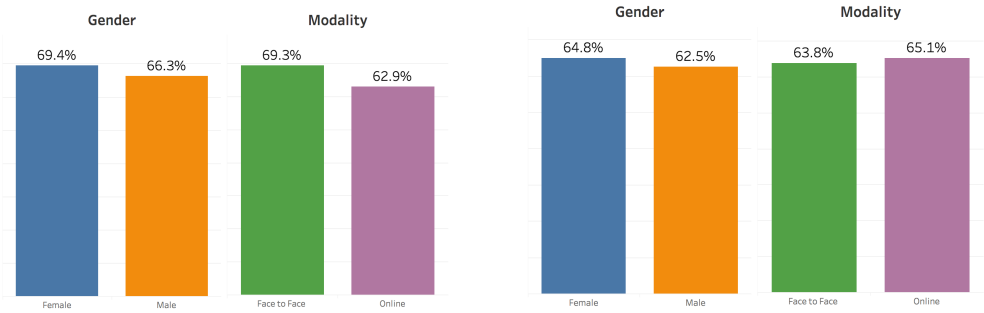
However, when we delete most of the courses taught by the one-year temporary faculty member with low overall success rates, **our equity rates for all groups are between 60-78% which is within and slightly higher than the range for the college at 55-76%.**

Ethnicity for 2015-2016 & 2016-2017



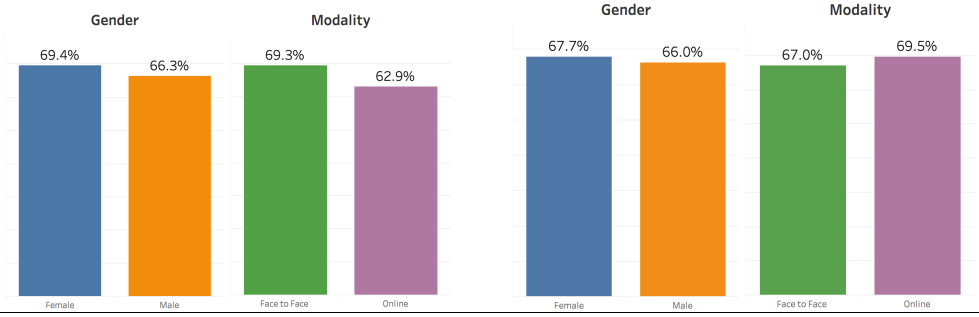
For gender and modality, we are slightly below college averages.

College-wide gender and modality vs All Anthropology course graph



However, when deleting the courses mostly taught by the one-year temporary faculty last year, **our gender and modality numbers are consistent with college-wide averages.**

College-wide gender and modality vs Anthropology course graph minus 102



If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

We have strong distance education offerings with no noticeable achievement gaps when considering department-wide trends. Despite the lack of a gap between face-to-face and online courses, our faculty are committed to developing and teaching engaged courses with a high level of student-faculty contact. To this end, one of our faculty has just completed the @One OESP Certification course and will be implementing new strategies in fall 2017 and spring 2018 Anthropology 101 online courses.

Conferred Award Trends

Review the **Program Awards Dashboard,** using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

We have one AA-T degree. Over the last two years, we have nearly doubled the number of such degrees from 4 in 2015 to 7 in 2016.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

We are just beginning to think about goals for our departmental degrees, and are cognizant that many students take anthropology in support of transfer without an MJC degree, and also in support of several other degree pathways at MJC.

In our August 2017 departmental meeting, we discussed strategies to connect with our anthropology majors early on in their college careers at MJC. We want to explore ways to get the names and email address of new students who declare anthropology as their major. With this, we can then develop a communications initiative through email that provides a faculty contact, asks students to meet with one of us, and outlines some important information for their next two years (scheduling cadence, AA-T path options, etc). We've also discussed having a 5-minute presentation in our anthropology courses at the beginning of the semester to introduce the Anthropology Club and its upcoming events, and upcoming summer anthropology field studies classes.

Another goal is to increase of relationship and communications with our local 4-yr transfer institutions, Stan State and UC Merced. We aim to invite anthropology faculty members from these local universities to give presentations at our Anthropology Club meetings to highlight the opportunities with transfer, and skills and expectations required for transfer students.

We are eager to integrate the guided pathways concept to better channel students in the anthropology major. Furthermore, we think anthropology should play a pivotal role in guided pathways. For example, the course Cultural Anthropology teaches students about the value of various cultural perspectives and human diversity, imparting critical skills and knowledge for students in our multi-cultural California community. We think these skills are fundamental whether through a transfer path or straight to the workforce after MJC.

We believe that Anthropology, and other small programs, should be considered and included in all aspects of the guided pathways planning. There is a chance of ignoring the importance of small programs that lead to transfer success rather than employment success, and we are staying alert about possible implications that may harm rather than help small programs in this process.

Student Learning Outcomes

Instructions

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the **Learning Outcomes Dashboard** website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> **PLO, ILO, and GELO Assessment grids.** For additional assistance, review **the Course Learning Outcome Assessment** web pages, or contact Nita Gopal at **gopaln@mjc.edu.**

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the **MJC Student Learning Outcomes Assessment** website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Program Learning Outcomes (PLO)
What is your set goal for PLO success? Do your overall rates meet this goal?

> Anthropology strives to meet or exceed the average of the BBS group in our PLO success, and we are generally meeting these expectations. The average for BSS is 80%, and anthropology averages 70.0%-88.8% in success for our PLOs.
>
> The outcomes by ethnicity and interpreting the graphs comparatively are difficult to complete, as the information is complex and multi-faceted. Some of our highest achievers by defined ethnicity are “Black, AA”, “Filipino”, “Pacific Islander” and “White.” Below average are “Hispanic”.

General Education Learning Outcomes (GELO)
If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

> Anthropology strives to meet or exceed the average of the BBS group in our GELOS success, and we are meeting these expectations. The average for BSS is 78.8%, and anthropology averages 82.9% in success for our GELOs.
>
> Some of our highest achievers by defined ethnicity are “Asian”, “Black, AA”, “Native American” “Pacific Islander” and “White.” Below average are “Hispanic”.

Institutional Learning Outcomes (ILO)
What is your set goal for ILO success? Do your overall rates meet this goal?

Anthropology strives to meet or exceed the average of the BBS group in our ILOs success, and we are meeting these expectations. The average range for BSS is 79.0%-84.3%, and anthropology averages 79.9%-91.7% in success for our ILOs.

Continuous Quality Improvement
If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

Anthropology faculty constantly revise our teaching methods, share successful strategies in our monthly department meetings, update our lectures each semester, participate in teaching conferences, attend MJC-sponsored teaching-improvement events, complete online training certifications, and modify our curriculum to ensure that we continuously improve.

Equity and Success
Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How you do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

We have very strong success in several student populations, many of which are considered historically disadvantaged (e.g., “Black, AA”; “Native American”). We can improve our success with the “Hispanic” student population utilizing the continuous quality improvement items noted above.

Curriculum and Course Offerings Analysis

Saving your Work
Before clicking links to dashboards, please click the **Save Draft** button to save your work without submitting.

Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please view this filtered spreadsheet, using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

Our department is compliant.

Provide your plans to either inactivate or teach each course not taught in the last two years.

All taught.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

Yes.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

New courses include exploration of variable unit courses and internships, and possibly new course offerings to supplement our AA-T in anthropology.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

Student access and success are the rationale for new curriculum, and we have a goal to research, write and submit such new courses in the next 3 years.

Course Time, Location and Modality Analysis

Please follow this link and review the **Course Attributes** in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

Location/Times/Modality Trend Analysis:
Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

Our program offers more distance education courses compared to the college overall. Our online offerings are robust and fill quickly. It is of note that one of our adjuncts lives in the Bay Area and only is available to teach online for us.

Our face-to-face classes are historically scheduled for morning start times. We shifted that during the 2015-2016 to try to offer a few more classes in the afternoon. However, because of our staffing constraints and our lack of adjuncts, we are challenged to teach widely across all times of the day. We have one adjunct that can only teach one section in the evening, and not every semester. Our second adjunct can only teach online. We need more adjunct faculty to provide the balance of offerings across all time slots of the day.

Program Analysis

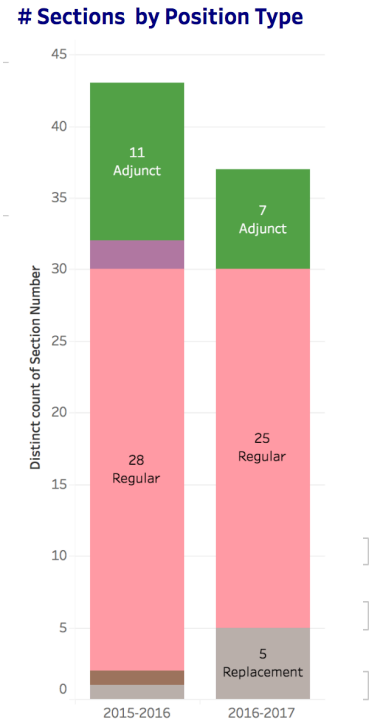
Program Personnel

Please refer to the **Department Faculty and Sections Dashboard** to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Faculty Name	Full-Time or Part-Time (adjunct)
Bolter, Debra	Full-time, tenure
Kerr, Susan	Full-time, tenure
Beranek, Natasha	One year temp full-time 2016-2017
Hayes, Andrew	One year temp full-time 2015-2016; Full-time, tenure track as of fall 2017
Evans, Sara	Part-Time
Sinervo, Aviva	Part-Time
Wallace, Richard	Part-Time

Faculty Assignments

Please refer to the **Department Faculty and Sections Dashboard** to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department.



Faculty Assignments

	Full Time	Part Time
2015MFA	15	4
2016MSP	14	4
2016MSU	2	4
2016MFA	15	4
2017MSP	10	6

	# Sec	Fill Rate
2015MFA	19	90%
2016MSP	18	70%
2016MSU	6	75%
2016MFA	19	85%
2017MSP	16	78%

Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the **Productivity Dashboard**.

Department Productivity

	Ftef	Ftes	FTES / FTEF	WSCH / FTEF*	Cost / FTES	1st Census Enrolled	Sections
2015MFA	3.86	70.34	18.22	546.70	$2,577	684	19
2016MSP	3.66	60.31	16.48	494.31	$2,620	590	18
2016MSU	1.07	13.81	12.94	388.32	$2,003	160	6
2016MFA	3.80	63.75	16.78	503.29	$2,915	617	19
2017MSP	3.28	53.04	16.17	485.09	$2,587	519	16
2017MSU	0.40	7.12	17.81	534.17	$998	76	2

COLLEGE-WIDE PRODUCTIVITY

	Ftef	Ftes	FTES / FTEF	WSCH / FTEF*
2015MFA	371.94	6,341.83	17.05	511.53
2016MSP	373.88	6,109.99	16.34	490.26
2016MSU	135.41	2,037.17	15.04	451.35
2016MFA	373.80	6,328.18	16.93	507.89
2017MSP	363.60	5,918.90	16.28	488.36
2017MSU	145.48	2,179.62	14.98	449.47

Anthropology's WSCH is above the college average for fall 2015 at 546.7 (+35.14) and spring 2016 at 494.31 (+4.05). WSCH is nominally below the college average in the last year: fall 2016 at 503.29(-4.6) and spring 2017 at 485.09 (-3.27). The WSCH numbers college-wide and by program are startling, though, when compared to overall productivity in the five years previous to these numbers, when the college ranged from 510-557 WSCH and our department ranged from 580-693 WSCH. We draw three conclusions: 1) the low productivity is a college-wide issue; 2) our departmental numbers take a hit from increased offerings of the lab courses (lower max enrollments) and reduction in large lecture sections (doubles, triples and quads) – a shift to increase our success rates; and 3) our last year's lower productivity may be related to a one-year temporary faculty hire with limited teaching experience and lower overall success and retention rates compared to the department.

Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the **Program Review Instructions** page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

We anticipate a robust, healthy program with three full-time faculty and up to five adjunct faculty, teaching a variety of courses to support our AA-T, CSU/UC transfer requirements and MJC graduation requirements.

We are also integrating more sophisticated technology products in our teachings in the Center for Advanced Technologies, such as collaborations with Computer Graphics and 3D printing of fossil casts of *Homo naledi.*

The department has built large section lectures in Sierra Hall over the last several years. However, the enrollments have become sluggish 2014-2016. We are "bringing back" anthropology to the East Campus, especially given our new teaching space in the CAT building. We are now able to strategize our lecture/lab scheduling better as we have a second instructional space dedicated to anthropology in the Center for Advanced Technologies. We anticipate enrollment increases with increased offerings. We do have more students in our lab classes these past two years, because we increased the offerings of our lecture classes. Typically we have about 25-30% of our lecture students enroll in the lab classes, but that is increasing. We are mindful of the interrelationship of these courses and strive to schedule all 101 classes to maximize potential enrollment in the 105 sections. They are not "linked" so any lab class can be taken with any lecture class.

The department is developing and building our teaching collections for 101, 105, 107 and 130 now that we have the storage space needed to properly house these materials. These teaching materials include casts, fossils, equipment, lab supplies, books, artifacts, DVDs, computers and new software for them.

We plan to increase use of technology in 101, 105, 107, and 130. There are a multitude of online access only laboratory experiments that our students can utilize, as well as having the ability to perform bioarchaeological or forensic analyses using data collected in the lab and sent through online database analysis software. In addition, different modes of learning can be developed to increase student success. For example, Apple pencils can be used on the iPad Pro to draw fossils and save them to a file for future study. Visual and tactile learners will benefit from this technology. Obtaining adequate computers/iPads/internet access for our lab space is essential to this plan. Furthermore, having better visual equipment (VPU) in both CAT 201 and 208, with projection system and screen, will increase the student accessibility of information projected during class. The TV monitors currently in these classrooms are too small for students past the first three rows to adequately read text, whether it be on maps, closed captioning on video, slides or projected images using the installed document cameras.

We have found that 8am classes are weakly enrolled and attended compared to more traditional morning times.

We require that all lecture courses use essay examinations for methods of assessment. In addition, there are often other lengthier papers required in our classes. Therefore, writing skills are fundamental to the successful completion of anthropology courses. We are contemplating whether to enact a pre-requisite for our lecture courses of English 101 (now permitted local control through MJC's curriculum committee). We are also hesitant because it may create a **decline** in enrollment initially. Our dialogue continues on this subject.

We have moved away from large lecture courses to single section offerings as our connection with students is better and our retention/success higher. Our online 101 and 102 courses have high demand (robust enrollments), so we will continue to schedule those as frequently as possible in fall, spring and summer.

Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
1	**VPU/projection screens in CAT 201 and 208**	Equipment	UNK	Increase visibility of visual presentations for students in classroom, including those past the first three rows, to adequately read text on maps, closed captioned videos, slides, etc. Facilitate faculty use of integrated presentation and handwritten drawings on presentations with tablets that engage student interest.
1	**10 iPad Pro tablets, 12.9 inch display**	Technology-hardware	$8,300	Increase alternate modes of visual and tactile learning. As part of the Center for Advanced Technologies, the plan was to increase the technology available to our students, but no computers were installed for student use in any of our classrooms as part of the Measure E remodel. We are requesting this funding through Program Review, as we have for the past 3 years.
1	**Apple iPad Pro Pencils**	Technology-hardware	$1,000.00	For use on iPad Pro to draw artifacts, bones, and fossils and save them to a file for future study. IPad Pro use is best done with the pencil, as it opens up chances for true interactivity with documents and photographs.
1	**10 Mac-Pro laptops**	Technology-hardware	$20,000	Access to online laboratory experiments; ability to perform bioarchaeological or forensic analyses using data collected in the lab and sent through online database analysis software. Part of the original CAT plan to increase access to technology in our classrooms. Left unfunded through Measure E.
3	**WebCam for Office Computers**	Technology-hardware	$300	To facilitate communication with students by video-conference or creation of videos for class use.
36	**Safety Glasses/Goggles**	Equipment	$200	For use in archaeology course during lesson on stone tool production.

Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (https://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

Resource Allocated	PR Year	Evaluation / Measured Effectiveness
Purchase of new fossil cast skeleton (Nariokotome Boy)	2016-2017	Just received; not yet used in teaching.
Fossil replicas, casts, fossils, equipment	2016-2017	Able to increase lab stations and develop new labs for ANTH 105, 107, 130.
Disarticulated gorilla and orangutan skeletons	2016-2017	Able to develop new labs for ANTH 105 on skeletal identification, functional morphology, primate taxonomy.
25 replacement trays for storage cabinets	2016-2017	Able to use for pre-set up of labs; able to allocate several trays with sorted materials for each lab station; able to store additional fossil replicas/casts received in 2016-2017.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

> Anthropology serves a broad student base, covering issues in multi-culturalism and the human biological condition. The anthropology program and its curricula support and achieve MJC's stated commitments to international and global education, diversity, nontraditional students and transfer initiatives.
>
> We have developed a transfer degree (AA-T) for anthropology, which has been state approved, and all of our designated courses are C-ID approved. Our new CAT facilities translate to better potential to offer courses at times of high student demand and during nontraditional times.
>
> Our current faculty members are active beyond teaching at the college. We are continuing to engage in several college and extra-curricular activities to improve our student experience in our classes, but also to promote institutional-level success.

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

> Yes. We discuss our challenges and strategies in departmental meetings. We share our successes with academically at-risk students, and strive to support each other in small ways, like in sharing time/space for make-up tests.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

> We need to reopen a testing center for students who need to make up quizzes or tests. Currently we have NO RESOURCES AVAILABLE to provide student make-up opportunities when they are sick (or their children), if they have family emergencies, or other unforeseen and extenuating circumstances that prevent them from coming to campus. This lack of service may disproportionately impact students at risk.

What factors serve as barriers to recruiting active faculty to your program(s)?

> Lack of regional MA and PhD programs in anthropology. YCCD also pays less for adjunct work compared to the Sacramento and Bay Area colleges, so we are challenged to recruit qualified applicants from outside the region.

Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions.

> In the past there has been more emphasis on college vs. departmental productivity and WSCH comparisons and goals, and more emphasis on departmental targets and localized strategies to achieve these targets.

Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Anthropology Program foundationally supports and concretely achieves MJC's stated commitments to international/global education, diversity, nontraditional students and transfer initiatives. The Anthropology Program has served, and will continue to serve, the college and community by teaching about cultural perspectives, both local and global. Our biologically based courses also engage students in concepts critical to their success as citizens and individuals, such as gaining the ability to assess the effects of possible new genetic manipulations on the human species.

Anthropology faculty members participate in college and community activities, and stay current in the field through research, writing, travel, sabbatical, and attendance at national and international conferences. We have completed the hiring process and a third tenure-track faculty member started fall 2017.

The Anthropology Program's success rates, fill rates, and PLO/GELO/ILO completion rates are competitive with college averages. We provide extra-curricular internship activities, support the Anthropology Club and teach innovative summer field studies courses to strengthen our program, and the retention and success of our students. Our productivity over the last two years is consistent with the college WSCH numbers.

We have requested additional technology/hardware and equipment to round out our new facilities in the CAT building.