1. Program Overview

Review Title: Spring 2016-Anthropology
Review Type: Instructional
External Regulations: Not External
Departments (Disciplines): Anthropology

Mission of the Program:

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

Overview of the Program:

The Anthropology Program foundationally supports and concretely achieves MJC's stated commitments to international/global education, diversity and nontraditional students. The collections and equipment that support our biological anthropology, archaeology, cultural anthropology and linguistics courses are extensive, including over 2,400 items ranging from skeletal casts to artifacts, tools to artworks, and voice recorders to anthropometers. Given such an array of support materials that are necessarily updated alongside new scientific discoveries and advances in technology, we are able to provide cutting edge, hands-on, tactile learning for our students. Anthropology's 4 core courses are Biological Anthropology 101, Cultural Anthropology 102, Biological Anthropology Laboratory 105, Archaeology and Cultural Prehistory 130. Additionally, 7 courses articulate with CSU/UC and IGETC and fulfill MJC graduation requirements (ANTHR 101, 102, 104, 105, 130, 140, 150). Anthropology courses support the health care program (102 is a pre-req for the nursing program), and supports themes in several programs like the administration of justice program (Forensic Anthropology 107), business, child development and human services programs (102 and Linguistic Anthropology 104).

Program Activities and Accomplishments:

Susan Kerr:

POSITIONS/APPOINTMENTS/COMMITTEES/COURSEWORK last 5 years:
- continued as member of the MAPS (Modesto Area Partners in Science) Committee;
- serves as facilities and technology coordinator for the MAPS committee;
- continues as advisor for the Anthropology Club;
- served as advisor for Alpha Gamma Sigma Honor Society for 10 years;
- serves as a departmental representative on the BBSS Division Council;
- collaborates with SME division to teach a summer field studies course on location in Hawaii, Channel Islands, Canada, American Southwest and other locations within and outside of the United States;
- serves as Osteological Consultant to Yosemite National Park;
- served as member of the Science on Screen Committee with State Theatre in Modesto;
- serves as coach for Hickman Middle School Science Olympiad Fossils team

PUBLICATIONS/PAPERS/PRESENTATIONS last year:
Summary Report on Observations of Human Skeletal Remains found in Stanislaus County, Near Historic Adamsville
(2015);
- Interviewed by Jon Brooks of KQED San Francisco National Public Radio on Palace of Legion of Honor Skeletal Analysis (2015);

Debra Bolter

POSITIONS/APPOINTMENTS/COMMITTEES/COURSEWORK last 3 years:
- serves as Sabbatical Committee Chair, MJC;
- participates in Tuolomne County and Calaveras County Schools annual "Dinner with a Scientist."
- received 4 grants from MJC Foundation 2013-2016;
- served as a negotiator for YFA (lead 2014-2016);
- elected/served as the YFA President and MJC Vice President;
- served as the Faculty Accreditation Chair at MJC for 1 year;
- served as the ASCCC Primary Reviewer for the Anthropology Course Identification (C-ID) System for 2 years;
- served on the Benefits Committee, Banked Leave Committee, Calendar Committee, MJC College Council, District Council, as well as College and District hiring committees and peer observations (evaluations) committees.

PUBLICATIONS/PAPERS/PRESENTATIONS last year:
- co-author on paper titled: The postcranial skeletal maturation of Australopithecus sediba. In prep.
- co-author on paper titled: Body composition in chimpanzees (Pan paniscus) compared with that of Homo sapiens: implications for changes during human evolution. PNAS. 2015.

PRESENTATIONS 2015-present

2. Response to Prior Year

Previous Program Review Commendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

The recommendations from the Spring 2012 Program Review said this: "From Manager: The Anthropology department could expand upon Goal 10 and more thoroughly articulate how the department could employ the planning and resource allocation structures at MJC to expand their program. The program needs to acknowledge their work in planning the High Tech Center and all of its components (technology, grants, facilities)." In response, the anthropology department has sought funding through the division, and through the Resource Allocation Council, to build its collections. In two rounds of lottery funding from 2014-2015 and 2015-2016, and in ILEM funding opportunities, anthropology resource requests have been successful. We have purchased additional casts, fossils, books, artifacts, equipment and other teaching materials to support our instruction. We will continue to develop our collections, particularly now as we have new devoted instructional space in the Center for Advanced Technologies. The new building provides us with additional area for storage of our
collections, along with a dedicated lab room (in addition to a lecture room) which will enable us to grow our program.

In a previous year, the college funded the Resource Requests listed below. You provided a proposed measure of effectiveness at that time. Please "close the loop" by analyzing the actual effectiveness of each item.

<table>
<thead>
<tr>
<th>Item Funded</th>
<th>Proposed Measure of Effectiveness</th>
<th>Analysis of Actual Effectiveness</th>
</tr>
</thead>
</table>

3. Program Personnel

Program Personnel:

No personnel currently associated with this review

Fulltime faculty retirements or other departures last review:

1

Adjunct Faculty Spring:

2

Adjunct Faculty Fall:

2

Anticipated Staffing Changes:

In summer 2015, one of the three full-time anthropology faculty moved into an administrative position. Our department was granted a one year temp position, which was filled by one of our three adjuncts. We currently have only two permanent full-time faculty, one full-time temporary faculty and two adjuncts. It is uncertain if the anthropology faculty to administration move will be permanent, so our department doesn't know how this will impact our staffing next year. Without the permanent replacement of the full-time position, we predict that our program will shrink in size.

We actively recruit adjuncts, but have been quite unsuccessful in recent years. We think this is due to the surge in full-time hirings throughout the CCC system, which has depleted the adjunct pool in our area.

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

Anthropology ILO for Creative, Critical and Analytical Thinking
ILO #1: 154 passed/192 assessed: 80%
ILO #2: 527 passed/602 assessed: 88%
ILO #3: 221 passed/286 assessed: 77%

Cultural Literacy and Social Responsibility
ILO #1: 270 passed/289 assessed: 93%
ILO #2: 252 passed/322 assessed: 78%
ILO #3: 12 passed/15 assessed: 80%

Information and Technology Literature
ILO #1: 126 passed/155 assessed: 81%
Personal and Professional Development
ILO #1: 12 passed/15 assessed: 80%

Program Learning Outcomes (PLO) Assessment Executive Summary:

Anthropology PLO results:
PLO#1: 486 passed/547 assessed: 89%
PLO #2: 127 passed/167 assessed: 76%
PLO #3: 162 passed/214 assessed: 76%

General Education Learning Outcomes (GELO) Assessment Executive Summary:

Anthropology GELO results:
Natural Sciences
GELO #1: 180 passed/219 assessed: 82%
GELO #2: 252 passed/322 assessed: 78%

Social and Behavioral Sciences
GELO #1: 270 passed/289 assessed: 93%
GELO #3: 12 passed/15 assessed: 80%

Humanities:
GELO #1: 43 passed/48 assessed: 90%

Has this program made adequate progress on assessing outcomes since the last program review? If not, provide a plan to meet the outcomes assessment expectations of the college:
The Anthropology department completed its first 4 year cycle review in 2013. We have started a new 5 year cycle process with revised/rewritten CLOs for all courses. So far we have a full CLO assessment (all 3 CLOs) for Biological Anthropology, from spring 2014, with a second round of a CLO assessment for ANTHR 101 and 105 from fall 2015. ANTHR 130 was also assessed in spring 2015.
We were on track to have ANTHR 102 and 140 assessed in spring 2015, which represents a significant portion of our program, and is where all of our adjuncts are assigned for teaching. However, the full-time faculty member who taught those courses and was in charge of coordinating the assessment across the adjunct sections did not complete the assessments. So we have a hole in our data for this 5 year cycle.
Our data are more porous than we'd like.

5. Curriculum

Courses not reviewed within the last 5 years

<table>
<thead>
<tr>
<th>Courses not reviewed within the last 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 174 - 01/19/2010</td>
</tr>
</tbody>
</table>

Courses not taught within last 2 years

<table>
<thead>
<tr>
<th>Courses not taught within last 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 107 - 08/25/2014</td>
</tr>
<tr>
<td>ANTHR 150 - 08/25/2014</td>
</tr>
<tr>
<td>ANTHR 174 - 05/05/2014</td>
</tr>
</tbody>
</table>
Provide your plan to either inactivate or teach each course:

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards overseen by this program?:

Yes

Are there plans for new courses or educational awards in this program?:

Yes

Describe the new course(s) or award(s) you intend to create:

The newest course in our offerings is ANTHR 155, which is completing the approval process to be taught the first time in Summer 2016. The class is Anthropological Field Studies of the Channel Islands, and will be taught in tandem with Biology 155, Biology of the Channel Islands.

What need or rationale supports this action?:

Students in Anthropology will face many field opportunities in their careers. It is essential that they experience this kind of activity as they decide on majors and specific types of anthropological careers.

When do you expect to submit these items to the Curriculum Committee?:

They have been submitted and recently approved.

6. Trend Analysis

Enrollment, Retention, and Success Trends

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Anthropology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fill Rate</td>
<td>117%</td>
<td>119%</td>
<td>115%</td>
<td>108%</td>
<td>103%</td>
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<tr>
<td>Census Fill Rate</td>
<td>102%</td>
<td>101%</td>
<td>97%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>78%</td>
<td>79%</td>
<td>78%</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Success Rate</td>
<td>51%</td>
<td>57%</td>
<td>57%</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>COLLEGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fill Rate</td>
<td>112%</td>
<td>112%</td>
<td>111%</td>
<td>104%</td>
<td>100%</td>
</tr>
<tr>
<td>Census Fill Rate</td>
<td>99%</td>
<td>99%</td>
<td>97%</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>80%</td>
<td>80%</td>
<td>82%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td>Success Rate</td>
<td>61%</td>
<td>62%</td>
<td>65%</td>
<td>65%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Anthropology is consistent with the college trends in fill rates, census fill rates, retention rates and success rates.

Faculty Trends

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Regular</td>
<td>2.00</td>
<td>3.10</td>
<td>1.65</td>
<td>1.35</td>
<td>1.20</td>
</tr>
<tr>
<td>Full-time Overload</td>
<td>1.22</td>
<td>0.50</td>
<td>0.65</td>
<td>1.35</td>
<td>1.26</td>
</tr>
<tr>
<td>Adjunct</td>
<td>0.58</td>
<td>0.40</td>
<td>1.60</td>
<td>1.78</td>
<td>1.63</td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COLLEGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Regular</td>
<td>191.66</td>
<td>177.87</td>
<td>169.01</td>
<td>174.96</td>
<td>174.08</td>
</tr>
<tr>
<td>Full-time Overload</td>
<td>39.27</td>
<td>35.23</td>
<td>32.58</td>
<td>43.58</td>
<td>46.68</td>
</tr>
</tbody>
</table>

Enrollment Trend Analysis:

Anthropology is consistent with the college trends in fill rates, census fill rates, retention rates and success rates.

Has there been any changes in these rates since the last program review?

The rates are consistent since the last program review. Perhaps the overall fill rates are dropping, but this appears to be a college-wide trend.
We took a major hit in the number of courses taught by full-timers when two of the full-time faculty took on leadership roles and had the majority of their loads in reassigned time for governance work.

As of fall 2015, two permanent full-time faculty are scheduled to teach full-time. Our third, one-year temp full-time faculty teaches full-time, but we are uncertain if we will have a permanent third full-time faculty member in the future. If we do not have that third position, then we predict possibly an increase in adjunct teaching, but we worry about a shrinking of the program overall since we are challenged to find adjuncts to teach in our area.

**Location Trends**

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>East Campus</td>
<td>21</td>
<td>22</td>
<td>24</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>West Campus</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Off Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hybrid</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Distance Ed</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>
Our program offers more distance ed courses compared to the college overall. Our online offerings are robust and fill quickly.

It is of note that one of our adjuncts lives in Southern CA and only is available to teach online for us.

Productivity Trends

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>FTES/FTEF</td>
<td>23.11</td>
<td>22.62</td>
<td>20.27</td>
<td>19.92</td>
<td>19.35</td>
</tr>
</tbody>
</table>
Anthropology has a higher FTES/FTEF ratio than the college average, although it may be slightly less robust than our other BBSS programs because we have a lab course that has a class max of 25 instead of 40. In the past year, we have been trying to built the enrollment in the lab courses and so have increased the offerings to 6 labs per year for 2015-2016, which may further impact our program’s “numbers”. However, the addition of a bio sci lab to BBSS curriculum, additional teaching materials to support this lab, and the new facilities with dedicated lab space, underscore the college’s commitment to this course even though it may slightly impact our program’s productivity.

Anthropology strives to meet the 525 WISC minimums to maintain sustainability. We have achieved this goal during every year of the program review cycle. Compared to the college overall, we exceed average productivity marks.

We notice a decline in the college and in our program’s WSCH numbers over the last 5 years. We have noticed that large lectures are no longer filling. Therefore, anthropology faculty are moving away from scheduling doubles, triples and quads. We are now more focused on single course offerings in person and online.

### Time of Day Trends

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<thead>
<tr>
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<tbody>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Afternoon</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Evening</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Hybrid</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Distance Ed</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COLLEGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>1219</td>
<td>1144</td>
<td>1119</td>
<td>1187</td>
<td>1223</td>
</tr>
<tr>
<td>Afternoon</td>
<td>733</td>
<td>676</td>
<td>644</td>
<td>694</td>
<td>740</td>
</tr>
<tr>
<td>Evening</td>
<td>643</td>
<td>568</td>
<td>504</td>
<td>570</td>
<td>661</td>
</tr>
<tr>
<td>Hybrid</td>
<td>191</td>
<td>165</td>
<td>162</td>
<td>198</td>
<td>100</td>
</tr>
<tr>
<td>Distance Ed</td>
<td>397</td>
<td>354</td>
<td>319</td>
<td>424</td>
<td>380</td>
</tr>
<tr>
<td>Other</td>
<td>No College Value loaded</td>
<td>No College Value loaded</td>
<td>No College Value loaded</td>
<td>No College Value loaded</td>
<td>No College Value loaded</td>
</tr>
</tbody>
</table>
Our in-person classes are primarily scheduled for during the morning start times. We are shifting that during the 2015-2016 to try to offer a few more classes in the afternoon. However, because of our staffing constraints and our lack of adjuncts, we are challenged to teach widely across all times of the day. We have one adjunct who can only teach one section in the evening, and not every semester. Our second adjunct can only teach online.

We need more faculty in order to provide the balance of offerings across all time slots of the day.

7. Long-range Planning

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

1. Anthropology moved into a new facility in fall 2015: The Center for Advanced Technologies. We now have a dedicated lab instructional space, which has increased our ability to schedule more anthropology lab sections.

2. Our adjunct pool has declined over the last few years, partially due to the increase in full-time hires across the state. Also, in 2015-2016, we transitioned one of our adjuncts (we only had 3) into a one-year temporary position as we lost one of our full-time faculty. It has caused an overall reduction in sections and offerings for 2015-2016. We continue to recruit adjuncts. However, we are quite challenged with getting qualified candidates.

3. The department developed an AA-T in Anthropology, which went into effect Fall 2013. All of our core curriculum went through the C-ID process and we have all our courses approved for C-IDs.

4. Field studies courses in anthropology have been quite successful, including national and international destinations.
Anthro 174 (Field Studies) has been deactivated and rewritten to comply with new repeatability rules. We now offer Anthro 190: International Anthropology Field Studies, Anthro 191: Anthropology Field Studies in the American Southwest, and Anthro 192: Anthropology Field Studies in Pacific Northwest and Canada. Another topical field studies course is currently going through the curriculum process: Anthropology Field Studies of the Channel Islands.

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

6. The department has expanded its online offerings, late-start courses and summer classes.

7. Our faculty are continuing to engage in several college and extra-curricular activities to improve our student experience in our classes, but also to promote institutional-level success.

We see great potential for growth in our program with increased staffing. Additional faculty would allow increased section offerings at high student demand time, particularly with new dedicated instructional space in the Center for Advanced Technologies.

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

The department has built large section lectures in Sierra Hall over the last several years. However, the enrollments have become sluggish 2014-2016. We may "bring back" anthropology to the East Campus, especially given our new teaching space in the CAT building.

We are now able to strategize our lecture/lab scheduling better as we have a second instructional space dedicated to anthropology in the Center for Advanced Technologies. We anticipate enrollment increases with increased offerings. We do have more students in our lab classes this year, because we increased the offerings of our lecture classes. Typically we have about 25-30% of our lecture students enroll in the lab classes. We are mindful of the interrelationship of these courses and strive to schedule all 101 classes to maximize potential enrollment in the 105 sections. They are not "linked" so any lab class can be taken with any lecture class.

We are moving away from large lecture courses to single section offerings.

Our online 101 and 102 courses have robust enrollments, so we will continue to schedule those as frequently as possible in fall, spring and summer.

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

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

We plan to increase use of technology in 101, 105, 107, and 130. There are a multitude of online access only laboratory experiments that our students can utilize, as well as having the ability to perform bioarchaeological or forensic analyses using data collected in the lab and sent through online database analysis software. In addition, different modes of learning can be developed to increase student success. For example, Apple pencils can be used on the iPad Pro to draw fossils and save them to a file for future study. Visual and tactile learners will benefit from this technology. Obtaining adequate computers/ipads/internet access for our lab space is essential to this plan.

We have found that 8am classes are weakly enrolled and attended compared to more traditional morning times. We will adjust our scheduling accordingly in the next five years.

We are moving away from large lecture courses to single section offerings.

Our online 101 and 102 courses have robust enrollments, so we will continue to schedule those as frequently as possible in fall, spring and summer.

8. Resource Requests

Resource Requests:

<table>
<thead>
<tr>
<th>Name</th>
<th>Resource Type</th>
<th>Subtype</th>
<th>Budget Object Code</th>
<th>Level</th>
<th>Est. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Mac-Pro laptops</td>
<td>Technology-Hardware</td>
<td></td>
<td>Instruc-Reg(classroom faculty)</td>
<td>Desired</td>
<td>$20,000</td>
</tr>
<tr>
<td>10 iPad Pro tablets, 12.9 inch display</td>
<td>Technology-Hardware</td>
<td></td>
<td>Instruc-Reg(classroom faculty)</td>
<td>Desired</td>
<td>$8300.00</td>
</tr>
</tbody>
</table>
9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

Anthropology serves a broad student base, covering issues in multi-culturalism, diversity and the human biological condition. Our current faculty members are active beyond teaching at the college. We have developed a transfer degree (AA-T) for anthropology, which has been state approved, and all of our designated courses were C-ID approved. The anthropology department is highly productive, with WSCH at 580 and FTES/FTEF ratio at 19.4. Our staffing has decreased in the last year, which has impacted the number and kinds of sections offered and restricted the potential of our program. Our goal is to build back staffing. In fall 2015 anthropology moved into the newly remodeled Center for Advanced Technologies. We have dedicated anthropology lecture and lab instructional space, as well as dedicated lab storage space. These new facilities means better potential to offer courses at times of high student demand.

10. Managers Comments

Commendations:  
Recommendations:

11. Instruction Council Comments

Commendations:  
Recommendations:

12. Outcome Assessment Workgroup Comments

Commendations:  
Recommendations: