

Basic Program Information

Department Name:

Anthropology

Division Name:

BSS

Program Mission(s):

The Anthropology Program educates students to understand and value the cultural and social diversity of the world, both past and present. By studying cultural, physical and linguistic anthropology and archaeology, students gain valuable skills and knowledge to prepare them for transferring to a four-year university and for careers and success in the workplace. Through innovative learning experiences, the Anthropology Program connects students to the community, and heightens their awareness of today's critical human problems. Through these activities the program introduces more educated citizens into our community who seek to solve problems and improve our world.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Kathryn Maurer	Anthropology	Instructor
Samuel Connell	Anthropology	Instructor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	10 active in 2014-2015

Please list all existing Classified positions:

None

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Anthropology	See below	AA & AA-T	

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
AA in Anthropology	13	10	9	-10%
AA-T in Anthropology	n/a	n/a	n/a	

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

We have three non-transcriptable certificates, which we call Certificates of Proficiency, in several sub-fields of anthropology that are workforce-related. These certificates are not state approved. We offer these internal certificates to students as an opportunity to highlight on their resumes and/or transfer applications that they have completed a series of coursework in a specific sub-field of applied anthropology. Based on the Anthropology instructors' experiences in professional settings and research universities, we are confident that these certificates can give students an edge over other applicants, although we sometimes struggle with how to market this strategy to students. The certificates are:

Cultural Resource Management Certificate of Proficiency (23 Units)
Medical Anthropology Certificate of Proficiency (24 Units)
Applied Anthropology Certificate of Proficiency (20 Units)

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	3,081	3,144	3,099	-1.4%
Enrollment F2F	1,862	1,725	1,613	-6.5%
Enrollment Online	1,219	1,419	1,486	4.7%
Productivity (College Goal 2013-14: 535)	530	517	466	-9.9%
Success	2,284 / 77%	2,343 / 75%	2,309 / 75%	-1%
Success F2F	1,359 / 75%	1,379 / 80%	1,257 / 78%	-8.8%
Success Online	925 / 79%	964 / 68%	1,052 / 71%	9.1%
Full-time FTEF	2	1	2	100%
Part-time FTEF	5.2	6.8	6.1	-10.2%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS-T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
<input checked="" type="checkbox"/>	State Approved
<input type="checkbox"/>	Submitted to State Chancellor's Office
<input type="checkbox"/>	Submitted to Office of Instruction
<input type="checkbox"/>	In Progress with Articulation
<input type="checkbox"/>	Planning Stage with Department
<input type="checkbox"/>	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Enrollment had been steadily climbing in anthropology, although it dropped off 1.4% in 2013-2014. A decrease in enrollment of 6.5% in face-to-face classes was countered by an online enrollment rise of 4.7%. This trend suggests that though online enrollment has increased slightly, we should be careful about offering too many online sections. In the

academic year 2011-12 (not including summer) a total of 14 online courses were offered, in academic year 2013-14, a total of 26 online courses were offered which is an 85.7% increase in course offerings. The number of face to face class offerings has been relatively consistent over the past three academic years. They are the following: 2011-12 year total 46, 2012-13 year total 46, and 2013-14 year total 50. In sum, this new heavy online presence easily accounts for the 4.7% rise in online enrollments but it would appear that the significant increase in online courses may be reducing our Department's overall productivity. Additionally, these data suggest that we may be saturating the online market with our offerings at the expense of the face to face classes.

- e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The distribution by ethnicity mirrors for the most part the distribution by ethnicity in the overall College. We have a slightly higher percentage of females than males enrolled in our courses than what is reflected in the College-wide data.

Perhaps the most significant indicator of a slightly unique demographic in our courses is the percentage of younger students: 77% are under 24 (22% are 19 or less), as opposed to 61% under 24 at Foothill overall. This difference also correlates to a much lower percentage of enrolled students with some prior education in our Anthropology classes. We believe these data are significant in that younger students can require more one-on-one attention than an older population.

- f. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity has been declining over the last several years, and was at 466 for the 2013-2014 academic year for the Department as a whole. In addition to re-assessing the balance of face-to-face and online courses, we also think it would be a good idea to re-evaluate productivity goals for the Anthropology Department. We may need to make some difficult decisions around course offerings, if we cannot ensure the minimum enrollment to meet productivity goals in some of our "specialty" classes (see below under Course Offerings).

- g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

We are very proud of the variety of our course offerings in Anthropology at Foothill (see Figure 1 below). We work hard on curriculum development and on scheduling each quarter to make sure we're offering the right selection of courses to meet student need. We assess this need through a combination of factors such as enrollment trends, student

surveys and feedback, collaboration with community partners, tracking of innovations in our discipline, conversations with colleagues at other public and private schools, and Department meetings with all full and part-time faculty.

This curriculum development and course scheduling task is a challenging one in Anthropology, as it is a discipline divided into 4 sub-fields (Physical, Cultural, Archaeology & Linguistics), with multiple regional and applied areas of specialization, even for the undergraduate student. In addition, even though Anthropology is not considered a Workforce program, Anthropology as a discipline has a strong applied focus, and some of our courses, e.g., Anth 12 Applied Anthropology, Anth 13 and 13L Forensic Anthropology & Lab and Anth 15 Medical Anthropology, are designed for preparing students to utilize anthropological skills and knowledge in a variety of professions. We are very happy to offer these courses at Foothill, and are committed to ensuring our Anth majors, other related majors, and other learners have a selection of courses that prepare them well for transfer and/or direct entry into related professions.

We therefore make an effort during scheduling to offer enough sections of our most popular courses (Anth 1 Physical Anthropology, Anth 2A Cultural Anthropology, Anth 5 Magic, Science and Religion and Anth 1L Physical Anthropology Lab, in that order) that make up about 85% of total enrollment according to the most recent data sheets, while also cycling through a series of the rest of our curriculum throughout the year. Sometimes, however, we are not able to meet enrollment targets for some of these other courses, and we are forced to cancel courses.

We are focused on finding ways to arrive at more consistent and stable scheduling and enrollment in all of our courses. First, we recognize that in a Department with only two full-time faculty, we of course must rely on a number of adjunct faculty to help us meet this breadth of course offerings. We are fortunate to have a strong pool of adjuncts to draw from, many of whom are considered experts in their fields. We recognize, however, that it can be challenging to fill courses with instructors that not many students know. We therefore developed, in collaboration with the Anthropology Club, a College Hour speaker series that will invite our own adjuncts to deliver talks on their work to the broader college community in efforts to increase exposure to these adjuncts. We have received funding from ASFC to support these events for 2014-2015.

In addition, of the two full-time faculty, only Connell teaches the most popular course: Anth 1 Physical Anthropology, and therefore has the exposure to a greater number of students who are more likely to sign up for an additional course with a known instructor. In consultation with the Dean, we therefore decided that Maurer should also begin to teach Anth 1, even though her specialization lies in Cultural and Applied Anthropology. Maurer is scheduled to teach Anth 1 in Spring 2015. We are hopeful that this increased exposure will lead to stronger enrollment in some of the other courses that Maurer has specialty in teaching, including Anth 2B Patterns of Culture and Anth 12 Applied Anthropology.

We also have discussed ways to increase the active learning elements of our courses, which we believe could result in greater popularity, through more utilization of our lab space and lab resources. We are very fortunate at Foothill to have a dedicated Anthropology Lab and good teaching collections, yet we have not had the capacity to utilize these spaces and

resources to their fullest potential. We are in great need of a staff person to manage the lab spaces and collections as well as support the lab set-up and break down for all of our existing lab courses. This burden currently falls exclusively on the faculty, and with current teaching loads and other demands we fall short.

In addition, our lab facilities need to be updated, they are essentially the old Travel Careers room that has not been changed. We have needs on multiple levels which will help our students and raise enrollment in Gateway courses Anth1, Anth1L, and Anth8 and Anth8L, plus Major Related courses such as Anth12, Anth13, Anth13L, Anth15, Anth51 and Anth52. The college has generously contributed to updating some of our display cabinets in 2015, but many of our cabinets are surplus materials. Also, the lab exercise materials for students that we use were purchased in 2006-7, and have not been refurbished. We need more experiments for the students and more instruments in the lab.

Finally, we also believe there are opportunities for increased marketing of all our courses which we would like to pursue as time permits. In 2014 we reached out and met with the counselors to explain the courses and the pathways to Anthropology, but we did not have a good way to explain how a student would succeed as an anthropology major. Figure 1 below is a first attempt at explaining the course offerings within a larger framework which may help with marketing and course enrollment. We have divided courses that are offered by Anthropology into Foundational Gateway Courses and Major Related Courses. Although a student can enter into the chart at any point, they generally start with a Foundational Gateway course.

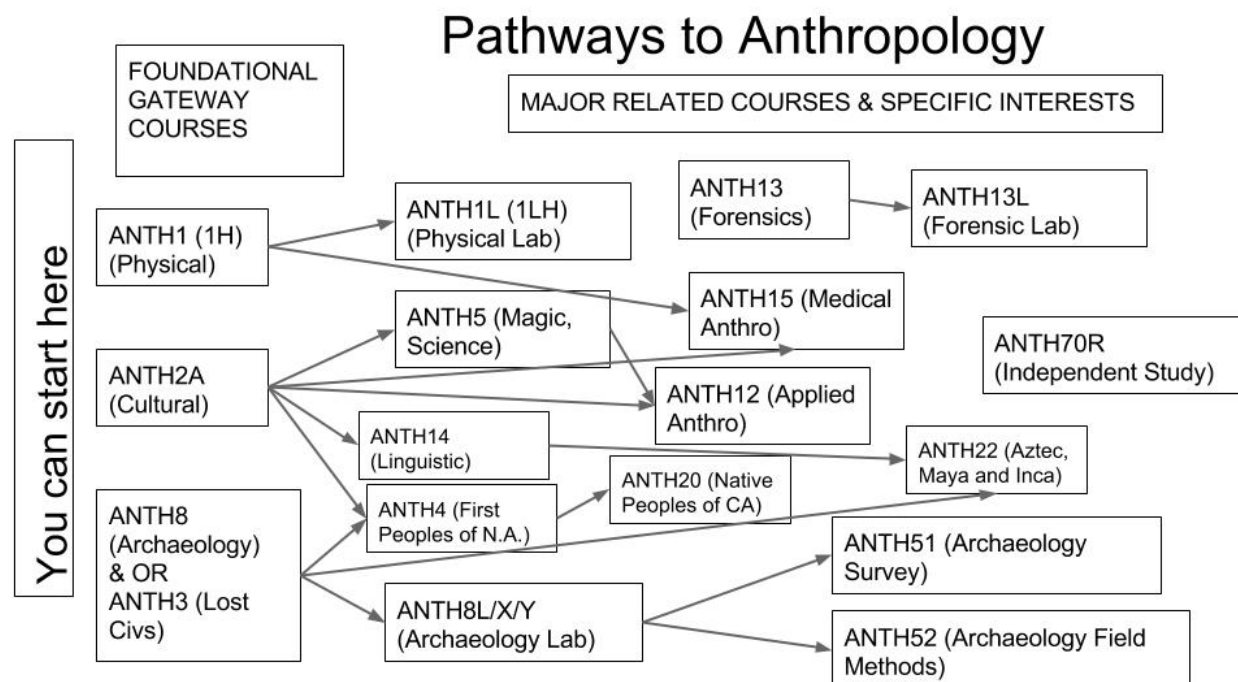


Figure 1: Pathways to an Anthropology degree at Foothill

- h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing

your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All courses are up-to-date in terms of Title 5 requirements. To meet some of the goals of course offerings mentioned above, we are always looking for ways to update the curriculum in a few of our courses to further enhance the attractiveness of these courses to our student population.

- i. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Both full-time faculty and many part-time faculty regularly attend professional conferences and meetings, and we encourage department-wide sharing of resources. We are working on the creation of a Department Etudes site, which would facilitate the sharing of resources.

Additionally, we are looking at how we can make our courses that are taught by many different faculty (1, 1L, 2A and 5) somewhat more standardized, at least in terms of a strengthened commitment to the learning outcomes, and a sharing of strategies to achieve these outcomes. In Anthropology 1 we share a common paper assignment designed to have students interpret data on primates that they collect at a zoo. This assignment has clearly served as a way to universally gauge student success at critical thinking and has also served to attract students to the class because they know what is coming.

We also offer learning and research experiences in the field both locally and in foreign countries where our anthropologists conduct their research. Connell (2012) recently argued in a scholarly publication that field school programs offer a critical avenue for expanding experiential learning in Anthropology [file://localhost/\(http://www.saa.org/Portals/0:SAA:Publications:thesaaarchrec:jan2012.pdf\)](http://localhost/(http://www.saa.org/Portals/0:SAA:Publications:thesaaarchrec:jan2012.pdf)). Each summer our program has taken 30+ students into the field (Bay Area, Ecuador and Belize, and now Ireland for Summer 2015), to join the Foothill faculty in their current research. Foothill Anth faculty design, market, recruit, and carry out these field schools.

- j. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Global Citizenship: Kathryn Maurer participated along with John Fox of Sociology in 2013-2014 in a Compass Learning grant with faculty and administrators from West Valley College and San Jose State University, to implement and assess high impact practices in the classroom focused on global citizenship. Involvement in this grant has also stimulated an internal workgroup at Foothill, facilitated by Maurer and Fox, to explore the development of a new “program” in Global Citizenship, likely to be housed in BSS. Maurer is also serving as a faculty reviewer in the development of an AA-T in Global Studies.

Field Methods courses: Kathryn Maurer, Sam Connell and Daniel Cearley have been continuing efforts to engage students in hands-on, active learning opportunities for Anthropology students through the Center for Applied Anthropology. New curriculum has

been written to offer students a 1-unit course in Field Methods in Applied Anthropology (Cultural, Physical and Archaeology), to reflect the work that students and faculty are already undertaking in this area.

BACLRG: In 2013-2014 Connell, Cearley and Hylkema joined forces with Dr. Michael Wilcox, (Stanford) Dr. Andrew Kindon (West Valley), and other scholars in the region to create the Bay Area Cultural Landscape Research Group (BACLRG). The group was awarded a \$5000 grant from the Mid-Penninsula Regional Open Space District to conduct archaeological research and GIS survey of the mountains above the Foothill campus. Joint research programs such as BACLRG serve to raise awareness of Foothill College in the community and directly involve our students in the field research in the Santa Cruz Mountains and the laboratory work at Foothill.

Ireland: During the summer months both Maurer and Connell traveled to Ecuador with 30 students to run the Foothill College Archaeology Project at Pambamarca, Ecuador. This innovative high-impact teaching, learning and researching program has been an incredible experience for the instructors and students for the past 8 years. However, in November 2013 Connell traveled to Ireland with his colleague from Columbia University to facilitate the creation of the newest anthropology summer field program in Ireland. We are pleased to announce this program for the summer 2015. This was a direct result of Connell's PDL visit in May 2013 which allowed him to start preparing the groundwork for this program. We are very excited to be able to offer a program in Ireland excavating at a medieval castle and living in a small village.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The overall success rate for students in Anthropology courses for 2013-2014 was 75%, very close to the College's overall 77% success rate. Among the targeted groups, however, our Department's success rate is only 63% (up 1% for 2012-2013) compared to 69% for the overall college, and compared to 80% among non-targeted groups in Anth classes. We believe this lower success rate could be attributed to the number of online courses we offer in our Department, as our online success rate overall is 71% but among targeted groups only 53%. This demonstrates a need to focus on student equity in our online classes above all. For this reason, Kathryn Maurer has volunteered to co-facilitate the division-wide effort to create quality standards for online courses.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

As the Anthropology program is primarily a transfer program, we have very small numbers of students completing AA degrees in Anthropology, and the number appears to be dropping slightly (13 in 2011-2012, 10 in 2012-2013 and 9 in 2013-2014). With such low numbers it is difficult to analyze trends or completion rates by student demographics.

We know anecdotally, however, that the Anthropology program is a strong transfer program, which is not reflected well by the completion rate for degrees. We therefore requested a supplemental data analysis of enrollment from the College Research Office for 2013-2014 and learned that only 8% (191) of the 2,343 unduplicated students taking Anth classes in 2013-2014 had declared Anthropology as their major, yet **14% (332) have taken 3 or more Anthropology courses at Foothill in the last three years--a good indicator that these students can also be considered Anth majors** and are very likely transferring on to 4-year schools in Anthropology, or an Anthropology-related discipline. We can therefore assume that a great majority of Anthropology students and Anthropology majors at Foothill transfer without completing (or at least applying for) an AA in Anthropology. It is unclear how the new AA-T degree will impact these numbers. We would like to request support by the College to develop strategies to increase our completion rates of the AA and/or AA-T degrees. In addition, we would like to know where we stand in comparison to other programs on campus and with DeAnza.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

n/a

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

We were not provided any transfer data to analyze, and are not sure how to get this data. Please see related discussion, however, under 2.b.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

n/a

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

n/a

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

See discussion under 2.b for analysis of transfer-related program data.

- d. Please analyze and discuss Articulation data regarding this program.

Our 1-49 level courses all articulate with IGETC and CSU-Breadth requirements. Specific agreements are also in effect with private colleges and universities around the country. The Department works closely with the Articulation Officer at Foothill to ensure that we seek out all potential articulation agreement. For example an application was recently submitted to UCLA for an articulation agreement with our new Linguistic Anthropology course (Anth 14) to their Anth 33: Culture and Communication.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- e. Discuss how this program continues to meet a documented labor market demand?

n/a

- f. Analyze your program in relation to other programs in our region,** defined as San Mateo and Santa Clara counties.

n/a

- g. Discuss any job placement and/or salary data available for your students after graduation.**

n/a

- h. Please analyze and comment on average salary/wage data in the region,** defined as San Mateo and Santa Clara counties.

n/a

- i. Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

n/a

- j. Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

n/a

- k. Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

n/a

- l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

n/a

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. **Attach 2013-2014 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please see the attached reports from TracDat.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

We have a great variety of courses in our Department, and the great majority of our classes are taught by part-time faculty. We find it challenging to implement consistent and equitable SLO assessment, as well as meaningful SLO assessment, without creating an overwhelming administrative burden on any of the faculty.

At this time, we have been focused on compliance of the minimum requirements of SLO reflections that are to be entered into TracDat each year (and are still struggling with how to ensure courses only taught by adjuncts are assessed timely). We are not confident that the SLO reflections entered into TracDat are therefore reflective of the overall effort of all of our faculty to assess the success of the curriculum or pedagogical strategies to achieve the broad-level student learning outcomes.

Based on our department meetings, and very frequent conversations between faculty about curriculum, pedagogy, student success, etc., we can state very confidently that all faculty – full and part-time – in the department are continually refining teaching strategies, as well as proposing curriculum changes, to ensure that a) the course curriculum is designed with a focus on the SLO's (and to make sure the SLO's are the appropriate ones for that course); b) the pedagogy supports the curriculum, course objectives and SLO's; c) that the methods of assessment used in the course are appropriate measures of student achievement; and d) a targeted percentage of students are successful in the course.

- b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

The anthropology PLOs are the following:

- Students will apply an understanding of cross-cultural realities both past and present.
- Students will learn how to critically analyze and interpret anthropological data.
- Students will apply anthropological principles for solving human problems on the local, regional and world scales.

We consider these PLOs to be important ones to support the mission of our Department, yet we also consider them to be too general to assess effectively. We also are at a loss as to how to implement effective mechanisms for assessing Program-level outcomes, when we do not have any mechanism to identify Anth majors, or a cohort of graduates. We do conduct a survey of students who have completed 3 or more Anthropology courses, and who attend our annual Moka celebration in June of each year. The survey asks each student to self assess their ability to achieve the PLOs. All students agree that our program gives them the ability to do these PLOs, but we do not think this data is particularly reliable or relevant, however, to use as a true assessment of the PLOs. We would welcome guidance for developing better assessment tools at the Program level, if the Review Committee considers this a priority.

- c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

See above comment.

- d. If your program has other outcomes assessments at the program level, comment on the findings.**
- e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

We aim for quarterly department meetings with all adjuncts and the dean, and SLO's are always on the agenda. In addition, the full-time faculty members meet weekly to discuss curriculum, pedagogy, student success, etc.

- f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

See the above commentary under a. about the strengths and weaknesses of our SLO efforts.

- g. What summative findings can be gathered from the Program Level Assessments?**

See above.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1			

2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Work out Anthropology 70R issues of non-repeatability	Yes	No	Created new courses: Anth 55, 56 & 57 Field Methods in Applied Anthropology to be completed as a series
Improve access to Anthropology Lab resources and Center for Applied Anthropology project to students and faculty	Yes	No	Created 4 temporary student worker positions funded through ASFC; all are working on expanding access to all students
Implement course-specific workgroups to align COR's and pedagogy with SLO's	No	Yes	Created Etudes site to enhance collaboration. Modules = individual courses
Identify mechanisms to improve SLO and PLO assessment	No	Yes	Ongoing work. Involvement of adjuncts in SLO assessment recognized as a challenge for the entire division

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase offerings in Anth3 and Anth8 because they are part of the AA-T and/or required for UC transfer	Long-term	Anth 8 is part of the AA-T and so should be offered every quarter like De Anza. Anth3 is part of UC IGETC and so should be offered every quarter like De Anza.	We will measure success by enrollment numbers, our focus has been on Physical and Cultural Anthro offerings, but the numbers suggest that Archaeology offerings could be sustained.

2.Find the right balance of Face-to-Face and Online Course Offerings	Short & Long-term	We are looking to improve our student success rates, particularly of targeted groups, as well as our productivity goals	Improvements in Student Success and Productivity for 2014-2015
3.Develop a more consistent annual schedule, building in the pathways to an Anth Degree (see section 1.g)	Long-term	This goal should help us improve transfer rates, facilitate scheduling and improve productivity	Master annual schedule
4.Develop and maintain a Department Etudes Site for collaboration among all Department faculty to improve quality of instruction and SLO assessment	Long-term	Improve course quality, with impact on student success and also improvement of faculty support	Published Anth Department Etudes site
5.Establish quality standards for online Anth course offerings	Long-term	Improve course quality, with impact on student success and also improvement of faculty support	Department Online Course Quality Standards (as part of BSS Division Online Course Quality Standards)
6.Increase Completion Rates for Anth AA and AA-T degrees	Long-term	Completion Rates	Increase in number of AA and AA-T degrees awarded

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Lab Assistant	20hrs/week (Est. \$35,000)	Previous Goal 2 & New Goal 3 - we would like to establish more permanent part-time employment for an experienced candidate with lab experience. We cannot rely on temporary student workers. A qualified candidate would be able to support student needs.	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) No	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	n/a

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
No requests at this time			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
No requests at this time			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Archaeology Lab Space	-	Previous Goal 2. Brenda Davis-Visas says that the building behind (north of) the 3000 area will be available in 2015 when the maintenance employees move. We hope that there could be a possibility of moving to this building for the archaeology lab.	No

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

No funding to assess in the past several years.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
<p>We were given a YELLOW rating and in response did the following for our second submission in Spring 2014</p> <ol style="list-style-type: none"> 1) Improved the statistical analysis where asked, especially in looking at targeted demographic groups. 2) Aligned our mission statement most closely to the College's. 3) Reassessed the non-transcriptable Certificates of Proficiency 4) Reduced the emphasis on workforce, taking out many of the mentions of our attempts to be workforce related. We simply don't have the right kinds of data to address this. 5) Focused more on the core transfer program, including a supplemental data request for an analysis of our Anth majors for transfer. 6) Removed conclusions that were not supported by data. 7) Talked more about articulation and showed the class lists. 8) Referred directly to the PLOs. 	<p>This was done in our remediation document filed in the Spring of 2014.</p> <p>It is also being done in the current document.</p>

a. After reviewing the data, what would you like to highlight about your program?

The Anthropology Department is positioned to continue offering a mix of GE courses an offering a major for transfer.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

As evidenced by this thorough, reflective and detailed program review the Foothill College Anthropology Program is a major asset to Foothill College students and our community. Through the work of its two full-time faculty, and many highly engaged part-time faculty members, the program has recently accomplished several goals, including new curriculum, improving the Anthropology lab space and storage for equipment and archaeology fossil collections, and increasing course offerings in several areas. In addition, the program is working on a more consistent annual schedule, and looking at ways to improve productivity, creating a department Etudes shell for supporting faculty, looking at ways to increase degree attainment among students and also working on department and division online course quality standards. In addition, the department is offering a summer program in Ireland this July, and offered a successful summer program in Ecuador in 2014.

b. Areas of concern, if any:

No serious areas of concern. The department did an excellent job in responding to concerns raised in the last program review cycle by the PRC, which were not core issues related to curriculum or enrollment, but mainly concerns regarding the information provided in the program review and lack of supporting data. They program responded to the PRC in June of 2014 and was asked to do another comprehensive this Fall to follow up again. The program has done thoughtful SLO and PLO assessments and the faculty are highly engaged in the process of improving student learning. I believe the program has more than addressed these issues and that there are no issues that would warrant a yellow rating at this time.

c. Recommendations for improvement:

Continued work in creating online course quality standards, which the faculty have been taking a leadership role in, and continued work to assess SLOs for all courses and Program Learning Outcomes. Continued to work to better define the role and function of the Anthropology lab space and ways it can serve students and support faculty.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The faculty are to be commended for their dedication to student success, and for providing real world opportunities for their students to apply the knowledge they gain in their classes.

e. Areas of concern, if any:

No areas of concern. I agree with the faculty comments regarding the ongoing need to review enrollment and productivity to ensure that they continue to best meet the needs of the students and the program.

f. Recommendations for improvement:

None.

g. Recommended Next steps:

X___ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Anthropology (ANTH)

Mission Statement: Essential to an understanding of the global arena and sensitivity to the people who have inhabited it, Anthropology, the science of humankind, views humans from the broadest possible perspective. Because of its study of culture and human behavior, anthropology is a social science; in its study of human physical traits, anthropology is a biological science. To investigate human behavior, anthropologists take their data from non-literate societies as well as communities in industrial nations of the world. From this wide perspective, anthropology helps us understand other peoples and thereby enables us to better understand ourselves. It is an informative, exciting, and challenging science that should be part of every informed citizen's education.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - 1: Evolution - Students will practice and apply understandings of evolution. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Correctly answer essay questions on the Final Exam.</p> <p>Details: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success:</p>	<p>12/12/2013 - This is an assessment of Fall 2013 exams in two classes that I taught - Anth1 online vs Face to Face. I have found that students in the face to face class are better at understanding the important elements of evolutionary process, while the students in the online class were better at the essay questions for SLOs 2 and 3. As I continue to teach online, I am interested in meeting the same SLO for both classes, but right now the amount of writing in the online weeds out the 'fact remembering students' who may find it easier in the face to face class. This is all rather anecdotal, but I need to continue to search for ways to relate specific events of the face to face classroom to the online class and vice versa.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>12/12/2013 - I will make more videos for the online class and create more writing assignments that focus on analysis of data -- this will balance out the two classes.</p> <hr/> <p>12/12/2013 - Students may need to be required to do more hands on (lab light) work. I think this will stimulate more critical thinking.</p> <hr/>
<p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - SLO-2 Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: See Critical Thinking Rubric for Final Paper Assignment</p> <p>Details: Final Paper assignment comparing biology and behavior of two primates with modern humans. See assignment and critical thinking rubric for Anth Papers.</p> <p>Assessment Method Type:</p>	<p>12/12/2013 - Again, I taught an online Anth1 and a face to face in Fall 2013. I began a new set of assignments in the online class which involved collecting data and inputting it on a Google Database - and then having the students analyze the data - I called these 'small scale science projects' -- students were meeting this SLO within the first week of class because they were asked to analyze data that they had collected on</p>	<p>12/12/2013 - Incorporate Small Scale Science Projects into the Face to face curriculum using Google Documents. Students gather data and incorporate it into an online 'live' database that they can all analyze. I will try it as a test scenario next quarter</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Case Study/Analysis Target for Success: 80% of students will receive a grade of 75pts/100pts. Related Documents: Critical Thinking Rubric</p> <hr/> <p>Assessment Method: See Critical Thinking Rubric for Final Paper Assignment</p> <p>Details: Final Paper assignment comparing biology and behavior of two primates with modern humans. See assignment and critical thinking rubric for Anth Papers. Assessment Method Type: Research Paper Target for Success: 70% Related Documents: Critical Thinking Rubric</p>	<p>themselves. I want to take a modified version of this assignment and incorporate in next quarter in the face to face. Small scale science projects could work. Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The show awareness of connections between human behavior and the environment. For example, questions and assignment on global warming and changes we see in living conditions of modern primates. Or ask parents what changes they have seen in their lifetimes. Assessment Method Type: Discussion/Participation Target for Success: 70%</p>	<p>12/12/2013 - For Connell Fall 2013 -- I need to expand the climate change module. It gets short shrift at the end of the quarter. It has more practical applications. I want to go with a green energy module, something about how technology and physiology are connected. I can use modules from other courses that I have taught at UCLA. There are many in class exercises on mate choice, rational behavior, etc, that are very psycho-biological - and this may be a new way to link experiences many students have in psychology classes -- unfortunately when we go this direction - we end up doubling up what the psych pros are doing because people in both fields do alot of the same undergrad exercises. I will likely expand the later analyses of the modern world in the Winter 2014 - I will cut out some of the</p>	<p>12/12/2013 - Perhaps use the 'Why Zebras have stripes' module that Dan Cearley uses - and incorporate it into every class of anth1 that we teach here. It would be valuable to have a more consistent across the department set of projects that students do.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>genetics at the front end.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: In class modules emphasizing modern species variation</p> <p>Resource Request: In class modules emphasizing modern species variation</p> <p>GE/IL-SLO Reflection: Emphasis on practical exercises using the scientific method should be expanded. Currently, the lab class (anth1) has more of this focus, but the anth1 class itself needs more required exercises conducted in each class.</p> <p>GE/IL-SLO Reflection: Emphasis on practical exercises using the scientific method should be expanded. Currently, the lab class (anth1) has more of this focus, but the anth1 class itself needs more required exercises conducted in each class.</p>	
<p>Department - Anthropology (ANTH) - ANTH 11B - ARCHAEOLOGY SURVEY - SLO 1 - Field survey - Students will practice and apply understandings of field survey in archaeology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 11B - ARCHAEOLOGY SURVEY - SLO 2 - analysis - Students will learn how to critically</p>	<p>Assessment Method: Paper assignment designed to critically assess techniques for interpreting the past</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
analyze and interpret archaeological data gathered from field survey. (Created By Department - Anthropology (ANTH)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	from the archaeological record. Field survey conducted by the student will be assessed. See assignment and critical thinking rubric for Anthropology Papers. Target for Success: 100%		
Department - Anthropology (ANTH) - ANTH 11B - ARCHAEOLOGY SURVEY - SLO 3 - problem solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Awareness of connections between the practice of field survey and professional applications of archaeology. Group discussions and presentations focusing on the application of modern laboratory techniques. Target for Success: 100%		
Department - Anthropology (ANTH) - ANTH 12 - APPLIED ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity in a practical and applied form. (Created By Department - Anthropology (ANTH)) Course-Level SLO Status: Active	Assessment Method: Cultural Journal. Students have to complete a series of journal entries and write-ups of field activities in which they demonstrate a grasp of cultural relativism and global diversity in an applied setting. Entries are evaluated with a rubric demonstrating extent of understanding and ability to apply the knowledge. Assessment Method Type: Essay/Journal Target for Success: Class average in the evaluation for journals will be at 85% or above.		
Department - Anthropology (ANTH) - ANTH 12 - APPLIED ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret anthropology data so that it can be used to apply to real-world issues. (Created By	Assessment Method: Final field and/or research paper assignment about an in-depth experience in applied anthropology. See Critical Thinking Rubric for Final Paper Assignment. Assessment Method Type:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Anthropology (ANTH)) Course-Level SLO Status: Active	Research Paper Target for Success: The average evaluation for the papers should be 85% or above. Related Documents: Critical Thinking Rubric		
Department - Anthropology (ANTH) - ANTH 12 - APPLIED ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Course-Level SLO Status: Active	Assessment Method: Community Development Proposal. Students have to complete a proposal to invest funds in a community project in which they must demonstrate an awareness of connections between the practice of anthropology and ethnography and its application to modern society, and formulate plans for application of anthropology to solve real-world problems. Assessment Method Type: Class/Lab Project Target for Success: The students will develop and reach consensus on a proposal that the professor considers sound, desirable, feasible, and ethical according to discipline standards and cultural appropriate.		
Department - Anthropology (ANTH) - ANTH 13 - INTRODUCTION TO FORENSIC ANTHROPOLOGY - 2. Data Analysis and Interpretation - Students will learn how to critically analyze and interpret forensic anthropological data. (Created By Department - Anthropology (ANTH)) Start Date: 01/05/2012 Course-Level SLO Status: Active	Assessment Method: Final Paper assignment conducting a critical analysis of forensic data. See assignment and critical thinking rubric for Anthropology Papers. Assessment Method Type: Essay/Journal Target for Success: 70% Related Documents: Critical Thinking Rubric	04/25/2014 - Seventy five percent of the class submitted final research papers, of these 85% scored above 75%. More importantly, those who attempted this project at all levels, showed marked ability in identifying a critical issue in the discipline and describe its significance using terminology and theory gained throughout the course. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: It would be beneficial if there were more reference texts for the course.	04/25/2014 - One area which could aid future students would be to create an online area where students can "publish" or present there final project work as a means to offer subsequent students examples for guidance. Many students who suffered during this project lacked focus and/or confidence. This also would stir a sense of pride in the writing process and allow for a secondary process of editing which many students have little experience or familiarity. In

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			addition, developing writing groups, peer review processes, and student writing peer "coaches" may also aid in improving our students ability to write, research, and express themselves.
Department - Anthropology (ANTH) - ANTH 13 - INTRODUCTION TO FORENSIC ANTHROPOLOGY - 3. Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Start Date: 01/05/2012 Course-Level SLO Status: Active	Assessment Method: Awareness of connections between the practice of anthropology and its application to solving modern world problems. Group discussions and presentations focusing on the application of modern laboratory techniques. Assessment Method Type: Discussion/Participation Target for Success: 70%		
Department - Anthropology (ANTH) - ANTH 13L - FORENSIC ANTHROPOLOGY LABORATORY - 3. Problem Solving - Students will apply anthropological principles in the laboratory for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Start Date: 01/05/2012 Course-Level SLO Status: Active	Assessment Method: Awareness of connections between the practice of anthropology and its application to solving modern world problems. Group discussions and presentations focusing on the application of modern laboratory techniques. Assessment Method Type: Discussion/Participation Target for Success: 70%	01/09/2015 - The target was met using the same methodology as the year prior. However, in future years I would like to set up a more intensive mock-site experience and have more forensic specialists come lecture on their experiences. Dr. Connell worked for 4 years as a forensic archaeologist for the US Military and I will bring him in to lecture in 2015. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Anthropology (ANTH) - ANTH 14 - INTRODUCTION TO LINGUISTIC ANTHROPOLOGY - 1. Linguistic relativism - 1. Students will practice and apply understandings of linguistic anthropology,	Assessment Method: Students learn that different languages accomplish the same objectives and fulfill the same functions in very different ways,	04/23/2014 - The assignment was to analyze a non-English language from a film or documentary, to pass the assignment, students were asked to adhere to the above principles in the above	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>especially as it applies to cultural relativism. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 12/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>this highlights that societies can develop more than one way to develop the same problem. This is accomplished through student projects and in-class analysis of data.</p> <p>Target for Success: Students who were able to effectively analyze a non-English language (language which they did not natively speak) and who were able to identify vocab items and describe the structure of the language, will receive full credit on the main assignment for the course. This demonstrates they understood this SLO</p>	<p>"Target of Success" Of the 27 students in the class, 88% of students succeeded in passing the assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 15 - MEDICAL ANTHROPOLOGY: METHODS & PRACTICE - SLO 1 - Evolutionary Perspective - Students will practice and apply understandings of an evolutionary perspective to changing relationships between human societies, ecologies and illness. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Questions related to this SLO are asked on the first day of class, again on an in-class mid-term and again on a take-home final.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: All students completing the course will show improve their answers between the pre-test and the in-class midterm, and be able to successfully answer and articulate the complexities of their answer on their take-home final.</p> <p>Assessment Method: Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing the course will meet the minimal grading rubric for successful research papers.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 15 - MEDICAL ANTHROPOLOGY: METHODS & PRACTICE - SLO 2 - Analysis and Interpretation of Methods and Practice - Students will critically analyze and interpret methods and practice of medical anthropology. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Questions related to this SLO are asked on the first day of class, again on an in-class mid-term and again on a take-home final.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: All students completing the course will show improve their answers between the pre-test and the in-class midterm, and be able to successfully answer and articulate the complexities of their answer on their take-home final.</p> <p>Assessment Method: Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing the course will meet the minimal grading rubric for successful research papers.</p> <p>Assessment Method: Students will conduct a research project in which learn how to conduct an open ended interview and how to conduct participant observation. Once they have decided on a topic, they find a key informant to interview and then an event or situation to observe. They analyze their notes and write a report on their findings, integrating their course readings and additional secondary research into their analysis.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will receive a 70 (C) or</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>higher on the research project components.</p> <p>Assessment Method: Weekly discussion prompts related to the assigned readings are posted and students must respond to at least one prompt. The prompt address the course content related to this SLO as well as the other SLOs.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% participation and discussions are meaningful and provide depth of insight, interaction among students and professor, and the elicitation of additional questions and threads for discussion.</p>	<p>04/23/2014 - I also assigned a series of reaction papers related to readings and in-class videos. The students eagerly embraced the assignments and produced insightful analyses. The reaction papers also fueled class discussions. This tends to be a small class that morphs into a seminar-type class that is very receptive to a Socratic style of teaching.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 15 - MEDICAL ANTHROPOLOGY: METHODS & PRACTICE - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Questions related to this SLO are asked on the first day of class, again on an in-class mid-term and again on a take-home final.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: All students completing the course will improve their answers between the pre-test and the in-class midterm, and be able to successfully answer and articulate the complexities of their answer on their take-home final.</p> <p>Assessment Method: Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing the course will meet the minimal grading rubric for successful research papers.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - 1. Evolution - Students will practice and apply understandings of evolution. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Correctly answer essay questions on the Final Exam.</p> <p>Details: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 70%</p>	<p>04/23/2014 - Because this is an honors class, the students wrote a series of reaction papers, including a population genetics problem set. Students were very responsive and their reaction papers generated good class discussions. I would not only continue, but expand the use of reaction papers.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - 1. Evolution - Students will practice and apply understandings of evolution in a laboratory setting. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on quizzes and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p>		
<p>Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Class lab projects are completed successfully.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75-80% of students successfully complete the course</p>	<p>04/23/2014 - A new lab manual was introduced to the class in Fall 2013, and used again in Winter 2014. Throughout Winter 2014, students demonstrated a clear understanding of their expectations for lab at the beginning of class. During and at the conclusion of each lab day, the instructor monitored and reviewed the labs for student understanding. Students continued to demonstrate a passing understanding practical knowledge of physical anthropological methods and data collection, and comparable to the previous Fall 2013 quarter, 95% of students successfully completed the course.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met Year This Assessment Occurred: 2013-2014</p> <p>01/14/2014 - A new lab manual was introduced to the class. Throughout the quarter, students demonstrated a clearer understanding of their expectations for lab at the beginning of class. This lead to less questions about lab structure, and more focus on the labs themselves, than in the previous quarter. During and at the conclusion of each lab day, the instructor monitored and reviewed the labs for student understanding. Students demonstrated a more advanced practical knowledge of physical anthropological methods and data collection than in the previous quarter. 95% of students successfully completed the course.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))	<p>Assessment Method: Awareness of connections between physical anthropology methods and forensic casework. Examples include blood typing, hair analysis and osteological data.</p> <p>Target for Success: 100%</p>		
Course-Level SLO Status: Active			
Department - Anthropology (ANTH) - ANTH 1LH - HONORS PHYSICAL ANTHROPOLOGY LABORATORY - 1. Evolution - Students will practice and apply understandings of evolution in a laboratory setting. (Created By Department - Anthropology (ANTH)) Start Date:	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on quizzes and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p>	04/23/2014 - Final exams have been eliminated for this class. Instead, evaluations are based on completion of individual lab exercises. This class was taught simultaneously with a regular (ANTH 1L) group of students. Honors students were required to produce expanded analysis of particular research topics (e.g., diet breadth analysis; human-environmental interactions	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/01/2012 Course-Level SLO Status: Active	Target for Success: 70%	affecting climate change). Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Anthropology (ANTH) - ANTH 20 - NATIVE PEOPLES OF CALIFORNIA - Cultural Relativism - Students will practice and apply understandings of native people of California. (Created By Department - Anthropology (ANTH)) Start Date: 11/01/2011 Course-Level SLO Status: Active	Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter. Target for Success: 100%	04/25/2014 - Students must complete three reaction papers based on readings from topical issues in their texts as well as from classroom lectures. These papers allow for a dialogue to develop where students can express their comprehension of the course subject and goals. In addition, a final exam and extra credit opportunities allow students great flexibility in achieving a satisfactory grade, which- in turn, serves as a measure of individual success. Approximately 80% of enrolled students achieve a B+ grade or higher. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: This course meets the "Four-C's" by emphasizing: Communication through calssroom discussion, Computation by reviewing social dynamics among complex tribal polities and optimal strategies, Creative/Analytical Thinking through the submittal of three reaction papers, and Community Global Conciousness by learning of the relationships between Native Californian indigenous experiences in the historic context of California's State and Federal policies regarding Native Americans.	
Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR	Assessment Method: Specific questions from Final Exam are	01/02/2015 - Students met the required expectations for this assessment.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PREDECESSORS - Cultural Relativism - Students will practice and apply understandings of prehistory in Mexico and Mesoamerica. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p>	<p>answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</p>	<p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR PREDECESSORS - Data Analysis and Interpretation - Students will learn how to critically analyze and interpret anthropological data pertaining to the prehistory of Mexico and Mesoamerica. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Several critical thinking based paper assignments covering Aztec and Maya heritage and its relationship to the present. See Critical Thinking Rubric for Final Paper Assignment.</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p>	<p>01/02/2015 - More scaffolding of assignments based on critical thinking were employed. Three assignments were done, listed here. The students successfully completed all of these assignments.</p> <p>Project #1 (30 points) – National Geographic Comparison Assignment.</p> <p>Project #2 (50 points) – Comparison of Ancient Artifact Image with an image from Modern Culture</p> <p>Project #3 (70 points) – An interactive, independent project on a topic of interest to the student</p> <p>scholar. These can be presented in class to the group and are designed to explore some aspect that the student about which the student has an abiding interest. For example, Maya fashion or Aztec dance, literally anything that you are interested in that can expand our knowledge of the region both past and present. As anthropological researchers in training, we need to be able to think outside the box and begin to interpret the world around us.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR PREDECESSORS - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Start Date: 11/01/2011 Course-Level SLO Status: Active	Assessment Method: Awareness of connections between the practice of anthropology and archaeology and its relevance to modern society. Professor assesses the ability of students to formulate understandings of an ancient past and its ties to modern society as a way to solve current problems. Target for Success: 100%		
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity. (Created By Department - Anthropology (ANTH)) End Date: 09/08/2013 Course-Level SLO Status: Inactive	Assessment Method: There are numerous, specific questions to demonstrate understanding of concepts and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams. Assessment Method Type: Exam - Course Test/Quiz Target for Success: The average score on mid-term and the final should be 80% or above.		
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will recognize, know how to analyze, and be able to interpret ethnographic data. (Created By Department - Anthropology (ANTH))	Assessment Method: Cultural Sketch Presentation. Students in small groups have to research a small-scale cultural group by accessing appropriate ethnographic sources directed by the professor, then present findings to the class.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 09/08/2013 Course-Level SLO Status: Inactive	Assessment Method Type: Presentation/Performance Target for Success: The class average for the Culture Sketch presentations should be at 85% or above. Related Documents: Culture Sketch Group Presentation Assignment.pdf		
	Assessment Method: Students complete weekly writing (similar to journaling) in the form of "article reflections." These reflections are based on question prompts that ask students to critically analyze ethnographic case studies and then apply the concepts to issues and aspects of their own lives and/or current issues. Students are awarded points based on their ability to apply the anthropological principles being learned to solving human problems they see around them. Assessment Method Type: Essay/Journal Target for Success: Students who successfully complete the course (grade C or above) will have completed a minimum of 75% of these writings, and the overall average grade on each weekly assignment will be a minimum of 80%.		
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) End Date: 09/08/2013 Course-Level SLO Status:	Assessment Method: Field Research Project. Students design and complete a field research project assessing a social issue affecting their community (home, work, school, etc.) utilizing anthropological methods and principles. Assessment Method Type: Research Paper Target for Success: 100% of the students completing the course		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Inactive	<p>will score an 85% or higher on their field research paper.</p> <p>Related Documents: Field Research Project Handout.pdf</p> <p>Assessment Method: Students complete weekly writing (similar to journaling) in the form of "article reflections." These reflections are based on question prompts that ask students to critically analyze ethnographic case studies and then apply the concepts to issues and aspects of their own lives and/or current issues. Students are awarded points based on their ability to apply the anthropological principles being learned to solving human problems they see around them.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who successfully complete the course (grade C or above) will have completed a minimum of 75% of these writings, and the overall average grade on each weekly assignment will be a minimum of 80%.</p>		
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 – Tools for Understanding and Appreciating Diversity of Human Behavior - Students will have tools to better understand and appreciate the diversity of human behavior in small-scale and more complex societies, including their own, through an ability to recognize and articulate the characteristics and elements of culture, and the ways in which anthropologists study and explain the diversity of human behavior around the world. (Created By Department - Anthropology (ANTH))	<p>Assessment Method: Students are administered an SLO Self-Assessment survey at the end of the course. They indicate how strongly they agree or disagree with the statement that they "now have tools...(the SLO wording)." The answers range from -3 (strongly disagree) to 3 (strongly agree).</p> <p>Assessment Method Type: Survey</p> <p>Target for Success: The overall course average should be above 1.5 (1 = slightly agree, 2= agree).</p>	<p>04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.6 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: The SLO is directly related, so by meeting the specific course SLO, the GE/IL-SLO is</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter Start Date: 09/08/2013 Course-Level SLO Status: Active		also met. GE/IL-SLO Reflection: The SLO is directly related, so by meeting the specific course SLO, the GE/IL-SLO is also met. Related Documents: Anth 2A Self SLO Assessment.docx	
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 2 – Exposure to Different Cultures and Ways of Being - Students will expand their awareness of the peoples of the world, and the different ways of living and being in the world, through an exposure to a variety of ethnographic studies and cross-cultural explorations. (Created By Department - Anthropology (ANTH)) Assessment Cycles: End of Quarter Start Date: 09/08/2013 Course-Level SLO Status: Active	Assessment Method: Students are administered an SLO Self-Assessment survey at the end of the course. They indicate how strongly they agree or disagree with the statement that they "now have tools...(the SLO wording)." The answers range from -3 (strongly disagree) to 3 (strongly agree). Assessment Method Type: Survey Target for Success: The overall course average should be above 1.5 (1 = slightly agree, 2= agree).	04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.7 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Again, directly related.	
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 3 – Skills for Solving Conflicts and Social Issues - Students will have a new set of skills to better understand and address conflicts and social issues by learning to apply anthropological methods and principles, particularly holism, recognizing ethnocentric biases, and practicing cultural relativism, to solve human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Start Date: 09/08/2013 Course-Level SLO Status:	Assessment Method: Students are administered an SLO Self-Assessment survey at the end of the course. They indicate how strongly they agree or disagree with the statement that they "now have tools...(the SLO wording)." The answers range from -3 (strongly disagree) to 3 (strongly agree). Assessment Method Type: Survey Target for Success: The overall course average should be above 1.5 (1 = slightly agree, 2= agree).	04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.5 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO, although the average was slightly lower for this SLO, and some students indicated they still struggled with the application. This SLO is reinforced in other ANTH courses (2B and 12 specifically). Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		2013-2014 GE/IL-SLO Reflection: SLO is directly related.	
Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity to investigations of current society. (Created By Department - Anthropology (ANTH)) Course-Level SLO Status: Active	Assessment Method: Correctly answer essay questions on the Final Exam. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter. Assessment Method Type: Exam - Standardized Target for Success: 100%		
	Assessment Method: Similar questions assessing student's ability to demonstrate knowledge of cultural relativism and apply this knowledge using case studies from articles on diverse societies throughout the modern world are asked on both the midterm and the final exam. There should be competence at the time of the midterm and further improvement by the time of the final. Assessment Method Type: Exam - Course Test/Quiz Target for Success: The class as a whole should score at least 80% on the midterm, and 85% on the final exam.	06/24/2014 - Students scored an average of 82% on the midterm and 89% on the final exam. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data acquired as part of in-depth field research. (Created By Department - Anthropology (ANTH)) Course-Level SLO Status:	Assessment Method: Final paper assignment is an in-depth ethnography of current culture in the region. Assessment Method Type: Essay/Journal Target for Success: An average of 85 out of 100 points on the ethnography.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Related Documents: Critical Thinking Rubric		
Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Course-Level SLO Status: Active	Assessment Method: Students will answer correctly questions related to application of theory to real-world situations. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students will answer an average of 85% of the exam questions correctly.		
Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 1 - Patterns in the Development of Civilizations - Students will demonstrate a spatial and temporal understanding of the archaeological evidence and the factors that have shaped and continue to shape human history beginning with the dawn of humanity to the decline of some of the earliest civilizations. (Created By Department - Anthropology (ANTH)) Assessment Cycles: End of Quarter Start Date: 01/06/2013 End Date: 04/11/2013 Course-Level SLO Status: Active	Assessment Method: Correctly answer essay questions on the Final Exam Details: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 100% Assessment Method: Formative: Students take module pretests to gather information on what they already know, so they can better focus while they read the course materials. Next, students complete module reading guides to help them recall and organize the main points of the course readings within an appropriate knowledge structure, making retention more likely and aiding understanding. And finally, students discuss and clarify for their peers the muddiest points or the most confusing topics within a module. Students are teaching students about the topics, so this	01/02/2015 - The pattern from previous years held true, as the midterm test grades are better than the final exam. The final exam is cumulative and has more details about the rise of social complexity and the collapse of civilizations in an archaeological context, so this may have an impact on the grades. Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>involves higher order thinking. Movie guides are also used to help students focus on and make sense of the most important points of course videos.</p> <p>Summative: The mid-term and final exam multiple choice questions focus on description, recall, identification, and application of the course material. The mid-term and final exam essay questions ask students to apply their knowledge of the archaeological evidence to address questions about the social, technological, ideological, and political factors contributing to formation of patterns in prehistory associated with human migrations, origins of agriculture, order and early societies, and the rise and fall of empires across the globe.</p> <p>Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students earn a 75% or higher grade on their mid-term and final exams.</p>		
<p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 2 - Data Analysis and Interpretation - Students will critically analyze the archaeological evidence used to interpret patterns in prehistory associated with human migrations, origins of agriculture, order in early societies, and the rise and fall of empires across the globe. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/06/2013</p> <p>End Date:</p>	<p>Assessment Method: Final Paper assignment designed to critically assess model for social development using archaeological record. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p>	<p>01/02/2015 - The final paper this year was augmented with more intense library training. This was a successful tool for helping the students understand the significance of peer-reviewed publications. By broadening the assignment to include any comparative culture area students are allowed to explore areas of interest to themselves. 75% of the papers were in the A range, while the rest were passing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
	<p>Assessment Method: Formative: Students complete four "Patterns</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>04/11/2013</p> <p>Course-Level SLO Status: Active</p>	<p>in Prehistory Case Studies" to practice how to critically examine the archaeological data.</p> <p>Summative: Students write responses to essay questions addressing these complex issues in their mid-term and final exams. The mid-term and final exam essay questions ask students to apply their knowledge of the archaeological evidence to address questions about the social, technological, ideological, and political factors contributing to formation of patterns in prehistory associated with human migrations, origins of agriculture, order and early societies, and the rise and fall of empires across the globe.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students complete at least three case studies with an average score of 80% for all case studies attempted. 80% of the students averaged 4 out of 6 essay questions. 80% of the students have an average essay score of 80% or higher.</p>		
<p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 3 - Problem Solving and Applying Archaeology - Students will apply their knowledge about the goals of archaeology, what archaeologists do, and how they do it. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/06/2013</p>	<p>Assessment Method: Student awareness of connections between human behavior and the growth and collapse of civilizations.</p> <p>Details: Questions and assignment designed to promote awareness of connections between today and the past. Includes visits to museum, understanding of who owns the past, addressing public good, and addressing the collapse of societies.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>01/02/2015 - The 'Who Owns the Past' assignment and in-class trial was successfully done on Week 4 rather than at the end of the year. Importantly this gave the students an increased awareness about how museums frame the presentation of the past, and what other cultural groups feel about who owns the past. Students were asked to be lawyers for stakeholders involved with the Kennewick Man find. Essay question on the impacts of science on present day communities was correctly answered by every student.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>End Date: 04/11/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 100%</p> <p>Assessment Method: Formative: Students submit and engage in scaffolded inquiry activities that result in the creation of a "draft" for each section of the Research Proposal from topic selection to style guide adherence. The final proposal grading rubric is broken down by section (introduction, background research, methods, etc.). I use the appropriate grading rubric section to assess and provide constructive feedback on each student submission.</p> <p>Summative: Students write a research proposal focusing on an archaeological research question of their choice. Final proposal is graded using a grading rubric that aligns with the learning objective.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students complete at least five of the scaffolding activities 80% of students earn a grade of 80% or higher on their final paper</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 1 - Indigenous Group Culture - Students will practice and apply understandings of North American indigenous groups' persistent lifestyles, cultural continuities and changes, and current impacts upon national economics,</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>04/25/2014 - Course is achieving the 4-C's as prescribed. Approximately 85% of students achieve B+ or better grade.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>history, popular culture, and political systems. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 100%</p>	<p>10/07/2013 - This course has proven to be satisfying for both the students and instructor. The review of the great diversity of cultural attributes encompassed by this subject engenders serious student participation and thought. Student reviews confirm that the concepts expressed in SLO 1 is being met.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret historical data about Native Americans. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final Paper assignment designed to critically assess model for social development using archaeological record. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p>	<p>10/07/2013 - Students must submit a reaction paper detailing an analysis of any aspect of Native American culture. The paper must be five pages, using APA format and constitutes a quarter of the overall grade points available in the course. Research for the paper involves critically evaluating and contrasting the anthropological literature against Native American testimonies and histories.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Awareness of connections between modern Native American identities and ancient history in Northern California. Visit to museum that emphasizes Native American history from the perspective of Native Americans.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70%</p>	<p>10/07/2013 - Native American people come to class to do presentations and interact with the students. Also, the professor is a professional archaeologist with the State of California, and offers field opportunities for students. The course includes field trips to significant Native American cultural places, and many artifacts are brought in to the classroom to provide first hand experience with ancient, traditional Native American material cultural attributes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 1 - Natural and Supernatural Worlds - Students will practice and apply understandings of the ways in which people have attempted to gain mastery over the natural and supernatural worlds. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of concepts and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The average score on mid-term and the final should be 80% or above.</p>		
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 1 Key Anthropological Concepts - Students will recognize and articulate key terminology, theoretical orientations, guiding principles and methods of anthropology in understanding human behavior in small-scale and more complex societies. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/24/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of key anthropological concepts, theories, guiding principles, cross-cultural ethnographic data comparison, and anthropological approaches to religion, and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The average score on mid-term and the final should be 80% or above.</p>	<p>04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the average grade for the final was 86%. The shows that targets were met, and the SLO's were reinforced even more by the final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This outcome definitely reinforces related GE/IL-SLOs.</p>	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 2 Anthropological Approach to Religion - Students will recognize, articulate and apply</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of key anthropological concepts, theories, guiding</p>	<p>04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>an anthropological approach to the study of religion in a socio-cultural context, including understanding the role of culture in shaping the ways humans know about and perceive their world. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/24/2012</p> <p>Course-Level SLO Status: Active</p>	<p>principles, cross-cultural ethnographic data comparison, and anthropological approaches to religion, and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The average score on mid-term and the final should be 80% or above.</p>	<p>average grade for the final was 86%. The shows that targets were met, and the SLO's were reinforced even more by the final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This outcome definitely reinforces related GE/IL-SLOs.</p>	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 3</p> <p>Cross-cultural comparison of elements of religion - Students will be able to compare and contrast elements of religion such as symbolism, mythology, ritual, magic, divination, religious specialists, shamanism, traditional healing practices, witchcraft, supernatural entities, and religious revitalization movements, as well as expressions of these religious elements found in small-scale and complex societies from the past and present around the world. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/24/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of key anthropological concepts, theories, guiding principles, cross-cultural ethnographic data comparison, and anthropological approaches to religion, and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The average score on mid-term and the final should be 80% or above.</p>	<p>04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the average grade for the final was 86%. The shows that targets were met, and the SLO's were reinforced even more by the final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This outcome definitely reinforces related GE/IL-SLOs.</p>	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 4</p> <p>Application and Problem Solving - Students will be able to apply anthropological principles for solving human problems on the</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of key anthropological concepts, theories, guiding principles, cross-cultural ethnographic data</p>	<p>04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the average grade for the final was 86%. The shows that targets were met, and the SLO's were</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>local, regional and world scales, particularly through an understanding and awareness of holism, ethnocentric biases, anthropological methods and the value of practicing cultural relativism. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/24/2012</p> <p>Course-Level SLO Status: Active</p>	<p>comparison, and anthropological approaches to religion, and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The average score on mid-term and the final should be 80% or above.</p>	<p>reinforced even more by the final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This outcome definitely reinforces related GE/IL-SLOs.</p>	
<p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 1 - Cultural Diversity of Africa - Students will practice and apply understandings of historical and contemporary cultural diversity of Africa emphasizing its social, political and economic organizational structures. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Specific questions are asked on periodic quizzes.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>01/04/2015 - Students read an array of sources primarily from African anthropologists and researchers and conduct their own secondary research to respond to discussion prompts and to answer essay questions. These assessments are successful in requiring students to integrate data, demonstrate their factual knowledge, and demonstrate their ability to analyze complex data and express their findings in writing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data on the African Diaspora. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students complete weekly essays</p> <p>Assessment Method Type: Essay/Journal</p>	<p>01/04/2015 - Students must use both course materials and their own secondary research in answering essay questions and discussion prompts. They must critically analyze diverse data sets, critically evaluate the quality and validity of data, and express their analyses in writing. They must also respond to classmates' discussions. These were successful in strengthening students' analytical skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
<p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students complete a research paper</p> <p>Assessment Method Type: Research Paper</p>	<p>01/04/2015 - Assignments, discussions, and the research paper all provide students with the opportunity to address critical problems in Africa. This has been successful in testing students ability to define and describe significant problems and to develop possible solutions. Additionally, students are required to review news on Africa and discuss the news stories prompting them to pay attention to and analyze current events using their new anthropological knowledge and skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 1 - Archaeological Method and Theory - Students will practice and apply understandings of archaeological method and theory. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>01/02/2015 - This method of assessment does reliably gauge whether a student understands the concepts taught in class</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret archaeological data gathered from fieldwork. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Paper assignment designed to critically assess techniques for interpreting the past from the archaeological record. If possible, students use a field experience conducted on an actual archaeological site. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>01/02/2015 - Students submitted final journal and notes from archaeology field experience at Portola Redwoods State Park in the Santa Cruz Mountains. Every students submitted journals which meets the requirements.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: 70% Related Documents: Critical Thinking Rubric		
Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 3 - Problem Solving - Students will apply archaeological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Course-Level SLO Status: Active	Assessment Method: Awareness of connections between archaeology and the construction of identity of modern groups through the reconstruction of their past. Group discussions and presentations focusing on the question of who owns the past in modern society with a comparison of perspectives of museum curators, archaeologists, and cultural descendants. Assessment Method Type: Discussion/Participation Target for Success: 70%	01/02/2015 - A class discussion about stakeholders at archaeological sites takes place in conjunction with assignment from a workbook. The importance of different perspectives to the past is an important theme from the class. The assignment meets the requirements. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Anthropology (ANTH) - ANTH 8L - ARCHAEOLOGY LABORATORY - SLO 1 - application - Students will practice and apply understandings of archaeological laboratory methods and techniques of archaeology, including cataloging, care and analysis of artifacts, bone recognition, and archaeological excavation. (Created By Department - Anthropology (ANTH)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter. Assessment Method Type: Exam - Standardized Target for Success: 70%	01/02/2015 - Although I did not do formal exams, I should do it the next time. Grades are met based on attendance alone but then there is less desire to learn the details if only attendance is required. I have mixed feelings about an exam, perhaps end of class quizzes are the answer. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Anthropology (ANTH) - ANTH 8L - ARCHAEOLOGY LABORATORY - SLO 2 - analysis - Students will learn how to critically analyze and interpret laboratory data gathered from archaeological fieldwork.	Assessment Method: Assignment designed to critically assess laboratory techniques for interpreting the past from the archaeological record. If possible, students use a laboratory data	01/02/2015 - Students worked with a database from an ongoing archaeological excavation in the Santa Cruz Mountains. They critically analyzed these data and worked with the database extensively. This meets the requirements of the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>gathered from an actual archaeological site. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p> <p>Related Documents: Critical Thinking Rubric</p>	<p>SLO, however the lab facility is in serious need of an upgrade. The class could attract more students with a more structured understanding of each of the artifact classes and methods for analysis that further purchase of lab materials could enhance.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Laboratory materials needed to improve the lab class. Resource list available upon request</p>	
<p>Department - Anthropology (ANTH) - ANTH 8L - ARCHAEOLOGY LABORATORY - SLO 3 - problem solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Awareness of connections between the practice of archaeology in the laboratory and professional applications of archaeology. Group discussions and presentations focusing on the application of modern laboratory techniques.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70%</p>	<p>01/02/2015 - Students conducted research on a current site in which professional archaeologists are working. They learned the value of lab analysis with hands-on active learning. Groups of students conducted research. The requirements were met.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: More lab equipment to conduct more detailed analysis would be excellent. Our facilities are not able to help with some of the research.</p>	

Unit Assessment Report - Four Column

Foothill College

Program (BSS-ANTH) - Anthropology AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-ANTH) - Anthropology AA - 1 - Graduates will be able identify cross-cultural realities both past and present. Year PL-SLO implemented: End of Quarter SLO Status: Active	Assessment Method: Students taking courses in the Cultural Anthropology Concentration should have successfully completed a full-length cross-cultural case study. Assessment Method Type: Case Study/Analysis Target: Students who have taken more Anth courses will demonstrate this more effectively than students who have taken fewer.	12/26/2014 - All of the Anth courses required to complete an Anth degree beyond the introductory ones include an in-depth, cross-cultural case study. So, if a student is successfully completing these courses to get a degree, they will have completed a number of these studies. We struggle with finding any more reliable mechanism to assess these outcomes without having a good mechanism even for identifying Anth majors. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: This PLO supports a number of the GE/IL-SLO outcomes as well. GE/IL-SLO Reflection: This PLO supports a number of the GE/IL-SLO outcomes as well. GE/IL-SLO Reflection: This PLO supports a number of the GE/IL-SLO outcomes as well.	01/02/2015 - Consider proposing that the anthro staff member be also in charge of student outreach to more adequately assess this PLO.
	Assessment Method: Focus Groups of student completing Spring quarter Assessment Method Type: Interviews/Focus Groups		
Program (BSS-ANTH) - Anthropology AA - 2 - Graduates will be able to critically analyze and interpret anthropological data. Year PL-SLO implemented: End of Quarter SLO Status: Active	Assessment Method: Students will have successfully completed a critical analysis of anthropological data in a group research or laboratory setting. For example write up a description of an excavation and analyze the data. Assessment Method Type:		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Class/Lab Project</p> <p>Target:</p> <p>Students who have taken 3 ANTH courses will demonstrate the ability to critically analyze data.</p> <p>Assessment Method:</p> <p>Focus Groups of student completing Spring quarter</p> <p>Assessment Method Type:</p> <p>Discussion/Participation</p>		
<p>Program (BSS-ANTH) - Anthropology AA - 3 - Graduates will apply anthropological principles for solving human problems on the local, regional and world scales in a community service role.</p> <p>Year PL-SLO implemented:</p> <p>End of Quarter</p> <p>SLO Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Students will have shown an ability to assess and solve human problems on local, regional and world scales via class presentations or final papers. (For example, applied Anthropology, field school school or internships)</p> <p>Assessment Method Type:</p> <p>Discussion/Participation</p> <p>Target:</p> <p>A graduate who participates in a community service role will understand the impact of using anthropological principles in solving human problems.</p>	<p>01/02/2015 - Students enrolled in many of our classes are directly involved with solving problems using anthropology. 30 students enrolled in the summer anthropology program in Ecuador in which they conducted a service learning project and took part in a research program of Inca archaeology. Another 15 enrolled in the Archaeology survey class, taking part in active research with Stanford and Foothill professors. Another 35 took part in excavations in the Santa Cruz Mountains at Portola Redwood state park. These are all 'community service', meaning that they are active programs out in the community where the department and its students are doing real research. It is vitally important to further increase these programs.</p> <p>35 enrolled in the Archaeology introductory class, an</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2013-2014</p> <p>Resource Request:</p> <p>Find resources to increase ability to conducted applied programs in the field. A staff member would be extremely helpful in coordinating these endeavors in the anthropology lab.</p>	<p>01/02/2015 - Increase course offerings that are service-oriented. Add more sections of classes that do this, and create more opportunities within our other classes. Hire a new staff member to coordinate active learning in the field and coordinate this via the Center for Applied Anthropology. This would immediately raise the success of our students.</p> <hr/>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Focus Groups of student completing Spring quarter		