

Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

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| Basic Program Information |
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Department Name: Anthropology

Program Mission(s): The Department of Anthropology educates students to understand and value the cultural and social diversity of the world both past and present. By studying cultural and physical anthropology and archaeology, our undergraduate students are offered a holistic approach to knowledge and an integrated program in the discipline. Active learning experiences in the laboratory, the field and the community, show our students both the interconnections between theory and research and how their discipline can be applied to today’s critical human problems. Faculty research emphasizes appropriate collaborations to promote a community of scholars. Thus, four central dimensions define the Anthropology Program:

- the understanding of cross-cultural realities both past and present;
- the direct experience of research in the primary fields of anthropology, including work through the Center of Applied Anthropology, the Anthropology Laboratory, and field programs that are international and local;
- the commitment to community-based learning that both integrates applied anthropology into the curriculum and engages students with community issues;
- the cooperation with other programs at the college and in the community to foster intercultural education for Foothill students.

By combining teaching excellence, scholarly research, and service to society, we strive for the education of the whole person in the Foothill tradition by helping our students to transfer to institutions of their choice, to become women and men of professional competence in the workforce, to be socially conscience, and to have global compassion.

Program review team:

| Name | Department | Position |
|----------------|--------------|--------------|
| Samuel Connell | Anthropology | Faculty (FT) |
| Kathryn Maurer | Anthropology | Faculty (FT) |
| Daniel Cearley | Anthropology | Faculty (PT) |

Programs* covered by this review

| Program Name | Program Type (A.S., C.A., Pathway, etc.) | Units** |
|--------------|--|---------|
| Anthropology | AA | 90 |
| | | |
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*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

We have a number of certificates that are not state approved. We call them Certificates of Proficiency. They are designed to be entry level certificates in anthropology, they are seen as a mechanism to captivate students and create community. We consider our certificates a vital avenue to student success.

They are listed below.

Certificate information

Certificates of Proficiency for concentrations in Anthropology are awarded to any student who completes three or more courses in a specific anthropology subfield with a cumulative GPA of 3.0 or higher. These concentrations convey a specific skill set within anthropology and students are encouraged to seek multiple certificates. Students graduating with transfer degrees are urged to seek certificates in order to strengthen their application for transfer to other institutions. To request a certificate please visit: <http://foothill.edu/bss/certs.php>

Cultural Resource Management Certificate of Proficiency(24 Units)[Non-Transcriptable]

ANTH 3 Prehistory: The Search for Lost Civilizations (4 units)

ANTH 4 First Peoples of North America (4 units)

ANTH 8 Introduction to Archaeology (4 units)

ANTH 8L Archaeology Laboratory (1 unit)

ANTH 11 Archaeological Field Methods (4 units)

ANTH 11B Archaeology Survey (2 units)

ANTH 36 Special Projects in Anthropology (1 unit)

And 4 units from the following:

ANTH 34H Honors Institute Seminar in Anthropology (1 unit)

ANTH 35 Department Honors Projects in Anthropology (1 unit)

ANTH 36 Special Projects in Anthropology (1 unit)

HIST 4A History of Western Civilization to 800 AD (4 units)

HIST 8 History of Latin America (4 units)

HIST 15 History of Mexico (4 units)

HIST 18 Introduction to Middle Eastern Civilization (4 units)

GEOG 1 Physical Geography (5 units)

GEOG 12 Introduction to Geographic Information Systems (GIS) (4 units)

Medical Anthropology Certificate of Proficiency(20 Units)[Non-Transcriptable]

ANTH 1 Introduction to Physical Anthropology (4 units)

ANTH 50 Medical Anthropology: Methods & Practice (4 units)

And ONE of the following:

ANTH 5 Magic, Science & Religion (4 units)

ANTH 12 Applied Anthropology (4 units)

And 8 units from the following:

ANTH 34H Honors Institute Seminar in Anthropology (1 unit)

ANTH 35 Department Honors Projects in Anthropology (1 unit)

BIOL 14 Human Biology (5 units)

BIOL 40A Human Anatomy & Physiology I (5 units)

or BIOL 40B Human Anatomy & Physiology II (5 units)

PSYC 4 Introduction to Psychobiology (4 units)

PSYC 10 Introduction to Social Research (4 units)

PSYC 40 Human Development (4 units)

SOC 19 Alcohol Drug Abuse (4 units)

Applied Anthropology Certificate of Proficiency(18 Units)[Non-Transcriptable]

ANTH 2A Cultural Anthropology (4 units)

ANTH 2B Patterns in Anthropology (4 units)

ANTH 12 Applied Anthropology (4 units)

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ANTH 36 Special Projects in Anthropology (1 unit)

ANTH 50 Medical Anthropology (4 units)

Cultural Anthropology Certificate of Proficiency(16 Units)[Non-Transcriptable]

Select 12 units from the following:

ANTH 2A Cultural Anthropology (4 units)

ANTH 2B Patterns of Culture (4 units)

ANTH 4 First Peoples of North America (4 units)

ANTH 5 Magic, Science & Religion (4 units)

ANTH 6 Peoples of Africa (4 units)

ANTH 12 Applied Anthropology (4 units)

And 4 units from the following:

ANTH 34H Honors Institute Seminar in Anthropology (1 unit)

ANTH 35 Department Honors Projects in Anthropology (1 unit)

ANTH 36 Special Projects in Anthropology (1 unit)

COMM 12 Intercultural Communication (5 units)

GEOG 2 Human Geography (4 units)

GEOG 12 Introduction to Geographic Information Systems (GIS) (4 units)

HIST 4A History of Western Civilization to 800 AD (4 units)

HIST 9 History of Contemporary Europe (4 units)

or HIST 9H Honors History of Contemporary Europe (4 units)

HUMN 1A Humanities & the Modern Experience I (4 units)

MUS 7D Contemporary Musical Styles: The Beatles in the Culture of Popular Music (4 units)

MUS 8 Music of Multicultural America (4 units)

or MUS 8H Honors Music of Multicultural America (4 units)

SOCS 20 Cross-Cultural Perspectives for a Multicultural Society (4 units)

SOC 30 Social Psychology (4 units)

or PSYC 30 Social Psychology (4 units)

SOC 40 Aspects of Marriage & Family (4 units)

WMN 5 Introduction to Women's Studies (4 units)

Archaeology Certificate of Proficiency(16 Units)[Non-Transcriptable]

Select 12 units from the following:

ANTH 3 Prehistory: The Search for Lost Civilizations (4 units)

ANTH 4 First Peoples of North America (4 units)

ANTH 8 Introduction to Archaeology (4 units)

ANTH 8L Archaeology Laboratory (1 unit)

ANTH 11 Archaeological Field Methods (4 units)

ANTH 11B Archaeology Survey (2 units)

And 4 units from the following:

ANTH 34H Honors Institute Seminar in Anthropology (1 unit)

ANTH 35 Department Honors Projects in Anthropology (1 unit)

ANTH 36 Special Projects in Anthropology (1 unit)

HIST 4A History of Western Civilization to 800 AD (4 units)

HIST 8 History of Latin America (4 units)

HIST 15 History of Mexico (4 units)

HIST 18 Introduction to Middle Eastern Civilization (4 units)

GEOG 1 Physical Geography (5 units)

GEOG 12 Introduction to Geographic Information Systems (GIS) (4 units)

Physical Anthropology Certificate of Proficiency(9 Units)[Non-Transcriptable]

ANTH 1 Introduction to Physical Anthropology (4 units)

ANTH 1L Physical Anthropology Laboratory (1 unit)

And 4 units from the following:

ANTH 34H Honors Institute Seminar in Anthropology (1 unit)

ANTH 35 Department Honors Projects in Anthropology (1 unit)

ANTH 36 Special Projects in Anthropology (1 unit)

BIOL 1C Evolution, Systematics & Ecology (6 units)

BIOL 10 General Biology: Basic Principles (5 units)

BIOL 12 Human Genetics (4 units)

Academic Year: 2011-2012

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

| Transcriptable Program | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|---|-----------|-----------|-----------|----------|
| See attached data provided by Office of Instruction | | | | |
| | | | | |

Please provide any non-transcriptable completion data you have available.

| Non-Transcriptable Program | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|----------------------------|-----------|-----------|-----------|----------|
| | | | | |
| | | | | |

1.2 Department Data

| Dimension | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|--------------------------|-------------------|-----------|-----------|----------|
| Enrollment | See attached data | | | |
| Productivity (Goal: 546) | | | | |
| Success | | | | |
| Full-time FTEF | | | | |
| Part-time FTEF | | | | |
| Full-time Staff | | | | |
| Part-time Staff | | | | |

Department Course Data

| Course | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | |
|---------------|-----------|-------|---------|-----------|-------|---------|-----------|-------|---------|
| | Enroll. | Prod. | Success | Enroll. | Prod. | Success | Enroll. | Prod. | Success |
| Data attached | | | | | | | | | |
| | | | | | | | | | |

*****The data is already provided by the Office of Instruction and Research (see attached). I provide some analysis below. However, I should add that the data for this year is very limited. In 2010, I was analyzing the online versus face to face coursework of two target populations – Asians and Latinos – however this analysis cannot continue this year.

I also sought data from other places. I want to use a data source from MyEdu.com which was formerly Pick-a-prof. This company uses open records requests to gather data that is not provided to professors by the college.

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A significant issue with the data provided is that the full-time professor for Anthropology (Connell) is listed as having only a 0.9 load for the year; however this was a 1.0 load.

38.2% or 999/2618 students were online during 2010/11 school year. This high mark is significant because it means that the full-timers need to be more aware of the process for enrollment and grading in these classes. In the fall of 2011, Connell passed the Etudes training course and will be setting up and carrying out instruction on line in the following year. I am proposing to teach an online course in the Spring of 2011.

A number of trends are noted using the Myedu data. For several online classes there is close to a 94% pass rate. A closer look at the data suggests that for some of our professors the rate of A grades is very high. While this alone is not cause for alarm, we are going to be more vigilant in our efforts to make sure that our course offerings are relatively similar in terms of work load and grading.

Go here for complete data set http://www.myedu.com/Foothill-Foothill-College/school/s/578/course/?dept_id=40572

The reason equitable grading between online vs face to face is so critical can be linked to our second important observation. We feel that specific online courses (those same courses with high volumes of A grades) fill up too early in the enrollment process thus giving preference to priority enrollees at the expense of everyone else. This means that specific groups of people have disproportionate access to these courses. A quick check of these courses also shows them filling up almost immediately and with full wait lists of 30 students. There are many reasons that this could become a major problem if the college administration does not address this in the future.

But more importantly, the groups of students who do not have the opportunity to take the most popular courses (for whatever reason, perhaps not just their ease) are often the same students who have a hard time achieving success at the college.

We need to address the fact that our online courses fill up during priority enrollment and do not provide all students with access. This is a system wide issue that is highlighted in the Anthropology data.

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

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

The enrollment in the past years is holding and increasing in terms of the WSCH.

There appears to be no place on this new Program Review Template to really provide an analysis of our data like last year so I provided it in the space above. I think it is vital to delve a little deeper into our data. For example, last year I specifically looked at Latinos in the targeted group and Asians in the non-targeted group. But this year the College is

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not providing that data. We did request this data in the BSS Division Meeting but apparently it will not be provided.

Last year we noted a thread of data that raised concerns. It pertained to the differences identified among ethnicities taking Face to Face and Distance Education courses. During the 08-09 Academic Year in Anthropology Face-2-Face classes: Asian 14%, Hispanic 14%. Distance Classes: Asian 41%, Hispanic 7%. This tremendous difference was addressed. The full-time professor evaluated the online courses and determined that a high percentage of students were not distance education students but instead were taking specific online course due to their ease. These classes fill up on the first day that enrollment opens and those groups without priority enrollment are not able to get into the courses.

Connell has passed the Etudes training and will be teaching online in the near future in order to more fully understand the nature of this problem.

Enrollment has continued to increase in our general classes and we foresee at need to increase our Full-timer capabilities.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

a. AA, AS, transcriptable certificates

Nine degrees during the past year. While this is not significantly high, we see most of our students forgoing the AA degree and transferring to universities.

For example, according to the Foothill College articulation office we had 13 transfer Anthropology students to just UCLA out of 21 applicants. This indicates that the AA degree is NOT a primary goal for our students.

In addition, ANTH is one of the top 5 or 6 major destinations to UCLA for Foothill students.

b. Local, non-State approved certificates

None

c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

In the past 6 years 48 certificates of proficiency have been awarded. This is seen by the department as a great way to hold interest and promote a departmental student community. See above for a list of the certificates.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

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The number is 562, down 4% from last year. This hits the target number and the high enrollment in popular GE offerings allows us to teach some classes that traditionally have lower enrollment. These other lower enrollment classes lend vibrancy to our program and increases transfer rates, which ultimately is one of our main goals. For example, Anth1 is 685 and Anth2A is 623. The high transfer rates for our department attests to the importance of the lower enrollment courses. We MUST KEEP these courses being offered. They also allow us to recruit students for the special projects that the department is continually doing, including local field programs in archaeology (like the Castroville Mammoth excavation project which we are currently processing) and international projects in Ecuador and Belize for which we well-known in the community and world-wide as running excellent abroad programs for anthropologists. Last summer we enrolled over 60 students in our three programs.

Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

The full-time prof taught fewer of the specialized classes during 2010-11 in an effort to keep up the WSCH for the department. This proved successful because we now have a new full-time professor (Maurer). We believe that this will create further continuity and sense of community within the department.

Connell has completed the Etudes training and intends to put together Anth1 and Anth2A online courses to improve our offerings.

Our new courses in Anth20 – California Native Americans, Anth22- Aztec & Maya, and Forensics (Anth13 and Anth13L – awaiting BOARD approval) will all be very popular with students. This is important given more important focus on applied facets of anthropology and links to the wider community.

4. Curriculum and SLOs

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

Curriculum is wonderfully current. We started teaching anth22 (Aztec & Maya) and anth20 (Native Peoples of California) this quarter. These new courses were well attended for first classes. We also plan to teach Anth13 and Anth13L (Forensics) which are already approved by the state and needing approval from the college. Student interest is very high for these.

We are also teaching summer courses in the field and this has worked well.

We are also intending to start using courses that we have not taught in years but are on the books, such as an Independent Study. This course makes sense as a replacement for the entire suite of independent lab based and project based classes that we offer.

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Professors have been teaching Anth36 (Special Projects) but this needs to be a more complete course in its outline form.

Connell is currently getting all the courses and the assessment strategies into the TRACDAT system. This has taken time but when all 20+ courses get into the system we will be fully operational when it comes to successfully putting in the SLOs every quarter.

b. Comment on program mapping and how it ties to the college Mission(s).

The program emphasizes transfer and workforce development for students in a manner that is aligned with the mission of Foothill College. Anthropology is one of a multiplicity of disciplinary modes of inquiry. By combining teaching excellence, scholarly research, and service to society, we strive for the education of the whole person in the Foothill tradition by helping our students to transfer to institutions of their choice, to become women and men of professional competence in the workforce, to be socially conscience, and to have global compassion.

c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

This needs to expand but has begun to show success. We are building a Community of learners, but this needs to increase system-wide. There have been a number of initiatives that appear to be stalled, yet these should continue. I plan on working with the Geography department and the Business departments to help increase the awareness and curriculum offerings of anthropology.

d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

The rise in focus on applied use of anthropology as a workforce discipline is really important. We see Foothill Anthropology as being uniquely positioned, with the hiring of Dr. Maurer, for this future. Our new classes in Forensic Anthropology and Applied Anthropology will be a perfect fit. We see students tracking down specific pathways, such as Archaeology, Biological Anthropology, or Applied/Cultural Anthropology. And our program will be able to track the success of these students as they move through these tracks.

e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

While we do have SLOs for all courses that also tie in to the Program-level SLO's, we have identified a need to update many of them, particularly those related to courses with a Cultural or Applied Anthropology focus. We will be convening a workgroup of full and part-time Anthropology faculty to finalize the SLO's in Winter 2012, with a goal of having SLO's and methods of assessments fully updated by the end of the 2011-2012 academic year.

5. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

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We have no problems currently. Although some students are clearly deficient, I believe that they benefit greatly from these types of social science courses. If they can be stimulated by the research or by the professors, then they will see a need for completing the basic skills. Otherwise, basic skills education is seen as an arduous task with no end. It is important TO CATCH THE INTEREST OF STUDENTS – and NOT just continue to DRILL DRILL DRILL. School must provide critical interest for students.

For example, we ask students to write, write some more, and continue to write. By creating situations where they are asked to reply in short answer or essay format they will improve their critical thinking and writing skills. We call them reaction papers and they work very well.

6. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

All the articulation agreements are up to date. It is very hard to get good data on our transfer rates. However, I was forwarded the following data from our articulation office that shows the high % of transfer to UCLA. According to Bernie Day, "For fall 2011, 26 Foothill students applied to UCLA indicating ANTH or BS ANTH as their first choice major. Of those, 13 were admitted, 9 were denied and 1 was given a conditional admission (do not know if the student met the conditions, though). Three students refused to have their data released; therefore, we do not know if they were admitted to UCLA or not. Seven of the 13 admitted students were in the honors transfer (TAP) program."

Day continues.... "quick look at the numbers seems to indicate that ANTH is one of the top 5 or 6 major destinations to UCLA for Foothill students. Other popular majors for our transfer students are Business, Business ECON, Communication Studies, Biological Sciences and Psychology."

This is very satisfactory data for what is commonly thought to be a non-impacted major. If this is only UCLA, and we consider the rest of the schools statewide, we would be conservative in estimating that around 75 students a year transfer as anthropology students.

We hold a Transfer Celebration of our own every spring and usually get 15 students to show up and be recognized but it is hard to achieve this sense of connection at Foothill – it is one of the MOST IMPORTANT THINGS we are trying to understand with our research on campus of Foothill culture.

Another important reason for high transfer rates is our high number of Anthropology Majors. Although we have no direct data from the Office of Instruction, we have been gathering data with our own surveys.

We handed out a survey to 223 students at the end of Fall 2011 quarter.

| Are you an Anth Major? | Frequency | Percent |
|-------------------------|-----------|---------|
| Yes I am | 35 | 15.7 |
| Leaning towards it, but | 19 | 8.5 |

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| | | |
|-------------------------|-----|------|
| undecided | | |
| No, I am something else | 149 | 66.8 |
| Totally Undecided | 20 | 9 |

According to the data from the most recent year available (2010-2011 – see attached) the Anth department had 2618 students (obviously some are repeats but I am not accounting for that). If we divide this by 3 quarters, the count per quarter is 872, if we were ultra-conservative and divide by 4, the count is 654 per quarter. This is roughly three times the amount of students we were able to survey. Therefore, conservatively if we were to treble the numbers in the chart above, the counts may reflect the total anthropology majors. The count of anthropology majors would be 105. This reflects our assumed number of 100 give or take 10 students.

Our Anthropology Majors choose our program because of the many opportunities for experiential learning. In the past year we have involved students with a series of practical experiences which are listed below.

1. Summer program in Belize (one month during July)
2. Summer program in Ecuador (one month during July)
3. Summer archaeology field school in California at Palo Alto's Foothills Park (July-Aug)
4. Castroville Mammoth Excavation Project – during Winter/Spring and summer months.
5. Center for Applied Anthropology projects, including the faunal preparation project and many others.
6. Anthropology Laboratory classes.
7. Anthropology-in-Action – an outreach program to K-12 local schools.

7. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

This is a great question, and something we are actively trying to pursue. Just last month, I had to turn away \$3,000 from the local Open Space District for an archaeology contract that we could not fulfill because of worries over the Foothill students liability. This is something that MUST BE FIGURED OUT. If students are to get experiences in the real world as part of the anthropology workforce, our college has to work out a much better way of allowing this to happen. I will be working closely with VP Mummert on this issue, as well as anyone else who will listen.

In addition we are seeking Perkins Grant money but need a different TOPS code, which is possible if we apply for it under a New/Emerging Occupation subsection. I think it would go under TOPS code 2299.00 – Other Social Sciences, and then we could specify Applied Anthropologist. This has to be pursued further in the next quarter.

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| Section 2. Learning Outcomes Assessment Summary |
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2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

see attached

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

see attached

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

We have just started working with our new hire, Kathryn Maurer, to bring her up to speed on the background and requirements of PLO and SLO Assessment and Reflection, and our Department status of SLO development, assessment, reflection and improvement. In looking together at our PLO's and all of our course-level SLO's, including performance targets and means of assessment, we recognize the need to update them significantly to become better objective measurements of student success, and to provide more meaningful data that will assist all full and part-time faculty with course and program evaluation and improvements.

For example, we now understand that our PLO's and most of our SLO's are too broad to effectively measure, and the means of assessment too vague and general. Therefore the reflections become very subjective, and too "instructor-heavy," rather than providing meaningful objective data that can assist with a true evaluation of student success across instructors and quarters.

We recognize the need to complete this work in a very timely manner, but also do not want to rush the process, which would again result in meaningless measures. We are intending to complete the work on new SLO's and Methods of Assessments by the end of the 2011-2012 academic year, and plan to enter assessment findings and action plan follow-up for each course taught the first quarter after the SLO's and means of assessment are complete.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

In most cases we believe the assessments were too generalized to be useful. Originally we were hoping to create a situation where all adjuncts and FT could use these as open ended guide posts. Now that we have Kathryn Maurer as a new FT, we are prepared to more specifically address the learning objectives in measurable ways.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

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We think the SLOS should build upon each other, particularly with the Anth2A, 2B and 12 courses, the SLOs can reflect the growth of the student expectations. However we must be cautious about putting prereqs on these classes as it is vital to allow students to enter into the anthropology department from any angle.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

We think that the SLOs are great KSAs because they specifically address the course content, the critical thinking abilities, and then the impact on the modern world. Although we don't think there should be any more noble goal of a department, we could add new SLOs that are more specific to the goals of the specific class.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

We think we are along way off because the adjuncts are not fully on board with the assessment portion and this is critical, particularly with the online teaching which is half of our apportionment.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

Our PLOs are currently more generalized forms of the three general SLOs we have for each class. In terms of measuring our success as a program we are going to need to change these PLOs to measure overall success in the form of transfer rates and or the number of students who take more than one class. This will tell us that students are internalizing program outcomes, but it still doesn't assess specific learning tasks. An alternative would be to consider certain courses as capstone classes that are the culmination of learning or to integrate our certificates more directly into the curriculum as a way of demonstrating student success. The Cabrillo College system recently shut down a program that was producing archaeology technicians via a certificate program. In addition, Palomar College is somehow producing workforce related certificates.

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How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

It will lead to improvements on the current system. The certificates of proficiency are largely in response to the frustration students feel in anthropology with not being able to specialize in a certain subfield, such as archaeology, medical anthropology or forensics. With the certificate program they are able to identify that they have a more specialized interest or focus. This, we believe, contributes to our very high transfer rates, but we cannot specifically assess this success.

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

| Action Step | Related SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
|--|---|---|---|
| 1. Work on how to assess the PLOs | Transfer rates, success at transferring? | Transfer | This quarter the Center for Applied Anthropology and Anth36 Special Projects Culture Group is studying ways to measure the success of anthropology students and Foothill Community College students at large. We are directly working on this problem with the students, who might be able to provide a better perspective after some ethnographic research |
| 2 Work on TOPS code | Need to incorporate new SLOs and PLOs for a workforce degree. | Workforce | Allow continuing students to step directly into the workforce OR improve the current |

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| | | | |
|---|--|-------------|---|
| | | | workforce with things like cultural competency training |
| 3 Improve assessment of PLOs #3 -- Students will apply anthropological principles for solving human problems on the local, regional and world scales | I want to be able to tie this with the Stewardship ILO. This should be more directly tied and assessed on the basis of the stewardship ILO, but we are unsure how to do this at the moment | Stewardship | Measuring and knowing about the impacts of our actions on natural resources and cultural resources is critical. |

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

High levels of transfer students. Continued emphasis on workforce development by providing practical hands-on experiences for our students

3.2 Previous Program Goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|---------------------|-------------------|---------------|----------------------|
| 1 see section below | | | |
| 2 | | | |
| 3 | | | |

3.3 New Goals: Goals can be multi-year

| Goal | Timeline (long/short-term) | Supporting Action Steps from section 2.4 (if applicable) | How will this goal improve student success or respond to other key college initiatives |
|---|--|---|---|
| 1 Update TOPS codes to qualify for Perkins Grant money. | By Fall 2012 have a plan in place to apply for it under a New/Emerging Occupation subsection. I think it would go under TOPS code 2299.00 – Other Social Sciences, and then we could specify Applied Anthropologist. | Work with VP of Workforce development and Senate President to create the correct pathway to success | With the funding we will be able to improve our workforce experience programs. |
| 2 Hire a full or part-time lab and Center for Applied Anthropology coordinator | By Fall 2012 we hope to have a part-timer in place as lab-coordinator | Work out how to get funding allocated for this position. | In terms of serving our student needs, we see a definite lack of centralized coordination with the facilities. Take for example the Chemistry and |

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| | | | |
|--|--|---|--|
| <p>2 Hire a full or part-time lab and Center for Applied Anthropology coordinator</p> | <p>By Fall 2012 we hope to have a part-timer in place as lab-coordinator</p> | <p>Work out how to get funding allocated for this position.</p> | <p>In terms of serving our student needs, we see a definite lack of centralized coordination with the facilities. Take for example the Chemistry and Biology labs that have staff members that help coordinate the facilities. We need someone to carry out these services for the students. While the full-time and part-time instructors have been filling this role, we are severely limited in what we can do without a facility coordinator to help serve the students.</p> |
| <p>3 Offer Anth13 and Anth13L – Forensic sciences courses</p> | <p>The courses are already approved for transfer, we are awaiting district approval there has been a procedural issue that we are working with the Office of Instruction</p> | <p>Get these to the board as soon as possible</p> | <p>We have overwhelming interest in forensic classes and need to offer them ASAP.</p> |

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program’s resource requests.

Our single request is for a full or part-time staff position to fulfill needs in both the Anthropology Laboratory and the Center for Applied Anthropology. In terms of serving our student needs, we see a definite lack of centralized coordination with the facilities. Take for example the Chemistry and Biology labs that have staff members that help coordinate the facilities. We need someone to carry out these services for the students. While the full-time and part-time instructors have been filling this role, we are severely limited in what we can do without a facility coordinator to help serve the students.

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|----------------------|-----------|--|--|
| Lab Coordinator | Minimum | Goal #2 | Perkins Grant and Fund 15 accounts. |
| Full-time instructor | | All goals, but especially #5 | District funds |
| | | | |

Reassigned Time

| Position | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|----------|-----------|--|--|
| | | | |
| | | | |
| | | | |

B Budget Augmentation

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|---------------|-----------|--|--|
| | | | |
| | | | |
| | | | |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|----------------------------------|-----------|--|--|
| Forensic Science Lab Equipment | 2000 | Goal #3 | General funds needed to improve lab offerings. |
| | | | |

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| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

One-time/Other: (Release time, training, etc.?)

| Description | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|-------------|-----------|--|--|
| | | | |
| | | | |
| | | | |

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|----------------------|--|--|
| Strengths | <p>Program has worked hard to succeed in the last 5 years and now has two full-time professors.</p> <p>Our ability to provide many hands on experiences for the students is unmatched among all departments in the Bay Area, including CSU campuses. Our field projects have gained notoriety across the region.</p> | <p>Recognition of our success throughout the community.</p> |
| Weaknesses | <p>The disconnect between the online and face to face curriculum. The distance education has been operating in its own silo for many years.</p> | <p>Students do not recognize the benefits of an anthropology degree in terms of workforce development.</p> |
| Opportunities | <p>The program will expand its class offerings and grow in its core mission</p> | <p>With our new full-time hire we will see more connections to the community at large.</p> |
| Threats | <p>Cuts to funding</p> | <p>Anthropology is not a STEM</p> |

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

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We have expanded so fast that there are bound to be years when the department is flat in terms of growth, especially with Maurer getting her feet wet.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

None

5.4 Address the concerns or recommendations that were made in prior program review cycles.

We were able to hire another full-timer this year, and that has been wonderful, however we are still in need of more faculty to accommodate our growth.

In terms of specific analysis of the course offerings, the data has been rather limited this year so I was unable to continue the specific comparisons that were made last year.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

We are a premier Anthropology program in the USA for anthropology. There really are few other programs in the entire country that are doing what we do at this level. This does not mean we are too specialized, it is because we are forward thinking. I know that the rest of the community college world will catch up. As the academic world of anthropology atrophies more and more departments will be seeking applied experience from their future students. In addition, the continuing students already with degrees are coming back to anthropology in droves. They provide a good portion of our energy.

Our strengths are (in no particular order)

- 1) the variety of classes we offer.
- 2) the hands-on experience that we offer.
- 3) the excellent instructors with various backgrounds.
- 4) the strong laboratory facility that provides these experiences
- 5) the summer programs
- 6) the strong support that the administration offers.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Strengths and successes of the program as evidenced by the data and analysis: Very good review of your program. While it is desirable to do one's own research and add additional data, the college still needs each program to focus and comment on the standard data provided for each program above. Keep up the excellent work you have accomplished the past five years in

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your department. You have taken advantage of opportunities and strengths within your area to build. I understand your data will be updated soon.

6.2 Areas of concern, if any: We understand that ANTH 13 and 13L will run in the fall. We have talked about many times on improving productivity now we have the data you can identify courses we can add that would be most productive by adding several more sections per quarter and online. This growth does not preclude us from asking for a fulltime faculty in this program review.

The possibility of a Lab Coordinator could be hires or FT faculty this year if numbers reflect the demand. We will review the requests as we will go over these numbers.

6.3 Recommendations for improvement: Recommendations for improvement: Continue on ways to improve distance learning in the Anthropology Department. Your observations with distance learning education students are mostly face to face who take online courses for convenience of schedule matches the national data (verified by VPI). This would be an area in 2011-12 you should make a critical component of your program to grow in these areas while developing best practices in online education and identify which are the best courses for our students success.

As we move forward with 2011/12 we know you are currently updating and rewriting your SLO's and methods of assessments for all of your courses. Once these are done please provide the information to update your Program Review. By making the SLO's more relevant to the courses this should make it much easier for PT faculty to provide improved reflections throughout the year making next year's PR even more streamlined.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

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 | Reflection/Action Plan & Follow-Up |
|---|---|---|---|
| <p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - SLO 1 - Evolution - Students will practice and apply understandings of evolution. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Correctly answer essay questions on the Final Exam.</p> <p>Details: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: In the Spring 2011 the avg Final Exam grade was:</p> | <p>01/03/2012 - I first selected the 8AM Anth1 course that I taught. 43 out of 56 passed the class (including those who did not show up after the midterm). This is a 77% pass rate which is great. The average score for the final exam was 74.14 and for the Midterm 65.14. This is a 9 point jump, which shows success over time. Of the 48 people who took the final there was an average increase of 5.02% in the score. 20 of the 48 went down and 28 went up. This shows a successful improvement of students over time.</p> <p>For the 10AM Anth1 class. The average score was a 77.8, out of 57 students 12 did not pass. This is a 78.9 success rate which is excellent. I will not do the intense midterm to final exam comparison for this class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| | | <p>09/23/2011 - The average grade for the final exam was _____ This _ % better than last year at the same time. (or worse)</p> <p>Result:</p> | <p>09/23/2011 - I think that we need to standardize how Anth1 is taught across the campus. Yes we are all professors and do it in our own ways, but we should have the same</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---|--|
| | | <p>Target Not Met Year This Assessment Occurred: 2010-2011 Resource Request: We need up to date videos on genetics and primates as well as more hands on examples of fossils.</p> | <p>goals. I assign a paper but some other professors do not, and online learning is far more easy in terms of the required work.</p> <hr/> |
| <p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - SLO-2 Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: See Critical Thinking Rubric for Final Paper Assignment</p> <p>Details: Final Paper assignment comparing biology and behavior of two primates with modern humans. See assignment and critical thinking rubric for Anth Papers.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Related Documents: Critical Thinking Rubric</p> | <p>01/03/2012 - For the 10Am class -- of 47 papers on my list students attained a 90.4 grade which was excellent.</p> <p>I really like the way that I have made this paper a step by step process for the students and their grade reflects the method. 60 points of the 100 are based on data gathering and analysis in chart form and only 40 points is the write up. I find that students are less daunted by this format and do much better. Their analysis of primates at the zoo is much more thoughtful and engaging because they are forced to create a chart of analysis.</p> <p>Results from the 8AM class are similar.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status:</p> | <p>Assessment Method: The show awareness of connections between human behavior and the environment. For example, questions and assignment on global warming and changes we see in living conditions of modern primates. Or ask parents what changes they have seen in their lifetimes.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70%</p> | <p>01/03/2012 - This SLO is an ongoing class discussion from the first day of the class. The students are made aware of global warming and its effects on the process of natural selection. I have not been directly assigning them to look at changing conditions in the lifetimes of living humans and perhaps I should make this an assignment.</p> <p>This past quarter one of the reflection paper homework assignments asked them to watch the really amazing Food Inc. movie, which elicited</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|--|---|------------------------------------|
| Active | | <p>many thoughtful responses. Overall, I need to consider how to work this SLO more formally into the curriculum with an assignment that I can assess directly.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Anthropology (ANTH) - ANTH 11 - ARCHAEOLOGICAL FIELD METHODS - SLO 1 - Field methods - Students will practice and apply understandings of archaeological field methods. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 11 - ARCHAEOLOGICAL FIELD METHODS - SLO 2 - analysis - Students will learn how to critically analyze and interpret archaeological data gathered from fieldwork. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Paper assignment designed to critically assess techniques for interpreting the past from the archaeological record. Fieldwork conducted by the student will be assessed. See assignment and critical thinking rubric for Anthropology Papers.</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 11 - ARCHAEOLOGICAL FIELD METHODS</p> | <p>Assessment Method: Awareness of connections between the</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|--|---------------------|------------------------------------|
| <p>- SLO 3 - problem solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>practice of archaeology in the field and professional applications of archaeology. Group discussions and presentations focusing on the application of the field techniques.</p> <p>Target for Success: 100%</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 11B - ARCHAEOLOGY SURVEY - SLO 1 - Field survey - Students will practice and apply understandings of field survey in archaeology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</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>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Paper assignment designed to critically assess techniques for interpreting the past from the archaeological record. Field survey conducted by the student will be assessed. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Target for Success: 100%</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| <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>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Awareness of connections between the practice of field survey and professional applications of archaeology. Group discussions and presentations focusing on the application of modern laboratory techniques.</p> <p>Target for Success: 100%</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 12 - APPLIED ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity in a practical and applied form. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 12 - APPLIED ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret anthropology data so that it can be used to apply to real-world issues. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Final paper assignment about an in-depth experience in applied anthropology. See Critical Thinking Rubric for Final Paper Assignment.</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Awareness of connections between the practice of anthropology and ethnography and its application to modern society. Professor assesses the ability of students to formulate plans for application of anthropology to solve real-world problems.</p> <p>Target for Success: 100%</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 1 - Evolution - Students will practice and apply understandings of evolution in a laboratory setting. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on quizzes and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Assessment Method: Completion of lab projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75-80% student success ratio.</p> | | |
| | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on quizzes and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze</p> | <p>Assessment Method: Class lab projects are completed successfully.</p> <p>Assessment Method Type:</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Class/Lab Project</p> <p>Target for Success: 75-80% of students successfully complete the course</p> <hr/> <p>Assessment Method: 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>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Awareness of connections between physical anthropology methods and forensic casework. Examples include blood typing, hair analysis and osteological data.</p> <p>Target for Success: 100%</p> | | |
| <p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|--|--|------------------------------------|
| <p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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.</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p> | | |
| <p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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.</p> <p>Target for Success: 100%</p> | | |
| <p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</p> | <p>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!</p> <p>Result:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|--|--|------------------------------------|
| | | Target Met Year This Assessment Occurred: 2011-2012 | |
| 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)) Assessment Cycles: 2011-2012 Start Date: 11/01/2011 Course-Level SLO Status: Active | Assessment Method: Several critical thinking based paper assignments covering Aztec and Maya heritage and its relationship to the present. See Critical Thinking Rubric for Final Paper Assignment. Target for Success: 100% Related Documents: Critical Thinking Rubric | 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. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR PREDECESSORS - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2011-2012 Start Date: 11/01/2011 Course-Level SLO Status: Active | Assessment Method: Awareness of connections between the practice of anthropology and archaeology and its relevance to modern society. Professor assesses the ability of students to formulate understandings of an ancient past and its ties to modern society as a way to solve current problems. Target for Success: 100% | 01/03/2012 - Students were asked to hand in a number of reflections that addressed the relationship to the modern world. The most 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. Result: Target Met Year This Assessment Occurred: 2011-2012 | |
| Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity. (Created By Department - Anthropology (ANTH)) | Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter. | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|--|---------------------|------------------------------------|
| Assessment Cycles: 2011-2012 2012-2013 | Target for Success: 100% | | |
| Course-Level SLO Status: Active | | | |
| Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2011-2012 2012-2013 | Assessment Method: Paper assignment designed to have students perform a simple ethnographic analysis. See assignment and critical thinking rubric for Anthropology Papers. Target for Success: 100% Related Documents: Critical Thinking Rubric | | |
| Course-Level SLO Status: Active | | | |
| Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active | Assessment Method: Students will successfully take part in the roundtable discussion of Oil Companies vs Rain Forest. Details: -Students asked to role play as one of major stakeholders in Ecuador where global economy and oil extraction are affecting local Amazonian tribes. -If student takes part in the discussions then they have learned how to be applied anthropologist. - On final exam there are a series of direct questions about applying anthropology to this particular case of oil development in South America. | | |
| Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings | Assessment Method: Correctly answer essay questions on the Final Exam. These were also asked on Midterm and on first day of class. Professor | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| <p>of global diversity to investigations of current society. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> | <p>runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 100%</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>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))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> | <p>Assessment Method: Final paper assignment is an in-depth ethnography of current culture in the region. See Critical Thinking Rubric for Final Paper Assignment (Anth 2A).</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> | <p>Assessment Method: Awareness of connections between the practice of cultural anthropology and ethnography and its application to modern society. Professor assesses the ability of students to formulate plans for application of ethnographic analysis to current culture.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100%</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 1 - Development of Civilizations - Students will practice and apply understandings of the development of civilizations. (Created By</p> | <p>Assessment Method: Correctly answer essay questions on the Final Exam</p> <p>Details: Specific questions from Final Exam are answered. These were also asked on</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|--|---------------------|------------------------------------|
| Department - Anthropology (ANTH)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active | Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 100% | | |
| Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret archaeological data. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active | Assessment Method: Final Paper assignment designed to critically assess model for social development using archaeological record. See assignment and critical thinking rubric for Anthropology Papers. Assessment Method Type: Essay/Journal Target for Success: 100% Related Documents: Critical Thinking Rubric | | |
| Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active | Assessment Method: Student awareness of connections between human behavior and the growth and collapse of civilizations. Details: Questions and assignment designed to promote awareness of connections between today and the past. Includes visits to museum, understanding of who owns the past, addressing public good, and addressing the collapse of societies. Assessment Method Type: Essay/Journal Target for Success: 100% | | |
| Department - Anthropology (ANTH) - ANTH 34H - HONORS INSTITUTE SEMINAR IN | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>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>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 34H - 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>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 34H - 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>Assessment Cycles: 2009-2010 2010-2011 2011-2012</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| 2012-2013 Course-Level SLO Status: Active | | | |
| Department - Anthropology (ANTH) - ANTH 35 - DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY - SLO 1 - application - Students will practice and apply understandings of directed readings, discussions and projects in anthropology. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active | | | |
| Department - Anthropology (ANTH) - ANTH 35 - DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY - SLO 2 - analysis - Students will learn how to critically analyze and interpret anthropological data. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active | | | |
| Department - Anthropology (ANTH) - ANTH 35 - 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)) | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|--|---|------------------------------------|
| <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36 - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 1 - Special Topic - Students will practice and apply understandings of a special topic in anthropology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100%</p> | <p>01/03/2012 - Actually no exams are given at present for this class as primarily it is experiential. I will need to change the SLO for this class. I think the weekly journal which we are assigning is the way to go here. They will be graded on their journal entries and their ability to convey a growing understanding of the special topic they are researching or helping out with in the laboratory.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Anthropology (ANTH) - ANTH 36 - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Paper assignment designed to critically assess techniques for interpreting anthropological data. Data gathered by the student will be assessed. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p> | <p>01/03/2012 - To date we have been requiring a final summation of their special project, usually 2 or 3 pages in length. We have asked the students to critically analyze their role in the anthropological study and provide suggestions about the research program. It has worked well so far.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Anthropology (ANTH) - ANTH 36 - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological</p> | <p>Assessment Method: Awareness of connections between the practice of anthropology and its application to solving modern world problems. Group</p> | <p>01/03/2012 - The class meets for 2 or 3 hours during the final week of the quarter in order to provide presentations on the special projects that they have been carrying out. A discussion ensues</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|--|------------------------------------|
| <p>principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>discussions and presentations focusing on the application of modern laboratory techniques.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100%</p> | <p>about the laboratory results and what we are hoping to continue doing in the future. It has worked well so far.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Anthropology (ANTH) - ANTH 36X - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 1 - Special Topic - Students will practice and apply understandings of a special topic in anthropology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36X - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36X - SPECIAL 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</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36Y - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 1 - Special Topic - Students will practice and apply understandings of a special topic in anthropology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36Y - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36Y - SPECIAL 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))</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36Z - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 1 - Special Topic - Students will practice and apply understandings of a special topic in anthropology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36Z - SPECIAL PROJECTS IN ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 36Z - SPECIAL 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))</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|--|------------------------------------|
| <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 1 - Indigenous Group Culture - Students will practice and apply understandings of North American indigenous groups' persistent lifestyles, cultural continuities and changes, and current impacts upon national economics, history, popular culture, and political systems. (Created By Department - Anthropology (ANTH))</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100%</p> | <p>01/03/2012 - This course was last taught Winter 2011 by Mark Hylkema who is a part-timer. I have not familiarized Mark with this new system. He will input data following the Winter 2012 course.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret historical data about Native Americans. (Created By Department - Anthropology (ANTH))</p> | <p>Assessment Method: Final Paper assignment designed to critically assess model for social development using archaeological record. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p> | <p>01/03/2012 - This course was last taught Winter 2011 by Mark Hylkema who is a part-timer. I have not familiarized Mark with this new system. He will input data following the Winter 2012 course.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 3 - Problem Solving - Students will apply anthropological principles for solving</p> | <p>Assessment Method: Awareness of connections between modern Native American identities and ancient history in Northern California. Visit to</p> | <p>01/03/2012 - This course was last taught Winter 2011 by Mark Hylkema who is a part-timer. I have not familiarized Mark with this new system. He will input data following the Winter 2012 course.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|--|---|------------------------------------|
| <p>human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>museum that emphasizes Native American history from the perspective of Native Americans.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70%</p> | <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 1 - Natural and Supernatural Worlds - Students will practice and apply understandings of the ways in which people have attempted to gain mastery over the natural and supernatural worlds. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Paper assignment comparing and contrasting modern religions, with particular emphasis on research steps. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p> <p>Related Documents: Critical Thinking Rubric</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world</p> | <p>Assessment Method: Awareness of how to apply anthropological understandings of magic, science and religion to the modern world. Examples</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| <p>scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | <p>include group discussions and presentations about topics assigned in class.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70%</p> | | |
| <p>Department - Anthropology (ANTH) - ANTH 50 - MEDICAL ANTHROPOLOGY: METHODS & PRACTICE - SLO 1 - Evolutionary Perspective - Students will practice and apply understandings of an evolutionary perspective to changing relationships between human societies, ecologies and illness. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 50 - MEDICAL ANTHROPOLOGY: METHODS & PRACTICE - SLO 2 - Analysis and Interpretation of Methods and Practice - Students will critically analyze and interpret methods and practice of medical anthropology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 50 - MEDICAL ANTHROPOLOGY: METHODS & PRACTICE - SLO 3 - Problem Solving - Students will apply anthropological</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 1 - Cultural Diversity of Africa - Students will practice and apply understandings of historical and contemporary cultural diversity of Africa emphasizing its social, political and economic organizational structures. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department -</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 1 - Archaeological Method and Theory - Students will practice and apply understandings of archaeological method and theory. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret archaeological data gathered from fieldwork. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH 8L - ARCHAEOLOGY LABORATORY - SLO 1 - application - Students will practice and apply understandings of archaeological laboratory methods and techniques of archaeology, including cataloging, care and analysis of artifacts, bone recognition, and archaeological excavation. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Anthropology (ANTH) - ANTH</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>8L - ARCHAEOLOGY LABORATORY - SLO 3 - problem solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>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))</p> <p>Assessment Cycles: 2009-2010</p> | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: 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)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active | | | |
| Department - Anthropology (ANTH) - ANTH 8LY - ARCHAEOLOGY LABORATORY - SLO 1 - application - Students will practice and apply understandings of archaeological laboratory methods and techniques of archaeology, including cataloging, care and analysis of artifacts, bone recognition, and archaeological excavation. (Created By Department - Anthropology (ANTH)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active | | | |
| Department - Anthropology (ANTH) - ANTH | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> | | | |

Unit Assessment Report - Four Column
 Foothill College
 Program (BSS-ANTH) - Anthropology AA

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings | Action & Follow-Up |
|---|--|---|--------------------|
| <p>Program (BSS-ANTH) - Anthropology AA - 1 - Students will apply an understanding of cross-cultural realities both past and present.</p> <p>PL-SLO Status: Active</p> | <p>Assessment Method: Students taking courses in the Cultural Anthropology Concentration should have successfully completed a full-length cross-cultural case study.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target: Should be implemented by Spring 2012</p> | <p>01/03/2012 - Actually this PLO should be expanded to include all courses and not simply the Cultural anth courses. We are bringing this relativistic and holistic perspective into all courses. Most assignments are themed around this important anthropological mantra. But there needs to be a more systematic way to assess this PLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Program (BSS-ANTH) - Anthropology AA - 2 - Students will learn how to critically analyze and interpret anthropological data.</p> <p>PL-SLO Status: Active</p> | <p>Assessment Method: Students will have successfully completed a critical analysis of anthropological data in a group research or laboratory setting.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Spring 2012</p> | <p>01/03/2012 - In each class we are requiring a paper that assesses the student ability to critically analyze data. This should be taking place in each and every course. If it is not taking place in specific courses then we will address this in 2012. I think that we may specifically need to look at some online courses which are not requiring critical thinking assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Program (BSS-ANTH) - Anthropology AA - 3 - Students will apply anthropological principles for solving human problems on the local, regional and world scales</p> <p>PL-SLO Status: Active</p> | <p>Assessment Method: Students will have shown an ability to assess and solve human problems on local, regional and world scales via class presentations or final papers.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 70%</p> | <p>01/03/2012 - In each course there needs to be an assignment or participatory method for assessing that the students are internalizing this critical PLO. If we are to successfully educate our anthropology students they need to have an awareness of the world's problems and begin to be able to think about solving the issues. Again, if there are classes in anthropology that do not do this, we will need to find this out and</p> | |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings | Action & Follow-Up |
|---------|--------------------------------------|---|--------------------|
| | | address it in 2012. Result: Target Met Year This Assessment Occurred: 2011-2012 | |