

Basic Program Information

Department Name:

Anthropology

Division Name:

BSS

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. We believe that the Department of Anthropology at Foothill College is one of the strongest in the nation and our students' success reflects this.

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

Name	Department	Position
Samuel Connell	Anthropology	Instructor
Kathryn Maurer	Anthropology	Instructor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	11 active in Fall 2013 & Winter 2014

Please list all existing Classified positions:

None – we are potentially requesting a half-time classified position

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

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Anthropology	See below	X	

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

Section 1: Data and Trend Analysis

a. Program Data:

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

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Associate in Arts Anthropology	9	13	10	-23%*

Commentary:

In 2013, the Anthropology AA ranked 8th out of 20 AA degrees in the BSS Division. In 2012, it was tied for 6th place (with Economics). This is a slight drop, but given the very low number of degrees, it is difficult to assess if this is any significant trend (also given that in 2011, it was also ranked 8th).

Based on anecdotal data from conversations with students in our Anthropology classes, we find that there is an overall lack of drive to complete an AA degree at Foothill, even if students have completed the necessary coursework, or oftentimes even declare a major. The full-time Anthropology faculty dedicate some time during the quarter in educating students about the benefits of declaring a major and completing an AA degree, but we believe there needs to be a stronger push on campus to communicate this message. In addition, we would like to advocate for the institution to find an automated way to confer degrees on students who meet the given requirements, even if a degree application is not submitted by the student. Given that the senior full-time Anthropology faculty was on sabbatical all year (2012-2013), this could account for the slight drop in degrees awarded (less reach of this message to Anthropology students, since we are not confident part-time faculty are communicating this message consistently).

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

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Certificates of proficiency (see list below)	Unavailable	Unavailable	Unavailable	

Commentary:

According to data from the division no certificates have been awarded since 2008, but Anthropology faculty remember giving these certificates out more recently; we are not sure of the numbers.

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

N/A

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

We have three non-transcriptable certificates, which we call Certificates of Proficiency. While these certificates are not currently state approved, we intend to continue to work towards formal applications to the State to make them transcriptable Certificates of Achievement. Even though we recognize the drawbacks of in-house certificates, we nevertheless consider our certificates a vital avenue to student success.

As will be explained later in this program review, in addition to being an important transfer program, Anthropology is a highly relevant discipline in the preparation of a workforce for the 21st century, given its focus on diversity, cultural competency, heritage preservation, globalization, and human society's precarious relationship to its environment. Employers in both the public and the private sector, including many big companies in Silicon Valley and local County government, recognize the value individuals trained in the Anthropology perspective and fieldwork methods bring to their workforce. We see this demand growing by the number of B.A., Masters and Ph.D. programs in Applied Anthropology that are emerging around the country and abroad, and based on our own professional experience.

Our certificates are therefore designed to "certify" that a student has successfully completed an appropriate combination of Anthropology courses, which includes opportunities for engagement in original research through the Center of Applied Anthropology and participation in our field schools abroad, equipping him or her with the entry-level skills and competencies to make them a desirable candidate in targeted fields known to value the Anthropology approach. These certificates also demonstrate to 4-year schools, and even graduate programs, that our students are trained in the cutting-edge methods and approaches of our discipline. While the State may not yet have caught up with Anthropology's "workforce" value, the Foothill Anthropology faculty have demonstrated experience in this area, and are confident that this is the future of Anthropology. We would like to see Foothill Anthropology be a leader in this effort, the results of which could potentially impact the rest of the State, and even beyond.

We also recognize, however, that in order to make our strong case for this "workforce" model of Anthropology, we will need to dedicate faculty time and Department resources to this effort. We anticipate the need to work with the State Academic Senate and other state-wide organizations to make a solid case for Anthropology as a workforce program, demonstrating the effectiveness of the model we have built at Foothill. We look forward to division and institutional support of our efforts in this area.

Currently, the Certificates of Proficiency we offer are:

Cultural Resource Management Certificate of Proficiency (23 Units) [Non-Transcriptable]

This certificate is intended to demonstrate that the student has successfully completed coursework that provides them essential skills and competencies to enter the job market in the field of cultural resource management (CRM), which is the excavation and preservation of cultural artifacts. Companies that specialize in CRM in the Bay Area recognize this certificate, which gives students an advantage in the job market without necessarily having to complete a 4-year degree.

Medical Anthropology Certificate of Proficiency (24 Units) [Non-Transcriptable]

This certificate is intended to demonstrate that the student has successfully completed coursework that provides them essential skills and competencies for working with diverse populations in the medical field. According to the Office of Minority Health, cultural competency is of the highest priority for anyone working in the medical field, and therefore this certificate demonstrates that the student has acquired an essential skill for entering the workforce.

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

This certificate is intended to demonstrate that the student has successfully completed coursework that provides them essential skills and competencies for utilizing Anthropologyropological perspectives and methods to solve real-world problems affecting communities on the local and global scale. Many companies in Silicon Valley recognize the value of the Anthropologyropological perspective in both marketing products to diverse populations, as well as ensuring their company practices are aligned with local values. A student with a certificate in applied Anthropology will have an advantage in the job market for positions in this area.

In addition, we are in the process of proposing a certificate of proficiency in Forensic Sciences. The Anthropology 13 Forensic Anthropology class is currently being submitted to the College Wide Curriculum Committee for approval under Natural Sciences, and it has been submitted for IGETC approval.

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	2,726	3,081	3,144	2.0%
Enrollment F2F	1,673	1,862	1,725	-7.4%
Enrollment Online	1,053	1,219	1,419	16.4%
Productivity (College Goal 2013-14: 535)	597	530	517	-2.5%
Productivity F2F	544	482	479	-0.6%
Productivity Online	702	625	573	-8.3%
WSCH	10,741	12,250	12,697	3.7%
Success	2,029 78%	2,284 77%	2,343 75%	
Success F2F	1,252 77%	1,359 75%	1,379 80%	
Success Online	777 78%	925 79%	964 68%	
Full-time FTEF	0.9	2.0	1.0	-51.2%
Part-time FTEF	4.7	5.2	6.8	30.4%
Full-Time %	16%	27%	12%	-54.1%
Full-Time % Online classes	0%	0%	12%	
Overload	0.3	0.4	0.3	

Commentary on above data:

- **Enrollment:** We’ve seen a steady rise in enrollment in Anthropology classes, and a great jump in enrollment in online (likely due to Kathryn Maurer now offering the Anthropology 5 each quarter, sometimes with two sections). Now that Sam Connell is also teaching online, we should continue to see an increase in the percent of online classes taught by full-time faculty, which we believe is positive growth.
- **Productivity** did drop last year (although just slightly in F2F classes, mostly the drop was seen in online classes), but we were “chasing WSCH” as they say, which is visible in the data. Also, we have been making an effort to expand our online offerings, particularly of some specialty classes that have never before been offered online to

increase access to these courses, and to make sure students can complete their AA degree fully online. This has led to lower numbers, though, in some of these online courses. We'll have to carefully monitor this, and determine priorities as we go.

- **Success:** While overall success did drop slightly, the rate of non-success stayed the same. Success rates were negatively affected by the rate of withdraws, which went up. We're very interested in finding out the motivations behind drops and withdraws, and have proposed doing a student survey of students who drop or withdraw. We understand that surveys like these have been done, however, so we'd like to review prior survey methods and results before proposing our own. We suggest making this one of our "action plan" items for this next year.
- **Faculty Loads:** Sam Connell, the only tenured full-time instructor, was on PDL for the entire year of 2012-2013, which greatly skewed the data on full and part-time FTEF and % of courses taught. However, as commented in last year's program review, we still would like to see a greater percentage of Anthropology students taught by full-time faculty, and believe the numbers continue to warrant a 3rd full-time faculty position. Additionally, we think it's important to highlight the very low amount of Overload being taught by Anthropology full-time faculty (as compared to other departments in the BSS division with similar numbers of full-time faculty). Sam Connell and Kathryn Maurer are frequently offering no-load courses that support the mission of the Department (such as the Anthropology 70R Directed Studies), as well as advising clubs and student activities, and generally participating in department and campus-wide improvement efforts, without compensation from overloads or release time.

c. Associate Degree Transfer (ADT)

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

Check one	Associate Degree Transfer Status
	State Approved
X	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

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

Cori submitted to the State in October 2013. Hoping for approval to start offering in Fall 2014.

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

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

See above commentary as well.

We are pleased with trends given that in other departments at other colleges these numbers are down. We are still up 2%. We believe it is due to the fact that our program offers a diverse array of courses. Many students are taking Foothill Anthropology courses who come from elsewhere and have realized that this diversity of courses is critical to their success. We are now a four field program because we offer linguistic Anthropology – Anthropology14. This data is even more comforting given that fact that the senior Anthropologist (Connell) was on PDL the entire year

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

We have seen a rise in the number of Latinos and Asians taking our courses. We believe we have been able to attract a wider variety of students because the courses offered are interesting and more students are seeing the applicability of Anthropology towards their career paths. The distribution by ethnicity exactly mirrors the Foothill College wide distribution of 26% Asians and 20% Latinos, so we are very pleased that all groups are participating in our courses. This is new trend that we are excited about.

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

See above commentary as well.

As mentioned above, we are down 2.5% for 2012-13, but we believe a variety of factors including the college and division's priority of chasing enrollment (WSCH) had us opening up many new sections, some of them last minute. We also were trying to assess the demand for night classes and alternative times, but are not confident we have the demand to open those times up. And we've already discussed the effort to expand online offerings. We believe that now with a renewed focus on productivity in the division, we should see these numbers rise. However, as we'll talk about later, we are also hoping to grow our "specialty" course offerings, which don't always get the enrollments that the core courses (Anthropology 1 and 2A) see, yet they do contribute to high success of transfer of Foothill students—and not only Anthropology majors—and greatly contribute to the amazing

reputation of Foothill Anthropology around the state (reported to us from many sources, including Bernie Day).

So, we will continue to try to carefully balance the need to increase productivity, with these other demands, and will consult often with the Dean for guidance.

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

We would like to see greater enrollment, at least more consistent enrollment, in all of our “specialty” classes. We know from student experience, and colleagues at other 2-year and 4-year institutions that Foothill Anthropology’s reputation comes from these courses, so we absolutely want to continue to offer them and expand the demand. We’ve got specific plans to target several classes: Anthropology 50- Medical Anthropology, which is changing to Anthropology15 because it is now UC-Transferable. This class is also going to be cross-listed with the Health Sciences, which will boost enrollment. Anthropology2B – Patterns of Culture needs an update to the COR to better reflect the field methodology and data analysis skills being offered in this course. We have also begun to teach Anthropology1 and Anthropology1L – Physical Anthropology and Lab as Honors courses and the enrollments for Winter 2014 are very good. We see a need to expand the honors offerings in the year to come, and intend to submit an application to offer Anthropology 2AH, Honors Cultural Anthropology in the near future.

Lastly, we are trying to expand our Foothill GE courses within Social Sciences as well, which should expand enrollment in our ‘specialty’ classes. These are the courses we consider a step above the basic core courses.

- h. Curriculum and SLOs:** *Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?*

All courses are up-to-date in terms of Title 5 requirements. As mentioned above, we would like to update the curriculum in a few of our courses to further enhance the attractiveness of these courses to our student population. We did a complete rewrite of Anthropology 50 in 2012, which led to the long-awaited articulation of this course with UC’s.

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

Both full-time faculty and many part-time faculty regularly attend professional conferences and meetings, and we encourage department-wide sharing of resources. As mentioned earlier, we are working on making Certificates of Achievement, which will emphasize the workforce components of Anthropology. The outreach into the professional world is

critical for Anthropology, for example, cross-listing Anthropology 15 with Health Sciences will allow us to train medical professionals in the important field of multiculturalism.

Additionally, we are looking at how we can make our courses that are taught by many different faculty (1, 1L, 2 and 5) somewhat more standardized, at least in terms of a strengthened commitment to the learning outcomes, and a sharing of strategies to achieve these outcomes. In Anthropology1 we share a common paper assignment designed to have students interpret data on primates that they collect at a zoo. This assignment has clearly served as a way to universally gauge student success at critical thinking and has also served to attract students to the class because they know what is coming.

Our curriculum in physical Anthropology, forensics and archaeology, including the laboratory classes (Anthropology 1L, 8L, 13L) as well as research projects conducted by the Center for Applied Anthropology, are limited by the pressures placed upon our lab facility as a multi-use space that is constantly in a state of flux. Our discipline is known for providing excellent 'hands-on' learning activities for students that directly engages them in the learning process. This active engagement process is being hindered by our current space situation. The laboratory space and Center for Applied Anthropology are in need of management.

As the department has grown the need for management of our facilities in order to improve student learning outcomes is very important. We need to organize and update our laboratory materials. The lab space (room 3103) was originally intended to work as a fully functional laboratory space like those used by the Bio Sciences, with sinks, fume hoods and other important instrumentation used by labs. While we appreciate the initial investment made by the college in the lab space the year after Connell was hired (2007), much of the initially promised construction never materialized, leaving a stop-gap lab space.

The high impact learning opportunities that the department of Anthropology offers our students are critical for the future of Anthropology. These include the Anthropology 70R Independent Study projects, which were formerly Anthropology 36 Special Projects. Students are actively engaged in the current research by our scholars and allowed conduct their own research with faculty engagement.

Unlike most other community colleges, we also offer learning and research experiences in foreign countries where our anthropologists conduct their research. Connell (2012) recently argued in a scholarly publication that field school programs offer a critical avenue for expanding experiential learning in Anthropology [file:///localhost/\(http://www.saa.org:Portals:0:SAA:Publications:thesaaarchrec:Jan2012.pdf\)](file:///localhost/(http://www.saa.org:Portals:0:SAA:Publications:thesaaarchrec:Jan2012.pdf)). Each summer our programs bring 30 students to the field to both Ecuador, and in the future intend to build programs in the countries of Vietnam and Ireland. In order to remain at the forefront of this movement toward international education the department needs to make more time available for its professors to run the programs OR we will need someone to manage the process.

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

As a discipline, Anthropology is recognized as a critical field of study for the 21st century, as it centers itself on the study of culture, diversity and the impact of globalization on the peoples of the world. In fact, in conversations taking place at the national level, it has been recognized that it's critical for all 2 and 4-year institutions to ensure that their students receive an education that is highly infused with the knowledge, skills and competencies needed to function effectively in a global world (see for example the resources on Global Learning compiled by AAC&U at <http://www.aacu.org/resources/globallearning/>), and many of these "global learning" outcomes and practices actually mirror the SLO's and objectives of our Foothill Anthropology courses!

Along these lines, Kathryn Maurer has been invited along with John Fox of Sociology to participate in a Compass Learning grant with faculty and administrators from West Valley College and San Jose State University, to implement and assess high impact practices in the classroom focused on global citizenship. Involvement in this grant has also stimulated an internal workgroup at Foothill, facilitated by Maurer and Fox, to explore the development of a new "program" in Global Citizenship, likely to be housed in BSS.

Sam Connell is continuing to lead efforts to engage students in hands-on, active learning opportunities for Anthropology students through the Directed Studies course and the summer field schools, which give students a unique opportunity to participate in original research. We have found these high-impact practices outside of the traditional classroom to be instrumental to improving students' skills at critical thinking, analysis and presentation of their own ideas, as well as motivating them to continue on with their studies into 4-year schools, and then on into Masters and Ph.D. programs. Please see these links for further information about these programs:

At the Center for Applied Anthropology
<https://sites.google.com/site/centerforappliedAnthropology2/>

In the country of Ecuador
<http://www.foothill.edu/Anthropology/ecuador.php>

<http://www.pambamarca.net/>

Section 2: Student Equity and Institutional Standards

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

a. Institutional Standard for Course Completion Rate: 55%

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

Course success for Foothill College was 77% and for Anthropology it is 75% for 2012-13. This means are at the same level as the college. Everything else mirrors the college as well.

b. Institutional Standard for Retention: 50%

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist

Foothill College has an 11.5 % withdraw rate and the Anthropology rate is also 11.5%. These numbers reflect the entire campus.

c. Institutional Standard for Degree Completion Number: 450

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

We are unsure how to measure success in this area because most students transfer without a degree. Our numbers have held steady but are small. The numbers will change with the Transfer Degree when it comes online this year.

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

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

Not measured.

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

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

Our numbers are very high, in fact some of the best in the business. According to the data available for UCLA, 26 Foothill students applied to the anthropology major (most BA, one to BS). 19 Anthropology majors were admitted to UCLA. Given the interest in UCSC, UCSB, UCIrvine, UCDavis, UC-Berkeley and some of the others, I would argue that we transfer over 60 students to the UC system every year. In past years we calculated we had more than 100 Anthropology majors on campus. The CSU data shows 9 students enrolling at CSUs with an Anthropology degree. While this above average for Foothill College, we do feel that these numbers probably lower than the actual number because many are not self-reporting. We would love to get and analyze more data in this area.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

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

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

N/A

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

N/A

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

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

The department has worked with the college to develop our AA-T degree which will come online in 2014. Connell attended many meetings on the statewide level and feels that his voice was heard. All the recommendations put forth on the statewide level were accepted including the need to allow a wide variety of courses from Anthropology departments, like ourselves, who offer much more than the average department. We were heavily involved in the creation on the state level. We are also C-ID reviewers. As stated above, based on what we know, the department is one of the leading community college departments in the nation.

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

Our articulation is very good, and getting better every year. (Kathryn Maurer and Bernie Day have just collaborated on another round of new articulation agreements for courses that Maurer identified in Assist.org were lacking articulation agreements with certain institutions, and we have received approval for nearly all of them.)

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

We have taken the liberty to continue with our commentary in this area even if we are not recognized as a workforce program.

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

- This is an area we really want to grow but we have not had sufficient time to expand this portion of the program.
- In the past, we offered Workforce Job Shadowing opportunities for students, which was highly successful, in the Fall 2013 a student led research program has focused on interviewing current Anthropologists working in Silicon Valley. They are preparing a report on the applications of Anthropology to the business world.
- The department has emphasized its ability to work with the Center for Applied Anthropology in reaching out to campus departments and administration to contribute our expertise in conducting research. In the Fall of 2013 we continued to offer research experiences for students at the Valley Medical Center archaeology research project.
- Our Ecuador field program will also continue in the summer of 2014 which offers students experience in the field doing archaeology and community level research and applications.

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

No one else offers these experiences like our department at the Community College level. We hope to become a technical level program that is sought after by local students, many of whom already have BA degrees and are looking for extra courses (like Geography at Foothill College).

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

We can only offer anecdotal information about students who are now in PhD programs and who have been hired in the workforce. We personally know of many former Foothill Anthropology majors who are pursuing postgraduate degrees. When our professors go to national meetings we are often pulled aside by other professors because they recognize the name of the college. We understand that our students know to seek out research or internship opportunities at their transfer universities, based on the training they received at Foothill.

Many of the students who have enrolled in our archaeology field programs are now working in the field of Cultural Resources Management. For example, several students are currently working for \$15/hr at the Valley Med site disinterring burials. We need to work out a system for keeping track of our students. We need more time and resources to track students in order to provide the necessary data on workforce success.

We also recognize that students who are provided with a sense of ownership over their education have better chances at success in the future. With this in mind, we would like to find a way to formalize and recognize the unique contributions of our students. We would like to explore the feasibility of offering our students who contribute to the Departmental and/or Center research projects the opportunity to apply for an unpaid internship or research associate position, which involves the submission of a CV to the department. Student intern positions are important jumping off points for further education and employment.

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

Immediate employment in archaeology at the Valley Medical site is paying 15\$/hour. Students who travel to jobs outside of the county are also given 60\$/day per diem. The other sectors employing Anthropologists are too broad to comment on here.

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

Anthropology does not have accrediting bodies. We do have the Registry of Professional Archaeologists (RPA) that accredits field school programs. In the past our field programs were accredited by the RPA, but now they are charging \$450 dollars to provide accreditation. We are unsure that it will be worth the fee.

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

Our students and professors are actively involved in the community, both locally and internationally. As part of the Ecuador program we carry out Service Learning Programs with contributions from the ASFC at Foothill College. These have been very successful in engaging students in NGO-like processes in developing countries.

Locally, our students have been working on several archaeology projects with the Mid-Peninsula Open Space Preservation District. Our relationship will be expanding in the future as we are soon to submit a grant with Stanford University for \$5000/year in which we will work with the Open Space district on a program of heritage education and research. Our students and the community will directly benefit from this relationship.

Lastly, we intend to continue working on ideas for involving our students in the K-12 school systems locally. This has taken the form of site visitations in the past, but we need to determine how it would look in the future.

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

N/A

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

We intend to create an advisory board in the upcoming academic year.

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. **Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

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

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

The “SLO effort” is a challenging one for our department, given that the great majority of our classes are taught by part-time faculty. We are still struggling with how to implement consistent and equitable SLO assessment, as well as how to implement meaningful SLO assessment, without creating an overwhelming administrative burden on any of the faculty. At this time, we have been focused on compliance of the minimum requirements of SLO reflections that are to be entered into TracDat each year (and are still struggling with how to ensure courses only taught by adjuncts are assessed timely). We are not confident that the SLO reflections entered into TracDat are therefore reflective of the overall effort of all of our faculty to assess the success of the curriculum or pedagogical strategies to achieve the broad-level student learning outcomes.

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

Specifically in 2012-2013, we recognized that we needed to perform a course-by-course assessment of the validity of the SLO's themselves (in order to perform the cycle of course improvement mentioned in the above paragraph). The Anthropology 2A, Anthropology 3, and Anthropology 5 SLO's were fully revamped, and shared with all of the faculty teaching those courses. More work needs to be done, however, to tighten up the COR's to align better with the new SLO's, and to ensure that the pedagogy and methods of assessment for each faculty teaching the course are aligned well with the new SLO's. In addition, based on reflections entered into TracDat, it appears that more work needs to be done on Anthropology 3 to meet the targets for success. All other courses seem to be on track.

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

They are directly related, perhaps too closely related and we are shifting some of the SLOs to reflect more course level analysis.

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

We find that students would like more practical coursework to complement their core course backgrounds. 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.

d. If your program has other outcomes assessments at the program level, comment on the findings.

n/a

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

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

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

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

Additionally, the department is retooling its emphasis on workforce related activities. We need to be able to include students as research associates/student workers / employees /stipend receivers as they expand their interests within the department to contribute to the ongoing research that the department is conducting, and we will need to consider revisions to the SLO's to reflect this emphasis.

While we recognize the importance of emphasizing workforce related activities, we need to address the issue of organization and management of the laboratory facility (rm 3103) and the attached Center for Applied Anthropology (rm 3102). If we are to continue to raise its level of importance we will need to find a balance between classroom related activities in the Anthropology Dept and the workforce related activities that we are continually carrying out. The lab space and Center need a major overhaul and should be reorganized. We are teaching lectures with 40-50 students in the AM and then Anthropology1L/13L/8L lab classes in the PM on an ongoing basis. With these classes taking place, we need to be able to work out a new location for conducting workforce related training with the students. In last year's Program Review we asked to be awarded the space that is currently the custodial office building located directly behind the 3000 building. When these folks vacate we would like to have the opportunity to occupy this building.

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

It is challenging to gather meaningful data at the program level, when we do not have institutional mechanisms to identify Anthropology majors or transfers. We have relied on conducting an annual student survey at our spring graduation celebration of students who have taken 3 or more Anthropology courses to measure success at achieving our program level assessments. In this data, we consistently perform well in all program outcomes. (We would very much welcome input as to how we might complement this data with other measures of program success.)

Our data suggest that transfer rates are very high and that students are having their needs met. If anything should change, it should be the mechanism in which we are able to provide high impact learning situations. Right now we offer Anthropology70R as a way to have students involved but it is non-repeatable, which makes it tough to build upon the energy we have in the Anthropology community. There must be a way to institutionally channel the motivations of these students. We need to employ a full time or half time Laboratory Coordinator who can oversee these activities

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?

Work out Anthropology 70R issues of non-repeatability	PL-SLO's #2 and #3 specifically	Workforce, Transfer	A high-impact practice that can increase retention, transfer rates and employability of students
Improve access to Anthropology Lab resources and Center for Applied Anthropology project to students and faculty	SLO's for Anthropology 1L; Anthropology 70R, Anthropology 8; Anthropology 8L; Anthropology 52; Anthropology 13; Anthropology 13L; Anthropology 2B	Workforce, Transfer	A high-impact practice that can increase retention, transfer rates and employability of students; and reputation of Foothill Anthropology
Implement course-specific workgroups to align COR's and pedagogy with SLO's	All SLO's and PLO's	Transfer, Student Success, Stewardship of Resources	Self evident
Identify mechanisms to improve SLO and PLO assessment	All SLO's and PLO's	Stewardship of Resources	Get better data to know how to target improvement efforts

Section 6: Program Goals and Rationale

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

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

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Update TOPS codes to qualify for Perkins Grant money	N	Y	This continues to be a goal; but with Connell on PDL, not able to focus on this in 2012-2013
2. Hire a full or part-time lab and Center for Applied Anthropology coordinator (manager)	N	Y	We recognize now that this should be a resource request, not a goal
3 Offer Anthropology 13 and Anthropology 13L – Forensic sciences courses	Y		DONE, success!

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
4 Anthropology-In-Action	N	N	This has been de-emphasized, although outreach to our K-12 counterparts is admirable
5 Increase student numbers and retention	N	Y	We recognize that we need more specific goals to make them actionable and measurable

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

[PLEASE NOTE: We have written ten goals here but the table is not consistently showing all of them and the formatting may end up being different for you who are reading this]

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1 Improve access to Anthropology Lab resources and Center for Applied Anthropology projects to students and faculty	2014-2016	The lab and the CAA are critical to our success in a number of our courses, as well as our overall program outcomes and the “workforce” focus of our Department	Increase in enrollment, retention and transfer rates; more visibility of CAA projects on campus and in the community
2 Implement the TMC	2014	Transfer success	More degrees conferred
3. Create the Advisory Committee	2014-2015	Improve student success especially coordinate workforce development	Establishment of the committee
4. Expand Medical Anthropology	2014-2015	Increase enrollments in Anthropology and Health Sciences; meet unmet need in Health Sciences	Approval of cross-listed COR
5. Conduct and analyze student survey of Drops/Withdraws	2014	Increase retention	Completed survey and analysis
6. Figure out payment structure for applied Anthropology and archaeology work done in the community	Spring 2014	Will allow the Center for Applied Anthropology to function as an entity capable of bidding on projects in the community and allow students hands-on training in workforce related discipline	Coordinate with administration to effectively manage this process
7 Look for ways to assess and improve quality of online Anthropology classes	Ongoing	Need to make sure equitable outcomes for students in f2f and online classes	Evaluations

8. Continue International Field Programs in Ecuador and expand programs in Ireland and Vietnam	Ongoing	Ecuador field program summer 2014, Ireland summer 2015, Vietnam January 2016.	Permits garnered from Irish Heritage Council and Vietnam Institute for Archaeology in Hanoi
9. Improve consistency of offerings in Physical Anthropology (Anthropology1/13 etc)	2014-15	Reaching 50% threshold suggested for full-timer offerings in the department. We would hope for Physical Anthropology specialist to coordinate/manage the interest.	Success will be having a new faculty member who raises SLO success in Physical Anthropology field
10 Continue work to get State approval for workforce-related Certificates of Achievement, and look for grants or other funding to support this work	2014-2014	Workforce and Transfer	Applications for Certificates submitted to the State, Anthropology recognized as Workforce program

Section 7: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
New Full-time faculty		1, 9	Y (but we need a Physical Anthropology specialist)
New Lab Manager	TBD	1, 6, 8, 9	N

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

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

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Manage the Anthropology Lab (Room 3103), and support all Lab courses	TBD	1, 9		If/when this is approved as a new position, then no reassign time needed. If this is reassign time, we'll need to discuss % of time
Handle coordination of Summer Field	TBD	1, 3, 6, 8, 10	40%	

<p>Program, management of Center for Applied Anthropology, and Statewide recognize of workforce nature of Anthropology at Community College level</p>			<p>80 hours/month 20 hours/week, which we recognize may be unrealistic. Based on what could be available, we'd have to prioritize goals.</p>
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One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
<p>8 new disarticulated human skeletons</p>	<p>300x8=\$2400</p>	<p>1, 9 (a few of the existing ones are incomplete; and we need additional ones to support growth in enrollment)</p>	<p>N</p>
<p>Museum-grade storage boxes (100 count)</p>	<p>\$30/each = \$3,000</p>	<p>1,9 (needed to make lab functional)</p>	<p>N</p>

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
<p>Google Earth Pro Subscription</p>	<p>\$450</p>	<p>1, 9</p>	<p>N</p>
<p>Lab Supplies Annual Renewal</p>	<p>\$1500</p>	<p>1, 9 (rather than specifically requesting items like pens, bags, boxes, trowels, shovels and screens – it would be easier to have an ongoing budget that the lab can draw from.)</p>	<p>N</p>

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
<p>Laboratory Equipment for Honors Level Physical Anthropology course (new materials needed for Anthropology1H advanced level instruction)</p>	<p>10000</p>	<p>1, 9</p>	<p>N</p>

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

Several of the items have led to increased student success, however our materials are becoming worn and outdated. In addition, the issue is finding the time to implement new exciting curriculum into the laboratory classes.

Section 8: Program Review Summary

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

Recommendation	Comments
1. It was recognized that enrollment does justify a 3 rd full-time faculty in last year's program review	Based a comparison of data from other comparable departments in BSS, Anthropology should be one of the top contenders for a full-time position. The few other departments that have similar percentages of courses taught by full-time faculty (below 30%) have a much higher amount of Overload courses being taught by those same full-time faculty. With all of the no-load activities of the Anthropology faculty, they do not have time to teach overload, and thus fewer courses are being taught by full-timers in Anthropology than in any other department, and Anthropology faculty are not compensated equitably.
2. It was recognized that there was justification for a classified staff to coordinate the lab needs, which were being coordinated by two part-time temporary staff position last year, but due to the budget shortfall it was unlikely these would be funded. But recommended that this be worked out ASAP.	This year we have lost the two temporary staff positions and now have no lab coordinator at all.
3. It was recognized that the program does not have an advisory board, and that this could be a good thing to pursue	Now that Connell is back from PDL, the Department would like to pursue this.
4. It was pointed out that the department had many non-transcriptable certificates	We reduced greatly the number of non-transcriptable certificates, and only left the ones that had supportable rationale for increasing employability of students (workforce-related)

Recommendation	Comments
5. It was recommended that we continue with our efforts to refine the SLO's and improve consistency of assessment.	Now that Connell is back from PDL we can again move forward with this effort. We did not get as far as we would have liked in 2012-2013 due to the PDL.

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

What is hard to provide in terms of objective data that one can enumerate is the sense of community that the department and its students have managed to cultivate in the past 5 years. This is not an easy thing to create at a 2-year institution. We believe that the continuity of student involvement is critical. Without our adjuncts and faculty constantly offering support in non-quantifiable ways our community would dissipate.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Anthropology Program is a vibrant and healthy academic discipline with dedicated full-time and part-time faculty who work together well and are dedicated to student success. The program is growing, with the addition of a full-time faculty member in Kathryn Maurer, and updating its curriculum to serve the needs of students. Through projects such as field abroad studies in Ecuador and local field projects such as the Castroville Mammoth dig, the faculty have created a community of scholars and students that create deep learning opportunities and experiences. The program faculty are actively engaged in campus committees and initiatives, such as the COOL committee and a curriculum project on Global Citizenship, and also active in SLO work. With a strong transfer population and a growing population of working adults seeking training and skills updates in the discipline, the department is looking at ways to add curriculum and or package existing classes to meet the needs of working professionals. There are many career applications for anthropology and Foothill is seeking to position itself as a center for applied studies in areas such as environmental impact reports, and heritage site analysis. The potential for this growth is strong.

b. Areas of concern, if any:

No serious areas of concern. Because of their ambitious and entrepreneurial spirit, if anything the faculty should prioritize their goals and focus their efforts to meet their most important initiatives. The program has operated through revenue generation projects but a defined base budget is appropriate and needed to support such a large academic discipline. The anthropology lab needs to be better defined in terms of its function and staff support for the lab needs to be identified and funded.

c. Recommendations for improvement:

1. Prioritize immediate goals for 14-15.
2. Establish clear outline of lab functions and support services for students.
3. Establish base B budget to support program going forward.
4. Address and resolve 70R class issues with instruction office and Dean.

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

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

The department faculty are talented, dedicated and energetic. The SLO dialogue is robust, and the curricular and pedagogical efforts are commendable. The degree attainment will likely increase with the new ADT.

e. Areas of concern, if any:

The department has many great ideas. As the dean indicates, prioritizing the goals will be beneficial.

f. Recommendations for improvement:

g. Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

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

Unit Course Assessment Report - Four Column

Foothill College

Department - Anthropology (ANTH)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - 1: Evolution - Students will practice and apply understandings of evolution. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Correctly answer essay questions on the Final Exam.</p> <p>Details: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: In the Spring 2011 the avg Final Exam grade was:</p>	<p>12/12/2013 - This is an assessment of Fall 2013 exams in two classes that I taught - Anth1 online vs Face to Face. I have found that students in the face to face class are better at understanding the important elements of evolutionary process, while the students in the online class were better at the essay questions for SLOs 2 and 3. As I continue to teach online, I am interested in meeting the same SLO for both classes, but right now the amount of writing in the online weeds out the 'fact remembering students' who may find it easier in the face to face class. This is all rather anecdotal, but I need to continue to search for ways to relate specific events of the face to face classroom to the online class and vice versa.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>12/12/2013 - I will make more videos for the online class and create more writing assignments that focus on analysis of data -- this will balance out the two classes.</p> <hr/> <p>12/12/2013 - Students may need to be required to do more hands on (lab light) work. I think this will stimulate more critical thinking.</p> <hr/>
<p>Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL ANTHROPOLOGY - SLO-2 Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: See Critical Thinking Rubric for Final Paper Assignment</p> <p>Details: Final Paper assignment comparing biology and behavior of two primates with modern humans. See assignment and critical thinking rubric for Anth Papers.</p> <p>Assessment Method Type:</p>	<p>12/12/2013 - Again, I taught an online Anth1 and a face to face in Fall 2013. I began a new set of assignments in the online class which involved collecting data and inputting it on a Google Database - and then having the students analyze the data - I called these 'small scale science projects' -- students were meeting this SLO within the first week of class because they were asked to analyze data that they had collected on</p>	<p>12/12/2013 - Incorporate Small Scale Science Projects into the Face to face curriculum using Google Documents. Students gather data and incorporate it into an online 'live' database that they can all analyze. I will try it as a test scenario next quarter</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Case Study/Analysis Target for Success: 80% of students will receive a grade of 75pts/100pts. Related Documents: Critical Thinking Rubric</p>	<p>themselves. I want to take a modified version of this assignment and incorporate in next quarter in the face to face. Small scale science projects could work. Result: Target Met Year This Assessment Occurred: 2012-2013</p> <p>10/10/2013 - 99% of students received at least 75points out of 100 on this assignment. One student did not turn in the Case Study. Almost all students grasped the concept of our similarity to Primates, and the importance of studying Primates. This was demonstrated in their write-up. Almost all students were able to take the data they gathered, and meaningfully interpret it in light of natural selection. Result: Target Met Year This Assessment Occurred: 2012-2013 Related Documents: Primate Project Case Study.doc</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. Assessment Method Type: Research Paper Target for Success: 70% Related Documents: Critical Thinking Rubric</p>		
Department - Anthropology (ANTH) - ANTH 1 - INTRODUCTION TO PHYSICAL	Assessment Method: The show awareness of connections	12/12/2013 - For Connell Fall 2013 -- I need to expand the climate change module. It gets short	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>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>shrift at the end of the quarter. It has more practical applications. I want to go with a green energy module, something about how technology and physiology are connected. I can use modules from other courses that I have taught at UCLA. There are many in class exercises on mate choice, rational behavior, etc, that are very psycho-biological - and this may be a new way to link experiences many students have in psychology classes -- unfortunately when we go this direction - we end up doubling up what the psych profs are doing because people in both fields do alot of the same undergrad exercises. I will likely expand the later analyses of the modern world in the Winter 2014 - I will cut out some of the genetics at the front end.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: In class modules emphasizing modern species variation</p> <p>Resource Request: In class modules emphasizing modern species variation</p> <p>GE/IL-SLO Reflection: Emphasis on practical exercises using the scientific method should be expanded. Currently, the lab class (anth1) has more of this focus, but the anth1 class itself needs more required exercises conducted in each class.</p> <p>GE/IL-SLO Reflection: Emphasis on practical exercises using the scientific method should be expanded. Currently, the lab class (anth1) has more of this focus, but the anth1 class itself needs more required exercises conducted in each class.</p>	<p>12/12/2013 - Perhaps use the 'Why Zebras have stripes' module that Dan Cearley uses - and incorporate it into every class of anth1 that we teach here. It would be valuable to have a more consistent across the department set of projects that students do.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 11B - ARCHAEOLOGY SURVEY - SLO 1 - Field survey - Students will practice and apply understandings of field survey in archaeology. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target for Success: 100%</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Anthropology (ANTH) - ANTH 11B - ARCHAEOLOGY SURVEY - SLO 2 - analysis - Students will learn how to critically analyze and interpret archaeological data gathered from field survey. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Academic Year</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>		
<p>Course-Level SLO Status: Active</p>			
<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: End of Academic Year</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>Course-Level SLO Status: Active</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 -</p>	<p>Assessment Method: Cultural Journal. Students have to complete a series of journal entries and write-ups of field activities in which they demonstrate a grasp of cultural relativism and global diversity in an applied setting. Entries are</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>evaluated with a rubric demonstrating extent of understanding and ability to apply the knowledge.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Class average in the evaluation for journals will be at 85% or above.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final field and/or research paper assignment about an in-depth experience in applied anthropology. See Critical Thinking Rubric for Final Paper Assignment.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: The average evaluation for the papers should be 85% or above.</p> <p>Related Documents: Critical Thinking Rubric</p>		
<p>Department - Anthropology (ANTH) - ANTH 12 - APPLIED ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Community Development Proposal. Students have to complete a proposal to invest funds in a community project in which they must demonstrate an awareness of connections between the practice of anthropology and ethnography and its application to modern society, and formulate plans for application of anthropology to solve real-world problems.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: The students will develop and reach consensus on a proposal that the professor considers sound, desirable, feasible, and ethical according to discipline standards and cultural appropriate.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 13 - INTRODUCTION TO FORENSIC ANTHROPOLOGY - 3. Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 01/05/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Awareness of connections between the practice of anthropology and its application to solving modern world problems. Group discussions and presentations focusing on the application of modern laboratory techniques.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70%</p>	<p>10/11/2013 - Each week the students were tasked with laying out replica human bones of an entire body all in anatomical position. The students showed progressive improvement in identifying the major bone types (Long, short, flat, irregular), then they progressed in arranging them in regards to right and left elements, each in proper orientation. Students initially expressed a minimal ability able to correctly position all element at a 50-70% level, yet after three weeks most became exceptionally efficient at the 80-95% level. This exercise was further reinforced with a bone identifying practicum, where students again showed progressive adeptness after two successive tests with improvement levels reaching well beyond the 70% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: As the use of the replica human bones have been increasingly been utilized as part of the curriculum in this and other lab courses, it is necessary to repair, replace, and even invest in more replicas.</p> <p>GE/IL-SLO Reflection: The out come of this exercise directly relates to the student learning outcome of problem solving and critical thinking, as the students initially synthesize lecture and demonstrations into the practical application of the process of identifying, orientating, and positioning each of the nearly 206 skeletal elements.</p>	
<p>Department - Anthropology (ANTH) - ANTH 13L - FORENSIC ANTHROPOLOGY LABORATORY - 3. Problem Solving -</p>	<p>Assessment Method: Awareness of connections between the practice of anthropology and its application</p>	<p>10/11/2013 - Students were shown a demonstration of various methods of sexing the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Students will apply anthropological principles in the laboratory for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 01/05/2012</p> <p>Course-Level SLO Status: Active</p>	<p>to solving modern world problems. Group discussions and presentations focusing on the application of modern laboratory techniques.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70%</p>	<p>skeleton. The students then applied these methods by using human remains from a teaching collection. The students initially experienced a minimal understanding of certain bone features and topographic indicators of sexual determination, yet after completing a series of laboratory assignments the students experienced an increased ability to distinguish sexual indicators and apply both quantitative and qualitative methods at a much higher success rate. Students clearly showed an increase in ability reaching an aptitude of competency and confidence beyond the benchmark of 70% over multiple sessions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: It would be beneficial to increase the number of teaching replicas and castes of sex determination, such as sternal rib ends.</p> <p>GE/IL-SLO Reflection: Although the students showed a marked increase in aptitude, a more thorough quantitative system of measurement for success and learning should be developed and implemented in future courses. This may include a blind practicum in the first class session or at the start of each lab, then this test could be compared with another post-exercise exam. It is clear that students improved their own judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation.</p>	
<p>Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - 1. Evolution - Students will practice and apply understandings of evolution in a laboratory setting. (Created By</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on quizzes and on first day of class. Professor</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</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>Department - Anthropology (ANTH) - ANTH 1L - PHYSICAL ANTHROPOLOGY LABORATORY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret physical anthropological data. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Class lab projects are completed successfully.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75-80% of students successfully complete the course</p>		
<p>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>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>10/10/2013 - Students had difficulty in using the blood typing materials. More demonstration and a guided step-by-step process is need before beginning this portion of the lab. Students met with better success in interpreting osteological data. Of the 23 students present on this day, 21 correctly identified the bones on display, and the cause of evident traumas. This success was aided by group work and Instructor guidance.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>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/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 22 - THE AZTEC, MAYA & THEIR PREDECESSORS - Data Analysis and Interpretation - Students will learn how to critically analyze and interpret anthropological data pertaining to the prehistory of Mexico and Mesoamerica. (Created By Department - Anthropology (ANTH))</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Several critical thinking based paper assignments covering Aztec and Maya heritage and its relationship to the present. See Critical Thinking Rubric for Final Paper Assignment.</p> <p>Target for Success: 100%</p> <p>Related Documents: Critical Thinking Rubric</p>		
<p>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))</p> <p>Start Date: 11/01/2011</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Target for Success: 100%</p>		
<p>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))</p> <p>End Date: 09/08/2013</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of concepts and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The average score on mid-term and the final should be 80% or above.</p>	<p>09/05/2013 - I am assessing the Spring 2013 Anth 2A Section 01 class. The population of all students still enrolled at the end of course. The average mid-term score was 83% and the average final exam score was 84%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will recognize, know how to analyze, and be able to interpret ethnographic data. (Created By Department - Anthropology (ANTH))</p> <p>End Date: 09/08/2013</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Cultural Sketch Presentation. Students in small groups have to research a small-scale cultural group by accessing appropriate ethnographic sources directed by the professor, then present findings to the class.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: The class average for the Culture Sketch presentations should be at 85% or above.</p> <p>Related Documents: Culture Sketch Group Presentation Assignment.pdf</p>	<p>09/05/2013 - I am assessing Anth 2A Section 01 from Spring 2013. The average grade for the Culture Sketch presentation was 89%. This means that I was well above my target. The presentations were outstanding and clearly showed the students had achieved the outcome.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
	<p>Assessment Method: Students complete weekly writing (similar to journaling) in the form of "article reflections." These reflections are based on question prompts that ask students to critically analyze ethnographic case studies and then apply the concepts to issues and aspects of their own lives and/or current issues. Students are awarded points based on their ability to apply the anthropological principles being learned to solving human problems they see around them.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who successfully complete the course (grade C or above) will have completed a minimum of 75% of these writings, and the overall average grade on each weekly assignment will be a minimum of 80%.</p>	<p>09/05/2013 - I believe this learning outcome got much stronger this year due to this new assignment (the article reflections). They have to practice this ethnographic data analysis and interpretation weekly. The reflections were awesome. In the Spring 2013 2A section 01 The average grade each week was 95% (and I don't believe I was grading too easy), and students who successfully completed the course completed an average of 87% of these writings. Love it!</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply</p>	<p>Assessment Method: Field Research Project. Students design and complete a field research project assessing</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>End Date: 09/08/2013</p> <p>Course-Level SLO Status: Inactive</p>	<p>a social issue affecting their community (home, work, school, etc.) utilizing anthropological methods and principles.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 100% of the students completing the course will score an 85% or higher on their field research paper.</p> <p>Related Documents: Field Research Project Handout.pdf</p>		
	<p>Assessment Method: Students complete weekly writing (similar to journaling) in the form of "article reflections." These reflections are based on question prompts that ask students to critically analyze ethnographic case studies and then apply the concepts to issues and aspects of their own lives and/or current issues. Students are awarded points based on their ability to apply the anthropological principles being learned to solving human problems they see around them.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who successfully complete the course (grade C or above) will have completed a minimum of 75% of these writings, and the overall average grade on each weekly assignment will be a minimum of 80%.</p>	<p>09/05/2013 - Having discontinued the larger applied field paper (due to adjusting assignments to be more appropriate to this course), I added this assignment, and it seems to be working very well to meet these SLO's. In the Spring 2013 2A section 01 The average grade each week was 95% (and I don't believe I was grading too easy), and students who successfully completed the course completed an average of 87% of these writings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Anthropology (ANTH) - ANTH 2B - PATTERNS OF CULTURE - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity to investigations of current society. (Created By Department - Anthropology (ANTH))</p>	<p>Assessment Method: Correctly answer essay questions on the Final Exam. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Exam - Standardized Target for Success: 100%</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final paper assignment is an in-depth ethnography of current culture in the region.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: An average of 85 out of 100 points on the ethnography.</p> <p>Related Documents: Critical Thinking Rubric</p>	<p>10/11/2013 - Each week students were tasked with a field work assignment involving interviewing informants and conducting participant observation sessions as part of their research final paper. Each week the students showed progressive improvement in carrying out this task. Initial assessment showed most to be uncomfortable in this research process, yet after repeated field work session all had exceeded instructor and more importantly their own expectations. The result was increasingly more thorough and robust data culminating into final research papers beyond the required length in a richness above the 85% level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: To further increase the students ability to conduct research in the manner of current social research companies, it would be necessary to purchase a number of Smart Pads with audio recording attachments and voice recognition software.</p> <p>GE/IL-SLO Reflection: It is clear that the field work section of this course increased the judgment and decision making of students, while also provoked intellectual curiosity and problem solving through analysis. Each week the students met to present and discuss their work, creating an atmosphere of student led feedback and support with minimal instructor input.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will answer correctly questions related to application of theory to real-world situations.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will answer an average of 85% of the exam questions correctly.</p>		
<p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 1 - Patterns in the Development of Civilizations - Students will demonstrate a spatial and temporal understanding of the archaeological evidence and the factors that have shaped and continue to shape human history beginning with the dawn of humanity to the decline of some of the earliest civilizations. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/06/2013</p> <p>End Date: 04/11/2013</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 - Course Test/Quiz</p> <p>Target for Success: 100%</p>		
	<p>Assessment Method: Formative: Students take module pretests to gather information on what they already know, so they can better focus while they read the course materials. Next, students complete module reading guides to help them recall and organize the main points of the course readings within an appropriate knowledge structure, making retention more likely and aiding understanding. And finally, students discuss and clarify for their peers the muddiest points or the most confusing topics within a module. Students are teaching students about the topics, so this involves higher order thinking. Movie guides are also used to help students focus on and</p>	<p>10/01/2013 - 65% of the students earned a 75% or higher grade on their mid-term exam. 35% of the students earned a 75% or higher grade on their final exam.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/01/2013 - The biggest problem seems to be lack of attempts and time to complete the essay questions. I need to separate the essay questions out from the timed portion of the test, so students have time to complete them. It seems that while I told students to type up their responses before the exam, they did not. The essay questions need a grading rubric! I also think I need to have the students submit a completed study guide prior to taking the exam.</p>

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	<p>make sense of the most important points of course videos.</p> <p>Summative: The mid-term and final exam multiple choice questions focus on description, recall, identification, and application of the course material. The mid-term and final exam essay questions ask students to apply their knowledge of the archaeological evidence to address questions about the social, technological, ideological, and political factors contributing to formation of patterns in prehistory associated with human migrations, origins of agriculture, order and early societies, and the rise and fall of empires across the globe.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students earn a 75% or higher grade on their mid-term and final exams.</p>		
<p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 2 - Data Analysis and Interpretation - Students will critically analyze the archaeological evidence used to interpret patterns in prehistory associated with human migrations, origins of agriculture, order in early societies, and the rise and fall of empires across the globe. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/06/2013</p> <p>End Date: 04/11/2013</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>Assessment Method: Formative: Students complete four "Patterns in Prehistory Case Studies" to practice how to critically examine the archaeological data.</p>	<p>10/01/2013 - 55% of students had an average essay question score of 80% or higher. 30% of students had an average essay question score < 80% but higher than 0 15% of the students did not attempt the essay</p>	<p>10/01/2013 - Results Target Met 90% of the students completed 3 or more case study assignments</p>

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<p>Course-Level SLO Status: Active</p>	<p>Summative: Students write responses to essay questions addressing these complex issues in their mid-term and final exams. The mid-term and final exam essay questions ask students to apply their knowledge of the archaeological evidence to address questions about the social, technological, ideological, and political factors contributing to formation of patterns in prehistory associated with human migrations, origins of agriculture, order and early societies, and the rise and fall of empires across the globe.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students complete at least three case studies with an average score of 80% for all case studies attempted. 80% of the students averaged 4 out of 6 essay questions. 80% of the students have an average essay score of 80% or higher.</p>	<p>questions.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2012-2013</p>	<p>Target Not Met 50% of the students attempted > 4 essay questions and of those students 90% earned a score that was >=80%.</p> <p>Target Not Met 55% of the students earned an average score that was >80% or higher on their case studies. Reflections I think the biggest problem had to do with the completion rates on the essay questions. I need to take the essay questions out of the timed portion of the exam.</p> <hr/> <p>10/01/2013 - Results Target Met 90% of the students completed 3 or more case study assignments</p> <p>Target Not Met 50% of the students attempted > 4 essay questions and of those students 90% earned a score that was >=80%.</p> <p>Target Not Met 55% of the students earned an average score that was >80% or higher on their case studies. Reflections I think the biggest problem had to do with the completion rates on the essay questions. I need to take the essay questions out of the timed portion of the exam, so students have more time to complete them.</p>

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<p>Department - Anthropology (ANTH) - ANTH 3 - PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS - SLO 3 - Problem Solving and Applying Archaeology - Students will apply their knowledge about the goals of archaeology, what archaeologists do, and how they do it. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 01/06/2013</p> <p>End Date: 04/11/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student awareness of connections between human behavior and the growth and collapse of civilizations.</p> <p>Details: Questions and assignment designed to promote awareness of connections between today and the past. Includes visits to museum, understanding of who owns the past, addressing public good, and addressing the collapse of societies.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 100%</p>		
	<p>Assessment Method: Formative: Students submit and engage in scaffolded inquiry activities that result in the creation of a "draft" for each section of the Research Proposal from topic selection to style guide adherence. The final proposal grading rubric is broken down by section (introduction, background research, methods, etc.). I use the appropriate grading rubric section to assess and provide constructive feedback on each student submission.</p> <p>Summative: Students write a research proposal focusing on an archaeological research question of their choice. Final proposal is graded using a grading rubric that aligns with the learning objective.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p>	<p>10/01/2013 - Completion of scaffolded activities 4 out of 20 students (20%) completed all seven of the activities 9 out of 20 students (45%) completed at least four out of the seven of the activities</p> <p>Final Paper Grade 5 out of the 20 students (25% of total students) did not submit a final paper 15 out of the 20 students (75% of students) earned a score of 80% or higher</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/01/2013 - Currently students receive extra credit if they turn each section of the final research paper. The students who submitted at least five of the activities on average earned a higher grade than those students who submitted less than five of the activities. This includes those students who did not submit a final paper and earned a score of zero. Alternatively, the students who submitted a final paper AND completed less than five of the activities earned an average score of 18.08 or 90%. Consequently, I don't think I want to change the extra credit. But I do want to figure out ways to bring students into the process earlier. Perhaps I should set up phone interviews with the students to discuss their research paper topics.</p>

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	<p>80% of students complete at least five of the scaffolding activities 80% of students earn a grade of 80% or higher on their final paper</p>		
<p>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. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 100%</p>	<p>10/07/2013 - This course has proven to be satisfying for both the students and instructor. The review of the great diversity of cultural attributes encompassed by this subject engenders serious student participation and thought. Student reviews confirm that the concepts expressed in SLO 1 is being met. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final Paper assignment designed to critically assess model for social development using archaeological record. See assignment and critical thinking rubric for Anthropology Papers. Assessment Method Type: Essay/Journal Target for Success: 100% Related Documents: Critical Thinking Rubric</p>		
<p>Department - Anthropology (ANTH) - ANTH 4 - FIRST PEOPLES OF NORTH AMERICA - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and</p>	<p>Assessment Method: Awareness of connections between modern Native American identities and ancient history in Northern California. Visit to museum that emphasizes Native American</p>	<p>10/07/2013 - Native American people come to class to do presentations and interact with the students. Also, the professor is a professional archaeologist with the State of California, and offers field opportunities for students. The course</p>	

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<p>world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>history from the perspective of Native Americans.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70%</p>	<p>includes field trips to significant Native American cultural places, and many artifacts are brought in to the classroom to provide first hand experience with ancient, traditional Native American material cultural attributes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of concepts and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The average score on mid-term and the final should be 80% or above.</p>		
<p>Department - Anthropology (ANTH) - ANTH 5 - MAGIC, SCIENCE & RELIGION - SLO 1 Key Anthropological Concepts - Students will recognize and articulate key terminology, theoretical orientations, guiding principles and methods of anthropology in understanding human behavior in small-scale and more complex societies. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/24/2012</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: There are numerous, specific questions to demonstrate understanding of key anthropological concepts, theories, guiding principles, cross-cultural ethnographic data comparison, and anthropological approaches to religion, and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>09/05/2013 - I am assessing f2f section 01 of Anth 5 for Spring 2013. Students scored an average of 87% on the mid-term and 81% on the final exam, so the targets were met. I believe the average dropped on the final because it was spring quarter, and the final exam is so late (end of June). But I only taught this course online the other quarters, so can't compare.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	The average score on mid-term and the final should be 80% or above.		
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Questions related to this SLO are asked on the first day of class, again on an in-class mid-term and again on a take-home final.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: All students completing the course will show improve their answers between the pre-test and the in-class midterm, and be able to successfully answer and articulate the complexities of their answer on their take-home final.</p>		
	<p>Assessment Method: Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing the course will meet the minimal grading rubric for successful research papers.</p>		
<p>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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Questions related to this SLO are asked on the first day of class, again on an in-class mid-term and again on a take-home final.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: All students completing the course will show improve their answers between the pre-test and the in-class midterm, and be able to successfully answer and articulate the complexities of their answer on their take-</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>home final.</p> <p>Assessment Method: Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing the course will meet the minimal grading rubric for successful research papers.</p>		
	<p>Assessment Method: Students will conduct a research project in which learn how to conduct an open ended interview and how to conduct participant observation. Once they have decided on a topic, they find a key informant to interview and then an event or situation to observe. They analyze their notes and write a report on their findings, integrating their course readings and additional secondary research into their analysis.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will receive a 70 (C) or higher on the research project components.</p>	<p>10/09/2013 - All students participated in this activity. Students were able to focus on diseases/conditions or healing practices of interest to them and were able to put into practice anthropological research methods. In general, their final reports were excellent. Many were encouraged to continue studying anthropology and/or the issue upon which they focused. 80% of students received an 80 (B) or higher on the project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This address the following Core Competencies: Communication; Creative, Critical, and Analytical Thinking; and Community/Global Consciousness and Responsibility.</p>	<p>10/09/2013 - Will continue with this assessment method.</p> <hr/>
	<p>Assessment Method: Weekly discussion prompts related to the assigned readings are posted and students must respond to at least one prompt. The prompt address the course content related to this SLO as well as the other SLOs.</p> <p>Assessment Method Type: Discussion/Participation</p>	<p>10/09/2013 - 90% and above of students participated in weekly discussions providing in-depth responses and engaging each other in conversation. High participation was encouraged by making it a requirement of the class and making it worth 27.5% of their overall course grade. They quickly learned that they needed to contribute serious discussions reflecting that they</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: 80% participation and discussions are meaningful and provide depth of insight, interaction among students and professor, and the elicitation of additional questions and threads for discussion.</p>	<p>have done the course readings as well as their fellow students' discussions. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: This assessment met the following competencies: Communication; Creative, Critical, and Analytical Thinking; and Community/Global Consciousness and Responsibility.</p>	
<p>Department - Anthropology (ANTH) - ANTH 50 - MEDICAL ANTHROPOLOGY: METHODS & PRACTICE - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Questions related to this SLO are asked on the first day of class, again on an in-class mid-term and again on a take-home final. Assessment Method Type: Pre/Post Test Target for Success: All students completing the course will improve their answers between the pre-test and the in-class midterm, and be able to successfully answer and articulate the complexities of their answer on their take-home final.</p> <p>Assessment Method: Research paper assignment comparing and contrasting the diversity of beliefs about human health and sickness and the various healing practices applied as treatment. Assessment Method Type: Research Paper Target for Success: All students completing the course will meet the minimal grading rubric for successful research papers.</p>		
<p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 2 - Data</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Analysis and Interpretation - Students will critically analyze and interpret ethnographic data on the African Diaspora. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students complete weekly essays</p> <p>Assessment Method Type: Essay/Journal</p>		
<p>Department - Anthropology (ANTH) - ANTH 6 - PEOPLES OF AFRICA - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students complete a research paper</p> <p>Assessment Method Type: Research Paper</p>		
<p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 1 - Archaeological Method and Theory - Students will practice and apply understandings of archaeological method and theory. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>10/10/2013 - This method of assessment does reliably gauge whether a student understands the concepts taught in class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: I would add to this SLO a research project where students record (NO COLLECTING) and interpreting surface artifacts of actual sites or of modern debris. Projects could include critical assessment of a museums interpretation of a site or region, interpretation of sites involving ancient art, or an environmental project assessing the efficacy of current waste management methods for a given area.</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.</p>	<p>Assessment Method: Paper assignment designed to critically assess techniques for interpreting the past from the archaeological record. If possible, students use a field experience conducted</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>on an actual archaeological site. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p> <p>Related Documents: Critical Thinking Rubric</p>		
<p>Department - Anthropology (ANTH) - ANTH 8 - INTRODUCTION TO ARCHAEOLOGY - SLO 3 - Problem Solving - Students will apply archaeological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Awareness of connections between archaeology and the construction of identity of modern groups through the reconstruction of their past. Group discussions and presentations focusing on the question of who owns the past in modern society with a comparison of perspectives of museum curators, archaeologists, and cultural descendants.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70%</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: End of Academic Year</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 - Standardized</p> <p>Target for Success: 70%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 8L - ARCHAEOLOGY LABORATORY - SLO 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: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assignment designed to critically assess laboratory techniques for interpreting the past from the archaeological record. If possible, students use a laboratory data gathered from an actual archaeological site. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70%</p> <p>Related Documents: Critical Thinking Rubric</p>		
<p>Department - Anthropology (ANTH) - ANTH 8L - ARCHAEOLOGY LABORATORY - SLO 3 - problem solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Awareness of connections between the practice of archaeology in the laboratory and professional applications of archaeology. Group discussions and presentations focusing on the application of modern laboratory techniques.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70%</p>	<p>10/11/2013 - Instructor demonstrated how to differentiate among various material types and more specifically focused upon different local lithic types. The students were then tasked with sorting artifact assemblages from a local archaeological site by material type and more specific lithic categories. The students showed initial minimal understanding and a low (less than 70%) level of competency in distinguishing between artifacts, yet after multiple class sessions students developed a high level of adept ability, requiring less and less instructor oversight resulting in their ability to sort material at a rate where only 5% of the material necessitated instructor review and consultation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: To improve students ability to learn material typologies, a fundamental skill in archaeology and sought by companies, the department should invest in more sorting tables and artifact processing screens. Also</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>more laboratory reference guides.</p> <p>GE/IL-SLO Reflection: Although the students did show marked improvement and confidence in identifying material types and make distinctions between lithic sources. There can be a more robust testing pre-testing process to gauge the students ability prior training, then a practicum exam at the end to show a more quantitative improvement.</p>	

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-ANTH) - Anthropology AA - 1 - Graduates will be able identify cross-cultural realities both past and present.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>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: Students who have taken more Anth courses will demonstrate this more effectively than students who have taken fewer.</p>	<p>09/19/2013 - please see the attached report</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: tons of cash</p> <p>Related Documents: PLO Anthro spring 2013</p>	
<p>Program (BSS-ANTH) - Anthropology AA - 2 - Graduates will be able to critically analyze and interpret anthropological data.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>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. For example write up a description of an excavation and analyze the data.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students who have taken 3 ANTH courses will demonstrate the ability to critically analyze data.</p>	<p>09/19/2013 - see attached doc on PLO1</p> <p>Result:</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	quarter Assessment Method Type: Discussion/Participation	Target Met Year This Assessment Occurred: 2012-2013	
Program (BSS-ANTH) - Anthropology AA - 3 - Graduates will apply anthropological principles for solving human problems on the local, regional and world scales in a community service role. Year PL-SLO implemented: End of Quarter SLO Status: Active	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. (For example, applied Anthropology, field school school or internships) Assessment Method Type: Discussion/Participation Target: A graduate who participates in a community service role will understand the impact of using anthropological principles in solving human problems.	09/19/2013 - see attached document for PLO1 Result: Target Met Year This Assessment Occurred: 2012-2013	