

**BASIC PROGRAM INFORMATION**

*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:** Anthropology

**Division Name:** BSS

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

Name	Department	Position
Samuel Connell	Anthropology	FT Instructor
Kathryn Maurer	Anthropology	FT Instructor

**Number of Full Time Faculty:**

2

**Number of Part Time Faculty:**

12

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

n/a

**SECTION 1: PROGRAM REFLECTION**

**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.

Even though we are not completing a comprehensive program review this year, Anthropology has conducted a fairly deep analysis of the data in order to demonstrate the continued need for some of our important resource requests, including adding a third full-time faculty to our Department. We looked at our own data for the past four years and compared it to eleven other programs in the BSS Division: Accounting, Business, Child Development, Economics, Geography, History, Humanities, Philosophy, Political Science, Psychology and Sociology. Based on this analysis, here are some important highlights:

\*Based on data for 2015-2016, Anthropology is the third largest program in the BSS division in terms of Enrollment (2,993), Sections taught (98), WSCH (11,907), FTES (268) and FTEF (8.6), and the fourth largest program in terms of unduplicated students (2,271 for 15-16).

\*Anthropology serves 15.5% of all BSS students. The other departments in the top four BSS programs along with Anthropology are Psychology, Accounting and History. They will all have four full-time faculty positions for 2017-2018, while Anthropology only has two. The percentage of all Anth courses taught in 2015-2016 by full-time faculty was only 22.9% (and no faculty had leave or release time), and the full-timers teach much fewer overloads than in other departments (12.2% - the highest ever for Anth- in 2015-2016). Adjunct faculty teach over 75% of Anthropology's online courses.

\*If you remove online courses from the data (leaving face-to-face and hybrid courses), Anthropology is

the second largest program in the entire division (following fairly closely behind Psychology), with an enrollment of 1,578 in 15-16, constituting 53% of our overall enrollment. If looking at courses in the division taught fully face-to-face (no online contact hours), Anthropology emerges as the largest program in BSS. This is significant when considering workload for on campus faculty.

\*Enrollments are down some (4.7%) from four years ago, but they are actually up slightly (3.1%) from 2014-2015, which is notable given that Anthropology grew more than 6 of the 11 programs listed above and has one of the largest selections of course offerings among all the programs: 23 distinct Anthropology courses (DeAnza Anthropology only offers 7) were offered in 2015-2016 in 98 different sections! The Department also “experimented” with several efforts aimed at expanding the reach of the department & division to non-traditional students, including offering courses at Mountain View High School and several evening courses at Foothill, which had lower enrollments than the standard day block schedule on campus. The Department actually has a number of ongoing efforts (see below under Program Improvements) to continue to grow enrollment, however the Department is concerned that growing enrollment without growing full-time faculty positions will continue to overburden the two full-timers, and increase even more the percentage of courses taught by Part-time faculty (already at 64.9% last year). This will be particularly challenging next year, as there will only be one full-timer in 2017-2018 due to Maurer’s PDL.

\*At 462, our overall Productivity numbers are lower than the College standards although “holding steady” with no change from 2014-2015 to 2015-2016. There is significant variation between our online Productivity (much higher) and our Face-to-Face/Hybrid Productivity (much lower), however these numbers directly correlate with student success data (see below), so we must tread carefully with efforts to boost Productivity.

\*We are particularly proud that our overall course success rates are exceeding the college target of 77% (we are at 78% overall), and are the fourth highest in the division (out of the programs listed above). Our success rates have been rising steadily over 4 years (up from 75%). Also noteworthy is our Withdrawal rate at only 9% last year, the second lowest (tied with Business) in the division after Accounting.

\*We do have some significant achievement gaps that we are actively addressing. Our achievement gaps are primarily between face-to-face and online courses (success rates for F2F & Hybrid is 82% and Online is 74%), and particularly among the targeted populations in online courses. While overall our success rates for targeted groups are slightly better than BSS overall (we’re at 68% success rate for targeted populations as a group; BSS Division is at 66%), in our online classes this rate drops to 59% (64% for division). It is significant to point out that we are doing particularly well with the Latino population overall (success rates went from 66% in 2014-2015 to 71% in 2015-2016). Our hiring of two new part-time instructors who are Latino will hopefully continue to support this trend.

\*We are seeing data that might suggest a correlation between class size and student success. While we are happy with rise in success rate of students in Anth 2A Cultural Anthropology course, for example, (from 69% to 77% overall in the last four years, and from 57% to 65% for targeted groups) this may have come at the expense of productivity (from 563 to 491 over the four years in this particular course). Again, given the achievement gaps in online courses mentioned above, we see once more the correlation between higher class sizes (assumed by higher Productivity numbers) in online courses and lower student success rates, particularly for our target populations for our equity goals. These data support the well-known strategy of smaller class sizes to support student success and equity.

\*Our completion data continues to emerge as a potential concern for the program. With such a strong presence in the division in terms of enrollment, it is somewhat surprising that we only saw a total of 15 degrees granted in 15-16 (2 AA's and 13 AA-T's), especially when comparing to other smaller and potentially comparable programs in the division such as Sociology (53 degrees) and Economics (41 degrees). We would like to continue to explore the reasons behind the low completion rates, and potential strategies to increase them. Additionally, given other priorities, the Department has not made any progress in promoting our non-transcriptable certificates, and we may need to consider discontinuing them despite the faculty's conviction that these certificates could be a valuable boost to a student's resume, and contribute to a "prestige" of the Department in the academic community.

In addition to the program review data, the Department would also like to share the following significant accomplishments of the year:

\*Our Department continues to be one of the only California Community Colleges with a complete 4-field program (Physical, Cultural, Archaeology and Linguistics), many important "specialty" courses in various fields of applied anthropology, including medical anthropology and forensics, an active Physical and Archaeological Anthropology Laboratory, an on-campus Center for Applied Anthropology (serving also as community-building location for students and faculty to gather and meet outside of classes), and many courses providing important course selections to students interested in ethnic and global studies and qualitative research in the social sciences. Both Maurer and Connell presented papers based on Foothill programs and field research at national and international conferences in 2015-2016.

\*The Department carried out another successful field season of the 4-week Castles In Communities Summer Field School in Ballintober, Ireland with 30 Foothill students. Ten students received scholarships from the ASFC. This program is entirely organized, promoted and directed by the Foothill Anthropology faculty. The planning and promotion season has already begun for the 2017 Castles in Communities Program.

\*We expanded the selection of courses for Honors students: from 1 to 2 sections/year of Anth 1H & 1LH (Honors Intro to Physical Anthropology and Honors Physical Anthropology Lab; and received State approval for Anth 2AH Honors Cultural Anthropology (first section to be offered Winter 2017).

\*Collaborated with the Foothill Marketing Department in the creation of a program brochure (currently finalizing for print) to boost enrollment & completion rates.

\*Anthropology faculty and students continued participation in field activities and research through the Bay Area Cultural Research Group (BACLRG), a partnership with Stanford University faculty and students.

\*Both Maurer, Connell and long-time adjuncts, Katherine Schaefer and Jennifer Price are highly active in service to the campus and College, with Connell serving on the PDL Committee and currently serving as faculty on the Campus Abroad Program in Barcelona, Maurer serving on Academic Senate as the BSS Representative, on the Program Review Committee, and on COOL/DEAC (serving as Chair of COOL in Fall 2015), Schaefer serving as PT Rep to the Academic Senate and serving as BSS SLO Coordinator, Price serving on COOL. Additionally both Maurer and Connell as well as several part-time faculty (Schaefer, John Wolf, Daniel Cearley and Tim King) serve as Club Advisors for a range of Clubs on campus including the Anthropology Club, the Osteology Club, and the UN Club, among others.

\*Maurer is the co-lead in spearheading curriculum development for a new ADT in Global Studies (expected to begin offering core courses for this new degree in 2017-2018).

**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.

The Anthropology faculty are committed to ongoing program and course improvement, as time permits. Some of the specific program improvement initiatives underway and requiring additional resources include the following:

1) Improve Completion Rates. We are working with the Foothill Marketing Department to finalize a program brochure educating students about the breadth of Anthropology and career opportunities. We also have prepared an In-Service Presentation to deliver to the Counseling Department upon Connell's return in Winter 2017, which hopefully will help Counselors direct more students to the value of an Anthropology degree. We also have plans to update the Department website as soon as the new Foothill website is active, to include instructor bios, student testimonials, and more info on careers in Anthropology. Given that we have not been able to make our certificates of proficiency transcriptable, and we have been unable to raise interest in their utility without more outreach from faculty (not currently feasible given time constraints), we may have to consider dropping these certificates or retooling them in order to improve our program. Additionally the Department requested a list of students who are declared Anthropology majors and/or who are actively enrolled, and have taken 3 or more Anth classes in the last 2 years in order to get a list with contact information of Anthropology majors to reach out directly to them, but we have not yet received this data.

2) Reduce Achievement Gaps in Online Courses. Maurer and PT Anth faculty, Jennifer Price, are active on the COOL/DEAC Committee, which has one of its primary goals this year to research and promote best practices to reduce achievement gaps in online courses. Additionally, Maurer co-led the BSS effort in 2015-2016 to draft online course quality standards, even before Senate required divisions to do so, and continues to champion these standards and division-level evaluation of them in Senate. The online Anthropology faculty need to request additional resources in the form of release time for full-time faculty, stipends for part-time faculty (who teach more than 75% of our online courses) and/or dedicated time from an instructional designer to work with online faculty to help identify some of the causes of these achievement gaps in our online courses, and implement strategies to reduce them, such as humanizing the courses by adding more instructor presence (without over-burdening the faculty) and accessible videos. The Department would also like to request one embedded tutor/TA per online course with 30 or more students enrolled, to reach students on an individual basis who are not fully engaging in the course before it is too late.

3) Reduce Achievement Gaps in Anth 1, Anth 2A and Anth 5. Given that 72% of our total enrollment comes from our three top courses: Anth 1 Introduction to Physical Anthropology (38%), Anth 2A Cultural Anthropology (26%) and Anth 5 Magic, Science & Religion (9%), we would like to prioritize reducing the achievement gaps in these three classes. In addition to the online strategies mentioned above, we would also like to request embedded tutors for on campus sections of Anth 1 (first priority) and Anth 2A (second priority). Lastly, the department would like to request instructional materials for a new online Physical Anthropology Lab (Anth1L W), so that more students will be able to co-enroll in Anth 1 and Anth 1L, a strategy known to lead to higher success in Anth 1. We are also asking for instruction

materials to update our laboratory materials for the traditional face to face Physical Anthropology Laboratory course (Anth1L). Most of the materials are over 10 years old and need to be replaced. In addition, there are not enough supplies to ensure success in class sizes over 20 (with only 10 pieces of equipment, the students are often working in larger groups which is ineffective). An initial investment in 2006 of \$50,000 was made by the college, and we are asking \$25,000 to update lab materials.

4) Reduce Course Cancellations. The Department has been experiencing some enrollment challenges in some of the specialty courses mentioned above, as well as some of the courses offered in “alternative” times to the standard morning block schedules, which result in last-minute course cancellations. These cancellations result in significant frustrations and negative impacts for Anth students and full-time faculty, and represent a significant economic disadvantage for adjunct Anth faculty, as well as a loss in enrollment for the Department. We created a 2-Year Proposed Schedule of Classes to reduce “competition” between the specialty classes, and assist students and counselors with long-term planning. We now need to determine the best approach to distribute/market this schedule. The Marketing brochure mentioned above should also contribute to an increase in enrollment and reduced course cancellations.

5) Meet Productivity Targets. Given the unique nature of the Foothill Anthropology Program mentioned above, the strong on-campus (as opposed to online) presence of the Department, and the methods of instruction and assessment which are discussion and writing heavy in several key Anthropology courses which are focused on critical thinking, cultural competency, and global awareness, the Department sees the need to work with Administration to determine more realistic and desirable productivity targets. Once those targets are determined, the Department intends to re-evaluate our Productivity numbers to determine further areas for improvement.

6) Improve Program Learning Outcome (PLO) Assessment Methods. Given the challenge with identifying Anthropology majors, and the lack of prerequisites or capstone courses, the Department continues to struggle with how to assess PLO's. The Department did reach out to the Office of Instruction and the SLO Committee for assistance, but has not yet received this assistance.

**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)?

- 1) Increased number of Anthropology degrees (AA and AA-T). We will use the Program Review Completion data to assess our efforts at more outreach to students interested in Anthropology as a major.
- 2) Increased enrollment and reduced course cancellations. We will use the Program Review Data tool to evaluate enrollment trends. We will coordinate with the Dean of BSS to manually track course cancellations to assess our efforts at course marketing and improved scheduling.
- 3) Reduction in achievement gaps in student success in our online courses. We will use Program Review data to assess.
- 4) Reduction in achievement gaps in student success among targeted populations. We will use Program Review data to assess.
- 5) Establishment of Anthropology-specific Productivity targets. We will receive confirmation from the Administration on Productivity targets, and use the Program Review data to assess our success at meeting them.
- 6) A meaningful process to measure and evaluate program success. We will use TracDat to ensure PLO's are being measured in a meaningful way.

7) An online Anth 1L Physical Anthropology Lab in the class schedule.

**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.

As mentioned above, one of our primary program improvement areas is in the reduction in achievement gaps of targeted populations in our courses, disproportionately affecting students in online courses. We have identified several strategies to achieve this goal:

\*We have hired two Latino part-time instructors in the last year, and when we recruit for additional adjunct or full-time positions in the future, we will continue to actively recruit a greater pool of applicants from underserved populations.

\*We are asking for embedded tutors for some of our classes. Success can be measured in the future by looking at success in those classes where they are embedded versus those where they are not embedded.

\*We are experimenting with new hybrid models of instruction which require a student to attend class only one day a week in efforts to address transportation barriers which are known to disproportionately affect the targeted populations.

\*Both full-time faculty and most adjuncts teaching Anth 1 Introduction to Physical Anthropology have agreed to adopt the same textbook, and we have acquired multiple copies from the publisher to place on reserve in the library (some with 48-hour borrowing privileges). We are working to align texts for Anth 2A Cultural Anthropology as well.

\*We are asking for instructional materials to create an online Physical Anthropology Laboratory program (Anth1L W) and update our instructional materials for the face-to-face Physical Anthropology Lab. We believe this will reduce achievement gaps by allowing students to take the laboratory course simultaneously with the online Physical Anthropology core course (Anth1), and improving the relevancy of the materials.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**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>
Improve completion rates	Ongoing	Degree completion rates
Reduce achievement gaps in online courses	Ongoing	Success rates in online courses
Reduce achievement gaps in Anth 1, Anth 2A and Anth 5	Ongoing	Success rates of targeted groups

## ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

Reduce course cancellations due to low enrollment and increase enrollment in "specialty" courses	Ongoing	Stable scheduling and enrollment on a course-level
Establish productivity targets and establish a baseline in order to measure success going forward	Winter & Spring 2017	Productivity
Establish meaningful PLO methods of assessment	Winter & Spring 2017	TracDat
Create a sustainable model for full-time faculty to continue to offer breadth of course offerings, active learning and community-building strategies, field schools, etc.	Ongoing	Faculty retention
Offer a new online Anth 1L Physical Anthropology course	Spring 2017	Success rates in Anth 1 and targeted groups

**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 Position		All	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reassign Time	.1 load x 2	All	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stipends for online PT faculty	TBD	Online achievement gaps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embedded tutors	?	Achievement gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marketing brochure	TBD	Completion rates, Enrollment, Scheduling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated time from Instructional Designer in Online Learning	?	Online achievement gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional equipment for new online Anth 1L	\$10K	Achievement gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renew	\$25K	Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

instructional materials for Anth Lab		t gaps				
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The Anthropology Department is asking for a minimum of .1 Reassign Time for each full-time faculty (so .2 for the academic year), for several different reasons:

- 1) The full-time faculty in the Anthropology Department have a disproportionately high workload level compared to many other full-time faculty in the division due to the large number of course sections taught (breadth of course offerings) and the breadth of the discipline (e.g. Anth 1 meets natural science GE and Anth 2A meets social science GE) as well as the high percentage of courses taught on campus as opposed to online.
- 2) All Anthropology courses are 4-units or less (no 5-unit courses), making it necessary to teach a minimum of 10 courses a year for load. This means every year there is one quarter in which a full-timer has to teach 4 courses for load, potentially giving the faculty 200 students in one quarter. This is untenable, particularly with other goals associated with student success.
- 3) The Anthropology Department manages an active lab with multiple collections and a Center for Applied Anthropology, with no staffing.
- 4) The full-time faculty also manage the Center for Applied Anthropology and are involved in regional research collaborations and directing the field schools, as mentioned above.
- 5) The Anthropology Department's website is much more complex than most other programs in the division, due to the inclusion of our field school info and application process, and the Center for Applied Anthropology activities. Time is needed to manage this website, as well as do a major overhaul once the new website tool is ready.
- 6) The Anthropology faculty would like to continue their level of service to the college and campus, a level of activity that is much higher than many of the other faculty in the division.

**SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY**

**3A. Attach 2015-2016 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 2015-2016 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.

**SECTION 4: FEEDBACK AND FOLLOW-UP**

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 Program is one of the most comprehensive programs of its kind among California Community Colleges. As evidenced by the quality and depth of analysis in this program review, the program faculty are highly dedicated to student success and in the quality of their program. The faculty have developed a strong face to face and online course offering for students and also do many projects that engage students beyond the classroom. Each year the faculty are engaged in a campus abroad program, recently in Ireland in summer but in the past have visited Ecuador, which provides a lasting and life changing experience for students. As discussed in this document, the curriculum is very diverse and includes 28 classes. This can present challenges in terms of scheduling and student demand. The faculty have worked hard to develop an annual schedule along with the Dean to address this challenge and to create clarity for students in advance as to when courses will be offered. The creativity, spirit of innovation, dedication and follow through of the faculty in this department is extraordinary. Both the full time and adjunct faculty contribute significantly to its goals and is a true model. The faculty have made a strong case in this document for a third full-time faculty member.

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

Some low enrolled classes have been allowed to go this past year, some as low as 12 or 14 students. This may not be able to continue for some specialty classes in the future. It will be imperative to try and find times that have higher demand for these classes.

**4C. Recommendations for improvement:**

Adding a third full-time faculty member would help the program grow. Continued focus on productivity and publishing an annual schedule for student view could help low enrolled classes.

**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
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 1 - INTRODUCTION TO 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> 09/18/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</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 11B - ARCHAEOLOGY SURVEY - SLO 1 - Field survey - Students will practice and apply understandings of field survey in</p>	<p><b>Assessment Method:</b> Specific questions from Final Exam are answered. These were also asked on</p>	<p>10/08/2015 - This class is not taught any longer but it is still in the Tracdat. It is now Anth51.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>archaeology. (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>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><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p> <p>09/11/2012 - I taught this class with 15 students during the Spring 2012. I instituted more practical examinations during the quarter but did not have a midterm or a final exam. It is mostly a field course in which I train students how to do survey. This technical knowledge can be applied to any field survey career. I thought the way it was taught worked really well. Every student was excited about taking and passing the practicum. In fact, I also had the students take part in developing their own exercises for the practical exams. This forced them to apply their knowhow in making the exam as well.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> Perhaps more survey equipment such as GPS and definitely more compasses <b>GE/IL-SLO Reflection:</b> Excellent GE course</p>	
<p>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))</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> 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.</p> <p><b>Target for Success:</b> 100%</p>	<p>09/11/2012 - I did not assign a paper for this class. A paper would work if it is in the form of a final report on the survey work done at a particular site, but I did not formalize it this semester. I think it would work if we dedicated alot of time to explaining how to write a formal report, the problem is that it would take away from the field experience that is most necessary with an applied or active learning course such as this. I do need to change the SLO.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012	
<p>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))</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 field survey and professional applications of archaeology. Group discussions and presentations focusing on the application of modern laboratory techniques.</p> <p><b>Target for Success:</b> 100%</p>	<p>12/10/2016 - This was an ongoing theme of the course as we were in the lab and using the technical expertise we were gaining during real-life archaeological survey projects in the Santa Cruz Mountains. The students understood that we were applying this knowledge to become experts in the field of Cultural Resource Management. Every student applied their understanding of archaeology in a professional setting, to include working on Stanford campus with their artifactual material.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>09/11/2012 - This was an ongoing theme of the course as we were always in the lab and using the technical expertise we were gaining during real-life archaeological survey projects in the Santa Cruz Mountains. The students understood that we were applying this knowhow to become experts in the field of Cultural Resource Management and the amazing thing is that many of the students now have gone on to work in the survey field over the summer and this Fall quarter. I am please with this SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Perhaps more survey equipment such as GPS and definitely more compasses</p>	
<p>Department - Anthropology (ANTH) - ANTH 12 - APPLIED ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings</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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>of global diversity in a practical and applied form. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>	<p>runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p><b>Target for Success:</b></p> <p>100%</p>		
	<p><b>Assessment Method:</b></p> <p>Cultural Journal. Students have to complete a series of journal entries and write-ups of field activities in which they demonstrate a grasp of cultural relativism and global diversity in an applied setting. Entries are evaluated with a rubric demonstrating extent of understanding and ability to apply the knowledge.</p> <p><b>Assessment Method Type:</b></p> <p>Essay/Journal</p> <p><b>Target for Success:</b></p> <p>Class average in the evaluation for journals will be at 85% or above.</p>	<p>10/28/2016 - Every student on the Ireland 2016 summer program was required to submit a cultural journal at several points during the month. The entries successfully conveyed understandings of cultural relativity. Students in 2016 in Ireland conducted SIPP (Student Independent Pilot Projects) which were really successful at clarifying their employment of anthropology in an applied sense. Everyone of these papers is available upon request as they become part of the public record for the research project.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>2016-2017</p>	
		<p>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 SIPP (Student Independent Pilot 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></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>2014-2015</p>	
		<p>09/06/2012 - I am assessing Anth 12 taught in Summer 2012 as part of the 2012 Foothill Ecuador Program. The average evaluation on the Cultural Journal was 21.27, just slightly higher than 85%, so the target was barely met. However, most students scoring below 85% on the journal had</p>	<p>09/06/2012 - This journal works well. It might be challenging to use this method of assessment in a non field-school setting, and may have to be changed when taught on</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>missing assignments, but had scored well above 90% on the assignments completed in the journal, thus clearly demonstrating a proficiency in this SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication: students must demonstrate successful Communication outcomes as defined by Foothill in this assessment method and SLO effort. Community: The concept of cultural relativism defines Foothill's Community-related outcome.</p>	<p>campus. Also, SLO's really should be redefined for Anth 12.</p> <hr/>
<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>09/06/2012 - I am assessing Anth 12 taught in Summer 2012 as part of the 2012 Foothill Ecuador Program. The average evaluation for the SIPP papers received was 12.75, exactly 85%, so the target was barely met. However, 5 students did not turn in papers, thus making the true average 10.69, or 71%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This SLO and assessment method meets all 4 IL-SLO's: Communication, Computation, Creative, Analytical and Critical Thinking, and Community. Students must demonstrate effective communication in gathering data in field settings and from lectures, field visits, etc. and write-up their findings in a well-written and documented research paper. Most papers also rely on complex data analysis and interpretation, often relying on sound quantitative methods</p>	<p>09/06/2012 - This is a very important SLO -- actually the core one for this class -- so this important and wonderful assessment method should be worth much more of the grade so that it is not possible for a student to pass the class without completing it.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		of data analysis. Students must work carefully at reserach design and apply creative, analytical and critical thinking skills to successfully design and complete this project. Finally, the whole focus of the project is to become more culturally sensitive, respectful and better global citizens.	
<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 cultural appropriate.</p>	<p>09/06/2012 - I am assessing Anth 12 taught in Summer 2012 as part of the 2012 Foothill Ecuador Program. The class successfully completed this project and developed an outstanding proposal for investment of the \$1,000 dollars donated by ASFC to divide between a women's cooperative at promoting entrepreneurship in rural Ecuador and another indigenous women's cooperative intending to develop an intercultural health clinic.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/06/2012 - This is an amazing project that brings up so many ethnocentric biases and ethical issues, and ultimately results in students feeling that they have contributed in a very tangible way to real human and social issues on a local and global scale. However, this assessment method would not work for a class taught on campus and/or without the funds donated by ASFC.</p>
<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>12/10/2016 - 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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>10/08/2015 - Over 70% of the class passed this course which was assessed using a final exam.</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 <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>04/25/2014 - Seventy five percent of the class submitted final research papers, of these 85% scored above 75%. More importantly, those who attempted this project at all levels, showed marked ability in identifying a critical issue in the discipline and describe its significance using terminology and theory gained throughout the course.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> It would be beneficial if there were more reference texts for the course.</p>	<p>04/25/2014 - One area which could aid future students would be to create an online area where students can "publish" or present there final project work as a means to offer subsequent students examples for guidance. Many students who suffered during this project lacked focus and/or confidence. This also would stir a sense of pride in the writing process and allow for a secondary process of editing which many students have little experience or familiarity. In addition, developing writing groups, peer review processes, and student writing peer "coaches" may also aid in improving our students ability to write, research, and express themselves.</p>
<p>Department - Anthropology (ANTH) - ANTH 13 - INTRODUCTION TO FORENSIC ANTHROPOLOGY - 3. Problem Solving - Students will apply anthropological principles</p>	<p><b>Assessment Method:</b> Awareness of connections between the practice of anthropology and its application to solving modern world problems. Group</p>	<p>10/11/2013 - Each week the students were tasked with laying out replica human bones of an entire body all in anatomical position. The students showed progressive improvement in identifying the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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>major bone types (Long, short, flat, irregular), then they progressed in arranging them in regards to right and left elements, each in proper orientation. Students initially expressed a minimal ability able to correctly position all element at a 50-70% level, yet after three weeks most became exceptionally efficient at the 80-95% level. This exercise was further reinforced with a bone identifying practicum, where students again showed progressive adeptness after two successive tests with improvement levels reaching well beyond the 70% level.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> As the use of the replica human bones have been increasingly been utilized as part of the curriculum in this and other lab courses, it is necessary to repair, replace, and even invest in more replicas.</p> <p><b>GE/IL-SLO Reflection:</b> The out come of this exercise directly relates to the student learning outcome of problem solving and critical thinking, as the students initially synthesize lecture and demonstrations into the practical application of the process of identifying, orientating, and positioning each of the nearly 206 skeletal elements.</p>	
<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>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>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 01/05/2012 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 70%	need to write the assessment tool of this SLO. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Start Date:</b> 01/05/2012 <b>Course-Level SLO Status:</b> Active	<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. <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 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)) <b>Start Date:</b> 01/05/2012 <b>Course-Level SLO Status:</b> Active	<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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70%	12/10/2016 - The target was met by setting up a more intensive mock-site experience and had more forensic specialists come lecture on their experiences. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 01/09/2015 - The target was met using the same methodology as the year prior. However, in future years I would like to set up a more intensive mock-site experience and have more forensic specialists come lecture on their experiences. Dr. Connell worked for 4 years as a forensic archaeologist for the US Military and I will bring him in to lecture in 2015. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/11/2013 - Students were shown a demonstration of various methods of sexing the skeleton. The students then applied these methods by using human remains from a teaching collection. The students initially experienced a minimal understanding of certain bone features and topographic indicators of sexual determination, yet after completing a series of laboratory assignments the students experienced an increased ability to distinguish sexual indicators and apply both quantitative and qualitative methods at a much higher success rate. Students clearly showed an increase in ability reaching an aptitude of competency and confidence beyond the benchmark of 70% over multiple sessions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> It would be beneficial to increase the number of teaching replicas and castes of sex determination, such as sternal rib ends.</p> <p><b>GE/IL-SLO Reflection:</b> Although the students showed a marked increase in aptitude, a more thorough quantitative system of measurement for success and learning should be developed and implemented in future courses. This may include a blind practicum in the first class session or at the start of each lab, then this test could be compared with another post-exercise exam. It is clear that students improved their own judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation.</p>	
Department - Anthropology (ANTH) - ANTH 14 - INTRODUCTION TO LINGUISTIC ANTHROPOLOGY - 1. Linguistic relativism -	<b>Assessment Method:</b> Students learn that different languages	12/10/2016 - Students passed the term project, based upon demonstrating understanding of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
1. Students will practice and apply understandings of linguistic anthropology, especially as it applies to cultural relativism. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active	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.  <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	number, color, and environmental terms in selected languages. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		09/18/2015 - Students passed the term project, based upon demonstrating understanding of number, color, and environmental terms in selected languages. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		04/23/2014 - The assignment was to analyze a non-English language from a film or documentary, to pass the assignment, students were asked to adhere to the above principles in the above "Target of Success" Of the 27 students in the class, 88% of students succeeded in passing the assignment. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 14 - INTRODUCTION TO LINGUISTIC ANTHROPOLOGY - 3. Applied linguistics - 3. Students will apply anthropological			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 15 - MEDICAL ANTHROPOLOGY: METHODS &amp; PRACTICE - SLO 1 - Evolutionary Perspective - Students will practice and apply understandings of an evolutionary perspective to changing relationships between human societies, ecologies and illness. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><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.</p>	<p>01/16/2012 - I experimented with take home final examinations and found them very worthwhile. Standards are higher for the take home final, as compared with the in-class midterm, but students have performed well.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Exam questions are short answer and essay based and to answer them successfully the student must demonstrate analytical reading and writing skills, and utilize material obtained through active, discerning listening and speaking skills in lectures and discussions, and comprehension of complex reading materials.</p> <p>This SLO also squarely addresses the Community IL-SLO, as gaining an understanding of diverse perspectives fosters social perceptiveness, respect, empathy, cultural awareness, and sensitivity.</p>	<p>01/16/2012 - I would still like to see more discussion in class and references in essays to the readings assigned in class that would demonstrate an even deeper grasp of this SLO. Therefore next time I teach this I intent to implement weekly reading response papers that will also probe a grasping of this area.</p> <hr/>
	<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</p>	<p>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.</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
	<p>the minimal grading rubric for successful research papers.</p>	<p>01/16/2012 - All students who completed the course completed a successful (per instructor rubric) research paper covering complex topics demonstrating having met this SLO. Topics included:  The Ideal Female Body and the Attainable One  Refugee Dependency: A Personal Look at Trends in Refugee Dependency Aid  Human Belief: Understanding the Parallels between Social Holism and Individual Holism in the Perception of Disease and Healing of Self  Holistic Medicine and the Power of Mind  Differing Outcomes in the Medicalization of Leprosy, Obesity and Alcoholism  Anthropology of Tattoo: Pacific Designs  The Detrimental Effects of Alcoholism on the Individual, Family and Society: And Proposed Treatments  Globesity  Everybody's Doing It: Medical Marijuana  Anti-Depressants and You!  An Anthropological Profile of Ukraine's Orphans: The Relevant History, System of International Adoption, and Health Implications for Forgotten Children  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2011-2012</p>	<p>01/16/2012 - This is a very important method of assessment and it works exceptionally well. In the Fall quarter I also included presentations of these research papers and would do this again.</p> <hr/>
	<p><b>Assessment Method:</b>  Students choose an ethnography in medical anthropology and write a critical book review which they share with the class. Their review must provide a synopsis of the research including an explanation of the issue, findings, a critical review of the research methods, and suggestions for improving/extending the research.</p>	<p>10/05/2016 - ANTH 15 CRN 21617 Fall 2015: 88.5% of students scored 82% or better on their critical review.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2015-2016</p>	
	<p><b>Assessment Method Type:</b>  Case Study/Analysis  <b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	80% of students receive a B (80%) or better on the report.		
<p>Department - Anthropology (ANTH) - ANTH 15 - MEDICAL ANTHROPOLOGY: METHODS &amp; PRACTICE - SLO 2 - Analysis and Interpretation of Methods and Practice - Students will critically analyze and interpret methods and practice of medical anthropology. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><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.</p> <hr/> <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>01/16/2012 - I experimented with take home final examinations and found them very worthwhile. Standards are higher for the take home final, as compared with the in-class midterm, but students have performed well.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Exam questions are short answer and essay based and to answer them successfully the student must demonstrate analytical reading and writing skills, and utilize material obtained through active, discerning listening and speaking skills in lectures and discussions, and comprehension of complex reading materials. This SLO also squarely addresses the Community IL-SLO, as the methods of anthropology require diverse perspectives and a fostering of social perceptiveness, respect, empathy, cultural awareness, and sensitivity.</p> <hr/> <p>01/16/2012 - All students who completed the course submitted research papers which addressed this SLO in some manner. Some of the paper topics included: The Ideal Female Body and the Attainable One Refugee Dependency: A Personal Look at Trends in Refugee Dependency Aid Human Belief: Understanding the Parallels between Social Holism and Individual Holism in the Perception of Disease and Healing of Self Holistic Medicine and the Power of Mind Differing Outcomes in the Medicalization of Leprosy, Obesity and Alcoholism</p>	<p>01/16/2012 - I would still like to see more discussion in class and references in essays to the readings assigned in class that would demonstrate an even deeper grasp of this SLO. Therefore next time I teach this I intent to implement weekly reading response papers that will also probe a grasping of this area.</p> <hr/> <p>01/16/2012 - Great method of assessment and will keep using.</p> <hr/>



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Anthropology of Tattoo: Pacific Designs  The Detrimental Effects of Alcoholism on the Individual, Family and Society: And Proposed Treatments  Globesity  Everybody's Doing It: Medical Marijuana  Anti-Depressants and You!  An Anthropological Profile of Ukraine's Orphans: The Relevant History, System of International Adoption, and Health Implications for Forgotten Children  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2011-2012</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.  <b>Assessment Method Type:</b>  Interviews/Focus Groups  <b>Target for Success:</b>  80% of students will receive a 70 (C) or higher on the research project components.</p>	<p>10/05/2016 - ANTH 15 CRN 21617 Fall 2015  Online: 88.5% of students achieved an 86 or higher on this assessment.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2015-2016  <b>GE/IL-SLO Reflection:</b>  Will continue with this assessment method. Students respond positively to it and report gaining skills, confidence, and understanding of research methods.  <b>GE/IL-SLO Reflection:</b>  Will continue with this assessment method. Students respond positively to it and report gaining skills, confidence, and understanding of research methods.</p>	
		<p>10/09/2013 - All students participated in this activity. Students were able to focus on diseases/conditions or healing practices of interest to them and were able to put into practice anthropological research methods. In general, their final reports were excellent. Many were encouraged to continue studying anthropology and/or the issue upon which they focused. 80% of</p>	<p>10/09/2013 - Will continue with this assessment method.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students received an 80 (B) or higher on the project.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This address the following Core Competencies: Communication; Creative, Critical, and Analytical Thinking; and Community/Global Consciousness and Responsibility.</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, and the elicitation of additional questions and threads for discussion.</p>	<p>04/23/2014 - I also assigned a series of reaction papers related to readings and in-class videos. The students eagerly embraced the assignments and produced insightful analyses. The reaction papers also fueled class discussions. This tends to be a small class that morphs into a seminar-type class that is very receptive to a Socratic style of teaching.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>10/09/2013 - 90% and above of students participated in weekly discussions providing in-depth responses and engaging each other in conversation. High participation was encouraged by making it a requirement of the class and making it worth 27.5% of their overall course grade. They quickly learned that they needed to contribute serious discussions reflecting that they have done the course readings as well as their fellow students' discussions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This assessment met the following</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		competencies: Communication; Creative, Critical, and Analytical Thinking; and Community/Global Consciousness and Responsibility.	
<p>Department - Anthropology (ANTH) - ANTH 15 - MEDICAL ANTHROPOLOGY: METHODS &amp; PRACTICE - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><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.</p>	<p>01/16/2012 - I experimented with take home final examinations and found them very worthwhile. Standards are higher for the take home final, as compared with the in-class midterm, but students have performed well.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This SLO also squarely addresses the Community IL-SLO in its entirety. It also addresses the Creative, Critical and Analytical Thinking IL-SLO as students must demonstrate judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, and research methods.</p>	<p>01/16/2012 - I would still like to see more discussion in class and references in essays to the readings assigned in class that would demonstrate an even deeper grasp of this SLO. Therefore next time I teach this I intent to implement weekly reading response papers that will also probe a grasping of this area.</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>01/16/2012 - All students who completed the course submitted research papers which addressed this SLO in some manner. Some of the paper topics included: The Ideal Female Body and the Attainable One Refugee Dependency: A Personal Look at Trends in Refugee Dependency Aid Human Belief: Understanding the Parallels between Social Holism and Individual Holism in the Perception of Disease and Healing of Self Holistic Medicine and the Power of Mind Differing Outcomes in the Medicalization of Leprosy, Obesity and Alcoholism Anthropology of Tattoo: Pacific Designs The Detrimental Effects of Alcoholism on the Individual, Family and Society: And Proposed</p>	<p>01/16/2012 - Important method of assessment, and really demonstrates that students got this SLO.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Treatments Globesity Everybody?s Doing It: Medical Marijuana Anti-Depressants and You! An Anthropological Profile of Ukraine?s Orphans: The Relevant History, System of International Adoption, and Health Implications for Forgotten Children <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	
	<p><b>Assessment Method:</b> Research Paper - 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. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students receive a B (80%) on their report.</p>		
	<p><b>Assessment Method:</b> Students must respond to two discussion prompts asking them to develop solutions to issues we study in class (e.g. emergency response to famine, response to malnutrition, ethics of patented medicine). Their solutions must demonstrate a critical analysis of the issue and previous/current attempts to resolve the issue. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b></p>	<p>10/05/2016 - 100% of students received an A (90%) or above on these two discussion prompts. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Students must receive a B (80%) or higher on their contributions.		
<p>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))</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 - 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>			

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>Start Date:</b> 09/18/2015 <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 1H - HONORS 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	<b>Assessment Method:</b> Students have a mid-term and final exam that include objective and essay questions. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Majority of students have scores that earn a grade of B or better.	10/14/2015 - 81% of students had a final grade of B or better. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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>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	09/11/2012 - These findings are from Spring 2011 Dan Cearley's section of lab. Students demonstrated a significant increase in their ability to articulate the concept of evolution between the first day of class and the final exam. Students initially showed a rudimentary and popularized notion of evolution as a concept. During quizzes and exams students were able to articulate it in a	

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>manner aligned anthropological understandings.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
	<p><b>Assessment Method:</b> Completion of lab projects.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 75-80% student success ratio.</p>	<p>12/10/2016 - 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. For Winter 2017, all labs will use a new text book sold as part of a package with the lecture course text, this in intended to facilitate consistency in methods between both courses, leading to greater student success.</p> <p>The only problem is that the lab equipment is getting worn out, and needs to be replaced. Class offerings of 30 students can not field lab teams of 2 students each. We don't have enough material for 15 groups.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> New instructional supplies for the lab is needed desparately.</p>	<p>12/12/2016 - Updated instructional materials are needed for the Anthropology laboratory so that we can effectively teach larger lab sections. We have decade old supplies that are good enough for a class size of around 20, but we have classes that reach 30 or 35 students.</p> <hr/>
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
	<p><b>Assessment Method:</b> Specific questions from Final Exam are answered. These were also asked on quizzes and on first day of class. Professor</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Class lab projects are completed successfully.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 75-80% of students successfully complete the course</p>	<p>04/23/2014 - A new lab manual was introduced to the class in Fall 2013, and used again in Winter 2014. Throughout Winter 2014, students demonstrated a clear understanding of their expectations for lab at the beginning of class. During and at the conclusion of each lab day, the instructor monitored and reviewed the labs for student understanding. Students continued to demonstrate a passing understanding practical knowledge of physical anthropological methods and data collection, and comparable to the previous Fall 2013 quarter, 95% of students successfully completed the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>01/14/2014 - A new lab manual was introduced to the class. Throughout the quarter, students demonstrated a clearer understanding of their expectations for lab at the beginning of class. This lead to less questions about lab structure, and more focus on the labs themselves, than in the previous quarter. During and at the conclusion of each lab day, the instructor monitored and reviewed the labs for student understanding. Students demonstrated a more advanced practical knowledge of physical anthropological methods and data collection than in the previous quarter. 95% of students successfully completed the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><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.</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> Paper assignment comparing biology and behavior of modern primates, with particular emphasis on research steps. See assignment and critical thinking rubric for Anthropology Papers.</p> <p><b>Assessment Method Type:</b> Research Paper</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 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Awareness of connections between physical anthropology methods and forensic casework. Examples include blood typing, hair analysis and osteological data.</p> <p><b>Target for Success:</b> 100%</p>	<p>10/10/2013 - Students had difficulty in using the blood typing materials. More demonstration and a guided step-by-step process is need before beginning this portion of the lab. Students met with better success in interpreting osteological data. Of the 23 students present on this day, 21 correctly identified the bones on display, and the cause of evident traumas. This success was aided by group work and Instructor guidance.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Anthropology (ANTH) - ANTH 1LH - HONORS PHYSICAL</p>	<p><b>Assessment Method:</b> Students conduct a series of data collection</p>	<p>10/14/2015 - All honors students successfully completed research assignments and reports.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ANTHROPOLOGY LABORATORY - 2. Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>projects (Mate Selection, Mendelian Traits, Human Behavior, Dietary Survey, and Human impacts on Climate Change). Students must report and interpret data collected.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Majority of students complete all data collection assignments and discuss findings in lab.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>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))</p> <p><b>Start Date:</b> 09/01/2012</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 quizzes and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 70%</p>	<p>12/10/2016 - All honors students successfully completed research assignments and reports.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p>04/23/2014 - Final exams have been eliminated for this class. Instead, evaluations are based on completion of individual lab exercises. This class was taught simultaneously with a regular (ANTH 1L) group of students. Honors students were required to produce expanded analysis of particular research topics (e.g., diet breadth analysis; human-environmental interactions affecting climate change).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>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 -</p>	<p><b>Assessment Method:</b> Awareness of connections between physical anthropology methods and forensic casework. Examples include blood typing, hair analysis and osteological data.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Anthropology (ANTH)) <b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 70%		
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%	12/10/2016 - Students completed reaction papers based on readings from topical issues in their texts as well as from classroom lectures and then took part in class discussions on the issues surrounding native peoples in a modern context. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 04/25/2014 - Students must complete three reaction papers based on readings from topical issues in their texts as well as from classroom lectures. These papers allow for a dialogue to develop where students can express their comprehension of the course subject and goals. In addition, a final exam and extra credit opportunities allow students great flexibility in achieving a satisfactory grade, which- in turn, serves as a measure of individual success. Approximately 80% of enrolled students achieve a B+ grade or higher. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> This course meets the "Four-C's" by emphasizing: Communication through calssroom discussion, Computation by reviewing social dynamics among complex tribal polities and optimal strategies, Creative/Analytical Thinking through the submittal of three reaction papers, and Community Global Conciousness by learning of the relationships between Native	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Californian indigenous experiences in the historic context of California's State and Federal policies regarding Native Americans.	
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%		
Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR PREDECESSORS - Cultural Relativism - Students will practice and apply understandings of prehistory in Mexico and Mesoamerica. (Created By Department - Anthropology (ANTH)) <b>Start Date:</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> 100%	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. <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
11/01/2011 <b>Course-Level SLO Status:</b> Active		01/02/2015 - Students met the required expectations for this assessment. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
		01/03/2012 - 25/33 students passed the class, which is a 76% pass rate. In addition, if you look at the change from the midterm to the final exam, 24 of the 25 people who took the final exam passed the course (96%). If you look at the change from the midterm to the final it was incredibly flat (.1% or .001). 12 people fared worse on the final and 13 people fared better on the final exam. Very flat changes. Otherwise it was a satisfactory change, telling me that the exams were sufficiently assessing student learning. I see that I made the target 100% success, and I was at 96% - pretty darn good! <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	09/07/2012 - Again, I thought that the course overall was well done, I wouldn't plan to do much but maybe rewrite the SLOs - which I think is what Maurer may do this year <hr/>
Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR PREDECESSORS - Data Analysis and Interpretation - Students will learn how to critically analyze and interpret anthropological data pertaining to the prehistory of Mexico and Mesoamerica. (Created By Department - Anthropology (ANTH)) <b>Start Date:</b> 11/01/2011 <b>Course-Level SLO Status:</b> Active	<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. <b>Target for Success:</b> 100% <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>	01/02/2015 - More scaffolding of assignments based on critical thinking were employed. Three assignments were done, listed here. The students successfully completed all of these assignments.  Project #1 (30 points) – National Geographic Comparison Assignment.  Project #2 (50 points) – Comparison of Ancient Artifact Image with an image from Modern Culture  Project #3 (70 points) – An interactive, independent project on a topic of interest to the student	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>scholar. These can be presented in class to the group and are designed to explore some aspect</p> <p>that the student about which the student has an abiding interest. For example, Maya fashion or</p> <p>Aztec dance, literally anything that you are interested in that can expand our knowledge of the</p> <p>region both past and present. As anthropological researchers in training, we need to be able to think</p> <p>outside the box and begin to interpret the world around us.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>01/03/2012 - The student papers and presentations were excellent. They were assigned an open ended project that focused on some aspect of the class. Some students created museum displays, comic strip drawings, and a whole host of really great projects. It was a resounding success and I may do this in other classes because it brought out the hidden talents of these students.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/07/2012 - I can't tell if the last time was saved, so I am rewriting this quickly. I thought this was a great way to summarize their knowledge, it must be done again</p> <hr/> <p>09/07/2012 - This class is being taught this Fall but may be cancelled for low enrollment, I hope that it runs, and I will let the prof know that this was a great exercise</p> <hr/>
Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR PREDECESSORS - Problem Solving -	<b>Assessment Method:</b> Awareness of connections between the practice of anthropology and archaeology	01/03/2012 - Students were asked to hand in an number of reflections that addressed the relationship to the modern world. The most	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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>important reflection assessed an artifact at the Cantor Museum at Stanford and compared its imagery and symbolism to a real world current day image that they observed. The papers were really good. Anything that asks them to relate something to the modern world is a great success.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>09/07/2012 - Again, this was a great assignment, I should because when I took this course originally I had to do this very same assignment. I designed the course based on successful lectures and assignments that I had already used and done myself. It was lot of fun. Again the TMC curriculum will make a course like this obsolete unless people fight for community college diversity in course offerings, we shall see.</p>
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 – Tools for Understanding and Appreciating Diversity of Human Behavior - Students will have tools to better understand and appreciate the diversity of human behavior in small-scale and more complex societies, including their own, through an ability to recognize and articulate the characteristics and elements of culture, and the ways in which anthropologists study and explain the diversity of human behavior around the world. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Quarter</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>10/07/2016 - I am reporting on results from Spring 2016 Anth 2A Section 03. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 34 results of the self survey, the average "rating" on the scale was 2.7 - between Agree &amp; Strongly Agree.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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 2.6 - between Agree &amp; Strongly Agree.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>rating of the 46 responses was 2.6 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> The SLO is directly related, so by meeting the specific course SLO, the GE/IL-SLO is also met.</p> <p><b>GE/IL-SLO Reflection:</b> The SLO is directly related, so by meeting the specific course SLO, the GE/IL-SLO is also met.</p> <p><b>Related Documents:</b> <a href="#">Anth 2A Self SLO Assessment.docx</a></p>	
	<p><b>Assessment Method:</b> Participant Observation Project: Students conduct participant observation. They choose an issue/event to observe, spend one to two hours observing, write detailed notes, then transcribe those notes along with an assessment of what they learned about the research methodology. They also submit questions they have after the experience and develop a plan for further research on the issue.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of students earn a B (80%) or higher.</p>	<p>10/05/2016 - ANTH 02 CRN 10261 Summer 2016</p> <p>87% of students received a B (80%) or above.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
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	<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</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</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 09/08/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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>of the self survey, the average "rating" on the scale was 2.6 - between Agree &amp; Strongly Agree.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
		<p>04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.7 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> Again, directly related.</p>	
	<p><b>Assessment Method:</b> Participant Observation Project: Students conduct participant observation. They choose an issue/event to observe, spend one to two hours observing, write detailed notes, then transcribe those notes along with an assessment of what they learned about the research methodology. They also submit questions they have after the experience and develop a plan for further research on the issue.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of students earn a B (80%) or better</p>	<p>10/05/2016 - ANTH 02 CRN 10261 Summer 2016: 86% of students received a B (80%) or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
	<p><b>Assessment Method:</b> Students read two ethnographies and respond to a series of weekly essay questions (assignments and exam) related to the ethnographies as well as the topic of study that week. They must critically analyze</p>	<p>10/05/2016 - 80% of students received a B (80%) or better on the aggregate of these essay questions in their assignments and exams.</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>the issue at hand using the ethnography in their analyses.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 80% of students achieve a B (80%) or better.</p>	2015-2016	
<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>04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.5 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO, although the average was slightly lower for this SLO, and some students indicated they still struggled with the application. This SLO is</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>reinforced in other ANTH courses (2B and 12 specifically).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> SLO is directly related.</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 Cycles:</b> End of Quarter</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>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))</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>		

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	<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).		
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>Course-Level SLO Status:</b> Active	<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%	10/07/2016 - The average grade on the essay questions on the final exam was 92%, with 83% of the class scoring over 90% on these essay questions. That is an excellent outcome, however does not meet the 100% target for success, which upon reflection seems like an unreachable target. It is apparent upon reflection that the SLO's AND the methods of assessment for this class are in great need of revision. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2015-2016 10/08/2015 - This class was not taught in the 2014 -15 academic year but are offering it Winter 2016.	10/07/2016 - Completely rewrite the SLO's and methods of assessment for Anth 2B

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		04/06/2012 - Students scored an average of 86% on the mid-term exam on questions related to cultural relativism and an average of 93% on the final exam on questions related to cultural relativism showing obvious improvement between the mid-term and the final. No questions were asked on the first day, so I wasn't able to assess the change from day 1 to the mid-term <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	06/28/2012 - I indicated that target was met, even though it wasn't 100%. I think that target is unrealistic, so probably should be changed. Also, I'm not sure how to assess on the first day, so I'll give that more thought for next time.
	<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.	06/24/2014 - Students scored an average of 82% on the midterm and 89% on the final exam. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data acquired as part of in-depth field research. (Created By Department - Anthropology (ANTH))	<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	10/11/2013 - Each week students were tasked with a field work assignment involving interviewing informants and conducting participant observation sessions as part of their research final paper. Each week the students showed progressive improvement in carrying out this task. Initial assessment showed most to be uncomfortable in	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	ethnography. <b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a>	<p>this research process, yet after repeated field work session all had exceeded instructor and more importantly their own expectations. The result was increasingly more thorough and robust data culminating into final research papers beyond the required length in a richness above the 85% level.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> To further increase the students ability to conduct research in the manner of current social research comapnies, it would be necessary to purchase a number of Smart Pads with audio recording attachments and voice recognition software.</p> <p><b>GE/IL-SLO Reflection:</b> It is clear that the field work section of this course increased the judgment and decision making of students, while also provoked intellectual curiosity and problem solving through analysis. Each week the students met to present and discuss their work, creating an atmosphere of student led feedback and support with minimal instructor input.</p>	
		<p>04/06/2012 - Students scored an average of 96 out of 100 points on these exceptional ethnographic essays on ethnic groups in the SF Bay Area.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>06/28/2012 - Many of these ethnographic projects (papers or poster boards) were worthy of presentation at a conference and/or publication. Outstanding project.</p>
Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human		<b>Assessment Method:</b> Awareness of connections between the practice of cultural anthropology and ethnography and its application to modern	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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>04/06/2012 - Students scored an average of 93% on the final exam, clearly demonstrating their grasp of how to apply anthropological principles to human problems.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>06/28/2012 - While the exam covered many questions that an argument could be made for directly addressing this SLO, this class didn't have the direct focus of this SLO. I think the SLO should probably be revised to be more course specific, rather than using this generic one.</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>01/02/2015 - The pattern from previous years held true, as the midterm test grades are better than the final exam. The final exam is cumulative and has more details about the rise of social complexity and the collapse of civilizations in an archaeological context, so this may have an impact on the grades.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>09/07/2012 - I did not select specific questions to re-ask on the Final, I have instead done a calculation of percentage change in scores from midterm to final. Usually this is indicative of overall improvement in not only the material but understanding of how to apply their knowledge. In most classes the final exam is much better, however in this class had to curve the final because I made it much harder with all essay questions. After curving the final to give a more</p>	<p>09/07/2012 - Action plan will be to rewrite the SLO, and to figure out a better way to engage the students throughout the quarter. This is the hardest course for me to teach because it is the material I know the best. In a sense, I try to do too much with the time we have and end up lecturing far more than I</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>'normal' spread of the data, the 27 students who took the final showed a nice spread of improvement, with only 5 of 27 performing worse on the final than the midterm. The specific manner in which I conduct these measurements is under revision.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> I hope that this fulfills GE, but I can't recall if this class is on the list. I see that for the new Anth TMC this course is no where to be found, which will put a serious damper of this and some other courses offered at Foothill in Anth, I have fears that we are on our way to over-standardizing the educational experience across the board in CA. This will can only end up marginalizing programs such as ours which try to do amazing amounts of extra preparation for the students. It is playing to the lowest common denominator and will be damaging to our educational system. Support our teachers, let us teach!</p>	<p>want to. I had grandiose plans to recreate the growth of civilization with the students but never pulled it off.</p> <hr/>
	<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 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</p>	<p>10/01/2013 - 65% of the students earned a 75% or higher grade on their mid-term exam. 35% of the students earned a 75% or higher grade on their final exam.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>10/01/2013 - The biggest problem seems to be lack of attempts and time to complete the essay questions. I need to separate the essay questions out from the timed portion of the test, so students have time to complete them. It seems that while I told students to type up their responses before the exam, they did not. The essay questions need a grading rubric! I also think I need to have the students submit a completed study guide prior to taking the exam.</p>



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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 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</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> 2014-2015</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>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>		
<p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 2 - Data Analysis and Interpretation - Students will critically analyze the archaeological evidence used to interpret patterns in prehistory associated with human migrations, origins of agriculture, order in early societies, and the rise and fall of empires across the globe. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 01/06/2013</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> <p><b>Target for Success:</b> 100%</p> <p><b>Related Documents:</b> <a href="#">Critical Thinking Rubric</a></p>	<p>01/02/2015 - The final paper this year was augmented with more intense library training. This was a successful tool for helping the students understand the significance of peer-reviewed publications. By broadening the assignment to include any comparative culture area students are allowed to explore areas of interest to themselves. 75% of the papers were in the A range, while the rest were passing.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>09/07/2012 - This went really well, as I had</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>End Date:</b> 04/11/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>		<p>students compare the classic Carneiro Warfare model with another model for the rise of social complexity in this paper they had to utilize data from a culture area to test both models and the archaeological data available. It worked wonderfully, 25 of 27 students who were taking the course to pass the course did B or better on the paper.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> I think we need the game CIVILIZATION to be put onto the lap tops that we have in the ANTH LAB. This will allow students to begin to critically assess the rise of complexity and collapse as well</p> <p><b>GE/IL-SLO Reflection:</b> I hope that this is GE, is it?</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>10/01/2013 - 55% of students had an average essay question score of 80% or higher. 30% of students had an average essay question score &lt; 80% but higher than 0 15% of the students did not attempt the essay questions.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>10/01/2013 - Results Target Met 90% of the students completed 3 or more case study assignments</p> <p>Target Not Met 50% of the students attempted &gt; 4 essay questions and of those students 90% earned a score that was &gt;=80%.</p> <p>Target Not Met 55% of the students earned an average score that was &gt;80% or higher on their case studies. Reflections I think the biggest problem had to do with the completion rates on the essay questions. I need to take the essay questions out of the timed</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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>portion of the exam.</p> <hr/> <p>10/01/2013 - Results  Target Met  90% of the students completed 3 or more case study assignments</p> <p>Target Not Met  50% of the students attempted &gt; 4 essay questions and of those students 90% earned a score that was &gt;=80%.</p> <p>Target Not Met  55% of the students earned an average score that was &gt;80% or higher on their case studies.</p> <p>Reflections  I think the biggest problem had to do with the completion rates on the essay questions. I need to take the essay questions out of the timed portion of the exam, so students have more time to complete them.</p> <hr/>
<p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 3 - Problem Solving and Applying Archaeology - Students will apply their knowledge about the goals of archaeology, what archaeologists do, and how they do it. (Created By Department - Anthropology (ANTH))</p>	<p><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 to promote awareness of connections between today and the past. Includes visits to museum, understanding of who owns the past, addressing public good, and</p>	<p>10/28/2016 - 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 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>	

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> 01/06/2013 <b>End Date:</b> 04/11/2013 <b>Course-Level SLO Status:</b> Active	addressing the collapse of societies. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 100%	Secondly, a new assignment was developed to connect the past and present. Each student was asked to create a Time Travel Guide to the past. The travel guide was intended to bring people of the present into the past, so the student was asked to describe the past in terms of the present. The assignment worked extremely well, and we will continue to use it for the class. Everyone successfully passed this essay. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		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 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		01/02/2015 - The 'Who Owns the Past' assignment and in-class trial was successfully done on Week 4 rather than at the end of the year. Importantly this gave the students an increased awareness about how museums frame the presentation of the past, and what other cultural groups feel about who owns the past. Students were asked to be lawyers for stakeholders involved with the Kennewick Man find. Essay question on the impacts of science on present day communities was correctly answered by every student. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2013-2014</p> <p>09/07/2012 - I did not leave enough time to adequately discuss issues surrounding climate change and the dynamics of civilization's growth and collapse. We did require a visit to a museum and had a lively discussion about who owns the past, which was by far the best day of discussion (unfortunately it was the last!). I will push this discussion up to the fore in order to engage more properly and have students thinking about the relevance of the material to the present day.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Is it a GE?</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</p>	<p>10/01/2013 - Completion of scaffolded activities 4 out of 20 students (20%) completed all seven of the activities 9 out of 20 students (45%) completed at least four out of the seven of the activities</p> <p>Final Paper Grade 5 out of the 20 students (25% of total students) did not submit a final paper 15 out of the 20 students (75% of students) earned a score of 80% or higher</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>10/01/2013 - Currently students receive extra credit if they turn each section of the final research paper. The students who submitted at least five of the activities on average earned a higher grade than those students who submitted less than five of the activities. This includes those students who did not submit a final paper and earned a score of zero. Alternatively, the students who submitted a final paper AND completed less than five of the activities earned an average score of 18.08 or 90%. Consequently, I don't think I want to change the extra credit. But I do want to figure out ways to bring students into the process earlier. Perhaps I should set up phone interviews with the students to discuss their research paper topics.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	80% of students earn a grade of 80% or higher on their final paper		
Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 1 - Indigenous Group Culture - Students will practice and apply understandings of North American indigenous groups' persistent lifestyles, cultural continuities and changes, and current impacts upon national economics, history, popular culture, and political systems. (Created By Department - Anthropology (ANTH))	<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> 100%	04/25/2014 - Course is achieving the 4-C's as prescribed. Approximately 85% of students achieve B+ or better grade. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Course-Level SLO Status:</b> Active		10/07/2013 - This course has proven to be satisfying for both the students and instructor. The review of the great diversity of cultural attributes encompassed by this subject engenders serious student participation and thought. Student reviews confirm that the concepts expressed in SLO 1 is being met. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
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>	10/07/2013 - Students must submit a reaction paper detailing an analysis of any aspect of Native American culture. The paper must be five pages, using APA format and constitutes a quarter of the overall grade points available in the course. Research for the paper involves critically evaluating and contrasting the anthropological literature against Native American testimonies and histories. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Throughout the course, five argument essays assess the students' ability to apply anthropological principles for solving human problems on the local, regional, and world scales. The goals of the essays are two-fold: 1) to assess this learning outcome, and 2) to learn how to make an effective argument using evidence to support a position.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> To be successful, a student needs to earn an 85% score on the essay. To earn an 85% students need to include most of the essential elements of an argument using anthropological principles that restates the issues, assert a thesis or claim and supports with at least three sources of evidence, and summarizes with a conclusion.</p>	<p>09/22/2016 - The following is a reflection of Anth 4 section 01 taught in Spring 2016. Throughout the course, five argument essays assess the students' ability to apply anthropological principles for solving human problems on the local, regional, and world scales. In a class with 26 students, a majority (82%) of the students earned a grade of 85% or higher on all five assessments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> This assessment addresses the following Foothill ILOs: Creative, Critical, and Analytical Thinking, Communication, and Community/Global Consciousness and Responsibility.</p>	
	<p><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.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 70%</p>	<p>10/07/2013 - Native American people come to class to do presentations and interact with the students. Also, the professor is a professional archaeologist with the State of California, and offers field opportunities for students. The course includes field trips to significant Native American cultural places, and many artifacts are brought in to the classroom to provide first hand experience with ancient, traditional Native American material cultural attributes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE &amp; RELIGION - SLO 1 Key Anthropological Concepts - Students will</p>	<p><b>Assessment Method:</b> There are numerous, specific questions to demonstrate understanding of key</p>	<p>09/17/2015 - I am assessing my online Anth 5 from Spring 2015 (CRN 40737). I don't give a mid-</p>	



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>term but I give multiple quizzes on the concepts 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> <hr/> <p>04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the average grade for the final was 86%. The shows that targets were met, and the SLO's were reinforced even more by the final exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This outcome definitely reinforces related GE/IL-SLOs.</p> <hr/> <p>09/05/2013 - I am assessing f2f section 01 of Anth 5 for Spring 2013. Students scored an average of 87% on the mid-term and 81% on the final exam, so the targets were met. I believe the average dropped on the final because it was spring quarter, and the final exam is so late (end of June). But I only taught this course online the other quarters, so can't compare.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <hr/>	
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE &amp; RELIGION - SLO 2 Anthropological Approach to Religion -</p>	<p><b>Assessment Method:</b> There are numerous, specific questions to demonstrate understanding of key</p>	<p>04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 09/24/2012 <b>Course-Level SLO Status:</b> Active	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. <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.	average grade for the final was 86%. The shows that targets were met, and the SLO's were reinforced even more by the final exam. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> This outcome definitely reinforces related GE/IL-SLOs.	
	<b>Assessment Method:</b> Students carry out an observation & analysis field exercise, in which they select a location or event of religious significance to a specific group, carry out an observation, and write up an analysis of their observation in a written paper. Papers are evaluated based on the ability to demonstrate an anthropological approach to understanding religion in a cultural context. <b>Assessment Method Type:</b> Case Study/Analysis <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%).	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 & Analysis Field Exercise Paper. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Community/Global Consciousness and Responsibility	
	<b>Assessment Method:</b> The Assessment Method used here were 2 papers that requested students to apply how culture affects various aspects of religion (Paper 1 Possible prompts that may be selected included: Mythology, Symbolism, Altered States of Consciousness, Ritual, and Religious Specialists. Paper 2 possible prompts that may be selected included: Magic, Divination, Ghosts, Souls, Death,	10/11/2016 - 33 students remained enrolled and received a Grade at the conclusion of the course. 32 students completed Paper 1. All students received a score at or above 40/50 29 students completed Paper 2. 5 students received scores below 80%  The target was met, but could be improved upon. All students who did not complete Paper 2 ended up failing the class. The students who did not turn	

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	<p>Spirits, Gods, and the changing nature of Religion).</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b></p> <p>The target for success would be a \80% on both papers for all students enrolled (the equivalent of 40/50 or above)</p>	<p>in Paper 2 either also did not complete some or all of the weekly reading assignments, did not show up as often for class, and also did poorly on the Final..For Fall 2016, identifying students fall off toward the end of the quarter and offering additional help and support will be crucial to up this target. Re-introducing College tools like the Teaching and Learning Center, Office Hours (mine), may help. Emailing students individually and offering an empathetic ear may also help.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</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>10/04/2016 - I am assessing Anth 5 in-person from Fall 2015. 90% of students enrolled in the course beyond the census date completed both required papers comparing the above mentioned elements for the course. Of the 90% who completed the papers, 70% earned a mark of "A" or "B". The students were able to take their weekly ethnographic stories from their Moro reader, and relate these effectively to the concepts from Stein and the instructor's lectures.</p> <p>Caveat: I would like to modify this SLO to include a College-level writing outcome. Most students, without given specific training in scientific research, were prepared to write at the College-level, although some were not. Not all future classes will be this prepared. For Fall 2016, I will dedicate half a class day to "the fundamentals of research paper writing" to ensure a more equitable start for all students. I will hold myself to a goal of mentioning and encouraging the use of our on-campus resources, like Pass the Torch, the TLC, and my office hours!, daily or weekly.</p> <p><b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met  <b>Year This Assessment Occurred:</b>  2014-2015  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None  <b>Resource Request:</b>  None</p> <p>04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the average grade for the final was 86%. The shows that targets were met, and the SLO's were reinforced even more by the final exam.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2013-2014  <b>GE/IL-SLO Reflection:</b>  This outcome definitely reinforces related GE/IL-SLOs.</p>	
Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 4 Application and Problem Solving - Students	<b>Assessment Method:</b> There are numerous, specific questions to demonstrate understanding of key	04/25/2014 - I am assessing section 0501 from Winter 2014. This is a face-to-face section. The average grade for the mid-term was 84% and the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 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>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>average grade for the final was 86%. The shows that targets were met, and the SLO's were reinforced even more by the final exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This outcome definitely reinforces related GE/IL-SLOs.</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>10/28/2016 - 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 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. (this was an assessment of two classes)</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>			
<p>Department - Anthropology (ANTH) - ANTH 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</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</p>	<p>10/28/2016 - Anth52 was taught as part of the Ireland Field Program in summer 2016. In both cases all students satisfactorily learned how to use the tools of the field archaeologist to conduct excavations. This class has no SLOs listed here in TRACDAT, but they do exist on the COR. Someone has to transfer those SLOs from the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(ANTH)) <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	techniques to include the use of trowel, laying out units, and identifying artifacts for collection. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70%	COR to TRACDAT. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH 52 - DEPARTMENT HONORS PROJECTS 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)) <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active			
Department - Anthropology (ANTH) - ANTH			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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.</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(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 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	<b>Assessment Method:</b> Students will meet every week and collaborate on a joint research project. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Students attend 70% of the class periods	10/28/2016 - Every student attended the course in order to conduct the joint research project on Foothill transportation issues, including the need to find better transportation options to the college. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
Department - Anthropology (ANTH) - ANTH 56 - APPLIED PHYSICAL ANTHROPOLOGY FIELD METHODS - Value of Applied Physical Anthropology -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Students will have an awareness of the value of applied anthropology 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 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))</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 56 - APPLIED PHYSICAL ANTHROPOLOGY FIELD METHODS - 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><b>Assessment Method:</b> Students will meet every week and collaborate on a joint research project.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70 % of students attend discussions and actively take part</p>	<p>10/28/2016 - All students attended every week to conduct research in the lab. They helped with osteological and forensic analysis on current projects.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Anthropology (ANTH) - ANTH 57 - APPLIED ARCHAEOLOGY FIELD</p>			

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Diversity of Africa - Students will practice and apply understandings of historical and contemporary cultural diversity of Africa emphasizing its social, political and economic organizational structures. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Specific questions are asked on periodic quizzes.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>01/04/2015 - Students read an array of sources primarily from African anthropologists and researchers and conduct their own secondary research to respond to discussion prompts and to answer essay questions. These assessments are successful in requiring students to integrate data, demonstrate their factual knowledge, and demonstrate their ability to analyze complex data and express their findings in writing.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
	<p><b>Assessment Method:</b> Students read two novels by African writers and an autobiography of a Lesotho woman. They use these sources for case study/analysis of specific topics each week, integrating anthropological data and the literature/autobiographical data in their critical analyses.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 80% of students will achieve a B (80%) or better on their weekly essays related to these topics.</p>	<p>10/05/2016 - ANTH 06 Winter 2016: 80% of students achieved 85% or better on their weekly essays.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
<p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data on the African Diaspora. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students complete weekly essays</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>01/04/2015 - Students must use both course materials and their own secondary research in answering essay questions and discussion prompts. They must critically analyze diverse data sets, critically evaluate the quality and validity of data, and express their analyses in writing. They must also respond to classmates' discussions. These were successful in strengthening students' analytical skills.</p> <p><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
		2013-2014 09/11/2012 - This SLO is critical. Students often have difficulty critically analyzing data and developing an argument based upon a diverse set of data. These essays help them to integrate information and make a coherent written statement. It also helps them to critically assess the quality of data. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> This SLO specifically addresses the Core Competency of Communication. It requires that students demonstrate analytical reading and writing skills including evaluation, synthesis, and research.	
	<b>Assessment Method:</b> Students participate in weekly discussions where they must respond to prompts regarding the topic for that week. They must demonstrate a clear understanding of the issue and must provide a critical analysis and interpretation of the material studied. They must also do additional research to add to the discussion. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students must achieve 80% (B) or better.	10/05/2016 - ANTH 06 Winter 2016: 80% of students achieved 90% or better on their weekly discussions. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
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>Assessment Method:</b> Students complete a research paper <b>Assessment Method Type:</b> Research Paper	10/05/2016 - ANTH 06 Winter 2016: 88% of students achieved an A (92% and above) on their papers. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		2015-2016 01/04/2015 - Assignments, discussions, and the research paper all provide students with the opportunity to address critical problems in Africa. This has been successful in testing students ability to define and describe significant problems and to develop possible solutions. Additionally, students are required to review news on Africa and discuss the news stories prompting them to pay attention to and analyze current events using their new anthropological knowledge and skills. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
		09/11/2012 - SLO is very important. Students learn to use data and theories to define, describe, and develop solutions for problems in Africa. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> SLO specifically addresses one of the Core Competencies.	
	<b>Assessment Method:</b> Students do a case study and analysis of a specific issue which they present to the class. In the case study they must propose possible solutions to the issues being discussed. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 80% of students must achieve a B (80%) or better on their case study.	10/05/2016 - ANTH 06 Winter 2016: 90% of students achieved 90% or better. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
Department - Anthropology (ANTH) - ANTH 67A - CULTURES OF THE WORLD:	<b>Assessment Method:</b> Students journal their experiences as they	10/08/2015 - The submitted journals by students on the field program in Summer Ecuador 2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ECUADOR - 1. Cultural relativism - 1. Students will practice cultural relativism as it applies to the people of Ecuador. (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>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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>reflected an understanding of the basic cultural differences as experienced in various formats.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>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))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p> <p><b>Start Date:</b> 12/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</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 - 2. Critical thinking - 2.</p>	<p><b>Assessment Method:</b> Students submit a critique of cultural experiences in which they visit several</p>	<p>10/28/2016 - Students submit critical assessments of each experience. Every student on the program submitted adequate assessments except the one</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 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>historic and prehistoric sites in Roscommon and the rest of the Ireland.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> Success is measured by active participation the activities and then the ability to convey a critical assessment of the experience.</p>	<p>student who did not attend many of the events due to illness.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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. Students will learn how to critically analyze</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and interpret cultural data from cultures found within the Mediterranean region. (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 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)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active			
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)) <b>Start Date:</b> 12/01/2012 <b>Course-Level SLO Status:</b> Active			
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 (ANTH))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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%	01/02/2015 - This method of assessment does reliably gauge whether a student understands the concepts taught in class <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 10/10/2013 - This method of assessment does reliably gauge whether a student understands the concepts taught in class. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</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. 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>methods for a given area.</p> <p>07/03/2012 - Met through archaeology data paper requirement.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Add more SLOs for this course</p> <p><b>GE/IL-SLO Reflection:</b> Additional SLOs needed for this course.</p> <p>Course Objectives:</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1) Demonstrate understanding of Archaeology as a sub-field of Anthropology.</li> <li>2) Understand past and modern theoretical approaches in Archaeology.</li> <li>3) Examine basic methods and techniques used in archaeology.</li> <li>4) Understand the laws and professional ethics of archaeology, with regards to preservation and the rights of indigenous peoples.</li> <li>5) Have a general knowledge and appreciation for major events in human history and past life ways of selected cultures.</li> <li>6) Students will practice and apply archaeological method and theory.</li> <li>7) Students will learn how to critically analyze and interpret archaeological data gathered from fieldwork.</li> </ol>	<p>07/03/2012 - List of possible future SLOs:</p> <p>Course Objectives:</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1) Demonstrate understanding of Archaeology as a sub-field of Anthropology.</li> <li>2) Understand past and modern theoretical approaches in Archaeology.</li> <li>3) Examine basic methods and techniques used in archaeology.</li> <li>4) Understand the laws and professional ethics of archaeology, with regards to preservation and the rights of indigenous peoples.</li> <li>5) Have a general knowledge and appreciation for major events in human history and past life ways of selected cultures.</li> <li>6) Students will practice and apply archaeological method and theory.</li> <li>7) Students will learn how to critically analyze and interpret archaeological data gathered from fieldwork.</li> <li>8) Students will apply anthropological principles for solving human problems on the local, regional and world scales.</li> </ol>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>8) Students will apply anthropological principles for solving human problems on the local, regional and world scales.</p> <hr/> <p>06/11/2012 - Students are meeting current SLOs. See below for additional SLOs that could be added to this course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Add more SLOs for this course</p> <p><b>GE/IL-SLO Reflection:</b> Course Objectives:</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1) Demonstrate understanding of Archaeology as a sub-field of Anthropology.</li> <li>2) Understand past and modern theoretical approaches in Archaeology.</li> <li>3) Examine basic methods and techniques used in archaeology.</li> <li>4) Understand the laws and professional ethics of archaeology, with regards to preservation and the rights of indigenous peoples.</li> <li>5) Have a general knowledge and appreciation for major events in human history and past life ways of selected cultures.</li> <li>6) Students will practice and apply archaeological method and theory.</li> </ol>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>7) Students will learn how to critically analyze and interpret archaeological data gathered from fieldwork.</p> <p>8) Students will apply anthropological principles for solving human problems on the local, regional and world scales.</p>	
		<p>01/22/2012 - This class was taught in Spring 2011. The success rate for the class was 27/33 or 81.8%, I do not have the data for the final exam and midterm exam in front of me. I can comment on the structure of the class as it pertains to the C-ID discussions. The class is very methodologically based and I had worried that it was too much in this direction, however, the C-ID discussions in which I took part were emphasizing the same format. For future accreditation within the Transfer Degree this course will be one of the 3 major benchmark courses and we will need to be teaching it 3 or 4 times per year to keep up with demand. I try to make this course as hands-on as possible, by having the students learn how to assess archaeological data. This is less of a prehistory course (anth3) and more of a methods course for the science of archaeology.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
	<p><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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Deep understanding of archaeological concepts and how they are applied.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret archaeological data gathered from fieldwork. (Created By Department - Anthropology (ANTH))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Paper assignment designed to critically assess techniques for interpreting the past from the archaeological record. If possible, students use a field experience conducted on an actual archaeological site. See assignment and critical thinking rubric for Anthropology Papers.</p> <p><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>10/28/2016 - Students submitted final journal and notes from archaeology field experience at Russian Ridge and Long Ridge Parks run by Mid Penn Regional Open Space District in the Santa Cruz Mountains. Every student submitted journals which meets the requirements.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>01/02/2015 - Students submitted final journal and notes from archaeology field experience at Portola Redwoods State Park in the Santa Cruz Mountains. Every students submitted journals which meets the requirements.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>07/03/2012 - Target met through data paper requirement.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Add more SLOs for this course</p> <p><b>GE/IL-SLO Reflection:</b> Adding SIOs:</p> <p>Course Objectives:</p> <p>Students will:</p> <p>1) Demonstrate understanding of Archaeology as a sub-field of Anthropology.</p> <p>2) Understand past and modern theoretical approaches in Archaeology.</p>	<p>07/03/2012 - Suggested complete list of SLOs: Students will:</p> <p>1) Demonstrate understanding of Archaeology as a sub-field of Anthropology.</p> <p>2) Understand past and modern theoretical approaches in Archaeology.</p> <p>3) Examine basic methods and techniques used in archaeology.</p> <p>4) Understand the laws and professional ethics of archaeology, with regards to preservation and the rights of indigenous peoples.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>3) Examine basic methods and techniques used in archaeology.</p> <p>4) Understand the laws and professional ethics of archaeology, with regards to preservation and the rights of indigenous peoples.</p> <p>5) Have a general knowledge and appreciation for major events in human history and past life ways of selected cultures.</p> <p>6) Students will practice and apply archaeological method and theory.</p> <p>7) Students will learn how to critically analyze and interpret archaeological data gathered from fieldwork.</p> <p>8) Students will apply anthropological principles for solving human problems on the local, regional and world scales.</p>	<p>5) Have a general knowledge and appreciation for major events in human history and past life ways of selected cultures.</p> <p>6) Students will practice and apply archaeological method and theory.</p> <p>7) Students will learn how to critically analyze and interpret archaeological data gathered from fieldwork.</p> <p>8) Students will apply anthropological principles for solving human problems on the local, regional and world scales.</p> <hr/>
		<p>06/11/2012 - Students met SLOs for this course.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2011-2012  <b>Resource Request:</b>  See SLO 1 for ANTH 008  <b>GE/IL-SLO Reflection:</b>  See SLO 1 for ANTH 8</p>	
		<p>01/22/2012 - Students are assigned two major papers in which they compile and analyze data gathered on fictitious archaeology projects. We use a workbook that requires them to critically assess data from the field. The report they submit is 5-7 pages in length and they do presentations. I</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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>am concerned because the online class does not do this assignment, again that is why SLOs exist, so we can all be on the same page in the future. The average grade for these papers is a B.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</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>Course-Level SLO Status:</b> Active</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 who owns the past in modern society with a comparison of perspectives of museum curators, archaeologists, and cultural descendants.</p>	<p>01/02/2015 - A class discussion about stakeholders at archaeological sites takes place in conjunction with assignment from a workbook. The importance of different perspectives to the past is an important theme from the class. The assignment meets the requirements.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70%</p>	<p>01/22/2012 - Students are given exposure to a real-life field archaeology setting within which discussions of modern applications of archaeology are shown and discussed. This is usually a CRM (cultural resource management) project that the Department of Anthropology at Foothill and the Center for Applied Anthropology has contracted to work on with a local town or the state parks department. We have been working at Wilder Ranch in Santa Cruz, Big Basin State Park, Foothills Park in Palo Alto, and Hidden Villa nearby. Also included has been an experience on the Castroville Mammoth site. All of these site excavations provide incredible hands-on experiences for our students that they cannot get elsewhere. We are lucky to be able to receive support from Foothill in these endeavors. The students always speak of these experiences as the highlight of the class.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</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 <b>Target for Success:</b> Understanding human challenges that are universal through time and space.</p>		
<p>Department - Anthropology (ANTH) - ANTH 8L - ARCHAEOLOGY LABORATORY - SLO 1 - application - Students will practice and apply understandings of archaeological</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</p>	<p>01/02/2015 - Although I did not do formal exams, I should do it the next time. Grades are met based on attendance alone but then there is less desire to learn the details if only attendance is required. I</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>laboratory methods and techniques of archaeology, including cataloging, care and analysis of artifacts, bone recognition, and archaeological excavation. (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>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>	<p>have mixed feelings about an exam, perhaps end of class quizzes are the answer.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>01/22/2012 - This class was taught to 10 students in the Fall 2011, the instructor did the class on a no load volunteer basis. The 1 unit class was largely an experience based laboratory course that each week covered a new topic in archaeology lab studies. There was no formal exam used to assess learning. The small class numbers allowed for constant monitoring of the students success at internalizing the basic objectives for the day. I probably need to either change the SLO or add an exam. I am concerned, though, that the positive learning environment fostered by the lab environment where we work on real data sets will be hindered by an exam. I want to change this.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Lab equipment - it was placed on the program review as well</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> 70% success rate</p>	<p>10/28/2016 - 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 called Anth16L and not 8L.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<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>01/02/2015 - Students worked with a database from an ongoing archaeological excavation in the Santa Cruz Mountains. They critically analyzed these data and worked with the database extensively. This meets the requirements of the SLO, however the lab facility is in serious need of an upgrade. The class could attract more students with a more structured understanding of each of the artifact classes and methods for analysis that further purchase of lab materials could enhance.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Laboratory materials needed to improve the lab class. Resource list available upon request</p> <p>01/22/2012 - A weekly journal or notebook is kept by class participants in which they detail the objectives for the week and what they managed to successfully accomplish. For example, if the exercise was stone tool analysis, they would reflect on what they learned and explain the data acquired during the session. Overall this works well, but I will standardize the format for their notebooks in the future.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>01/02/2015 - Students conducted research on a current site in which professional archaeologists are working. They learned the value of lab analysis with hands-on active learning. Groups of students conducted research. The requirements were met.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> More lab equipment to conduct more detailed analysis would be excellent. Our facilities are not able to help with some of the research.</p> <hr/> <p>10/11/2013 - Instructor demonstrated how to differentiate among various material types and more specifically focused upon different local lithic types. The students were then tasked with sorting artifact assemblages from a local archaeological site by material type and more specific lithic categories. The students showed initial minimal understanding and a low (less than 70%) level of competency in distinguishing between artifacts, yet after multiple class sessions students developed a high level of adept ability, requiring less and less instructor oversight resulting in their ability to sort material at a rate where only 5% of the material necessitated instructor review and consultation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> To improve students ability to learn material typologies, a fundamental skill in archaeology and sought by companies, the department should invest in more sorting</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>tables and artifact processing screens. Also more laboratory reference guidess.</p> <p><b>GE/IL-SLO Reflection:</b> Although the students did show marked improvement and confidence in identifying material types and make distinctions between lithic sources. There can be a more robust testing pre-testing process to gauge the students ability prior training, then a practicum exam at the end to show a more quantitative improvement.</p> <p>01/22/2012 - There is constant discussion among the class members and the faculty member about how this applies to the modern laboratory setting. I do not formally assess this SLO, however, I believe that we may be able to formally assess the SLO by making it more workforce related. We could formally do lab practical tests on different pieces of equipment in order to certify students on each instrument. That way the students could prove to potential employers that they were capable of doing each laboratory task. I will look into certification schemes employed at other labs, including the Sonoma State lab.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</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 - Anthropology (ANTH))</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> 70% success rate</p>	<p>10/28/2016 - 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 <b>Year This Assessment Occurred:</b> 2015-2016</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		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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	<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	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
cataloging, care and analysis of artifacts, bone recognition, and archaeological excavation. (Created By Department - Anthropology (ANTH)) <b>Assessment Cycles:</b> End of Academic Year	analyze artifacts. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70 %	18L. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<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
<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> End of Academic Year</p> <p><b>Start Date:</b> 09/18/2015</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will have successfully completed an ethnographic research assignment for one of the core courses.</p> <p><b>Assessment Method Type:</b> Research Paper</p>	<p>12/10/2016 - Students who have taken a course in the cultural anthropology subfield, to include Anth2A, Anth2B, Anth 6, Anth 12, 20, 22, and others, is required to conduct 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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> Faculty Release Time to develop better methodologies</p> <p><b>Resource Request:</b> Faculty Release Time to develop better methodologies</p>	
<p>Program (BSS-ANTH) - Anthropology AA - Core Anthropological Concepts - Students will demonstrate a core knowledge base in the four fields of anthropology appreciating and reflecting on human diversity in the past and present.</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 are asked multiple questions on final exams in the core courses that assess this knowledge.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 70% success rate</p>	<p>12/10/2016 - Students who have taken a course in anthropology demonstrate a knowledge of the four fields, to include cultural anthropology, physical anthropology, archaeology and linguistics. If a student is successfully completing these courses to get a degree, they will have answered questions about each of these subfields. We struggle with finding any more reliable mechanism to assess these outcomes without having a good mechanism even for identifying Anthropology majors.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/27/2016 - We have had a very challenging time determining methods of assessment for our program learning outcomes, given that we have no mechanism to collect data from our program completers. None of our courses have pre-requisites, so students can take them in any order. We do not have a capstone course, nor any final examination for the "program" (degree). What we do know is that if students complete the courses successfully that are the required core courses for this degree, they absolutely will have achieved this program learning outcomes, because this is built around successful completion of the core knowledge base of the four fields, required knowledge to graduate with an AA or ADT in Anthropology.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>10/27/2016 - We have requested support from the SLO committee on how to better assess our PLO's, and look forward to landing on more objective methods of assessments.</p> <hr/>
<p>Program (BSS-ANTH) - Anthropology AA - Applied Perspective - 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 issues through a variety of in class exercises.</p> <p><b>Assessment Method Type:</b> Research Paper</p>	<p>12/10/2016 - Students successfully completely archaeology, physical anthropology, and cultural anthropology courses are asked to propose solutions to local, regional and global issues through a variety of class exercises. If they are successfully completing these courses, to include Anth2A,2B,3,4,5,6,8,20,22 and others, then we are assuming they have successfully fulfilled this PLO. So, if a student is successfully completing these courses to get a degree or transfer, they will have completed a number of these exercises. We struggle with finding any more reliable mechanism to assess these outcomes without having a good mechanism even for identifying Anthropology majors.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>12/10/2016 - Students who enroll in anthropology courses of the physical anthropology subfield are assessed to determine whether they have learned the concepts behind Darwinian natural selection. The data is not currently available for this report, but we can assume that if a student passes the course then that student has an understanding of human evolution.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>12/07/2015 - Assessed 30 students in Anth1 - Physical Anthropology. I asked them to define 'natural selection' at the beginning and the end of the class. At the beginning 15/30 had some working knowledge of the concept, and at the end 29/30 defined it correctly.</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> I cannot select the year this assessment occurred- it took place Fall 2015</p>	
		<p><b>Assessment Method:</b> Students enrolled in courses that address human evolution, to include Anth1, 1H, 1L, 1LH, 13, 13L, 15, and others, are to be actively involved in discussions of the processes of human evolution, in particular how it is affecting current human variation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</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 demonstrate understanding of these concepts in several group discussions or</p>	<p>12/10/2016 - Students who take courses in the Archaeology subfield of anthropology, to include Anth3, 8, 16L, 17L, 20, 22, 51, 52, are asked to</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>important role that the 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.</p> <p><b>Year PL-SLO implemented:</b> End of Quarter</p> <p><b>SLO Status:</b> Active</p>	<p>projects assessing the role of 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> 70% success</p>	<p>reflect upon who owns the past in the form of class discussions and reflection papers. If the students successfully pass these courses we can assume that they have been involved in these discussions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	