

## EQUIPMENT NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:	<b>Romana Pires and Melissa King</b>
Program or Service Area:	<b>Anthropology</b>
Division:	<b>SSHDPE</b>
Date of Last Program Efficacy:	<b>2011</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Comparative pelvic girdles – 1 bonobo female and 1 modern human female</b>
Amount Requested:	<b>Approximately \$350.</b>
Strategic Initiatives Addressed:	<b>Access and Institutional Effectiveness</b>

Replacement  Growth  **(There does not exist a historical archive of equipment.)**

1. Provide a rationale for your request.

- In 08-09 when Dr. Olson retired he took with him his private and vast collection of anthropology fossils and casts. Consequently since 2009, the program has been operating with an incomplete collection of casts needed to teach required curriculum.
- The pelvic girdles are replica of joined pelvic bones to display the shape of the hips in the two species. This is significant to Anthro 106 which teaches about the evolutionary uniqueness of human birth and infancy (due to the pelvic shape) and bipedalism (accompanied and supported by a specific pelvic shape). The bonobo is, along with the chimpanzee, one of the closest “relatives” of the human, yet the pelvises comparatively show marked differences in respect to the birth canal, attachment to vertebral column, and femoral articulation. ***The current collection lacks any pelvic girdle.***
- Since Anthro 106 and Anthro 106 Honors do not have a laboratory requirement, the incorporation of fossils and casts is vital to both student success and access.
- Biological Anthropology (106), Cultural Anthropology (102), and Archeology (100) are core courses for the new AA-T anthropology degree. Over the last three scheduling cycles the VPI has allocated extra sections in an attempt to meet student demand. In spring 2013 a late start section of Anthro 106 filled in approximately six minutes.
- FTES have grown as the program recovers from being severely cut in 11-12 (EMP).

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

- WSCH/FTEF are 654 and above campus goal of 525 while retention rates currently at 88% have continued to increase (EMP, 2013). These are indicant of a vibrant program.
- The success rates over the last five years have fluctuated and average 62% (EMP). This was most likely due to a lack of full time faculty. Now that there is a full time anthropologist, it has been discovered that the program is operating without a complete inventory of casts and this is also a likely contributing factor to student success.
- Program planning has focused on the attainment of a full time faculty member and the implementation of the new AA-T anthropology degree. Due to the lack of a discipline

expert to monitor the currency of the program's resources and curriculum, the program needs a serious overhaul. Now that there is a discipline expert in the program, part of this overhaul included an inventory and catalog of the current resources which has been completed and this has resulted in an evaluation of the equipment needs rather than a "wish list" of desired resources. A second opinion was solicited from Prof. Drewes in biology who concurred.

3. Indicate if there is additional information you wish the committee to consider (*for example: regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

- Antro 106 and Anthro 106 Honors partially fulfill the physical science categories for the associate and transfer paths. This course is popular with students desiring to take a non-laboratory course. However faculty incorporate a "lab" experience within the classroom and this occurs through student exposure to fossils and casts. There exist interactive online resources that are used in the online sections but since the social science division does not have access to laptops or computer lab, online interactive images on a classroom screen then become part of a lecture rather than a true interactive student centered learning experience.
- The package of pelvic girdles show difference from one group to the other (bonobo and modern human) and encourage critical thinking skills. All courses in the anthropology program have a critical thinking component. Students will benefit from examining and comparing these up-close in class, and doing so will reinforce the required curriculum in biological anthropology (Anthro 106 and 106 Honors).
- "Anthropologists and archeologists study the origin, development, and behavior of human beings, past and present. They examine the cultures, languages, archeological remains, and physical characteristics of people in various parts of the world" (Bureau of Labor Statistics). According to the BLS, careers in and related to anthropology are expected to grow by 21% during 2010-2020 (<http://tinyurl.com/7tdygdh>).

4. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (for example Department Budget or Perkins)

The cost of the pelvic girdles is \$346 with no need for ongoing maintenance or updates. Anthropology is a transfer level program and therefore does not have a departmental budget, Perkins funding or any other alternative sources of funding such as grants.

5. What are the consequences of not funding this equipment?

Students will lack tangible exposure to core anthropological resources. They're disadvantaged when compared to students from programs with access to these materials. Since many students take Anthro 106 to fulfill part of the physical science requirement, not having access to current casts denies learning opportunities and contributes to lower than average state success rates.