

FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template

Anthropology Department

Social Sciences Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

Karen Markley

M. Leonor Cadena

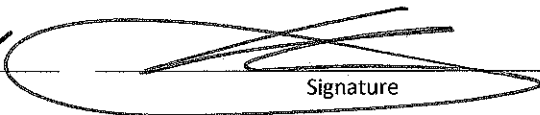
Jalpa "Janaki" Parikh

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

KAREN MARKLEY

Printed name of Principal Author


Signature

ANTHROPOLOGY 11/16/17

DR. COENIAK Date

KAREN MARKLEY
AND LEONOR CADENA

Printed name of Department Coordinator

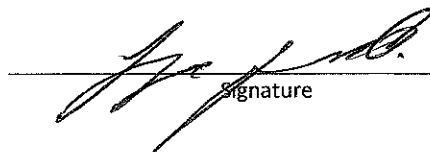

Signature

" " 11/16/17

Title Date

Jorge C. Coimbra

Printed name of Dean


Signature

Interim Dean, Social Sciences 12/8/17

Title Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: Fullerton College advances student learning by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

The Fullerton College Anthropology Department offers an AA degree as well as coursework that is a pathway to transfer to a four-year university. We have been working on an AAT degree for sometime, but things are stalled at the state level. As a department we foster a supportive and inclusive environment by providing students with clear information as to what they need to do to be successful learners and engaged community members.

Vision: Fullerton College will transform lives and inspire positive change in the world

The Anthropology Department, through its curriculum, and pedagogy promotes an understanding of the power of knowledge in students' everyday lives. Anthropology, the holistic study of humans, by its very nature connects knowledge to the human experience. Anthropology uses both a scientific and a humanistic approach to ask the big questions of life: where do we come from, what are we, and where are we going? In addition to linking curriculum with students' everyday lives, we offer extra curricular opportunities to engage students in and out of the classroom. Anthropology Department activities include: field trips to zoos and museums, open houses, lectures and discussions, and overseas trips to other countries. Post event student surveys reveal these experiences, especially field trips and foreign travel, can transform students' lives.

Core Values:

Community - We promote a sense of community that enhances the well being of our campus and surrounding areas. The Anthropology Department full-time faculty actively works to connect with each other, with our adjunct faculty, other departments in the Social Sciences division, and with members of the larger campus and community. This is done through anthropology club activities, department open houses, participating in events such as *Dia de Los Muertos*, and bringing speakers to campus.

Equity - We commit to equity for all we serve. As a discipline, anthropology involves the study of cultures from all over the world and from all times (including pre-history). We promote a student-centered pedagogy, with an awareness of intersectionality. All of our courses take the holistic approach and focus on the inter-connection and diversity of humankind. We work diligently to provide a diverse group of adjuncts in our department, to reflect the diverse nature of our students.

Excellence - We honor and build upon our tradition of excellence. The Anthropology Department works to excel in all levels of our program, from faculty teaching courses, to participating in Social Science Division committee's to being active members of the Fullerton College community. Anthropology faculty serve on the Academic Senate Executive committee, serve as an Equity and Inclusion Faculty Fellow, and have been awarded Student Equity funds and an Innovation Fund.

Growth - We expect everyone to continue growing and learning. Anthropology Faculty are committed to ongoing learning. Professor Cadena just earned her PhD from Claremont Graduate University. Professor Markley just completed 18 units to move up a step. Professor Parikh just engaged in extensive study on grant writing and game theory to aid in the ongoing development of the Anthropology Physical Lab. The Anthropology Department faculty models a lifelong passion for learning by attending lectures, conferences, and organizing anthropology discussion groups (e.g. Gregarious Anthropology Group, Anthropology Hour, etc.). We share with our students the learning activities we engage in and outside of the classroom modeling intellectual curiosity, along with a personal life-long appreciation for the power of learning.

Inclusivity - We support the involvement of all in the decision-making process. Since our last program review we have grown from two full time faculty to three full time faculty. Prof. Markley and Prof. Cadena have worked with a collegial department model for the past 10 years. Prof. Parikh joined the department in fall 2015 and she is a welcome addition and a strong voice for the physical anthropology lab. We recognize that we each bring different strengths and weaknesses to our department, and we work to develop and maintain a path for all of our contributions. We hold regular department meetings in which we discuss SLOAS, curriculum, pedagogy, department activities, etc. We work to communicate regularly with our adjuncts, keeping them informed as to department and campus activities, and we are open to their input and participation.

We developed a student survey and polled Anthropology majors as well as those who are considering majority in Anthropology. We asked students both quantitative and qualitative questions. We confirmed some things we already knew. Students would like to see more physical lab and Anthropology 107 (Magic, Witchcraft and Religion) sections offered and the preferred times for classes are M-Th, 8:35-11:45. We reinforced our understanding that students need more career, transfer and graduation information. We learned that only some 50% of them had seen a counselor. We will be using this knowledge in department scheduling, and activities. Several of our faculty conduct anonymous student survey's at the end of the semester. The surveys poll students on a range of areas, including content, delivery (textbooks, assignments, etc.), asking what aspects of the class aided their success and what was less effective. The student data is then used in course development for the following semester, in a cycle of continuous improvement.

Innovation - We support innovation in teaching and learning. Anthropology faculty regularly attend local lectures (Pacific Coast Archeological Society, Bowers Museum, etc.), attend and present at nationally recognized anthropology conferences (American Anthropological Association, California Community College Anthropology Teachers Conference, etc.), and meet informally with other anthropologists to discuss, and analyze methods of pedagogy.

Integrity – We act in accordance with personal integrity and high ethical standards. As a department we are committed to high ethical standards and professionalism. We work to interact respectfully and with courtesy to all members and groups on our campus; students, staff, faculty, and administrators. As anthropologists we are held by our professional organizations to high ethical standards, which we work to maintain in all areas of our life. We are discussing having Social Justice as a founding principle for our department. To us, social justice is something we work to model in our classrooms, in our interactions with students, adjuncts, and all members of the Fullerton College community.

Partnership – We work together with our educational and community partners. The Anthropology Dept. reaches out and works with other departments in our division. Professor Cadena worked with the Art Dept. and the Ethnic Studies Dept. on a museum exhibit on Mesoamerican art that was exhibited on campus. For spring 2018, Professor Cadena will be pairing up with Professor Jaime Perez to teach through the Study Abroad program combining Anthropology and Art. Additionally, in 2018 we are planning a flex day activity with the Geography Dept. to review the effective design and use of our shared lab space.

Respect – We support an environment of mutual respect and trust that embraces the individuality of all. Anthropology faculty promote a core value of anthropology, to be culturally relative in our approach to understanding and working with others. This requires that we work to see things from other's perspective, taking into account their history and status. It requires that we suspend judgment, while we work to understand and work with others.

Responsibility – We accept our responsibility for the betterment of the world around us. Each member of the Anthropology Dept. is deeply committed to our students and to our program. We take a holistic approach to understanding and working within the Fullerton College institution.

College Goals:

Goal 1: Fullerton College will promote student success

The Anthropology Dept. is deeply committed to student success. Faculty are engaged in a number of endeavors to aid students. At department meetings we regularly discuss and assess student success and retention. At various times we have used and continue to participate in campus programs such as; graduate/intern mentor program, Basic Skills programs, SSI, identifying and promoting student anthropology tutors.

We see the ongoing development of SLOs as an opportunity to engage in meaningful discussions as to what we can do to increase student success. This has included holding department meetings in which we discuss strategies, and share activities that have worked to engage students and promote successful learning. All anthropology faculty attend and engage in campus staff development activities and conferences.

At the student level, we actively encourage students use of the Skills Center, Tutoring Center, Cadena Transfer Center, and DSS (where appropriate). We regularly hold Anthropology Open Houses in the fall semesters, giving students an opportunity to meet with faculty in an informal setting. At our open houses we provide information on what students need to attain an AA in Anthropology and what pathways to pursue for transferring to university. We are working to develop an annual spring Anthropology Career Information event. We anticipate starting this in spring 2017. We are working with Career and Life Planning Center and Cadena Transfer Center to develop the event.

All three full time Anthropology faculty attend gatherings with local, community college anthropology teachers (GAG- Gregarious Anthropology Group). We meet informally several times a year to discuss current anthropological topics, pedagogy, share activities, simulations, and readings to aid us in helping our students. Professor Cadena and Markley regularly offer independent studies for students who have previously, successfully completed one or more anthropology courses. Independent study course gives students a chance to pursue a personalized area of study and promote student engagement and success. We have had students present the results of their independent study at the UCI Annual Honors Symposium.

Goal 2: Fullerton College will reduce the achievement gap.

The Anthropology Department is very sensitive to the achievement gap among Fullerton College students. We are keenly aware of the data showing that students who have English as a second language, and Hispanic and African American students do not as a whole do as well as other students. We work to connect with these students and engage them through our curriculum and department activities. We consciously work to include diversity in our courses, working to use the research of ethnically diverse populations. We consciously work to hire a diverse group of faculty to model achievement of diverse groups. Research shows that if students feel connected to others on the campus, success rates go up. We work to regularly offer Anthropology Club activities, Anthropology Open Houses, open lectures and discussions.

Goal 3: Fullerton College will strengthen connections with the community.

The Anthropology Department values a strong connection to the community. We organize and participate in a wide variety of events to strengthen connections to the community. Student equity funds were secured to offer a San Diego Zoo and Museum of Man field trip. The student equity funds are used to pay for students tickets as well as transportation (roughly 100 per semester). Transportation is critical for many students who don't have the means to travel to independently.

Professor Cadena has taken on the role of a Equity and Inclusion Fellow (through the district). In this role she has engaged in training and conferences on diversity and inclusion at various campuses. She has also visited multiple campuses (CSU's-Fullerton, San Bernadino, Los Angeles, Dominguez Hills and Long Beach), interacting with faculty and staff and visiting their Dream Centers. She has organized several lectures open to the community. Speakers included; Dr. Leo Chavez, from UCI, addressing immigration and DACA and Dr. Mikel Hogan, from CSUF, conducting workshops focused on diversity competence.

Professor Cadena has taken students to Puerto Rico over two spring breaks. These educational tours are linked to the teaching of the Cultures of Latin America, Anthropology 209 course. In the spring 2018 semester she will be one of the faculty for Semester Abroad to Florence. She also participated with the FC Ethnic Studies and Art Departments in the organization and presentation of a Meso American Exhibit, coinciding with Day of the Dead events on campus.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings	
Enrollment	2016-17	3,365
	2015-16	3,405
	2014-15	3,334
	2013-14	3,411
	2012-13	2,751
	<p>The numbers above demonstrate a general pattern of fairly steady growth in enrollment, despite the fact that area community colleges have been entering a period of “soft enrollment” for the last two years.</p>	
Total FTES	2016-17	333
	2015-16	326
	2014-15	334
	2013-14	340
	2012-13	275
	<p>Once again, the numbers above represent a general growth pattern in FTES, also despite the fact that generally, statewide, FTES, have held steady, or been subject to a decline in total FTES</p>	
Sections	2016-17	83
	2015-16	75
	2014-15	77
	2013-14	79
	2012-13	61
	<p>Section offerings have remained relatively stable. Sections offerings are constrained by room availability during peak student demand. Two courses, Physical Anth 101LF & Magic, Witchcraft and Religion Anth 107F, have fill rapidly during registration and we could likely fill additional sections if we had room availability.</p>	
FTEF	2016-17	18.2
	2015-16	17
	2014-15	16.8
	2013-14	16.4
	2012-13	11.6
	<p>The FTEF has steadily grown since the last program review analysis was performed. Since the last PR we have added a third full time faculty member who is teaching roughly half of the lab sections we offer. Demand for our lab class has continued to increase. If we were to have more availability of the lab classroom to offer more sections of the lab, we will need to hire a fourth faculty member to deal with the growth.</p>	

<p>Fill Rate</p>		<table border="1"> <tr><td>2016-17</td><td>92%</td></tr> <tr><td>2015-16</td><td>91%</td></tr> <tr><td>2014-15</td><td>95%</td></tr> <tr><td>2013-14</td><td>95%</td></tr> <tr><td>2012-13</td><td>98%</td></tr> </table>	2016-17	92%	2015-16	91%	2014-15	95%	2013-14	95%	2012-13	98%	<p>Fill rates have declined overall, we attribute this to a number of factors. Statewide and college wide fill rates have softened and declined with changing demographics and the state of the economy. At FC fill rates are thought to have been negatively impacted by large numbers of DACA students not returning due to the current political/social climate (concerns over deportation).</p> <p>An ongoing challenge to high fill rates is class sizes of 45, and room seating limited to 45 (most Social Science classrooms in 1400 building). Faculty typically add 3-5 students to maintain the fill rate as typically 3-5 students drop before census. With no extra seating, and fire code not allowing for more than the room is mandated for, faculty are not able to maximize fill rates in this way.</p>
2016-17	92%												
2015-16	91%												
2014-15	95%												
2013-14	95%												
2012-13	98%												
<p>WSCH/FTEF</p>		<table border="1"> <tr><td>2016-17</td><td>963</td></tr> <tr><td>2015-16</td><td>959</td></tr> <tr><td>2014-15</td><td>964</td></tr> <tr><td>2013-14</td><td>970</td></tr> <tr><td>2012-13</td><td>893</td></tr> </table>	2016-17	963	2015-16	959	2014-15	964	2013-14	970	2012-13	893	<p>The addition of a third full time faculty member in 2015 has helped make the department more productive, especially with regards to the labs. A large number of sections continue to be taught by adjuncts, roughly 50-60% of lecture courses and 50% of lab courses are taught by adjuncts. If we were to have more times available in the lab we would certainly put in for a growth position for a fourth faculty member in the Anthropology Dept.</p>
2016-17	963												
2015-16	959												
2014-15	964												
2013-14	970												
2012-13	893												
<p>Retention</p>		<table border="1"> <tr><td>2016-17</td><td>82%</td></tr> <tr><td>2015-16</td><td>80%</td></tr> <tr><td>2014-15</td><td>81%</td></tr> <tr><td>2013-14</td><td>83%</td></tr> <tr><td>2012-13</td><td>84%</td></tr> </table>	2016-17	82%	2015-16	80%	2014-15	81%	2013-14	83%	2012-13	84%	<p>Retention rates are steadily increasing back towards the levels they peaked at 2012-13. The percentage change is small between the years surveyed, so the statistical significance of it is questionable. Retention rates are affected by a wide variety of factors both inside the classroom and outside. Anthropology faculty are dedicated to maintaining academic rigour in our classes and student time dedicated to coursework seems to be decreasing. Students face increasing external threats to their success including; homelessness, food insecurity, employers</p>
2016-17	82%												
2015-16	80%												
2014-15	81%												
2013-14	83%												
2012-13	84%												

	changing schedules mid-semester, housing insecurity, and family obligations.		
Success	2016-17	60%	
	2015-16	59%	
	2014-15	61%	
	2013-14	64%	
	2012-13	66%	
<p>Success rates continue to fluctuate, albeit, a bit more widely than retention rates. Success rates are affected by similar factors to retention rates, both internal and external challenges. All courses require students start with college level reading and writing skills, but this is not always the case. Students face many challenges to successfully completing courses and attendance is a key issue. Students miss class due to illness (physical and mental), work obligations, and family obligations. Anthropology faculty work diligently to direct students to available resources while maintaining academic rigour.</p>			

2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Fullerton College	Chaffey College	Los Angeles City College	Rio Hondo College	Santa Ana College
Retention:	F16 82% F15 80% F14 81%	F16 95% F15 94% F14 93%	F16 84% F15 85% F14 87%	F16 88% F15 83% F14 88%	F16 85% F15 85% F14 85%
Average:	81%	94%	78.0%	86.0%	85.0%
Success:	F16 60% F15 59% F14 61%	F16 70% F15 70% F14 72%	F16 57% F15 60% F14 58%	F16 60% F15 55% F14 62%	F16 63% F15 71% F14 65%
Average:	60%	71%	57%	59%	66%
Degrees Awarded:	2016-17:16 2015-16: 11 2014-15: 10	2016-17:7 2015-16: 3 2014-15:12	N/A	N/A	2016-17: 1 2015-16: 1 2014-15: 0
Certificates Awarded:	N/A	N/A	N/A	N/A	N/A
Transfers:	N/A	N/A	N/A	N/A	N/A

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Term	# Peers with higher retention rate	# Peers with lower retention rate	# Peers with higher success rate	# Peers with lower success rate
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Fall 2016	3	1	2	1
Fall 2015	4	0	3	1
Fall 2014	4	0	3	1

The table above demonstrates that there is a slight difference between the peer institutions, yet we must also put other factors into context to generate a better idea of what these numbers mean. In order to have more relevance, these numbers must be contextualized with the number of students enrolled. The following table has the total number of students enrolled per each of these colleges.

Enrollment #	Fullerton College	Chaffey College	L.A. City College	Rio Hondo College	Santa Ana College
Fall 2016	1,512	1,621	274	839	679
Fall 2015	1,480	1,622	326	945	614
Fall 2014	1,469	1,320	276	971	620

Based on this information, the program most comparable to ours is Chaffey College. And even so, Chaffey College has considerably different demographics than our campus (particularly socioeconomic factors). Their enrollment numbers have stayed stable for the past two years, while our numbers have increased. Both programs have three full time faculty members, although we only just hired our third faculty member Fall 2015.

Chaffey differs in that it only offers three main course (Cultural, Physical/Biological, and Archaeology) and they have several campus (Chino, Fontana, Rancho Cucamonga).

The Fullerton College Anthropology Dept. offers eleven different courses and teaches on one campus. Our department has a thriving lab course as well as several specialty courses which attract diverse students. The diversity of our classes enables our department to stay strong with the four-field approach of anthropology. Our curriculum provides a holistic and well-rounded educational experience for anthropology students.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Categories	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
Group	% Retention	% Success	% Retention	% Success	% Retention	% Success
Females	83.2%	64.6%	82.9%	65.2%	81.2%	62.4%
Males	82.5%	62.5%	79.9%	61.8%	78.8%	60.2%
African-American	70.3%	45.9%	66.7%	39.4%	37.5%	17.9%
Asian American	87.8%	71.5%	80.5%	65.5%	87.7%	71 %
Filipino	78.9%	55.3%	85.7%	67.9%	90.9%	70.5%
Hispanic	79.5%	58.2%	79.1%	53.4%	82.6%	56.9%
Native American	100%	75%	66.7%	66.7%	80%	80%
Pacific Islander	100%	57%	100%	40%	88.9%	40%
White	84.5%	73%	80.4%	64.5%	83.5%	69%

Unknown	63%	44.9%	90%	73.3%	84%	52.6%
Average	83%	60.1%	81.1%	58.8%	79.4%	57.2%

The numbers on this table give some interesting quantitative data for consideration. Numbers reveal the variable challenges that different populations face in retention and success. Anthropology faculty, because of their subject matter, are acutely aware of the differential challenges faced by female/males and different ethnic groups. Pedagogy is developed and implemented keeping in mind the barriers specific populations face. Anthropology faculty use SSI, Basic Skills, graduate interns, tutoring, extra study sessions, etc. to increase the retention and success of our students.

However some cautions on the use of quantitative data. Several of the columns, reveal the problems with using percentages to analyze student retention and success. The numbers of Native American's, African Americans, Pacific Islanders are generally very small, they may reflect only a handful of students (or even just one) The exact same percentage of success/retention for Native American's in Fall 2015 and 2016 likely is reflecting just one student (66.7%/66.7% and 80%/80%).

We see the lower retention and success rates of Hispanics when compared to the White population, a common pattern statewide. However we have to keep in mind these are self selected categories. Research shows that it is not uncommon for individuals to change their ethnic designation during their lifetime.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

We have three full time anthropology instructors, who are passionate about and dedicated to a high quality program. We have a solid curriculum which we continue to develop and improve. We work hard to solicit and hire diverse, professional adjuncts, who share our passion for ongoing learning and teaching. We conduct evaluations of our large adjunct pool in a timely manner to ensure the quality of our program. We participate in campus internship opportunities (Intern-Mentor Program, Basic Skills Intern Program, SSI, and agreements with CSUF) and we actively solicit anthropology tutors each semester. Another strength of our department is the ongoing practice of field trips to promote learning outside of the classroom (San Diego Zoo, San Diego Museum of Man, Bowers Museum, LA Natural History Museum, Museum of Tolerance, Fullerton Museum, LA Zoo, Santa Clarita Gibbon Center, and Santa Ana Zoo, Cooper Center, etc.).

In fall 2015 we hired a third full time faculty member, Janaki Parikh who was hired to develop, and oversee the physical lab. Annually anthropology faculty have put in for instructional equipment funds to expand our lab specimen's, and have worked to develop a robust amount of material for quality labs. In her second year with the department Professor Parikh wrote a grant and earned an Innovation Fund of \$13,500 to update the anthropology lab curriculum. This is will involve incorporating a holistic, student centered and play based learning environment while maintaining rigorous expectations for student achievement. Learning modules will include analysis of human biological variation in a comparative, cross-culturally based exercise, as well as forensics-based modules. This project utilizes innovative teaching methodologies to foster an understanding of and interest in scientific literacy. The project also offers students an introduction to forensics to stimulate further interest in investigative applications of anthropological science.

3.2. What are the weaknesses of your program?

The biggest weakness of our program is the lack of a lab room exclusively for the Anthropology Department. The Physical Anthropology Lab, 101 L, is one of the first courses to fill each semester. We did an analysis of the days/times we are able to schedule in the lab and we are woefully lacking in days/times to offer student demand. Based on the data from the past several semesters we could likely fill 2-3 more labs each semester. We found that we have six labs in the fall and eight in the spring. Fall is the time where we have more demand, so having seven slots each semester would be a better option. We also found that we have no lab slots for fall in the afternoon 3:30 time (which is a popular time for labs). In the spring, we have three 3:30 time slots for labs.

The second big issue with having to share a lab with several departments is the safe and proper storage of our materials. Especially worrisome is the real human and primate remains we store, these are irreplaceable. And, they are getting damaged from being stored and used in such a crowded, confined space. Ultimately we need a lab to offer more sections (especially at popular times) and to store and protect our lab specimens.

3.3 What opportunities exist for your program?

We have a variety of opportunities for our program. The ongoing expansion of our curriculum is one area in which we are expanding. We are in the process of adding two new courses; Anthropology 106 World Prehistory, and Anthropology 210 Global Issues in Anthropological Perspective. The student survey we conducted this fall revealed a number of students are interested in taking a course on forensics, so we will consider adding that in the future.

We see the Innovation Funds and Student Equity funds as sources to help implement department goals (ongoing development of the lab, field trips, etc.). The student survey we conducted of anthropology majors gave us insight into their ongoing need for knowledge on transferring, getting their AA, and career information. We have traditionally held an Anthropology Open House in the fall. This event involved having student alumni speak about transferring and careers. We also developed a guide to attain their AA. Based on the student survey information we are setting up an annual spring Anthropology Career event to complement the fall Open House.

3.4 What challenges exist for your program?

The challenges to our program are varied and reside in several key areas; 1) the lack of parity in pay for lab instructors affects scheduling, 2) the ongoing need to share lab times and space with other departments, 3) the increasing workload put on faculty, 4) the huge time sink needed to complete paperwork for fieldtrips, 5) the huge time sink needed to justify and conclude the paperwork for Student Equity and Innovation Funds.

1. Lab instructors (both full time and adjunct) are not paid at the same rate as lecture classes. This disparity has a huge impact on the department and scheduling. The curriculum for the lab clearly outlines an equal workload to lecture classes, if not more time required. Professor Parikh has to teach additional classes to make her load which is a burden to her. We also have a difficult time attracting lab instructors with our low pay (both as a low paying district and as one who doesn't have 1:1 parity for lecture and lab).

2. This has been discussed in other areas of the PR. One of the classes that is first to fill is the lab classes, we need access to more lab times and a more equitable distribution between spring and fall.

3. Two of our faculty have been full time for over a decade, and in that time the workload on faculty has steadily increased. One of our SAP's is to have access to clerical assistance to input data into Curricunet and the upcoming Elumen for SLOA data. The following areas are where work loads have increased over the years:

a. Curricunet- We are completing our Six Year Curriculum Review and Curricunet continues to be a significant barrier and time sink. We value the process of six-year Curriculum Review and see it as essential for a robust, thriving program. However, by our assessment the introduction of Curricunet has almost doubled (maybe tripled) the number of hours we have spent on this review. Curricunet is not user friendly. There have also been ongoing issues with data lost (after hours of work put in), having to retype work because of formatting problems, etc.

b. Program Review- We value the process of Program Review and see it as essential for a robust, thriving program. However the depth and breadth of this review has expanded beyond

reasonableness. Other colleges (e.g. Saddleback College) limit their PR to 15 pages and do not require faculty to collect, analyze, and input such a large amount of statistical data. This is often done without a context to make the data useful, such as the absolute numbers of individuals used in the calculations, or the expertise to understand and utilize the numbers.

c. SLOAs- We value the changing focus to student centered learning, and see its role in increasing student retention and success. However this entirely new job of developing, distributing, assessing, analyzing CSLOs and As, and PSLOs has added many, many, many hours to our working day.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Identify and apply the key terminology, theories, theoretical orientations, methods and perspectives used in anthropology	Fall 2015	Spring 2016	Fall 2016	SLOA's have been on a 3 year cycle of assessment since 2010
2.	Compare and contrast scientific knowledge with other ways of knowing and be able to apply scientific knowledge to the study of humans.	Fall 2015	Spring 2016	Fall 2016	SLOA's have been on a 3 year cycle of assessment since 2010
3.	Apply cultural relativism to an analysis of globalization and its affects on the general characteristics of culture in the modern world.	Fall 2015	Spring 2016	Fall 2016	SLOA's have been on a 3 year cycle of assessment since 2010

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Identify and apply the key terminology, theories, theoretical orientations, methods and perspectives used in anthropology	This SLOA was assessed in both Anth 101 and 102. Assessments used include; multiple choice questions, and essays. 70% is the criteria for success.	The data for the Anth 101 courses reveals that 77% of students met the expectations for the SLO's. The data for Anth 102 courses reveals that 95% of students met the expectation for the SLO's	Faculty engage in discussion in regards to the SLOA's - evaluating and considering the SLOs and any needed changes. A's are developed and implemented by each instructor. Discussions revolve around the appropriateness of the SLO's and A's used.
2. Compare and contrast scientific knowledge with other ways of knowing and be able to apply scientific knowledge to the study of humans.	This SLOA was assessed in Anth 101 Assessments used include; multiple choice questions, and essays. 70% is the criteria for success	The data for the Anth 101 courses reveals that 77% of students met the expectations for the SLO's	Anth 101 as a science based class is more challenging for students and that is reflected in the lower success rates. Faculty continue to discuss, develop and implement varied pedagogies to increase success rates
3. Apply cultural relativism to an analysis of globalization and its affects	This SLOA was assessed in Anth 102	The data for Anth 102 courses reveals that 95%	Anth 102 A's reveal a high success rate. We

on the general characteristics of culture in the modern world.	Assessments used include; multiple choice questions, and essays. 70% is the criteria for success	of students met the expectation for the SLO's	are pleased with these results.
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4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All of our program level SLOs have a cycle of ongoing assessment. Progress has been ongoing in the review of SLOs and As at the course and program level. The introduction of Elumen to record and track the data has been a huge time sink.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement? Faculty do not see the quantitative data coming from SLOA's as valid or particular useful. It is not a sound practice to compare different populations over time. However, the development of SLOs has led to engaging discussions of course outlines, core concepts, and pedagogy.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards? We don't see a relationship here. The development of the student survey used during this PR cycle was very useful in gaining insight into student's need for knowledge.

4.6 What challenges remain to make your program level SLOAs more effective? Ongoing discussions will take place at the department level to determine the usefulness of program level SLOAs.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

We had three SAPs in our last PR. 1) Anthropology in the Community, 2) Anthropology Intern-Mentor Program, and 3) Hiring an additional full time faculty member who specializes in archeology, physical anthropology and the physical anthropology lab.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

SAP 1- We have had great success. Professor Cadena has received ongoing Student Equity funds to provide zoo tickets and transportation for physical anthropology field trips. All three full time faculty members (and several adjuncts) have participated in this fieldtrip over time. Professor Cadena has also taken students on several overseas fields trips, including two to Puerto Rico (linked to her Cultures of Latin America course).

SAP 2- We were denied funding for this project (student equity) but Professor Parikh has continued with an informal process (engaged in over the years by both Cadena and Markley) with the use of graduate interns.

SAP 3- We have had great success, we have hired a third full time anthropologist for our department! Professor Parikh was hired in fall 2015 to develop and oversee the physical anthropology lab and lab courses. As we looked at our enrollment numbers, and gathered data from our student population we realized that our number one need was for the physical anthropology lab.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

SAP 1- The goal to connect students with the community through the use of field trips has been an ongoing success. On average we have had some 100 students participate each semester. A large number of students have never been to a zoo and just the trip there was worked to expand their worldview. The specific goal of zoo trips is for students to engage in primate observations and apply what they've learned in class to field observations. Student surveys revealed that all students felt they benefited greatly. It enabled them to understand the concepts better as they were able to connect abstract concepts while having fun learning outside the classroom. This trip also allowed them to have time with the instructors outside the classroom and bond with fellow students. Students also really appreciated being able to participate on an activity which would normally be difficult to do due to the high cost involved (San Diego Zoo entrance fee is now \$45 per person). The majority of students who participated were from a minority status, indicating that the field trip helped support Student Equity

SAP 2- This goal can be measured in two ways, one in increased student success with the use of graduate interns and two, in the development of a pool of adjuncts. All three faculty have participated in various intern/mentor programs and arrangements. At this time Professor Parikh is using her Innovation Funds to have interns assist in the renovation and development of the lab. Classes with interns have an additional resource for questions as well as access to additional study sessions. We have also expanded our pool of adjuncts through the intern/mentor

SAP 3- The hiring of Professor Parikh has resulted in the re-organization of the lab, and of the lab curriculum. The physical anthropology lab courses are the first to fill up and with Professor Parikh in the department we have been able to add sections to meet student demand.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

SAP 1- Provided students with opportunities to observe and apply what they are learning in the classroom. Fieldtrips are a useful means to connect students with each other, with faculty, and with the school. This aids retention and success of students in the classroom

SAP 2- Our program quality improves when students have more assistance and resources in the classroom and in study sessions outside of the classroom. Interns are a great resource for students as well as faculty. Engaging graduate/interns gives the department a pipeline of adjuncts that have been trained and vetted by faculty. Quality adjuncts are critical to the success of our program.

SAP 3- The addition of a faculty member with the expertise and dedication to the physical lab is a necessary part of the maintenance of a holistic anthropology department. The lab was being taught exclusively by adjuncts and it is now at least 50% of the courses are being taught by a full time faculty member. The lab is now being actively developed and maintained by a knowledgeable expert. The lab curriculum has also undergone a much needed update because of the resource of this new faculty member.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

SAP 1- Fieldtrips are an excellent means to engage and retain students.

SAP 2- Interns are an excellent means to increase student success and as a path to engaging quality adjuncts.

SAP 3- A third full time anthropologist is vital to developing and maintaining a holistic program.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

SAP 2- Funds were not approved from Student Equity for this goal. This led to a much more haphazard finding of graduate interns and minimized its effectiveness. Professor Parikh has been able to engage interns with Innovation Funds but Professors Markley and Cadena have not been able to participate due to lack of funds. Students benefit from interns in the classroom (additional study sessions, and an additional resource for students) and the department benefits by having trained and vetted adjuncts.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	Anthropology Lab Classroom	
List College goal/objective the plan meets:	College Goal #: 1, 2	
Describe the SAP: (Include persons responsible and timeframe.)	Anthropology faculty request the use of the lab classroom exclusively. As stated in various areas of our report, the physical anthropology lab classes are the first to be full and closed. This is due to increased demand, as well as a restricted number of sections being offered. We would like to have the lab full time as soon as possible. The VP of Instruction and the Dean of Social Sciences would be involved in this decision.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased student enrollment in the lab. Increased number of students who fulfill their lab requirement, needed for transfer and AA.	
What specific aspects of this SAP can be accomplished without additional financial resources?	There is no cost for the lab room, although the college would need space to accommodate the Geography and Psychology Dept. labs. We are meeting with Geography faculty to discuss reorganization of our limited space and to see if we are making best use of the times available for labs. But this potential reorganization of the space and times will not solve the core problem, we need more times to offer the lab.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	Exclusive use of lab room 1416	
Total Requested Amount		

STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Social Sciences Faculty Support Staff
List College goal/objective the plan meets:	College Goal : 1, 2, 3
Describe the SAP: (Include persons responsible and timeframe.)	<p>Hire an Adult Hourly administrative assistant to support faculty administrative needs including:</p> <ol style="list-style-type: none"> 1. Assisting faculty with Six-Year Review of curriculum: checking commas, author names, textbook edition updates, and other clerical updates. 2. Saving all active Social Science courses/programs from CurricUnet and uploading to our Division "I" drive yearly, as a failsafe. 3. Assisting faculty with with eLumen data entry for Student Learning Outcome Assessment. 4. Helping with Program Review data collection: a lot of the data is from the same sources so it would be more efficient to have one person providing this research. 5. Reviewing Assist.org for articulation verifying our articulation agreements are current. 6. Creating faculty web pages and upgrading/improving department web sites. 7. Lists of discipline majors with email addresses (we cannot currently email large groups of students), so we can contact students majoring in our respective disciplines. 8. Creating brochures and posters for the Social Science Division and individual departments. Our classrooms should exhibit support for, and information about, our respective programs. 9. Creating posters and flyers for division events and promoting campus events. 10. Shop online for instructional equipment, gather the ordering information that goes on the forms.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Providing designated faculty support services with the increased administrative workload would allow faculty to concentrate on the rest of their workload that impacts our students and campus.
What specific aspects of this SAP can be accomplished without additional financial resources?	The district is currently paying faculty much more money to do these administrative tasks that it would cost to hire clerical support. That frees up faculty time for campus service, student club advising, and improving the classroom experience for our students.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	45% 10 months Classified Employee	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	Step 33: 1774 (45%) monthly, 10 months: \$17,740	

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Hire a part time hourly as a lab assistant.
List College goal/objective the plan meets:	College Goal #: 1, 2
Describe the SAP: (Include persons responsible and timeframe.)	This individual would be hired by the Anthropology Department. We would look for an anthropology or biology major, or graduate student. Their duties would include: <ol style="list-style-type: none"> 1. Organization and labeling of all lab materials 2. Inventory of lab materials at the end of each semester. To make sure all materials are still there, and to identify any materials in need of repair. 3. Set up labs for faculty, and put away lab materials after use.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Lab faculty have the opportunity to set up more involved labs with assistance. This facilitates more student centered and cooperative style lab activities which will aid in the development of critical thinking skills.
What specific aspects of this SAP can be accomplished without additional financial resources?	None.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	9,600 annually (20 hours week, \$15 an hour, 16 week semester)	Innovation Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	9,600.00	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Long term plans for the Anthropology Department include the hiring of a fourth faculty member to oversee and teach the physical anthropology lab courses as well as develop an archeology lab/field class. This will be dependent on enrollment and our ability to have our own lab.

We continue to monitor workplace employment data and are considering what courses would be advantageous for our students. We see forensics, medical, and gerontology as key areas in which curriculum may be generated.

We are all very passionate about social justice and are continuing to look into curriculum and other areas where this can be brought to the forefront. This can be done within existing curriculum as well as new curriculum.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The FC Anthropology Department has a thriving program as is evidenced by the data and analysis provided. Key highlights of our program include:

1. In Fall 2017 we hired a third full time faculty member for our department to manage and develop the physical anthropology lab. Professor Parikh has conducted an inventory and analysis of available lab materials and lab organization. She determined she needed additional resources and researched options for resources as well as current pedagogy for lab instruction. She procured a \$13,500 Innovation Fund and is in the process of procuring the materials, and developing pedagogy provided by the fund. The physical lab classes have been the first to fill over the past several semesters, indicating a strong demand for the lab and the need for additional days/times to offer the lab. Our number one SAP is to attain a lab exclusively for use of the Anthropology Dept. We conducted an analysis of the course offerings by semester and found great discrepancies in the lab offerings between fall and spring. We have submitted a proposal to meet with the Geography Dept. during flex time for Spring 2018 to review the physical organization of the lab and the times each department has the lab space available. The lab area we have for storage is very limiting and impedes instructors ability to set up and take down labs in a reasonable time frame. The goal is to maximize the limited space more effectively, working to decrease instructor time needed for lab set up and take down, with the corresponding benefit that faculty have more time dedicated to students. Lastly, we conducted a student survey of our Anthropology majors and found that we have a backlog of students who want to take the lab.
2. All three full time anthropology faculty are active and engaged with anthropology and our students. We attend conferences, and have discussion groups with other anthropology faculty to stay abreast of current trends in the field (academically and employment). We have traditionally held an Anthropology Open House in the fall semester which has been well attended and received by students. It is an opportunity for them to interact with faculty and their fellow students in an informal setting. We often have student alumni and faculty speak on various paths to transfer to university and employment opportunities. After completing our student survey of majors (for the PR) we determined that we should hold a Anthropology Career Hour. We are meeting with counselors this semester and gathering data for our first Anthropology Career Hour in Spring 2018. From now on we intend to hold these events in fall and spring alternately.

3. We are dedicated to our students. We engage in a range of activities outside of our course load to increase retention and success of our anthropology students (both those majoring in anthropology and those who are just taking classes in anthropology). Professor Cadena put in many hours to attain Student Equity Funds for field trips and lectures. We have organized field trips to the San Diego Zoo and San Diego Museum of Man most every semester, with on average 100 students attending. Professor Cadena has arranged for various speakers to come to campus (Dr. Leo Chavez on immigration, Dr. Mikel Hogan on diversity competence). Professor Markley periodically organizes discussion groups and lectures on various topics for students to gain greater insight into anthropology. Professor Parikh put in many hours to attain an Innovation Fund to aid in the development of the physical anthropology lab and to revise lab exercises. We have had an active Anthropology Club for most semesters, with Professor Parikh and Professor Markley as faculty advisors. Professor Cadena is the advisor for the Dream Team and she and Professor Parikh are advisors for the Southeast Asian student club. Professor Markley has put in many hours each semester offering independent study to dedicated anthropology students, giving them an opportunity to explore potential careers or specific areas of study. Professor Cadena has also periodically offered independent study opportunities to students as well, often linked to travel opportunities and her Cultures of Latin America course (two trips to Puerto Rico in the past two years).

4. We are committed to innovation in our curriculum and in our pedagogy. Professor Cadena just completed her PhD in Cultural and Media Studies from Claremont Graduate University. All anthropology faculty routinely attend and participate in lectures and conferences on anthropology and teaching. Professor Parikh and Cadena presented at the annual California Community College Anthropology Teachers Conference. Professor Cadena has presented her research at the Southwest Anthropology Association on several occasions and recently submitted to present at the American Anthropological Association annual conference. We routinely attend the following conferences: American Anthropological Association annual conference, Southwest Anthropology Association, Pacific Coast Archeological Society, Celtic Studies Conference, Anthropology of Consciousness, Contemporary Pagan Studies Conference, and the California Community College Anthropology Teachers Conference. At these conferences we gain insight into trends in our field, network with other faculty and exchange ideas on effective pedagogy.

5. We are active members of our campus and community. All of the anthropology faculty are active in the shared governance process. Professor Markley and Cadena have shared the coordinator role for the department for the past 8 years. Professor Markley is on the Senate Executive Committee in her role as Treasurer, and served as the Social Science Division SLOA representative for three years (ending Spring 2016). Professor Cadena and Professor Parikh have served as a Social Science Division representative for Academic Senate. Professor Cadena is currently serving as the Social Science Division union representative and as an Equity and Inclusion Faculty Fellow for the district. Professor Parikh is serving on the Social Science Division Scholarship Committee. Professor Cadena worked with the Art and Ethnic Studies Departments to develop a museum exhibit on MesoAmerican artifacts.

5. We network with anthropology department faculty of surrounding community colleges. Professor Markley and Cadena are founding members of GAG (Gregarious Anthropology Group), holding periodic get togethers engaging in discussions of pedagogy and new trends in anthropology. We maintain connections with CSUF, taking on graduate students to mentor them for future teaching roles.

6. We are active members in our division and college. Professor Markley has been on the Senate Executive Committee as Treasurer, both Professor Cadena and Parikh have served as Social Science Division faculty

senate representatives. Professor Cadena is serving as an Equity and Inclusion Faculty Fellow as well as the Social Science Division Union Representative. Professor Markley served as the division SLOA representative for several years. Professor Parikh serves on the division Scholarship Committee. All faculty have served as Anthropology Club advisors over the past several years. Professor Cadena is the advisor for the Dream Team, and she and Professor Parikh are advisors to the South East Asian Club.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below. We are working to meet with the individuals responsible for web design at FC.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Markley and Cadena FC faculty websites that are no longer supported need to be removed	11/7/2017	No. The websites need to be deleted. The web program is no longer supported and cannot be accessed or deleted	http://staffwww.fullcoll.edu/kmarkley/ http://staffwww.fullcoll.edu/jmcdermott/Anthro%20Dept%20Webpage/Copy%20(3)%20of%20Anthropology%20Department%20Webpage%20index%20%20plus.htm

**Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page**



*I concur with the findings contained in this
Program Review*



*I concur with the findings contained in this
Program Review with the following exceptions
(include a narrative explaining the basis for each
exception):*

Area of exception:



*I do not concur with the findings contained in this
Program Review (include a narrative exception):*

Appendix for 2017 Anthropology Program Review

Table of Contents	Program Overview	Enrollments	Enrollment Details	Courses	Majors	Persistence (Slow to Display)	Completion
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Key Performance Indicators: Enrollment

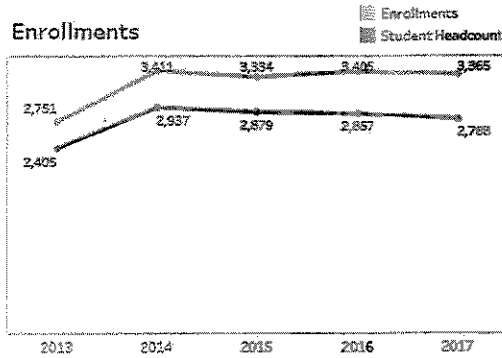
NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

Division
Social Science

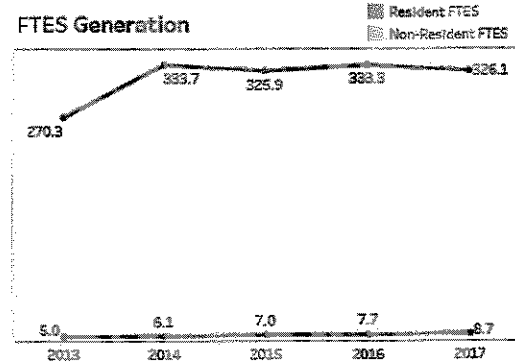
Program
Anthropology

View By:
Academic Year

Enrollments



FTES Generation



Program Overview	Enrollments	Enrollment Details	Courses	Majors	Persistence (Slow to Display)	Completion	FTES
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Key Performance Indicators: Courses

NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

Division
Social Science

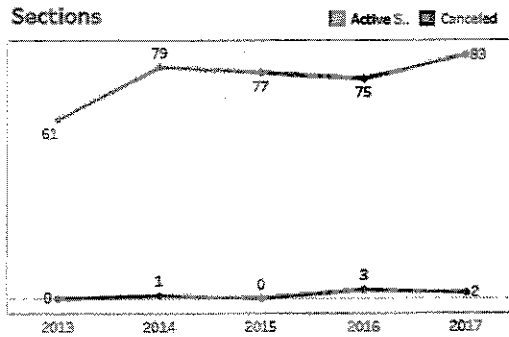
Program
Anthropology

Course
All

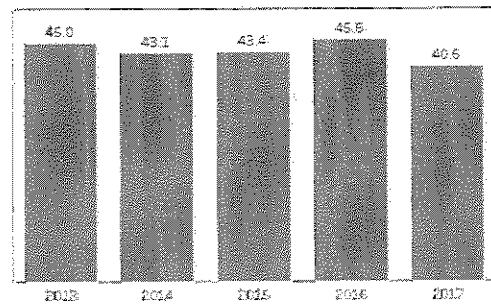
View By:
Academic Year

Method of Instruction
All

Sections

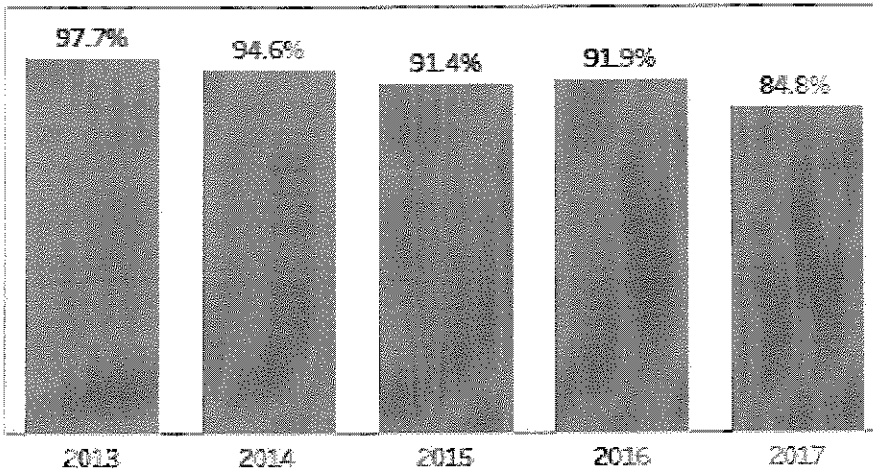


Average Census Class Size



Appendix for 2017 Anthropology Program Review

Census Fill Rate



Enrollments	Enrollment Details	Courses	Majors	Persistence (Click to Display)	Completion	Faculty	Data Dictionary
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Key Performance Indicators: Faculty

*NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

Division
Social Science

Course
All

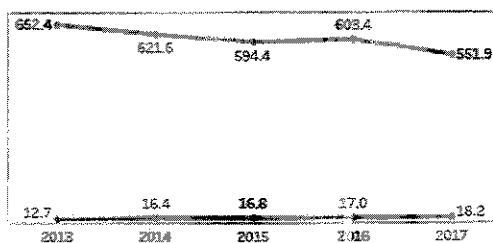
Program
Anthropology

View By:
Academic Year

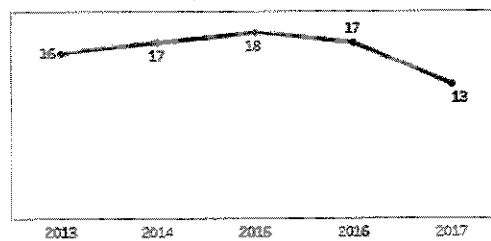
Contract Type:

Adjunct Overload FT Credit

FTEF Total



Number of Faculty by Contract



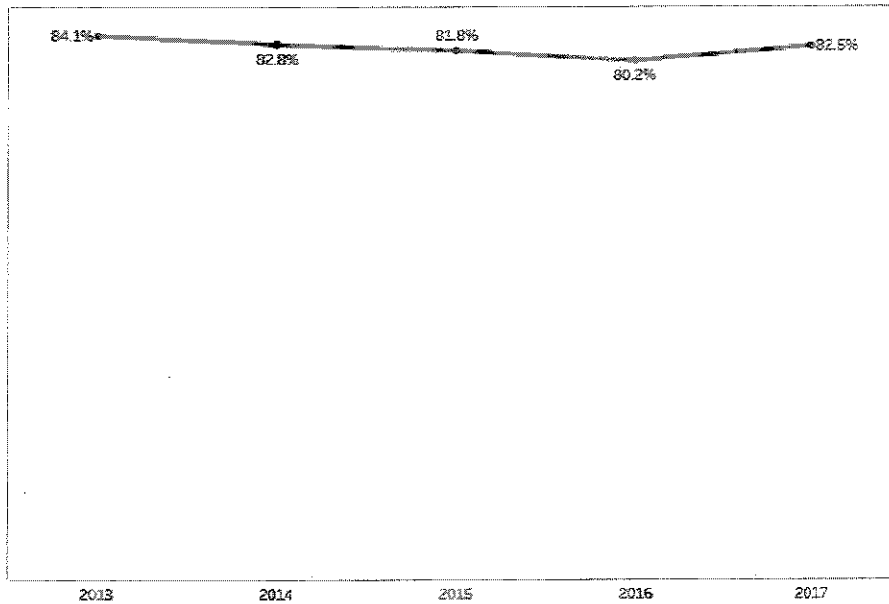
FTEF Total by Contract

Sections by FT/Adjunct Status

Adjunct FT

Appendix for 2017 Anthropology Program Review

Enrollment Details



Course: (All)

Race/Ethnicity: (All)

Gender: (All)

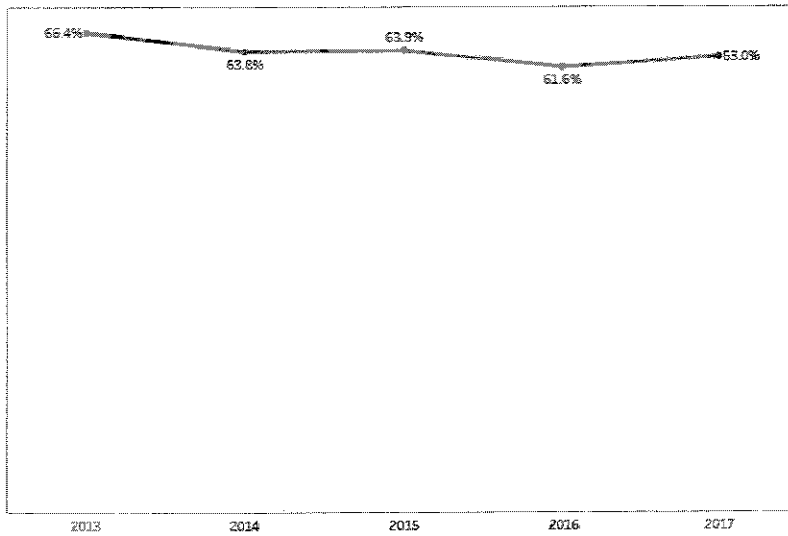
Views:

Outcome/Measure: Course Retention

Student/Course Breakdown: All

Category: All

Enrollment Details



Course: (All)

Race/Ethnicity: (All)

Gender: (All)

Views:

Outcome/Measure: Course Success

Student/Course Breakdown: All

Category: All