

# ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:**

**Division Name:**

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

Name	Department	Position
Samuel Connell	Anthropology	Instructor
Kathryn Maurer	Anthropology	Instructor

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Anthropology Program remained fairly steady overall in 2014-2015. We served 2,230 students in 2014-2015 (unduplicated headcount), which represents 7% of all Foothill College students, and 16% of BSS Division students. Although enrollment was down in 2014-2015 from the year before (-6.2%) and we offered seven fewer sections from the year before, productivity remained flat (463 compared to 466), as productivity was emphasized over WSCH, resulting in the cancellation of some lower-enrolled sections at the last minute. Had these sections not been cancelled, enrollment would have been higher but it is not clear what effect that would have had on productivity.

Despite these cancellations, we nevertheless offered 90 sections of 22 distinct courses in 2014-2015, one of the programs with the most diverse set of course offerings in the division. The Anthropology faculty are proud of this course diversity, standing out among community colleges for offering a full “4-field” approach to Anthropology (Biological, Cultural, Archaeology and Linguistics) although we also recognize that this breadth of offerings can create a challenge – at times for enrollment and productivity in individual sections, as well as an increased demand on the two full-time faculty in terms of attention to curriculum, a demand to teach courses far outside of our area of specialization and training, and an increased complexity when it comes to scheduling. These challenges, combined with the fact that our FTEF still remains quite high at 8.3, and our full-time load is one of the lowest in the division at only 24%, create a strong argument for adding one more full-time position to the Department, which would help increase the percentage of full-time load, as well as further strengthen the four-field specializations of

the faculty and the success of the program and courses. If resources can support a third full-time position in the Anthropology Department, we would search for an Anthropologist with experience in Physical/Biological Anthropology to complement the current specializations in Archaeology and Cultural Anthropology among the other two full-time faculty in the Department.

In terms of data related to student success, the Anthropology Program continues to boast one of the highest success rates of the BSS Division in both indicators for all students (at 77% up from 75% in 2012-2013) and targeted students under the College's Equity plan (at 67% up from 62% in 2012-2013). In a prior program review, the Anth faculty had discussed the challenges of focusing on student success in certain Anth courses, such as Anth 2A Cultural Anthropology and Anth 5 Magic, Science & Religion, that benefit from high-impact learning strategies such as weekly writing assignments and group projects, if enrollment is higher than 30-35 students in each section of this course. Interestingly, the data this year supports this argument as it clearly shows that student success was up significantly in both of these courses, while enrollment had fallen. It may be appropriate to at least have a discussion about reducing the seat counts in a few of these writing-intensive courses, if feasible. Finally, the online faculty in the Department have been making great progress in increasing student success of all students and targeted students in our online sections, up to 73% in 2014-2015 from 68% in 2012-2013 for all students, and up to 57% in 2014-2015 from 50% in 2012-2013 among the targeted groups.

Other program highlights we would like to share from 2014-2015 include the following:

- We are very proud of the new Ireland Summer Program taking place in Co. Roscommon in west-central Ireland, Castles in Communities: Medieval Ireland Past to Present. Both full-time faculty, Sam Connell and Kathryn Maurer, along with adjunct Ana Gonzalez conducted research on medieval Irish castles and studied the implications of cultural heritage on the community as well. Over 40 students partook in the program last summer, and applications are already coming in for 2016.
- We are also proud of the significant work of our adjuncts in the 2014-15 year. Kathy Schaefer has been working as the adjunct faculty representative on the Senate and with FA. In addition, she has served as the SLO-Coordinator for several years. Dan Cearley has continued his work in the Center for Applied Anthropology, finishing up the mapping and documenting of a pauper's cemetery with our students at the Valley Medical Center. In addition, he has been instrumental in getting our Bay Area Cultural Landscape Research Group off the ground with Mark Hylkema who is another active adjunct. The BACLRG is an important collaborative team of professionals throughout the region interested in working in the Santa Cruz Mountains. Our main collaborator has been Mike Wilcox who is a Stanford Anthropology professor.
- We now offer two honors courses: Anth1H Honors Introduction to Physical Anthropology and Anth1HL Honors Physical Anthropology Laboratory, taught by adjunct professor John Wolf, and demand by honors students suggests it should be offered twice a year. In addition, a new course, Anth 2AH, Honors Cultural Anthropology has received State and as soon as it receives IGETC approval for articulation to the UCs, we will begin offering this course (expected to be offered Fall 2016).
- Anth 14 Linguistic Anthropology and Anth 8 Introduction to Archaeology are now both being offered twice a year to meet the demand of our AD-T degree needs.
- We received College and State approval to offer a series of 1-unit applied methods courses

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(Anth 55, Anth 56 and Anth 57), to provide students practical hands-on experience, and started offering these courses in Fall 2015.

- Our lab space was re-organized and new artifact and fossil storage cabinets were purchased and installed. The lab space looks much more professional with the new storage space.
- A new Osteology club organized and run by the students was created and proved to be very successful helping a strong cohort of majors stay in contact.
- Connell received the 2015 Outstanding Faculty Award in June.
- Department members attended several conferences and made presentations under the name of Foothill College.
- Maurer has begun teaching Anth 1 Physical Anthropology.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

We currently do not have any major areas of program improvement, although we are continuously looking for ways to develop and strengthen our individual courses and our program in general, and find more consistent and reliable ways to define and measure course and program success. In 2015-2016, we are focused on continuing to maintain our strong numbers in terms of enrollment and student success, solidify our Ireland Summer Program, and continue to offer quality learning experiences, including applied training to our students. In terms of specific improvement initiatives, we would highlight the following:

- We have re-written our Program Learning Outcomes to make them more specific and measureable, and we are continuing to explore better ways to measure these. We are challenged by the fact that none of our courses have pre-requisites, and we have very few students applying for terminal degrees (AA or AD-T), which makes it challenging to define and measure "Program"-level outcomes. We are intending to seek additional guidance from the new College-wide SLO Committee.
- We continue to focus efforts on finding optimum scheduling for our classes to address enrollment challenges in some of our courses. We have started offering Friday lab classes (Anth 1L Physical Anthropology Laboratory), which appears to be successful so far at boosting enrollment in those classes. We have also started offering an Anth 2A Cultural Anthropology hybrid class, which meets face-to-face one afternoon a week, which also appears to be attractive to many students. We will continue to look for ways to better meet student demand with our course offerings.
- As mentioned in last year's program review, we continue to be concerned with the low number of students applying for Anthropology degrees (AA or AD-T). Given the number of students we have taking Anth classes, and the high number of students that take 3 or more Anth classes (based on a special data request completed last year), we would expect a greater number of students to be interested in completing our degrees. We will be working with the Marketing Department in early 2016 to create a program brochure. In addition, we are requesting an in-service presentation and discussion with the Counseling Department in early 2016. We have drafted an Anthropology Educational Plan, which highlights a suggested order of courses to degree completion, which we hope will clarify paths and requirements for students and counselors.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We use both the Program Review Data as well as TracDat Data to measure student success at a course level. We have been consistently meeting our targets in all areas related to student success, and have been seeing improvement in overall success rates for a number of years now on the program review data sheet. We are likely reaching a threshold where further significant improvement may not be achievable in terms of overall success rates. As mentioned above, however, we are continuing to do work, to redefine our PLO's and SLO's. We recently drafted an entire new set of PLO's and we have work plan to draft new SLO's and means of assessment in the courses that are taught by multiple faculty members, including many adjunct instructors. We recently completed these in our most popular course, Anth 1 Physical Anthropology, and are now tasked with finding ways to encourage greater participation in outcomes assessment by all faculty each quarter. Again, we are looking forward to additional support and guidance from the SLO Committee, particularly in how to coordinate outcomes assessment among multiple faculty teaching the same course each quarter.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:

*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

We are proud that student success went up 2% overall, and that targeted groups rose from 63% to 67% success, with non-targeted up 2% as well. We will continue to develop more opportunities for scaffolded learning and ways to create differentiated learning environments in our classrooms.

Additionally, we will be seeking funding for EOPS students to attend the Ireland program. We know that international travel on educational programs is vital to student growth in today's world. Over the years we have sought ways to surmount the hurdles students face when it comes to the cost of international programs. Although there have been a good percentage of students from lower socioeconomic backgrounds attending the program, in previous years they have been forced to use FAFSA or PELL Grant monies to attend and this has lowered the amount of funding available in the subsequent year. We need to find alternative funding streams to increase the opportunities for underserved students to come to Ireland.

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1) Increase Full-time Faculty Load	Conduct search for hire in Fall 2016 or Fall 2017	Reduction in Part-time FTEF

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2) Increase areas of specialization in Anthropology among full-time faculty	Conduct search for hire in Fall 2016 or Fall 2017	Bring on board a Physical Anthropologist
3) Formalize joint Stanford and Foothill MOU for joint archaeological work	Winter/Spring 2016 get appropriate signatures on an MOU.	Formal MOU and class time shared with Stanford students
4) Increase EOPS student numbers on international programs (Ireland/Ecuador)	Summer 2016	25% EOPS students enrolled in summer program
5) Increase the number of AA and AD-T degrees, work with Marketing to create informational pamphlet to disseminate	Winter-Spring 2016	Pamphlet is created for distribution campus-wide

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Full-time faculty		#1 & #2	X			
Seek Funding for EOPS students on Ireland Program	10000	#3		X		
Marketing Assistance		#4		X?		

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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**3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.



This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

The Anthropology department offers outstanding program and courses. I fully commend the
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faculty in this department for building a “4 field” approach that provides any student who chooses this discipline with skills and perspectives that they need. Our faculty in this department continue to be involved in research and professional work in the field outside of Foothill- thus bridging the gap between academia and the professional field. This year, the department has worked on a consistent schedule to begin in 16-17 which should mitigate issues in productivity. Students can better anticipate when to take the “specialty” classes that are not usually offered. At the same time, the dean and faculty can work to balance lower enrolled classes with a mix of popular classes. The program will continue to offer a summer program in Ireland in Summer 16 should there be sufficient interest. Faculty continue to place a major emphasis on pedagogy in both online and face-to-face classes.

**4B. Areas of concern, if any:**

As noted in this program review, student success appears to be inversely correlated with the number of students in class, especially for writing intensive classes. Certainly this should be explored further. In addition, the classes offered by this department are highly popular amongst students so it is disconcerting to see degree attainment at only 10. The disconnect appears to be a lack of understanding of the type of jobs that are available to students graduating with this degree that is outside of academia. A strong case should be made to our counseling and marketing departments about the skillsets anthropology majors have particularly in dealing with data and human behavior- skillsets that are highly valuable in settings such as business, finance and even medicine.

**4C. Recommendations for improvement:**

- Meeting with both counseling and marketing departments to help develop an understanding for this major.
- Explore the possibility of advising hours by faculty to students to increase student interest in degree attainment.

**4D. Recommended Next Steps:**

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# 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><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b></p>	<p>01/09/2015 - Final exam success rate for online and face to face course assessments was very similar in Fall2014. We feel it is notable to have 70% student success rate for both types of classes, and so will explain the methodology. Connell created an assignment in the online class that must be completed in order for the students to show regular and effective attendance. Thus many students dropped the online course prior to census. It left the class with students who were more likely to complete the work and learn the material. This process naturally happens in the face to face classes b/c the students are more likely to stay in the class.</p> <p>The face to face classes also tested out a new mechanism for re-playing the important information for students. Connell created a 'Was Ya Lisnin?' exercise in which students and professor collaborate to formulate important questions about themes of the day. This allows the prof to re-establish the daily material in the last 5 minutes, it has worked really well.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))  <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> See Critical Thinking Rubric for Final Paper Assignment  Details: Final Paper assignment comparing biology and behavior of two primates with modern humans. See assignment and critical thinking rubric for Anth Papers. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 80% of students will receive a grade of 75pts/100pts. <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>	01/09/2015 - Targets continue to be met with this assignment. Well over 80% of the students complete the assignment. Connell has further broke the assignment into component parts each of which are handed in for review during separate weeks. It is a method of continued prodding which emphasizes data acquisition and eventual interpretation.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
	<b>Assessment Method:</b> See Critical Thinking Rubric for Final Paper Assignment  Details: Final Paper assignment comparing biology and behavior of two primates with modern humans. See assignment and critical thinking rubric for Anth Papers. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 70% <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>		
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))  <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<b>Target for Success:</b> 70%		
Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - Evolutionary Theory - Adopt the framework of Evolutionary Theory to evaluate biological change over time. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - Scientific Methods - Define scientific inquiry and its methods (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - Anthropological Vocabulary - Utilize a discipline-specific vocabulary to discuss the cornerstones of physical anthropology (genetics, primatology, the fossil record, and modern human variation). (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - Human Evolution - Explain ancient and modern human variation in biocultural terms. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - Human Environmental Impact - Evaluate the impact of human evolution on past, present, and future environments. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b> Active			
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)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> 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. <b>Target for Success:</b>	10/08/2015 - This class is not taught any longer but it is still in the Tracdat. It is now Anth51. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	
<b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Anthropology (ANTH) - ANTH 11B - ARCHAEOLOGY SURVEY - SLO 2 - analysis - Students will learn how to critically analyze and interpret archaeological data gathered from field survey. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Paper assignment designed to critically assess techniques for interpreting the past from the archaeological record. Field survey conducted by the student will be assessed. See assignment and critical thinking rubric for Anthropology Papers. <b>Target for Success:</b> 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)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Target for Success:</b> 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Target for Success:</b> 100%		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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	10/08/2015 - Every student on the Ecuador 2014 summer program and the Ireland 2015 summer program was required to submit a cultural journal at several points during the month. The entries successfully conveyed understandings of cultural relativity. Many students in 2014 in Ecuador conducted SIPPs (Student Independent Pilot	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>knowledge.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Class average in the evaluation for journals will be at 85% or above.</p>	<p>Projects) which were really successful at clarifying their employment of anthropology in an applied sense. We didn't do this as part of Ireland 2015 and we could tell that the class suffered from the lack of individual research depth.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>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 Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final field and/or research paper assignment about an in-depth experience in applied anthropology. See Critical Thinking Rubric for Final Paper Assignment.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> The average evaluation for the papers should be 85% or above.</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> The students will develop and reach consensus on a proposal that the professor considers sound, desirable, feasible, and ethical according to discipline standards and</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	cultural appropriate.		
<p>Department - Anthropology (ANTH) - ANTH 13 - INTRODUCTION TO FORENSIC ANTHROPOLOGY - 1. Understanding Forensics - Students will practice and apply understandings of forensic anthropology. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 01/05/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/08/2015 - Over 70% of the class passed this course which was assessed using a final exam. Many students also enrolled in Anth13L which was the lab component so they were able to more directly apply the KSA in an applied lab setting. In the future we are considering making 13L a co-requisite because those that do not meet the target are usually not taking the lab and lose interest in the subject matter.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>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))</p> <p><b>Start Date:</b> 01/05/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final Paper assignment conducting a critical analysis of forensic data. See assignment and critical thinking rubric for Anthropology Papers.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70%</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></p>		
<p>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))</p> <p><b>Start Date:</b> 01/05/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 13L - FORENSIC ANTHROPOLOGY LABORATORY - 1. Understanding Forensics in the Laboratory - Students will practice and apply understandings of forensic anthropology in the laboratory. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 01/05/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p>10/08/2015 - This SLO should be changed because we are not testing the students with a midterm. In addition, the exam is primarily identifying lab specimens from the teaching collection and we feel it is somewhat counterproductive to show them a bone and ask them something specific about it that they wouldn't know - and do this on the first day of class. We need to write the assessment tool of this SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 13L - FORENSIC ANTHROPOLOGY LABORATORY - 2. Data Analysis and Interpretation - Students will learn how to critically analyze and interpret forensic anthropological data in the laboratory. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 01/05/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final Paper assignment conducting an analysis of forensic data in the laboratory. See assignment and critical thinking rubric for Anthropology Papers.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70%</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></p>		
<p>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))</p> <p><b>Start Date:</b> 01/05/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 14 - INTRODUCTION TO LINGUISTIC ANTHROPOLOGY - 1. Linguistic relativism - 1. Students will practice and apply understandings of linguistic anthropology, especially as it applies to cultural relativism. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students learn that different languages accomplish the same objectives and fulfill the same functions in very different ways, 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><b>Target for Success:</b> 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>09/18/2015 - Students passed the term project, based upon demonstrating understanding of number, color, and environmental terms in selected languages.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 14 - INTRODUCTION TO LINGUISTIC ANTHROPOLOGY - 2. Critical thinking - 2. Students will learn how to critically analyze and interpret linguistic data. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 14 - INTRODUCTION TO LINGUISTIC ANTHROPOLOGY - 3. Applied linguistics - 3. Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 12/01/2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active 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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 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.		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> All students completing the course will meet the minimal grading rubric for successful research papers.	10/08/2015 - This class was not taught for the academic year 2014-15 in the face to face format but was taught online. I will seek the online SLO assessment. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 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-		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>home final.</p> <p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> All students completing the course will meet the minimal grading rubric for successful research papers.</p> <p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will receive a 70 (C) or higher on the research project components.</p> <p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% participation and discussions are meaningful and provide depth of insight, interaction among students and professor,</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	and the elicitation of additional questions and threads for discussion.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 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.		
	<b>Assessment Method:</b> Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> All students completing the course will meet the minimal grading rubric for successful research papers.		
Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - 1. Evolution - Students will practice and apply understandings of evolution. (Created By Department - Anthropology (ANTH))  <b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Standardized		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<b>Target for Success:</b> 70%		
Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - 2. Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> Inactive			
Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL 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)) <b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70%		
Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - Evolutionary Theory - Adopt the framework of Evolutionary Theory to evaluate biological change over time. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - Scientific Methods - Define scientific inquiry and its methods (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/18/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students conduct a primate observation research project and must write a final analytical paper of their observations and interpretations. Instructor provides detailed instructions to students and require them to address specific questions on primate behavior.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> Majority of students score B+ or better on the paper.</p>	<p>10/14/2015 - 95% of students earned a B+ or better for the research paper.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - Anthropological Vocabulary - Utilize a discipline-specific vocabulary to discuss the cornerstones of physical anthropology (genetics, primatology, the fossil record, and modern human variation). (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/18/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - Human Evolution - Explain ancient and modern human variation in biocultural terms. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b></p>	<p><b>Assessment Method:</b> Students have a mid-term and final exam that include objective and essay questions.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Majority of students have scores that earn a grade of B or better.</p>	<p>10/14/2015 - 81% of students had a final grade of B or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1H - HONORS PHYSICAL ANTHROPOLOGY - Human Environmental Impact - Evaluate the impact of human evolution on past, present, and future environments. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b> Active			
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)) <b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Standardized		
	<b>Assessment Method:</b> Completion of lab projects. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 75-80% student success ratio.	10/08/2015 - Students met the goal of lab completion every week. The lab has been set up in the form of modules to be administered every week. The goal was met for the lab in this academic year. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
	<b>Assessment Method:</b> 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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<b>Target for Success:</b> 100%		
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))	<b>Assessment Method:</b> Class lab projects are completed successfully. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 75-80% of students successfully complete the course		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Paper assignment comparing biology and behavior of modern primates, with particular emphasis on research steps. See assignment and critical thinking rubric for Anthropology Papers. <b>Target for Success:</b> 100% <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>		
	<b>Assessment Method:</b> Paper assignment comparing biology and behavior of modern primates, with particular emphasis on research steps. See assignment and critical thinking rubric for Anthropology Papers. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 70% <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>		
Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local,	<b>Assessment Method:</b> Awareness of connections between physical anthropology methods and forensic casework. Examples include blood typing, hair analysis and osteological data.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
regional and world scales. (Created By Department - Anthropology (ANTH))	<b>Target for Success:</b> 100%		
<b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1LH - HONORS PHYSICAL ANTHROPOLOGY LABORATORY - 2. Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))	<b>Assessment Method:</b> Students conduct a series of data collection projects (Mate Selection, Mendelian Traits, Human Behavior, Dietary Survey, and Human impacts on Climate Change). Students must report and interpret data collected. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Majority of students complete all data collection assignments and discuss findings in lab.	10/14/2015 - All honors students successfully completed research assignments and reports. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 70%		
<b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1LH - HONORS PHYSICAL ANTHROPOLOGY LABORATORY - 3. Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))	<b>Assessment Method:</b> Awareness of connections between physical anthropology methods and forensic casework. Examples include blood typing, hair analysis and osteological data. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70%		
<b>Start Date:</b> 09/01/2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
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))  <b>Start Date:</b> 11/01/2011  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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.  <b>Target for Success:</b> 100%		
Department - Anthropology (ANTH) - ANTH 20 - NATIVE PEOPLES OF CALIFORNIA - Data Analysis and Interpretation - Students will learn how to critically analyze and interpret anthropological data pertaining to the native peoples of California. (Created By Department - Anthropology (ANTH))  <b>Start Date:</b> 11/01/2011  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Paper assignment designed to critically assess techniques for interpreting the past and present native peoples of California. Final paper assignment covering an in-depth study of one aspect of the native experience. See assignment and critical thinking rubric for Anthropology Papers.  <b>Target for Success:</b> 100%  <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>		
Department - Anthropology (ANTH) - ANTH 20 - NATIVE PEOPLES OF CALIFORNIA - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))  <b>Start Date:</b> 11/01/2011  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Awareness of connections between the study of California native peoples and the issues surrounding their continued struggles in social, economic and political spheres. Group discussions and presentations focusing on the application of anthropological understandings to the current dynamic.  <b>Target for Success:</b> 100%		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA &amp; THEIR PREDECESSORS - Cultural Relativism - Students will practice and apply understandings of prehistory in Mexico and Mesoamerica. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 11/01/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Target for Success:</b> 100%</p>	<p>09/18/2015 - Approximately 90% of the students met the criteria of understanding (and mastering) the data and cultural materials of Ancient Mesoamerica, based upon their exam scores.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA &amp; 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><b>Start Date:</b> 11/01/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Target for Success:</b> 100%</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></p>		
<p>Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA &amp; 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))</p> <p><b>Start Date:</b> 11/01/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Target for Success:</b> 100%</p>		
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice</p>	<p><b>Assessment Method:</b> There are numerous, specific questions to demonstrate understanding of concepts and</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>cultural relativism and apply understandings of global diversity. (Created By Department - Anthropology (ANTH))</p> <p><b>End Date:</b> 09/08/2013</p> <p><b>Course-Level SLO Status:</b> Inactive</p>	<p>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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The average score on mid-term and the final should be 80% or above.</p>		
<p>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))</p> <p><b>End Date:</b> 09/08/2013</p> <p><b>Course-Level SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> The class average for the Culture Sketch presentations should be at 85% or above.</p> <p><b>Related Documents:</b> <a href="#">Culture Sketch Group Presentation Assignment.pdf</a></p>		
	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Target for Success:</b> 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>		
<p>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))</p> <p><b>End Date:</b> 09/08/2013</p> <p><b>Course-Level SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> Students will successfully take part in the roundtable discussion of Oil Companies vs Rain Forest.</p> <p>Details: -Students asked to role play as one of major stakeholders in Ecuador where global economy and oil extraction are affecting local Amazonian tribes. -If student takes part in the discussions then they have learned how to be applied anthropologist. - On final exam there are a series of direct questions about applying anthropology to this particular case of oil development in South America.</p> <p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 100% of the students completing the course will score an 85% or higher on their field research paper.</p> <p><b>Related Documents:</b> <a href="#">Field Research Project Handout.pdf</a></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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>		
	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	of 80%.		
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)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 09/08/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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). <b>Assessment Method Type:</b> Survey <b>Target for Success:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).	09/17/2015 - I am reporting on results from Spring 2015 Anth 2A. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 23 results of the self survey, the average "rating" on the scale was 2.6 - between Agree & Strongly Agree. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 09/08/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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). <b>Assessment Method Type:</b> Survey <b>Target for Success:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).	09/17/2015 - I am reporting on results from Spring 2015 Anth 2A. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 23 results of the self survey, the average "rating" on the scale was 2.6 - between Agree & Strongly Agree. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Start Date:</b> 09/08/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Survey</p> <p><b>Target for Success:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).</p>	<p>09/17/2015 - I am reporting on results from Spring 2015 Anth 2A. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 23 results of the self survey, the average "rating" on the scale was 2.55 - between Agree &amp; Strongly Agree.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This outcome squarely aligns with the Community/Global Consciousness and Responsibility</p> <p><b>GE/IL-SLO Reflection:</b> This outcome squarely aligns with the Community/Global Consciousness and Responsibility</p> <p><b>GE/IL-SLO Reflection:</b> This outcome squarely aligns with the Community/Global Consciousness and Responsibility</p>	
<p>Department - Anthropology (ANTH) - ANTH 2AH - HONORS 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>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Survey</p> <p><b>Target for Success:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 09/08/2013 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 2AH - HONORS 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)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 09/08/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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). <b>Assessment Method Type:</b> Survey <b>Target for Success:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).		
Department - Anthropology (ANTH) - ANTH 2AH - HONORS 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)) <b>Start Date:</b> 09/08/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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). <b>Assessment Method Type:</b> Survey <b>Target for Success:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 100%	10/08/2015 - This class was not taught in the 2014-15 academic year but are offering it Winter 2016.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> The class as a whole should score at least 80% on the midterm, and 85% on the final exam.		
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))	<b>Assessment Method:</b> Final paper assignment is an in-depth ethnography of current culture in the region. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> An average of 85 out of 100 points on the ethnography.		
<b>Course-Level SLO Status:</b> Active	<b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>		
Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 3 -	<b>Assessment Method:</b> Awareness of connections between the		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Course-Level SLO Status:</b> Active</p>	<p>practice of cultural anthropology and ethnography and its application to modern society. Professor assesses the ability of students to formulate plans for application of ethnographic analysis to current culture.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 100%</p>		
	<p><b>Assessment Method:</b> Students will answer correctly questions related to application of theory to real-world situations.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will answer an average of 85% of the exam questions correctly.</p>		
<p>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))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 01/06/2013</p> <p><b>End Date:</b> 04/11/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 100%</p>		
	<p><b>Assessment Method:</b> 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 75% of the students earn a 75% or higher grade on their mid-term and final exams.</p>		
	<p><b>Assessment Method:</b> 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 issues related to</p>	<p>09/21/2015 - Exam - 96% took the multiple choice portion of the exam earning an average of 75% and 89% of the students took the essay portion of the exam earning an average of 75%.</p> <p>It seems that a majority (greater than 60%) of the students who take the exams do very well. The biggest struggle is getting them to show up.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b></p>	<p>09/21/2015 - I am implementing virtual office hours. I will encourage students to show up to try and increase my social presence. I will also add more informal videos to help increase the connection with my students.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>the module topics. Initially, these discussions were open discussions, but I have provided some prompts which relate to the summative assessment essay questions on the mid-term and final exams. Students teach other students about the topics, so this 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. I separated the two portions of the exams out into separate sections -- the multiple choice is timed whereas the essays are not.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of the students earn a 75% or higher grade on their mid-term and final exams.</p>	2014-2015	
<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</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>rise and fall of empires across the globe. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 01/06/2013</p> <p><b>End Date:</b> 04/11/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 100%</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></p> <p><b>Assessment Method:</b> Formative: Students complete four "Patterns 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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.</p>	<p><b>Assessment Method:</b> Student awareness of connections between human behavior and the growth and collapse of civilizations.</p> <p>Details: Questions and assignment designed</p>	<p>10/08/2015 - Students were given essay questions designed to apply their knowledge of the academic process of archaeology as it relates to the question 'Who Owns the Past?' They demonstrated a strong understanding of the various points of view concerning ownership of the</p>	

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><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 01/06/2013</p> <p><b>End Date:</b> 04/11/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 100%</p> <p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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>knowledge as it pertains to the past -- specifically we used the Elgin Marbles as an essay question building off of an in class debate about the issue.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA</p>	<p><b>Assessment Method:</b> Specific questions from Final Exam are</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 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, history, popular culture, and political systems. (Created By Department - Anthropology (ANTH))	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. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 100%		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Final Paper assignment designed to critically assess model for social development using archaeological record. See assignment and critical thinking rubric for Anthropology Papers. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 100% <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70%		
<b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 1 - Natural and Supernatural Worlds -	<b>Assessment Method:</b> There are numerous, specific questions to demonstrate understanding of concepts and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))  <b>Course-Level SLO Status:</b> Inactive	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. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> The average score on mid-term and the final should be 80% or above.		
Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data. (Created By Department - Anthropology (ANTH))  <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> Paper assignment comparing and contrasting modern religions, with particular emphasis on research steps. See assignment and critical thinking rubric for Anthropology Papers. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 70% <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>		
Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - 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))  <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> Awareness of how to apply anthropological understandings of magic, science and religion to the modern world. Examples include group discussions and presentations about topics assigned in class. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70%		
Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 1 Key Anthropological Concepts - Students will	<b>Assessment Method:</b> There are numerous, specific questions to demonstrate understanding of key	09/17/2015 - I am assessing my online Anth 5 from Spring 2015 (CRN 40737). I don't give a mid-term but I give multiple quizzes on the concepts	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The average score on mid-term and the final should be 80% or above.</p>	<p>throughout the course. The average score for these quizzes was 82%. The average grade for the final was 85% (down 1% from my 2014 assessment). This demonstrates that targets were met, and the SLO's were reinforced even more by the time of the final exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE &amp; RELIGION - SLO 2 Anthropological Approach to Religion - Students will recognize, articulate and apply 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><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The average score on mid-term and the final should be 80% or above.</p>	<p>09/17/2015 - I am assessing my online Anth 5 from Spring 2015 (CRN 40737). 84% (26) of the students who submitted papers (31) received a 75% or above on the Observation &amp; Analysis Field Exercise Paper.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>anthropological approach to understanding religion in a cultural context.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> A minimum of 75% of the students who complete the course and turn in a paper, should achieve at least a C on the paper (75%).</p>	<p>2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Community/Global Consciousness and Responsibility</p>	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE &amp; 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><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The average score on mid-term and the final should be 80% or above.</p>		
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE &amp; RELIGION - SLO 4</p> <p>Application and Problem Solving - Students will be able to apply anthropological principles for solving human problems on the local, regional and world scales, particularly through an understanding and awareness of holism, ethnocentric biases, anthropological methods and the value of practicing cultural</p>	<p><b>Assessment Method:</b> 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>relativism. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The average score on mid-term and the final should be 80% or above.</p>		
<p>Department - Anthropology (ANTH) - ANTH 51 - ARCHAEOLOGY SURVEY - Field survey - Students will practice and apply understandings of field survey in archaeology. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/31/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students actively conduct archaeological survey in the field and demonstrate an understanding of how to use a compass and tape as well as more technical instruments such as the Total Station Mapping Device and the Ground-penetrating radar.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 70%</p>	<p>10/08/2015 - All students actively participated in the ongoing research in the Santa Cruz Mountains as part of the Bay Area Cultural Landscape Research Group's program of research on Native American and historical activities found within the properties owned by the Midpenninsula Open Space District. They are successfully used the tools of the trade to make maps and collect artifacts as part of the research project. In addition, survey was conducted in Ireland and the ground-penetrating radar was learned and employed for a month.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 51 - ARCHAEOLOGY SURVEY - analysis - Students will learn how to critically analyze and interpret archaeological data gathered from field survey. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/31/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
Department - Anthropology (ANTH) - ANTH			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>51 - ARCHAEOLOGY SURVEY - 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><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/31/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 52 - DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY - SLO 1 - application - Students will practice and apply understandings of directed readings, discussions and projects in anthropology. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This class Anth52 is the archaeology field methods course - not the Honors Projects! I will write an assessment for the current Anth52. The students will successfully apply understandings of field excavation techniques to include the use of trowel, laying out units, and identifying artifacts for collection.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 70%</p>	<p>10/08/2015 - Anth52 was taught as part of the Ireland Field Program in summer 2015 and Ecuador program in summer 2014. In both cases all students satisfactorily learned how to use the tools of the field archaeologist to conduct excavations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Anthropology (ANTH) - ANTH 52 - DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY - SLO 2 - analysis - Students will learn how to critically analyze and interpret anthropological data. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 52 - DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY - SLO 3 - problem</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 53H - HONORS INSTITUTE SEMINAR IN ANTHROPOLOGY - SLO 1 - application - Students will practice and apply understandings of directed readings, discussions and projects in anthropology. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 53H - HONORS INSTITUTE SEMINAR IN ANTHROPOLOGY - SLO 2 - analysis - Students will learn how to critically analyze and interpret anthropological data. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 53H - HONORS INSTITUTE SEMINAR IN 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>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 55 - APPLIED CULTURAL ANTHROPOLOGY FIELD METHODS - Value of Applied Cultural Anthropology - Students will have an awareness of the value of applied cultural anthropology for solving problems in the world around them. (Created By Department - Anthropology (ANTH))  <b>Assessment Cycles:</b> End of Academic Year  <b>Start Date:</b> 12/26/2014  <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 55 - APPLIED CULTURAL ANTHROPOLOGY FIELD METHODS - Methods of Applied Cultural Anthropology - Students will recognize when to utilize distinct methods of applied cultural anthropology for data collection and analysis. (Created By Department - Anthropology (ANTH))  <b>Assessment Cycles:</b> End of Academic Year  <b>Start Date:</b> 12/26/2014  <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 55 - APPLIED CULTURAL ANTHROPOLOGY FIELD METHODS - Collaborative Research - Students will have experienced the process of collaborative			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
research in the social sciences. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 12/26/2014 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 56 - APPLIED PHYSICAL ANTHROPOLOGY FIELD METHODS - Value of Applied Physical Anthropology - Students will have an awareness of the value of applied anthropology for solving problems in the world around them. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 12/26/2014 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 56 - APPLIED PHYSICAL ANTHROPOLOGY FIELD METHODS - Methods of Applied Physical Anthropology - Students will recognize when to utilize distinct methods of applied physical anthropology for data collection and analysis. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 12/26/2014 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 56 - APPLIED PHYSICAL ANTHROPOLOGY FIELD METHODS -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Collaborative Research - Students will have experienced the process of collaborative research in the social sciences. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/26/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 57 - APPLIED ARCHAEOLOGY FIELD METHODS - Value of Applied Archaeology - Students will have an awareness of the value of applied archaeology for solving problems in the world around them. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/26/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 57 - APPLIED ARCHAEOLOGY FIELD METHODS - Methods of Applied Archaeology - Students will recognize when to utilize distinct methods of applied archaeology for data collection and analysis. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/26/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 57 - APPLIED ARCHAEOLOGY FIELD METHODS - Collaborative Research -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Students will have experienced the process of collaborative research in the social sciences. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 12/26/2014 <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Specific questions are asked on periodic quizzes. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students complete weekly essays <b>Assessment Method Type:</b> Essay/Journal		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students complete a research paper <b>Assessment Method Type:</b> Research Paper		
Department - Anthropology (ANTH) - ANTH			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
67A - CULTURES OF THE WORLD: ECUADOR - 1. Cultural relativism - 1. Students will practice cultural relativism as it applies to the people of Ecuador. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students journal their experiences as they conduct field work in the country of Ecuador. Their journal should reflect understandings of the various cultural differences in Ecuador as compared to the USA. <b>Assessment Method Type:</b> Essay/Journal	10/08/2015 - The submitted journals by students on the field program in Summer Ecuador 2014 reflected an understanding of the basic cultural differences as experienced in various formats. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Anthropology (ANTH) - ANTH 67A - CULTURES OF THE WORLD: ECUADOR - 2. Critical thinking - 2. Students will learn how to critically analyze and interpret historic and prehistoric data from Ecuador. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 67A - CULTURES OF THE WORLD: ECUADOR - 3. Applied anthropology - 3. Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 67B - CULTURES OF THE WORLD: BELIZE - 1. Cultural relativism - 1. Students will practice cultural relativism as it applies to the people of Belize. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active Department - Anthropology (ANTH) - ANTH 67B - CULTURES OF THE WORLD: BELIZE - 2. Critical thinking - 2. Students will learn how to critically analyze and interpret historic and prehistoric data from Belize. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active Department - Anthropology (ANTH) - ANTH 67B - CULTURES OF THE WORLD: BELIZE - 3. Applied anthropology - 3. Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active Department - Anthropology (ANTH) - ANTH 67C - CULTURES OF THE WORLD: BRITISH ISLES - 1. Cultural relativism - 1. Students will practice cultural relativism as it applies to the people of the British Isles. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2015 <b>Course-Level SLO Status:</b> Active Department - Anthropology (ANTH) - ANTH 67C - CULTURES OF THE WORLD:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>BRITISH ISLES - 2. Critical thinking - 2. Students will learn how to critically analyze and interpret historic and prehistoric data from the British Isles. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 67C - CULTURES OF THE WORLD: BRITISH ISLES - 3. Applied anthropology - 3. Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 67E - CULTURES OF THE WORLD: MEDITERRANEAN - 1. Cultural relativism - 1. Students will practice cultural relativism as it applies to the people of the countries in the Mediterranean region. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 67E - CULTURES OF THE WORLD: MEDITERRANEAN - 2. Critical thinking - 2.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Students will learn how to critically analyze and interpret cultural data from cultures found within the Mediterranean region. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 67E - CULTURES OF THE WORLD: MEDITERRANEAN - 3. Applied anthropology - 3. Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 70R - INDEPENDENT STUDY IN ANTHROPOLOGY - 1. Cultural relativism - 1. Students will practice cultural relativism as it applies to their independent study. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 70R - INDEPENDENT STUDY IN ANTHROPOLOGY - 2. Critical thinking - 2. Students will learn how to critically analyze and interpret data acquired during the study. (Created By Department - Anthropology</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 70R - INDEPENDENT STUDY IN ANTHROPOLOGY - 3. Applied anthropology - 3. Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70%		
	<b>Assessment Method:</b> Weekly written assignments on major concepts to see that students are keeping up and fully understand current material before moving on. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Deep understanding of archaeological concepts and how they are applied.		
Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 2 - Data Analysis and Interpretation -	<b>Assessment Method:</b> Paper assignment designed to critically		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Students will critically analyze and interpret archaeological data gathered from fieldwork. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70%</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></p> <p><b>Assessment Method:</b> I would add to this SLO a research project where students record (NO COLLECTING) and interpreting surface artifacts of actual sites or of modern debris after developing a hypothesis for their topic. Projects could include critical assessment of a museums interpretation of a site or region, interpretation of sites involving ancient art, or an environmental project assessing the efficacy of current waste management methods for a given area.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> Students complete a research project involving data collection (observational only) and write up and present their findings either in paper format or via web page development. Students learn to tabulate and interpret their data.</p>		
<p>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))</p>	<p><b>Assessment Method:</b> 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<p>who owns the past in modern society with a comparison of perspectives of museum curators, archaeologists, and cultural descendants.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70%</p>		
	<p><b>Assessment Method:</b> Students discuss/debate issues concerning population density, subsistence, and warfare of the past and how those connections are applicable to modern concerns such as crowding, violence, poverty and over population.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Understanding human challenges that are universal through time and space.</p>		
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))	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 70%</p>		
<b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Periodic assessments of student comprehension of the laboratory process are undertaken to gauge whether the student understands how to handle and analyze artifacts.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b></p>	<p>10/08/2015 - Students were assessed every week by instructor observation as they were analyzing the artifacts that we were learning about. The hands-on assessment worked really well for this type of class.</p> <p>However, this class is now called Anth16L and not 8L.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	70% success rate	Year This Assessment Occurred: 2014-2015	
<p>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. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assignment designed to critically assess laboratory techniques for interpreting the past from the archaeological record. If possible, students use a laboratory data gathered from an actual archaeological site. See assignment and critical thinking rubric for Anthropology Papers.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70%</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></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><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70%</p>		
<p>Department - Anthropology (ANTH) - ANTH 8LX - 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 -</p>	<p><b>Assessment Method:</b> Periodic assessments of student comprehension of the laboratory process are undertaken to gauge whether the student understands how to handle and analyze artifacts.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b></p>	<p>10/08/2015 - Students were assessed every week by instructor observation as they were analyzing the artifacts that we were learning about. The hands-on assessment worked really well for this type of class. However, this class is now Anth17L and not 8LX.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year	70% success rate	2014-2015	
<b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 8LX - ARCHAEOLOGY LABORATORY - SLO 2 - analysis - Students will learn how to critically analyze and interpret laboratory data gathered from archaeological fieldwork. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 8LX - 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)) <b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 8LY - 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))	<b>Assessment Method:</b> Periodic assessments of student comprehension of the laboratory process are undertaken to gauge whether the student understands how to handle and analyze artifacts. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70 %	10/08/2015 - This class is now called Anth18L for 3 units. It has not been taught for years but we are hoping to offer it in the upcoming academic year as part of a suit that gradually increases from 16L to 17L to 18L. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 8LY - ARCHAEOLOGY LABORATORY - SLO 2 - analysis - Students will learn how to critically analyze and interpret laboratory data gathered from archaeological fieldwork. (Created By Department - Anthropology (ANTH))  <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 8LY - 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))  <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active			

# 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. <b>Year PL-SLO implemented:</b> End of Quarter  <b>SLO Status:</b> Inactive	<b>Assessment Method:</b> Students taking courses in the Cultural Anthropology Concentration should have successfully completed a full-length cross-cultural case study. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> This PLO supports a number of the GE/IL-SLO outcomes as well. <b>GE/IL-SLO Reflection:</b> This PLO supports a number of the GE/IL-SLO outcomes as well. <b>GE/IL-SLO Reflection:</b> 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.
	<b>Assessment Method:</b> Focus Groups of student completing Spring quarter <b>Assessment Method Type:</b> Interviews/Focus Groups		
Program (BSS-ANTH) - Anthropology AA - 2 - Graduates will be able to critically analyze and interpret anthropological data. <b>Year PL-SLO implemented:</b> End of Quarter  <b>SLO Status:</b> Inactive	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b>		

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	<p>Class/Lab Project</p> <p><b>Target:</b></p> <p>Students who have taken 3 ANTH courses will demonstrate the ability to critically analyze data.</p> <p><b>Assessment Method:</b></p> <p>Focus Groups of student completing Spring quarter</p> <p><b>Assessment Method Type:</b></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><b>Year PL-SLO implemented:</b></p> <p>End of Quarter</p> <p><b>SLO Status:</b></p> <p>Inactive</p>	<p><b>Assessment Method:</b></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><b>Assessment Method Type:</b></p> <p>Discussion/Participation</p> <p><b>Target:</b></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>Program (BSS-ANTH) - Anthropology AA - Cultural Relativism - Graduates will be able to understand and apply cultural relativism; they will be able to convey an understanding of multiple cultural perspectives.</p> <p><b>Year PL-SLO implemented:</b></p> <p>End of Academic Year</p> <p><b>Start Date:</b></p> <p>09/18/2015</p> <p><b>SLO Status:</b></p> <p>Active</p>	<p><b>Assessment Method:</b></p> <p>Student will have successfully completed an ethnographic research assignment for one of the core courses.</p> <p><b>Assessment Method Type:</b></p> <p>Research Paper</p>		

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<p>Program (BSS-ANTH) - Anthropology AA - Problem Solving - Students will integrate their knowledge and understanding of anthropological concepts and methods to creatively and ethically solve real-world human problems at the local, regional, and global scales.</p> <p><b>Year PL-SLO implemented:</b> End of Quarter</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will have used anthropology to propose solutions to a local, regional or global issue in the form of a research paper.</p> <p><b>Assessment Method Type:</b> Research Paper</p>		
<p>Program (BSS-ANTH) - Anthropology AA - Information Literacy - Students will be able to identify, locate, and evaluate information to effectively communicate and synthesize meaningful connections between experiences outside of the formal classroom to gain a deeper understanding of anthropology and to broaden their own perspective.</p> <p><b>Year PL-SLO implemented:</b> End of Quarter</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will have created a student portfolio of research projects both inside and outside of class that they have partaken in. Akin to creating a CV and handing in a portfolio.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p>		
<p>Program (BSS-ANTH) - Anthropology AA - Human Evolution - Students will be able to articulate key concepts and events in the process of human evolution and demonstrate knowledge, skills and abilities toward that end.</p> <p><b>Year PL-SLO implemented:</b> End of Quarter</p> <p><b>Start Date:</b> 12/07/2015</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be asked to define the concept of natural selection on the first day of Anth1 class and the last day of Anth1 class. A percentage change of correct answers will be calculated.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p>		
<p>Program (BSS-ANTH) - Anthropology AA - Past and Present Cultural Connection - Student will be able to critically assess the</p>	<p><b>Assessment Method:</b> Student partakes in several group discussions or projects assessing the role of</p>		

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important role that past plays on the present, and conversely, the important role that the present has on the past from both local, regional, national and worldwide perspectives. <b>Year PL-SLO implemented:</b> End of Quarter	the past on present sociopolitical dynamics. Conversely, they also will partake in a class discussion on the sociopolitical dynamics behind the discovery and treatment of the past. <b>Assessment Method Type:</b> Discussion/Participation		
<b>SLO Status:</b> Active			