



**College of Alameda**  
2020-21 Program Review – Anthropology

**Program Overview**

Please provide your program’s mission statement.

Anthropology courses at College of Alameda offer students the opportunity to study humankind from biological, historic, prehistoric and cultural perspectives. Anthropology introduces students to ways to investigate and understand humanity in ways that are personally enriching and have practical application in their lives.

List your program faculty and/or staff

Jayne Smithson, lead faculty (F/T)  
Nicole Buyagawan (P/T)  
David Leitner (P/T)  
Karen Oeh (P/T)  
Iolani Sodhy-Gereben (Faculty Diversity Intern Program, fall 2020 and spring 2021)

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

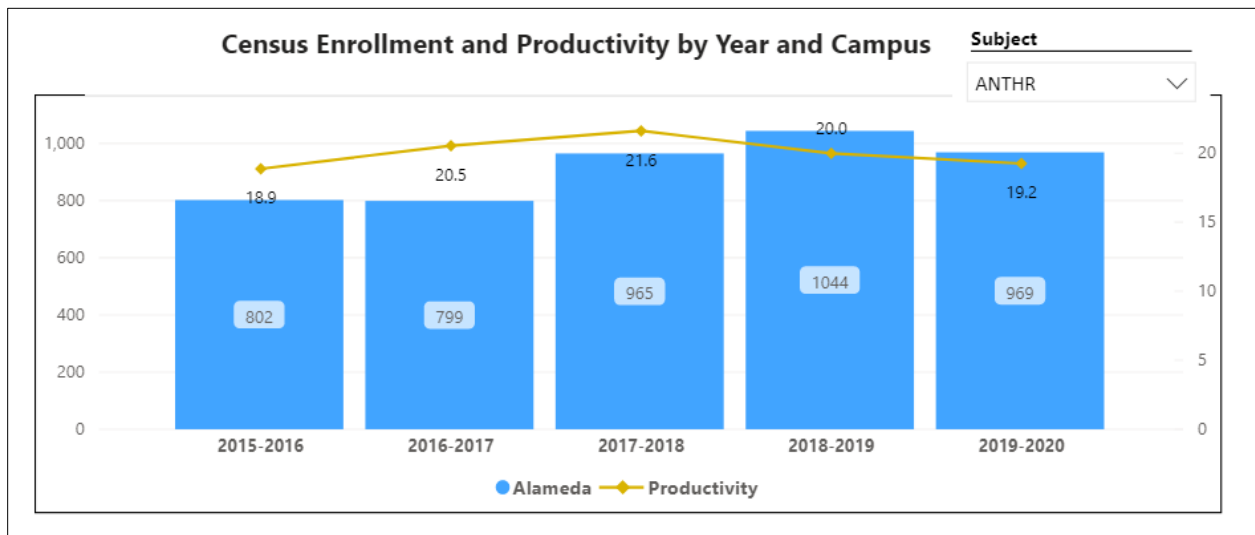
<b>Program Goal</b>	<b>Which college or district goal is aligned with your program goal?</b>
<p>The primary goal for the Anthropology Department from 2017 – 2020 was to <b>Reestablish a robust and thriving Anthropology Program at CoA</b>. This goal has been achieved. CoA now offers an Associate of Arts in Anthropology transfer degree. A local Associate of Arts degree is in the curriculum approval process. CoA offers core courses in the discipline (Physical Anthropology, Physical Anthro</p>	<p>The Anthropology Program at CoA addresses all of the CoA Institutional Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Solve problems and make decisions in life and work using critical thinking, quantitative reason, community resources and civil engagement.</li> <li>2. Use technology and written and oral communication to discover, develop and relate critical ideas in multiple environments.</li> </ol>

<p>Laboratory, Cultural Anthropology and Archaeology) as well as three elective courses (Magic, Religion and Witchcraft, Sex and Gender and Forensic Anthropology) that support and enhance the core program. Classes have high enrollment and retention rates, which further solidify this program.</p>	<p>3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity and curiosity.</p> <p>4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</p> <p>5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community members.</p>
<p><b>Engage students in lively discussions (in-class and online) about course materials and applications of course content in real-life situations.</b> This is an ongoing goal of the CoA Anthropology Program. Classes include in-person and online discussion components that encourage robust conversations that often carry on outside of class time and after course instruction has ended, according to numerous reports from current and former students.</p>	<p>The College of Alameda Vision Statement centers on</p> <ul style="list-style-type: none"> <li>• Academic Excellence</li> <li>• Budgetary Competence, and</li> <li>• Community Engagement</li> </ul> <p>All of these ideals are reflected throughout the Anthropology Program, particularly in Community Engagement, where “a coherent and integrated pattern of learning experiences (to) prepare students (as) educated persons with a broad range of knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live; to be able to examine the values inherent in proposed solutions to major social problems; and to be able to participate effectively in their resolution.”</p>
<p><b>Provide interdisciplinary cross-over learning opportunities and dialog to strengthen and support student success.</b> This is an ongoing goal of the CoA Anthropology Program. Anthropology faculty and students continue to engage with other disciplines on campus as part of the Anthropology tenets of applying holistic perspective and cultural relativism to all studies.</p>	<p>The College of Alameda Vision Statement expands to include areas that are addressed in the Anthropology Program at CoA:</p> <ul style="list-style-type: none"> <li>• Foundational Knowledge and Learning – college courses that prepare people for transfer to higher levels of education or simply to understand our place in the world and the world in and of itself</li> <li>• Critical Thinking and Applied Skills – an overall set of life “survival” skills necessary to be a productive, employed, and effective citizen including applied learning in the areas of Career and Technical Education (CTE)</li> <li>• Personal Enrichment and Efficacy – college courses that develop the life skill sets for pursuing well-being and an enhanced quality of life</li> </ul>

Describe your current utilization of facilities, including labs and other space

The Anthropology Program at CoA uses a complex of rooms in the C building on the main campus: C-102 (Physical Anthropology prep room for labs and storage for lab specimens), C-103 (Archaeology field lab and program-wide specimens and equipment storage) and C-104 (primary lecture and lab room). The Anthropology Instructors office is housed in C-103.

### **Enrollment Trends**



Consider the most recent 3 to 5 years when answering the questions below.

### **Enrollment Trends Dashboard link**

Discuss enrollment trends over the past three years

For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline

Productivity in the CoA Anthropology Program has increased steadily over the past four years. It is significant to note that although enrollment numbers dropped a bit in spring 2020 due to the coronavirus pandemic, overall enrollment in Anthropology courses in 2019-2020 is significantly higher than three years' previous in 2016-2017 (21% increase).

College	Subject	Year	Time of Day	Census Enrollment	Total FTES	Total FTEF	Productivity
Alameda	ANTHR	2015-2016	DAY	750	78.68	4.25	18.5
Alameda	ANTHR	2015-2016	N/A	52	5.2	0.2	26
Alameda	ANTHR	2016-2017	DAY	760	78.82	3.83	20.6
Alameda	ANTHR	2016-2017	N/A	39	3.9	0.2	19.5
Alameda	ANTHR	2017-2018	DAY	965	100	4.63	21.6
Alameda	ANTHR	2018-2019	DAY	1044	108.58	5.43	20
Alameda	ANTHR	2019-2020	DAY	934	97.1	5.03	19.3
Alameda	ANTHR	2019-2020	N/A	35	3.5	0.2	17.5

In the enrollment dashboard, set the filter to consider whether the time of day each course is offered meets the needs of students.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes. Student enrollment in Anthr 1, 1L 2, 3, 7, and 19 is consistently high, with full classes and high retention rates.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

All of the CoA Anthropology instructors have completed a Becoming an Effective Online Instructor pedagogy course recently and apply the knowledge gained through these intensive experiences.

How is technology used by the discipline, department?

All Anthropology courses at CoA integrate multi-media presentations and research opportunities in face-to-face and online classes. All Anthropology classes use the CoA Canvas websites for primary or secondary content delivery, depending on whether or not the class is being presented 100% online, 100% in person or in hybrid format. Anthropology is a dynamic, interactive discipline and our teaching methods reflect this perspective.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

All CoA Anthropology classes adhere to the California Community Colleges Course Design Rubric for the Online Education Initiative (OEI) to ensure equity and accessibility while maintaining consistently high academic standards in all methods of course delivery.

## **Curriculum**

Please review your course outlines of record in CurriQunet to determine if they have been updated or deactivated in the past three years



**<https://peralta.curricunet.com/>**

Specify when your department will update each one, within the next three years.

All Anthropology courses and programs at CoA are reviewed annually (annual program reviews) and undergo comprehensive review every three years. All Anthropology course outlines of record were reviewed and entered into CurriQunet in October 2020, per CoA Program Review Cycle C.

Anthr 1 Physical Anthropology  
Anthr 1L Physical Anthropology Laboratory  
Anthr 2 Introduction to Archaeology  
Anthr 3 Introduction to Social and cultural Anthropology  
Anthr 7 Magic, Religion and Witchcraft  
Anthr 19 Anthropology of Sex and Gender  
Anthr 21 Introduction to Forensic Anthropology  
Anthr 55 Native Americans of North America

Anthr 55 was deactivated in March 2020 per agreement with BCC, Laney and Merritt Anthropology faculty to not compete with each other for limited enrollment in specialty courses.

Please summarize curriculum plans and improvements for your discipline, department and or program of study.

Anthropology courses at CoA fill to capacity and show high productivity as a result of outreach efforts and outstanding instructors. We plan to create new courses in response to student interests in Digital Anthropology, the Anthropology of Race and Ethnicity, Ethnomusicology and Primatology over the next three years, while continuing to focus on offering our strong core transfer courses in Physical Anthropology and Cultural Anthropology.

## Student Learning Outcomes Assessment

List your Student Learning Outcomes

Anthr 1:

1. Discuss the evidence for evolution of human biological structures.
2. Analyze genetic inheritance and selection factors that contribute to human variation.
3. Compare and contrast the biological and behavioral evolution of non-human primates.
4. Critically analyze the components of forensic methodology, paleo anthropology and modern medicine.

Anthr 1L:

1. Describe and discuss the full range of primate behaviors.
2. Explain cranial/post cranial human evolution and the role(s) of environmental factors in shaping human morphology and behaviors.
3. Analyze the concepts of evolution, natural selection, adaptation, fossilization, population genetics and human variation.

Anthr 2:

1. Discuss the ethical importance of historic and prehistoric preservation and the relevance of archaeology to contemporary societies.
2. Explain field methods and laboratory methods used by contemporary archaeologists.
3. Demonstrate knowledge of prehistoric and historic archaeological cultures.

Anthr 3:

1. Define and analyze the concept of culture.
2. Apply holistic perspective to understand local and global communities.
3. Demonstrate the awareness of ethnocentric bias and appreciate the cultivation of tolerance.
4. Critically assess anthropological techniques and their application to pressing contemporary problems.

Anthr 7:

1. Apply anthropological theory and methods to explain functions of supernatural beliefs in various societies around the world.
2. Compare and evaluate past and present religious practices in the context of when and where they are/were practiced.
3. Analyze and demonstrate understanding of cultural diversity in belief systems within the U.S.A. and global communities.

Anthr 19:

1. Analyze the social, cultural, economic and political underpinnings of sexual and gender identities in cultural groups around the world.
2. Evaluate various rituals that socialize young people into adult sexual and gender roles.
3. Recognize the diversity of gender identities and degree of cultural acceptance, including positive and negative responses.

Anthr 21:

1. Demonstrate understanding of anthropological methods used in the recovery and identification of human skeletal remains.
2. Apply basic principles of taphonomy and trauma to analyze a crime scene.
3. Explain the legal and ethical responsibilities and limitations of a forensic anthropologist.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

No obstacles experienced during any assessments for Anthropology courses at CoA. Students routinely exceed assessment goals in all classes. The assessment criteria are well constructed and yield consistent results.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

100%

How has your dept worked together on assessment (planning together)? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

#### Planning Process

All faculty members are encouraged to contribute to planning conversations at the beginning of each semester and throughout each semester. The Anthropology lead faculty sets up and facilitates these meetings several times each semester to ensure a "group" approach to planning.

#### Collaboration

The Anthropology discipline at CoA is blessed with congenial, cooperative colleagues who share equally in the success of this program.

## Leadership Roles

Shared leadership is key to supporting collaborative efforts. Jayne Smithson is the lead faculty member, primarily responsible for Physical Anthropology courses; Nicole Buyagawan is responsible for Magic, Religion and Witchcraft course and helps to coordinate Study Abroad offerings; Karen Oeh is primarily responsible for the Archaeology course; David Leitner is primarily responsible for the Cultural Anthropology course. Our new Faculty Diversity Intern Program (FDIP) Anthropology Intern instructor lolani Sodhy-Gereben will help develop new courses as she becomes more familiar with the department in spring 2021.

## Data Analysis

It was intended that the instructors who are responsible for teaching the various Anthropology courses would be the ones to enter SLO assessment data into CurriQunet, but it does not appear to be possible for CurriQunet access permission to be given to the part-time faculty who would like to do this work. This has been an ongoing problem for several years. As such, Jayne Smithson gathers assessment information from instructors and enters the SLO assessment information for all courses except Anthr 2 (Archaeology). Karen Oeh was granted permission to enter Anthr 2 assessments last year.

Data generated from SLO assessments is analyzed and discussed at department meetings in order to ascertain avenues for improvement.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Individual SLOs are assessed twice every academic year for each course. For example, SLO 1 will be assessed in fall semester and again in the following spring semester. SLO 2 will be assessed the following fall semester and again in the subsequent spring semester. SLO assessment data are analyzed at the end of fall semesters and changes are implemented in spring semesters. Spring semester assessments generally show improved percentage of successful outcomes.

Does your department participate in the assessment of multidisciplinary programs? If Yes, describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.



No. Although Anthropology itself is a multi-faceted discipline, we have not been called upon to participate in assessment of another discipline outside of our own.

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

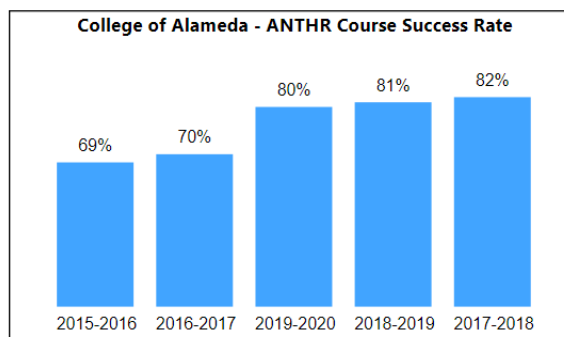
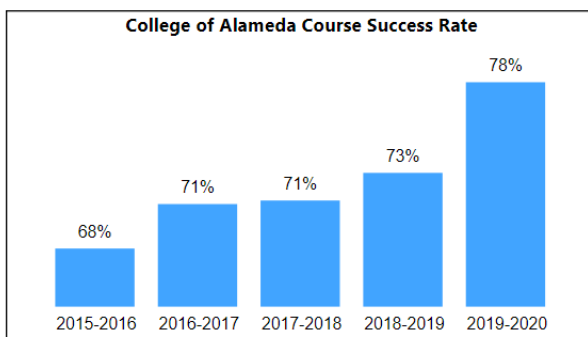
How does your department participate in assessing the Institutional Learning Outcomes (ILOs)? If your department has not participated, how will you plan to incorporate these outcomes within your department?

All Anthropology course SLOs are mapped to CoA ILOs, thus ensuring assessment of ILOs every semester along with course SLOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Anthropology instructors would very much appreciate being given access to CurriQunet SLO assessment pages. Please allow Nicole Buyagawan (ANTHR 007) and David Leitner (ANTHR 003) to enter SLO data for their courses.

## Course Completion



Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

### Course Completion Dashboard link

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion of **67%**?

Anthropology course completion rates consistently outpace the institution-set standards over the past five years. Additionally, Anthropology course completion rates themselves continue to increase every year for the past five years.

How do the department's Hybrid course completion rates compare to the college course completion standard? Use the course completion dashboard to disaggregate.

Anthropology does not offer hybrid courses. All of our courses are either 100% online or offered in face-to-face settings.

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this? How do you assess the overall effectiveness of Distance Education/hybrid course?

No, there are no substantial differences in completion rates between face-to-face and 100% online Anthropology courses at CoA. 100% online courses and face-to-face courses are equally effective. Both are necessary to serve different segments of the CoA student body.

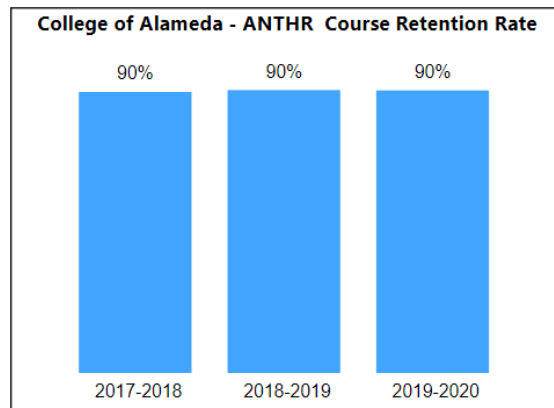
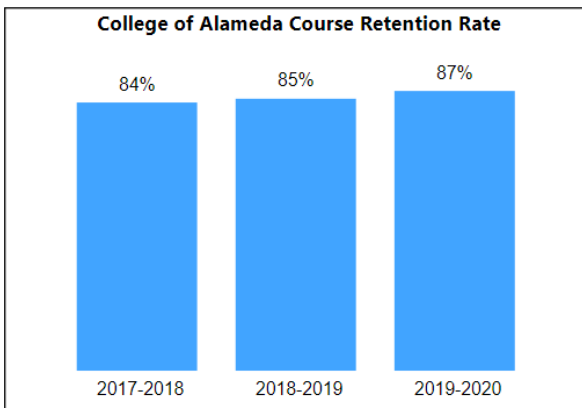
Are there substantial differences in course completion rates between courses taught during the day compared to evening course? If so, how does the discipline, department, or program address this?

Anthropology does not offer evening courses. All of our courses are either 100% online or offered in daytime (morning and/or afternoon) face-to-face settings. We are open to holding evening classes, but so far there has not been significant interest in expanding the Anthro program in that direction.

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

Anthropology does not offer dual enrollment courses, although we are open to this idea.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?



Anthropology course retention rates consistently outpace the CoA course retention rates over the past three years. Additionally, Anthropology course retention rates have been consistent at 90% each year for the past three years.

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). When disaggregating course success rates, are there any groups whose course completion rate falls more than 3 percentage points below the discipline average? If so, identify them and explain what your department is doing to address the disproportionate impact for the group.

*Note: The following tables reflected use 2018-19 program data to calculate DI. Groups with 10 students or less are excluded from the analysis.*

### Ethnicity and Gender

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
Asian - Female	195	171	87.7	8.18	-5.50
Asian - Male	166	141	84.9	4.61	-5.96
Black / African American - Female	109	77	70.6	-11.71	-7.35
Black / African American - Male	49	34	69.4	-12.37	-10.96
Hispanic / Latina - Female	174	141	81.0	0.00	-5.82
Hispanic / Latino - Male	72	59	81.9	0.92	-9.05
Two or More - Female	31	19	61.3	-20.68	-13.79
Two or More - Male	37	33	89.2	8.41	-12.62
Unknown / NR - Female	19	17	89.5	8.69	-17.61
White- Female	91	77	84.6	3.83	-8.22
White - Male	67	50	74.6	-6.15	-9.00

The data available to assess success rate in this disaggregation is out of date. We were dismayed at the lower success rates for Black/African American females and Black/African American males in Anthropology courses two years ago and made substantial changes in course imagery and relevance of class discussions to foster inclusivity. We look forward to seeing more recent data to assess the success of our course innovations.

The small number of self-identified individuals in the “two or more – female” ethnicity and gender cohort needs further investigation. This group appears to be an outlier that does not correlate with the data from the other identified groups. On the surface, though, this is troubling information. Clearly something was amiss in 2018-2019 when these numbers were generated. Since that time, the Anthropology program imagery has been revised to be more inclusive and dialog is encouraged in classrooms to create safe spaces for inclusive conversations. Anthropology instructors will continue to share stories and ideas about how to improve the classroom experience and access to course content.

### Students with Disabilities (DSPS), First Generation, Foster Youth, Low Income or Veterans

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
DSPS/SAS	61	49	80.3	-1.27	-9.74
First Gen	538	451	83.8	3.71	-3.28
Low Income	787	631	80.2	-3.13	-2.71
Veterans	12	9	75.0	-6.60	-21.95

Low Income students were identified as a group of concern on this form, but still have an overall success rate of slightly over 80%. Low Income equity gaps are addressed by using Open Education Resources (OER) as the primary textbooks for most Anthropology courses at CoA.

Veterans equity gaps are addressed as they come up during the semester by referring these students to appropriate campus services and following up on recommended help.

### Age Range

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
16-18	91	79	86.8	6.58	-8.09
19-24	624	514	82.4	3.92	-3.09
25-29	152	112	73.7	-8.35	-6.26
30-34	70	56	80.0	-0.87	-9.23
35-54	79	59	74.7	-6.63	-8.68
55-64	21	18	85.7	5.01	-16.84

The 25-29 year old age range cohort has specific problems that are difficult to address. Success rate in this group is consistently lower than other groups due to conflicting demands for students' time and resources. Students in this age range often report that they "have to report to work" during class ours or have reduced time available to complete assignment because of employment. Extending due dates for assignments is a strategy that we have been using to support students who, in turn, are often trying to support themselves for the first time.

The 35-54 year old age range cohort often reports child care issues as the primary reason for lower rate of success in class. Extended due dates for assignments and excusing late arrival/early departure from class helps accommodate parent(s) of young child(ren). A child-care facility on-site at CoA might be something to consider in future.

What has the discipline, department, or program done to improve course completion and retention rates?

Expanding visual imagery to increase diversity in course presentations, Canvas websites and content appears to be having a positive effect on student success rates. Making sure that course discussion examples are accessible and relevant appears to contribute to more enthusiastic in-class and written discussion responses. Anthropology course completion and retention rates are high already, but there is always room for improvement.

### **Degrees & Certificates Conferred**

Academic Year	College	Subject	Description	Degree Type	Award Counts
2016-2017	Alameda	ANTHR	Anthropology	Associate in Arts	1
2019-2020	Alameda	ANTHR	Anthropology	Associate in Arts for Transfer	1

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

1. We are in the process of reactivating and updating the CoA Associate of Arts degree (A.A.) in Anthropology to serve students who do not have immediate plans to transfer to university.
2. Anthropology continues to support other local A.A./A.S. degrees, transfer degrees and certificates by providing core courses in programs for a number of different disciplines.

For more information on awards: [\*\*Degrees & Certificates Dashboard link\*\*](#)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Continue our highly visible outreach program to recruit Anthropology students and encourage them to continue to explore the many options offered in this discipline. Anthropology is an un familiar subject for many first-time college students, so word-of-mouth referrals and counselor support are essential to building on the strong foundations of these expanding programs.

## **Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

The full-time Anthropology faculty member has served on the Curriculum Committee for the past four years as member-at-large, Vice Chair and currently as Chair of the committee. I served for three years as a participant and member of the District Distance Education Committee, and for one year as a member of the CoA Distance Education Committee. I am co-chair of the Physical Sciences Cluster and attend monthly Department Chair meetings. I served for a year on the Academic Senate and continue to attend meetings as the Chair of Curriculum Committee. I attend District and CoA Health and Safety committee meetings, Technology Committee meetings, IEC meetings, monthly CIPD meetings and participated in the Academic Pathways project. The part-time instructors in Anthropology participate in scheduled and informal department meetings and FLEX Day activities on a regular basis.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Anthropology faculty collaborated on a presentation that was well-received at the Alameda Rotary Club last year as part of a larger planned community outreach that was sidelined earlier this year by the COVID-19 pandemic. Anthropology faculty continue to collaborate with faculty in multiple disciplines across campus and continue to plan Study Abroad trips when the current stay-at-home orders are lifted and it is safe to take students on these educational adventures.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

As mentioned above, adjunct faculty are actively involved in department schedule planning and discussions about new course development. New faculty members are mentored by more experienced faculty members and open lines of communication are facilitated by the exchange of telephone numbers, texts, ConferZoom meetings and emails on a frequent basis.

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>
Personnel: Classified Staff				
Personnel: Student Worker				
Personnel: Part Time Faculty	One annual faculty intern as part of the Peralta Faculty Diversity Internship Program (FDIP) adds to the pool of adjunct faculty members available in case of emergency			None. Costs to be borne by FDIP
Personnel: Full Time Faculty				

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		



**Prioritized Resource Requests Summary - Continued**

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Replacement skulls and specimens required for Anthropology Lab exercises. Current assemblage is in need of specific specimen replacements (itemized and cost-breakdown list available).	\$4,000.00
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	<b>C-104 needs upgrade to smart-classroom!</b> The Anthropology Lab room (C-104) does not have permanent smart-classroom capabilities. We have been promised for three years that C-104 is at the top of the priority list for permanent smart-classroom upgrade. We are still waiting. This is disheartening and frustrating.	
Technology & Equipment: Replacement		

**Prioritized Resource Requests Summary - Continued**

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	<p><b>NEEDED:</b> One “smart” classroom with seating capacity for 45 students for lecture class instruction when we return to face-to-face teaching. Anthropology lecture classes regularly over-enroll and student retention is high. Providing an appropriate lecture space is essential. <b>C-105 is the preferred additional classroom solution.</b></p> <p>The only room currently allocated for the Anthropology Program is C-104: a 30-seat capacity space with fixed tables. This is ideal for lab exercises and specimens, but it is not conducive to large lecture class learning.</p>	
Facilities: Offices		
Facilities: Labs	<p><b>IMPORTANT!!</b> The smelly, OSHA-hazard inoperable sink in C-103 has been on the repair list for well over two years. Promises have been made and broken repeatedly about addressing this safety issue. <b>PLEASE HAVE THE SINK REPAIRED in C-103!!</b></p>	
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
Other		