



**Division of Behavioral and Social Sciences
Dr. Gloria Miranda, Dean**

**Anthropology Department
Program Review**

Fall 2016

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I. PROGRAM OVERVIEW

A. Anthropology Department Description

Mission Statement

The Anthropology Program at El Camino College seeks to empower its students by providing them with the theoretical and methodological tools that will enable them to achieve a deep and thorough understanding of the human condition. Crucial to such understanding is the holistic approach to the study of human beings; that is, through its diverse offerings, the program addresses the biological as well as the cultural aspects of our existence, in the past and the present. Students exposed to this approach should be prepared to critically evaluate their choices towards decisions that will positively impact human societies in the future.

Overview

The El Camino College Anthropology Program provides a foundation in the fields of socio-cultural anthropology, physical anthropology, archeology, and linguistic anthropology as they relate to the physical and behavioral aspects of the world's populations of the past and present. The strength of the program resides on the fact that its interests transcend a single particular field of study: anthropology fits within the life sciences curriculum as well as within the social sciences curriculum. This vast scope is reflected in the variety of class offerings, which relate to fields as diverse as biology, forensics, culture, religion, gender, ethnic studies, communication, medicine, museum studies, and more. Students in this program, as well as students who take some of the above mentioned offerings, are provided with skills which are highly marketable in today's public and corporate worlds. In recent years, several news articles have outlined the importance of studying anthropology in the age of globalization: "*Why Companies are Desperate to Hire Anthropologists*"; "*Cultural Anthropology in Secondary Schools: An Essential Part of a 21st Century Education*"; and "*College Majors 'Worth' Something*". The Anthropology major prepares students for career opportunities in museums, educational, archeological and medical institutions, corporations, international development consulting organizations, social welfare, and state and national management entities. Most importantly, the Anthropology Program provides students with a strong foundation that successfully prepares them to transfer to a four-year institution. In order to continue providing this strong academic support to our students it is absolutely essential that we hire a full-time instructor to teach the growing number of Anth 5 lab courses and to develop a course on forensic anthropology. Additional lab supplies will be necessary to address the increase in Anth 5 offerings. In addition, faculty with museum curation experience will be of the utmost importance if we are to maintain a high-quality facility with environmental controls and the proper updated cases to successfully house artifacts and attract potential lenders. Having world maps readily accessible in each of the 6 anthropology classrooms

is vital to instruction in every anthropology class. Finally, the department requires additional funding to continue to grow our extracurricular activities such as our annual fall Dia de los Muertos event.

B. Degrees and Transfer to Four-Year Institutions

The anthropology program offers an Associate in Arts for Transfer (AA-T) Degree in Anthropology. By completing the program requirements, students gain a basic understanding of the methodologies used by anthropologists in the field.

Anthropology majors graduate with a wide variety of skills that equip them for an array of future career possibilities. They study the human condition from both a cultural and biological perspective. As a result, anthropology majors have great “people skills”, are adept at working with people from a diversity of contexts, learn how to think critically, look below the surface of an issue for deeper meaning, and generally are quite skilled at thinking “outside the box”. These skills are all highly valued by employers in today’s increasingly diverse society.

An anthropology BA or BS is excellent preparation for professional graduate work in:

Public health; law; business; medicine; not for profit and NGO agencies; museums, and governmental and cultural heritage agencies; cultural anthropology; archaeology; biological anthropology; linguistics; etc.

The courses offered by the Anthropology Department constitute a rich menu of choices, as they address the most elemental questions of culture theory, social formations, subsistence strategies, communication in diverse social settings, and the cultural specificity regarding the world of ideas. In addition, the emphasis on the human condition as the result of human biocultural evolution provides students with a thorough understanding of the theory of evolution through natural selection and with a solid grounding on biological adaptation and genetics.

Major Requirements

Anthropology 1, 2, 3, 4;

Three courses from: Anthropology 5, 6, 7, 8, 9, 11, 12, Geography 5

Total Units: 19-21

Preparation for the Transfer Major

For information on specific university major requirements, students should obtain a transfer curriculum guide sheet in the Counseling Services Center, consult with their counselor, or visit the Transfer Center. Students may use the transfer major requirements to help them fulfill their associate degree requirements.

C. Alignment with the College Vision, Mission, and Strategic Initiatives

Mission

El Camino College Mission Statement
<i>El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.</i>
Anthropology Department Mission
<p>The Anthropology Department offers a comprehensive curriculum which seeks to expose its students to the whole range of cultural diversity exhibited by world societies so that sensible, informed decisions on issues of global concern could be made. Anthropology majors are "worldly." Anthropology reduces ethnocentric thinking, promotes cultural acceptance and fosters inter-cultural dialogue from a relativistic perspective.</p> <p>Students are introduced to the anthropological perspective, a unique biocultural approach to the study of human societies. These students are very well equipped to transfer to a four-year school and to complete the program leading to a Bachelor in Arts degree and/or a Bachelor in Science degree.</p> <p>Furthermore, the skills acquired by students in the Anthropology Program prepare them for a successful career in the academic and corporate worlds. These skills are highly valued by employers in today's increasingly diverse society.</p>

Vision

El Camino College Vision Statement
<i>El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.</i>
Anthropology Department Vision
<p>The anthropology program highly contributes to the realization of the points expressed in the vision statement. Students in our program acquire critical thinking skills, developed through the comparison of a variety of cultural practices found throughout the world. We hope to have a positive impact on our students by offering a diverse curriculum, as well as enriching extracurricular activities that in turn inspire our students to become productive global citizens that can affect positive change in the world.</p>

Strategic Initiatives

The Anthropology Department's goals and objectives are aligned with the College's Strategic Initiatives by:

A: Student Learning
Support student learning using a variety of effective instructional methods, educational technologies, and college resources.
The single most important commitment of the Anthropology Department faculty is towards its students, and consists of the continuing development of a program that

strives to maintain a high standard of education through a rigorous and diverse program, and detailed attention to the educational and intellectual needs of its students. There are a variety of pedagogical methods used by the faculty, and the specific method used in a particular case is geared to generate interest in the subject matter and to encourage student motivation. The following items represent our department's efforts to create and utilize a variety of methods, technologies, and resources:

- The use of smart-classroom technologies such as multi-media presentations, online course management systems, and an increase in the number of lab sections. The department has obtained a large collection of casts, including skulls and a variety of bones, in order to support the accelerated pace of growth exhibited by the Anth 5 Lab sections. According to IR, the number of students completing Anth 5 more than doubled from fall 2011 to fall 2014, moving from 31 students to 69, respectively.
- The department has participated regularly in the Career and Majors Fair in connection with the Counseling Center and Career Center in order to promote the valuable skills that a degree in anthropology helps to develop. Please refer to the articles provided in the Appendix.
- Several events, such as the Anthro Chats, Career Workshops, and the Annual Student Research Symposium have been developed by the department to both generate interest and encourage motivation. Attendance at the Anthro Chats indicated the popularity of the event. This was evidenced by the maximum capacity of the classroom being reached by attendees. The 13th Annual Anthropology Student Research Symposium was held in spring 2016 in Haag Recital Hall. Students from many of the anthropology classes attended and nearly filled the 190-seat hall to capacity, as has been the trend over the years.
- A major event during the fall semester is a Dia de los Muertos (Day of the Dead) celebration which includes a presentation on the topic and several craft workshops. Students from a variety of sections participate and display their craft items on the Library Lawn, along with poster presentations. Dozens of students have created traditional craft items at our workshops over the years. Now that the event has moved to the library lawn, as of fall 2015, even more students, faculty, and staff can enjoy learning about the significance and symbolism behind this traditional celebration.
- A unique and important teaching resource is the Anthropology Museum. The facility offers a variety of cultural displays useful for lessons in our many cultural classes, along with a collection of primate skeletons useful for the Anth 1 and 5 classes. The museum is used as an important resource by many of the anthropology instructors.

B: Student Success & Support

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

The Anthro Chats, Career Workshops, and the Annual Student Research Symposium, as well as the many Anthropology Club activities lead to student success in that they spark interest and motivation for both the participants and/or members of the student audience.

In addition, the Anthropology Department has been working closely with Student Services in order to continue to provide a highly prepared Anthropology Tutor who is

<p>available several days a week for consultation by the students. Also, two ANTH 1 courses are working with Supplemental Instruction, SI Coaches, in order to improve the students' chances of achieving success. In addition, an SI coach has been assigned to one of the Anth 2 sections for the fall 2016 semester.</p>
<p>C: Collaboration Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.</p>
<p>Members of the Anthropology Department meet regularly to address issues relevant to the department, to the Division, and to the college. Many of the latest developments in the discipline (in any of the four fields) are discussed among all faculty, and aspects of these discussions are shared with students as they are included in class lectures. The preparation of events, such as the Anthro Chats, takes place through faculty collaboration. The preparation of other events, such as the Annual Student Research Symposium, Career Workshops, and Guest Lectures, further develops links of collaboration and consultation. The Anthropology Club, very active on campus, reinforces, among participants, a feeling of community built on the commonality of academic interests.</p>
<p>D: Community Responsiveness Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.</p>
<p>Mainly through relationships developed by each individual professor, and also through links to students who attended ECC and have transferred to four-year colleges, the Anthropology Department maintains close contacts with several UC and CSU Anthropology Departments, most particularly UCLA, UC Berkeley, UC Riverside, CSU Fullerton, and CSU Dominguez Hills. We have hosted a number of guest speakers, including faculty and students from these institutions. The faculty have discussed their on-going research projects, books they have written, and their anthropology program. Student panels have addressed the transfer experience, their fieldwork and research opportunities, and their involvement with student organizations.</p> <p>We have also developed relationships with companies such as SmartRevenue which employs those who understand the basics of anthropological fieldwork methodology. The company hires ethnographers who are recruited from social science programs in top universities and colleges to form a unique in-house local, national, and international ethnographic field research team. SmartRevenue is the eyes and ears at the point of purchase, experience, and consumption, at-home, in-public, in-store, and in the digital space, anywhere in the world. This company offers the largest field force of over 1000 ethnographers trained in behavioral science and uses quantitative ethnography to get at critical point-of-experience KPI measures that are not available through other traditional market research approaches. By understanding the touch-points and drivers along the OmniShopper path to purchase, companies can create more targeted pre-store and in-store marketing, merchandising, and sales plans as well as identify lost and white space opportunities. SmartRevenue has conducted over one million observations and interviews with over 600,000 participants, in 90 categories and 150 retail banners in the U.S. Canada, Latin American, Asia, Europe, and the Middle East. One of our students was hired by this company after attending the Careers in Anthro workshop last spring. Over the years we have also developed a relationship with the Los Angeles Zoo through the arrangement of frequent group tour</p>

organized the anthropology club. The club members traditionally receive a private tour of the primate exhibits led by a docent.

Our Anthropology Department and Anthropology Club students have participated in the celebration of World Anthropology Day which is sponsored by the American Anthropological Association. This event is meant to make the public aware of the contributions of anthropology to solving the world's most pressing problems.

E: Institutional Effectiveness

Strengthen processes, programs, and services through the effective and efficient use of assessments, program review, planning, and resource allocation.

The Anthropology Department is very active in contributing to the academic goals established by SLOs. Faculty in the department have developed three Program Level PLOs and three Course Level SLOs for each course. In addition, the department is current in SLO assessments, in compliance with the timeline established by the SLO Committee.

In the last four years, most of the departmental economic resources have been allocated to the Anthropology Lab. Most recently, funding has been allocated for activities related to the Dia de los Muertos event.

F: Modernization

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

The museum has obtained new display cases to house the various exhibits. We anticipate the museum facility in the new building to include state of the art lighting, air conditioning system, and other environmental controls in order to maintain the integrity of the artifacts, allow broader opportunities for the borrowing of artifacts from other institutions, and to provide the students with modern learning environment. We are also looking forward to a room dedicated solely to Anth 5 lab sections with plenty of room for safe storage of newly acquired casts and ample student workspace.

D. Status of Previous Recommendations

Previous Recommendation	Status
1. Full-time Hire	On Hold: An additional full-time faculty is essential for departmental growth given the fact that we are continually increasing the number of sections offered, in particular Anth 1 and Anth 5. The increase in student population further validates this request. A new class in forensic anthropology could be developed.
2. Purchasing of lab supplies.	In Progress: Equipment for the lab course has been acquired. However, more equipment is needed for the course to be competitive with those offered in other community colleges.
3. Museum Needs <ul style="list-style-type: none"> 1. Environmental Controls: HVAC 2. New Lighting 3. Physical Plant: Flooring tile 	Museum Needs <ul style="list-style-type: none"> 1. On-Hold: Necessary in the new building 2. Completed 3. On-Hold: Awaiting the new building 4. Completed

<p>4. Media: Tuner and CD player</p> <p>5. Staffing: release time for director, dedicated personnel, student workers</p> <p>6. Relocate the Museum: floor space, appropriate ventilation, storage space</p>	<p>5. On-Hold: Awaiting the new building</p> <p>6. On-Hold: Awaiting the new building</p>
<p>4. Develop an anthropology course in Global Studies that conforms with the standards and vision of the Anthropology Department.</p>	<p>On Hold: Due to the fact that the direction of growth of the department (through student interest) has emphasized the biological aspect of anthropology (through an increase in ANTH 1 and ANTH 5 sections), we have not been able to develop the course in Global Studies, which emphasizes cultural and political issues. However, in line with the present emphasis placed on Global Studies in other disciplines (Sociology and History), we anticipate that the Anthropology Department will be able to develop a Global Studies course in the near future.</p>
<p>5. Conduct two Student Research Symposium Workshops every semester as this event contributes to the increase in success and retention rates.</p>	<p>On-going: We have been conducting two Symposium Workshops during the Spring semesters (during which the Symposium is offered). We plan on expanding those offerings by conducting two workshops during the Fall 2016 semester, in order to motivate student interest towards participation in the event.</p>
<p>6. Increase the hours assigned for tutoring in anthropology, as this service is often used by students, and it has contributed to the increase in success and retention rates.</p>	<p>Completed: Eight hours of tutoring per week have been assigned during the Spring 2016 semester. The tutors were heavily utilized by students preparing for exams and for help with assignments.</p>
<p>7. Schedule two ANTHRO Chats per semester, as well as two presentations by guest lecturers.</p>	<p>In Progress: Due to a variety of issues (such as scheduling conflict and the unavailability of some professionals in the discipline to accept our invitation), we have not been able to accomplish this goal. It is impossible to prepare two ANTHRO Chats during the Spring semester, during which so much effort is placed towards the preparation of the Symposium. We will provide ANTHRO Chats (either one or two) during the Fall semester. During the last several semesters we have had guest lecturers who deliver inspiring talks to students at different locations within campus, such as the Haag Recital Hall and classrooms in the ART Building. We have realized that it is out of our control to determine the precise number of</p>

	<p>guest speakers that we will have (we have had three guest lecturers during some semesters and only one during others; it all depends on their availability).</p>
<p>8. Work with the Counseling Faculty so that the employment opportunities available to those with an anthropology degree are appropriately communicated to the students.</p>	<p>In Progress: The Anthropology Department has been working on developing a strong relationship with the Counseling Office through the participation in events such as the Career Fair, Majors Fair, New Student Orientation Workshop, and by discussing with some of them (Griselda Castro) the important topics addressed in the anthropology courses we offer. We will continue developing this relationship, and we plan on scheduling a meeting with Yamonte Cooper during the Fall 2016 semester, in order outline the high marketability provided by an anthropology degree, as it is provides a great set of skills towards the transition to a variety of potentially successful careers. We have invited counselors to several of our Anthropology Club workshops, including Majoring in Anthropology and Careers in Anthropology, but have yet to have any counselors attend.</p>
<p>9. Work with the Counseling Faculty towards effectively communicating to students the importance of declaring their majors before transferring to a four-year university.</p>	<p>In Progress: The same discussion used for the recommendation #8 applies to this one. We have been encouraging students to declare their major.</p>
<p>10. Create an Associate degree for transfer in Anthropology that aligns with the statewide approved Transfer Model Curriculum (TMC).</p>	<p>Completed: The list of required and elective courses that need to be completed for the Associate degree in Anthropology are listed in the ECC Catalog. These requirements align with the statewide approved TMC.</p>
<p>11. Consider expanding articulation relationships with four-year institutions, specifically California private and out-of-state to increase and facilitate transfer opportunities for anthropology majors.</p>	<p>In Progress: The Anthropology Department has established, in alignment to the statewide approved TMC, the requirements for the Associate degree in Anthropology. This is the first stage towards facilitating the transfer opportunities of anthropology majors. We would still like to establish closer and collaborative relationships with some institutions to further facilitate the transfer process.</p>
<p>12. Every faculty member needs to be aware of the specific sections to be targeted for assessment.</p>	<p>Completed: Professor Rodolfo Otero is the SLO facilitator for the Anthropology Department, and he informs the other members of the department of the sections to be assessed each semester. The Anthropology Department has always been in compliance with SLO and PLO requirements.</p>

13. For the next assessment cycle, Professor Mannen will provide the entire rubric in the handout that is given to students.	Abandoned: Professor Mannen has changed her assessment method from an essay format to objective questions on an exam.
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E. Previous Success and Future Vision

Previous Future Vision

In our 2012 program review we stated that our department was striving to maintain a high standard of education by pursuing three goals: first, staying current with the latest developments in the discipline through the reading of academic journals, conference attendance, local museum visits, zoo tours, department meetings, and informal discussions; second, increasing student interest in the discipline and building motivation to succeed through the offering of several extracurricular experiences, such as Anthro Chats—one hour discussions, offered about twice a semester, during which faculty present a topic of interest to students and a widespread discussion/"chat" develops between students and professors and among students—the Annual Student Research Symposium—an event in which students present, in front of a large audience composed mainly of students, the results of a research project designed and conducted by themselves—a variety of workshops, guest speaker lectures, museum exhibits, and participation in the very active Anthropology Club; and third, through the implementation of a program that is sensitive to the satisfaction of intellectual needs at every level of student preparedness. This multiple-goal approach to education is successful and rewarding, and contributes to the buildup of a strong campus presence.

We have achieved those goals as evidenced in the description that follows. In fact, we have developed new activities that are in line with our previous goals, such as expanding on the Dia de los Muertos festivities, hosting an Anthropology Department Open House, and celebrating World Anthropology Day. In addition to these activities we still maintain a rigorous academic program that prepares students for their four-year university experience.

Success

In February 2014 our department was invited by members of the El Camino College Academic Senate to be the first presenters in their new initiative, Student Success Showcase: Programs and Practices. Originally the senate members identified our Anthropology Student Research Symposium as the topic for the presentation as they felt that it directly addressed several of the six Student Success Factors identified by the research report *Student Support (Re)defined - An Action Guide for Exploring Ways to Improve Student Support at Your College*: Directed, Focused, Nurtured, Engaged, Connected, and Valued. The presentation evolved into a holistic view of our entire anthropology program as the Academic Senate president wanted us to highlight the variety of department activities that we sponsor in order to get students involved and motivated to take an active part in their educational journey. The invitation stands as a recognition that our department is actively striving to not only provide a rich, intellectual classroom experience but also diverse extracurricular activities that will make the college experience much more memorable, satisfying, and rewarding. We are proud to offer the following enriching activities for our students:

- **The Annual Anthropology Student Research Symposium**
 - Students present their original research in a professional setting and are awarded prize money for their efforts. Their anthropology peers attend the event in Haag Recital Hall, which seats up to 190 people. This event benefits those who are selected to present, those who have submitted papers for consideration, and those who attend. It is intellectually motivating and inspires some of those in attendance to participate the following year. The symposium first took place in the spring of 2003 and has been held every spring semester since then, awarding thousands of dollars in prize money to the participants over the years. In 2013 the Anthropology Club raised \$1,000.00 for prize money in honor of the 10th anniversary of what has become our signature spring event.
- **Anthro Chats**
 - A professor-led series of informal discussions of topics related to anthropology. These talks have been quite popular judging by the number of students and faculty who have attended and contributed to the discussions. The Chats allow for a deeper investigation of material than classroom time allows for.
- **Anthropology Museum Exhibits**
 - The exhibits provide an important teaching and learning resource for faculty, students, and the local community. The different exhibits reflect the importance of the different sub-fields in the discipline and the variety of cultures studied by anthropologists. The museum could be used by the wider campus population as a multi-disciplinary resource for the study of humanity.
- **Guest Speakers**
 - Speakers have included our very own faculty members, local authors, religious specialists, faculty from other universities, former students, and applied anthropologists.
- **World Anthropology Day**
 - Since its inception, the Anthropology Club has participated in the celebration of WAD, an international event organized by the American Anthropological Association. On its first participation, the club was able to share the top “selfie” award with two other institutions within the United States which earned the club \$100 in prize money. In Spring 2016, the Anthropology Club set up a display at the Library Lawn. This display included hand-outs, posters, and craft items that served the purpose of spreading anthropological awareness throughout campus. Many of the members of the club volunteered their time to host the rich display which was attended by some of the Anthropology classes, as well as by students from other disciplines.
- **Dia de los Muertos Festivities**
 - This has become one of our signature events during the fall semester and has grown over the years from a single craft-workshop and presentation about the history, symbolism, and traditions surrounding the Day of the Dead celebrations to a month-long series of workshops culminating in a display on the Library Lawn. With funding from the division office and Program Plan we have been able to expand the types of traditional craft items that students can make to include a shoe-box mini-ofrenda, paper masks, painted paper-mache skulls, decoupage skulls, poster boards,

and more. Now the event takes place on the Library Lawn and last year included professional face-painters. We are in the stages of forming a committee composed of faculty from other disciplines in order to grow the event for the coming year. The goal is to have traditional music played by a live band, traditional folklorico dancers, and perhaps even some food vendors in the future. These additions would truly make this event a campus-wide celebration.

- **Anthropology Department Open House**
 - During the 2015 fall semester our department held our first ever Open House in the Anthropology Museum. The goal of the event was to invite students to learn about our department, club events, and the classes offered each semester. In addition, we wanted students to meet faculty as well as the club members with the hope that they would be more likely to sign up for other classes and participate in our many events.
- **Anthropology Club Events**
 - **Career Workshops**
 - Help for those thinking of majoring in the discipline. These informative workshops provide a more well-rounded and thorough overview of potential job opportunities than what can be found in a general online search or even the Career Coach. Students are encouraged to understand the skills that anthropology helps them develop and how to market those skills in this global age.
 - **Fieldtrips**
 - **Museum Tours**
Members of the Anthropology Club, accompanied by some of the professors, have visited several museums within the Southern California area. Among those are the following: The Bowers Museum (Santa Ana), The Museum of Man (San Diego), The Discovery/Science Center (Los Angeles), The Museum of Jurassic Technology (Culver City), and The Museum of Natural History (Los Angeles).
 - **Campus Tours**
Students have attended open houses at UCLA and received a tour of the CSUDH campus.
 - **L.A. Zoo**
Almost yearly, members of the Anthropology Club, together with the participation of some members of the faculty, engage in a tour of the primate exhibit within the LA Zoo. This tour, guided by a docent from the LA Zoo, provides a great source of additional information to the understanding of non-human primates (complementing the information given in class lectures).
 - **Volunteer Work**
 - **The Dr. John D. Cooper Archaeological and Paleontological Center**
Students have worked with the center at their annual Prehistoric OC event. The educational festival celebrates Orange County's rich history, prehistory, and Native American culture with the community.
 - **The Gibbon Center**
Over the years students have had tours of the facility as well as volunteered at fundraising events at the center such as

- “Breakfast with the Gibbons”.
- **Experiencing Local Cultural**
 - Local Native American Pow-Wows (CSUDH)
 - Visiting a Buddhist temple, Olvera Street, and Chinatown

II. ANALYSIS OF INSTITUTIONAL RESEARCH DATA

This data was retrieved from the Institutional Research and Planning Website.

A. Head Count

Head Count			
Fall 2011	Fall 2012	Fall 2013	Fall 2014
1,113	1,070	1,269	1,334

From Fall 2011 to Fall 2014, the number of students increased significantly (as well as the number of sections). Evidently, that there are several factors that account for this increase; however, we would like to emphasize that the increase in students reflects a growing interest in the discipline, at least for the fact that our core courses, ANTH 1 and ANTH 2, are the courses of choice for many students who need to complete the Life Sciences and Social Sciences requirements for their General Education curriculum, respectively. Due to the reduction of state funding to community colleges, we were forced to reduce the number of sections from 84 (2008-09) to 61 (2011-2012). We have, since then, increased the number of sections to 79 (2014-15), and student participation has grown from 2,834 during the 2012-13 academic year to 3,319 during the 2014-15 academic year, a net growth of 485 students! With the accelerated increase in ANTH 5 (the lab component to ANTH 1), we anticipate a steady growth during the next few years.

Gender					
	2011	2012	2013	2014	School-wide
Female	52.4%	54.1%	53.8%	56.1%	51.6%
Male	47.5%	45.9%	46.2%	43.9%	48.4%

The female to male ratio exhibited by the student body of the Anthropology Department is higher than that of ECC, most probably reflecting the fact that women are drawn to the discipline. As a matter of fact, this trend mirrors the gender ratio among academic anthropologists. Nevertheless, even though higher than anytime during the last eight years, the ratio is quite steady, and the participation of male students is still very significant. It would be interesting to analyze this data course by course, as social sciences courses tend to attract more women than men. However, that information was not provided to us.

Ethnicity						
	2011	2012	2013	2014	School-wide	District
African-American	11.4	10.7	12.0	14.1	16.1	15.1
Am. Indian/AL Native	0.4	0.3	0.1	0.1	0.1	0.2
Asian	18.6	15.6	15.1	14.0	15.1	13.6
Latino	40.8	51.3	51.6	53.3	49.5	34.5
Pacific Islander	0.9	0.4	0.6	0.1	0.5	0.5
White	18	14.4	14.6	13.2	13.6	32.8
Two or More	5.0	5.3	4.9	4.4	4.4	2.9
Unknown/Decline	4.9	2.1	1.3	0.7	0.7	0.4

Comparing the data on ethnicity between that of the previous Program Review and the present one, it is evident that the Anthropology Program is experiencing an increase in Latino (most predominantly) and African American students, and a decrease in white students. This seems to reflect a campus wide trend, as our averages are quite similar to those of ECC. It is our expectation for the college, as well as for the Anthropology Department, that the student population closely reflects the composition of the district. That the majority of the ECC population is constituted by members of minority groups may reflect the fact that many students from the white population begin their higher education at universities rather than at community colleges. Faculty of the Anthropology Department is very committed to provide the best early academic experience to students of all ethnic backgrounds so that they fulfill their hopes of a successful professional career in the major of their choice. In order to accomplish this commitment, and within a perspective that embraces equity, the Anthropology Department has, for several years, enlisted the help of a tutor (a student at ECC who has taken and excelled in most of the courses we offer); Supplemental Instruction components to specific sections of ANTH 1 and ANTH 2; and the use, in certain sections, of online platforms (Etudes resources) in face-to-face meetings. We are also looking into linking with Human Development in order to participate in a cohort program, in order to more closely monitor student performance.

Age/Age Group (<17-17; 18-19; 22-24)						
	2011	2012	2013	2014	ECC Population Fall 2014	District 2010 Census
<17	0.2	0.1	0.2	0.1	1.8	24.2
17	1.3	1.4	1.5	1.8	2.2	
18	10.9	11.1	11.9	12.4	12.4	2.5
19	22.3	20.9	21.5	16.0	14.0	
20	17.4	22.3	19.1	19.2	12.6	1.2

21	12.8	12.4	12.7	13.3	9.9	1.2
22	8.8	8.8	8.1	8.6	7.5	3.9
23	5.4	5.8	6.2	5.9	5.6	
24	3.4	3.6	3.6	4.5	4.7	
25-29	9.7	7.3	9.5	10.6	13.0	7.4
30-39	4.9	3.6	3.4	4.9	8.9	14.9
40-49	1.8	1.2	1.6	1.6	3.8	15.9
50-64	0.9	1.3	0.6	0.9	3.0	18.1
65+	0.1	0.1	0.1	0.1	0.7	10.6

The chart (data from Fall 2014) indicates that students from a variety of ages take anthropology courses. 95.4% of all the students who take classes in anthropology are between the ages of 18 and 39 years of age, while 60.9% are students who fall between the ages of 18 and 21 years of age. The latter (underlined) suggests that more than half of the students who take courses in anthropology do so, out of their own choice, in order to complete GE requirements and also because they find many of the courses we offer intellectually stimulating. It is fair to assume that younger students are more predisposed to enroll in courses of their choice than older students, as older students are more constrained by other responsibilities, such as work and family obligations, which pressure them to be more selective in their choices and enroll in courses that will allow them to complete a program expediently. Nevertheless, there is a significant group of older students (25 through 39 years of age) which constitutes 15.5% (Fall 2014) of our population. This indicates that courses in anthropology appeal a variety of students (in consideration to their age), in order to satisfy GE requirements and their intellectual interests.

Class Load					
	2011	2012	2013	2014	ECC Population
Full-Time	55.7	56.0	55.5	51.3	34.5
Part-Time	44.3	44.0	45.5	48.7	65.3
Academic Level					
College Degree	4.7	4.9	4.4	5.5	11.7
HS Graduate	92.7	92.3	93.5	91.6	82.3
Not a HS Graduate	1.4	1.2	0.2	0.4	0.3
K-12 Special Admit	0.1	0.0	0.0	0.1	2.3
Unknown	1.1	1.6	1.8	2.3	3.4
Educational Goal					
Intend to Transfer	33.8	33.1	33.2	34.6	31.5
Degree/Cert. Only	2.7	2.1	2.0	1.0	3.5
Retrain/Recert.	1.7	1.5	1.0	1.3	3.2

Basic Skills/GED	5.5	5.8	5.6	5.9	5.7
Enrichment	3.4	3.1	2.9	2.1	2.2
Undecided	17.5	17.9	12.7	16	15.8
Unstated	35.4	36.5	42.6	39.0	38.0

Class Load

The Full-Time/Part-Time ratio is significantly different from the ECC average (the one for the Anthropology Department slightly favoring Full-Time students, whereas that of ECC greatly favoring Part-Time students), indicating that both Full-Time and Part-Time students consider anthropology classes, mainly ANTH 1 and ANTH 2, their courses of choice to satisfy the GE requirements. Making the assumption that Full-Time students are more focused and committed than Part-Time students to complete their college education in a timely manner, we believe that the high proportion of Full-Time students taking anthropology classes is indicative of the appeal of the discipline. This is even more evident as we consider that both Full-Time (well-focused students) as well as Part-Time students enroll in several of the elective courses that we offer, some of which experience high demand.

Academic Level

The great majority of students who take anthropology classes (91.6% by Fall 2014) are high school graduates, again indicating that anthropology courses are the courses of choice to satisfy GE requirements, as well as to satisfy their intellectual interests. The Anthropology Department is well aware of these trends, and we make sure to work diligently towards maintaining an actualized program that reflects global present-day realities that help students understand the issues that impact their day-to-day lives. At the same time, we strive to maintain the integrity of the program by emphasizing a high level of academic rigor.

Educational Goal

For the most part, the averages exhibited by the Anthropology Department reflect those of ECC, indicating that only about 35% of the students intend to transfer and/or get a degree/certificate. The number that is always alarming is the one indicating the number of students who are either undecided or unstated. Faculty at the Anthropology Department strongly believes that the discipline plays an important role in guiding students who are undecided towards becoming more focused. The wide scope of anthropology is well-suited to help students make the choice of an academic major and, most importantly, to become well-informed in diversity issues, at the ethnic, political, and economic levels. During our lectures, and through workshops organized by the Anthropology Department, we emphasize the importance of anthropology as a solid background towards the preparation for careers in an incredible variety of fields, including health, law, social work, education, etc. At the same time, we are very much aware that many students will not be able to complete the requirements for transferring to a four-year program. We are of the solid belief that these students will benefit by completing a course

in anthropology because, regardless of the occupation they choose to embrace, the contents of those courses will prepare them to be much better informed members of our society.

In reference to the course ANTH 20A, in particular, we are interested in seeking funding through CTEA in order to implement a vocational program in Museum Studies. A great step in that direction would be to set up internships with local museums that will lead to careers in Anthropology with a specialization in Museum Studies. In order to accomplish this goal, it would be imperative to hire a staff member with museum curating experience.

B. Course Grade Distribution

Grade Distribution, Success, and Retention Anthropology Fall Terms														
Preliminary Success Standard 61.8%														
5 Year Success Average 63.5%														
5 Year Success Minimum 77.9%														
Year 2011														
COURSE	Method	Weeks	A	B	C	D	F	INC P	INC NP	DR	W	Total	Success	Retention
ANTH 1	Distance	16	7	13	13	6	4	-	-	1	4	47	70.2%	91.5%
	Lecture	16	90	90	76	27	55	-	-	15	87	425	60.2%	79.5%
ANTH 11	Lecture	16	16	16	15	14	13	-	-	3	13	87	54.0%	85.1%
ANTH 12	Lecture	16	8	8	9	8	9	-	-	1	4	46	54.3%	91.3%
ANTH 2	Distance	16	6	12	10	2	6	-	-	1	4	40	70.0%	90.0%
	Lecture	16	66	66	61	30	66	-	2	6	37	328	58.8%	88.7%
ANTH-3	Lecture	16	12	10	10	3	1	-	-	3	8	44	72.7%	81.8%
ANTH-4	Lecture	16	18	9	7	-	1	-	-	4	2	37	91.9%	94.6%
ANTH-5	Laboratory	16	15	13	2	-	-	-	-	1	1	31	96.8%	96.8%
ANTH-7	Lecture	16	3	9	8	8	6	-	-	-	14	48	41.7%	70.8%
2011 Total			241	246	211	98	161	-	2	35	174	1,133	61.6%	84.6%
Year 2012														
ANTH 1	Distance	16	5	15	14	5	4	-	1	-	9	53	64.2%	83.0%
	Lecture	16	75	94	68	33	38	-	1	-	63	372	63.7%	83.1%
ANTH 11	Lecture	16	13	22	27	7	16	-	-	-	15	100	62.0%	85.0%
ANTH 12	Lecture	16	5	10	9	3	3	-	-	-	14	44	54.5%	68.2%
ANTH 2	Lecture	16	57	86	79	41	56	-	1	-	50	370	60.0%	86.5%
ANTH20A	Lecture	16	7	4	3	2	4	-	-	-	1	21	66.7%	95.2%
ANTH-3	Lecture	16	14	8	10	2	2	-	-	-	9	45	71.1%	80.0%
ANTH-4	Lecture	16	17	16	12	2	-	-	-	-	2	49	91.8%	95.9%
ANTH-5	Laboratory	16	12	13	3	1	-	-	-	-	1	30	93.3%	96.7%
ANTH-7	Lecture	16	13	4	11	7	4	-	-	-	13	52	53.8%	75.0%
2012 Total			218	272	236	103	127	-	3	-	177	1,136	63.9%	84.4%
Year 2013														
ANTH 1	Distance	16	7	8	10	5	7	-	-	-	11	48	52.1%	77.1%
	Lecture	16	83	94	105	46	83	2	-	-	99	512	55.5%	80.7%
ANTH 11	Lecture	16	8	22	16	8	18	-	1	-	24	97	47.4%	75.3%
ANTH 12	Lecture	16	6	5	12	3	3	-	-	-	15	44	52.3%	65.9%
ANTH 2	Distance	16	5	9	9	2	9	-	-	-	12	46	50.0%	73.9%
	Lecture	16	79	87	69	44	56	-	1	-	69	405	58.0%	83.0%
ANTH-3	Lecture	16	9	12	10	1	2	-	-	-	11	45	68.9%	75.6%

ANTH-4	Lecture	16	19	13	6	3	4	-	-	-	5	50	76.0%	90.0%
ANTH-5	Laboratory	16	14	4	2	2	-	-	-	-	2	24	83.3%	91.7%
ANTH-7	Lecture	16	14	5	6	5	6	-	-	-	10	46	54.3%	78.3%
2013 Total			244	259	245	119	188	2	2	-	258	1,317	56.9%	80.4%
Year 2014														
ANTH 1	Distance	16	13	18	23	16	19	-	1	-	42	132	40.9%	68.2%
	Lecture	16	95	111	88	45	63	-	-	-	115	517	56.9%	77.8%
ANTH 11	Lecture	16	13	15	18	6	14	-	-	-	23	89	51.7%	74.2%
ANTH 12	Lecture	16	5	5	10	6	10	-	-	-	10	46	43.5%	78.3%
ANTH 2	Distance	16	18	12	12	4	8	-	-	-	29	83	50.6%	65.1%
	Lecture	16	66	89	76	29	48	-	-	-	85	393	58.8%	78.4%
ANTH-3	Lecture	16	8	5	9	5	4	-	-	-	8	39	56.4%	79.5%
ANTH-4	Lecture	16	17	5	6	4	1	-	-	-	11	44	63.6%	75.0%
ANTH-5	Laboratory	16	30	12	17	1	2	-	-	-	7	69	85.5%	89.9%
ANTH-7	Lecture	-	-	-	-	-	-	-	-	-	-	-	-	-
2014 Total			265	272	259	116	169	-	1	-	330	1,412	56.4%	76.6%

C. Success and Retention Rates

We would like, first of all, to emphasize the fact that the student population in anthropology has grown significantly, from 2,834 students during the 2012-13 academic year to 3,319 students during the 2014-15 academic year.

Obviously, this increase has taken place due to the offering of extra sections (from 61 to 79, during the same academic years), a process made possible through higher state funding. Nevertheless, the growth reveals a consistent student interest in anthropology.

In reference to the semesters indicated above, success rates have decreased, from 61.6% to 56.4% (a 5.2% decrease). Retention rates have also decreased, from 84.6% to 76.6% (an 8% decrease). There are several factors that could explain these changes, one of them being the increase in students. On our previous PR, we observed and addressed exactly the opposite trend: success rates had increased by 5.8%, and retention rates had increased by 7%. We indicated, then, that a factor that could explain that increase (besides pedagogical and academic changes) was the reduction in section numbers. It is quite obvious that, when a fewer number of classes are offered, students tend to remain at the classes in which they have enrolled. The reverse process is in play during the Fall 2011 to the Fall 2014 period: the number of classes has increased, and, consequently, the rates of success and retention have decreased.

Another factor that could be related to the lowering of success and retention rates is the change experienced in student population. As we discussed above, the student population has changed (in Anthropology): there is, presently, a larger proportion of minority groups (Latino and African American, predominantly) that take anthropology classes. Given the fact that, in so many cases, these students are the first in their families to pursue higher education, it is inevitable that their academic experience will not be very smooth. We also need to consider the fact that many of these

individuals need to help support their families through work, and that situation could lead to a juggling of priorities. Their education could be severely affected by these circumstances. In fact, both our rates of success and retention have decreased, mainly, due to a higher proportion of “W”s (from 13% to 21.2%); the proportion of “D”s and “F”s, on the other hand, has declined (from 22.8% to 20.1%). This important comparison suggests that our pedagogical approaches are working, a claim supported by the results exhibited in our SLOs and PLOs. We would also like to emphasize the fact that we cherish the opportunity to help students of every background attain their academic preparation towards the pursuit of a career of their choice. In anthropology we thrive to utilize a variety of pedagogical approaches that conveys to the students the importance of the development of skills necessary for a global economy, mainly critical thinking.

In order to account for the changes experienced in success and retention rates from the Fall 2011 to the Fall 2014 semesters, it is important to also indicate that, by 2011, when school funding was decreased, this policy affected every single institution of higher learning. As a consequence of that, all community colleges, including ECC, experienced a higher than usual enrollment of students who would, otherwise, had attended a four-year university (on the basis of their good performance at High School). These students are, in general, good performing students, and the high rate of their enrollment, in comparison to the number of not four-year university bound students, could partially account for the higher rates of success and retention that the Anthropology Department exhibited in Fall 2011. A few years later, as funding for higher education increased, the rate of these students would have consequently lowered, which would, to a certain extent, account for the lower rates of success and retention the we exhibited during the Fall 2014 semester.

As we compare the data from particular courses, it is observed that some of the elective courses (ANTH 6, ANTH 7, ANTH 8, and ANTH 9), even though they have experienced improvement in success and retention rates, they tend to exhibit lower rates than other courses due to the fact that they are electives (we need to emphasize the fact that there is not, necessarily, a steady trend, as in many cases, such as the one provided by ANTH 6, the success and retention rates in some semesters greatly exceed the standard). The rationale for the lower rates in these courses is that students do not tend to be as invested in elective course as in core courses. In spite of the results, we in the Anthropology Department understand the immense importance of these courses, as they greatly add to the academic breadth of the program and they provide many students with unique opportunities to expand their knowledge and understanding of world cultures, a process of unrivaled importance in our global age.

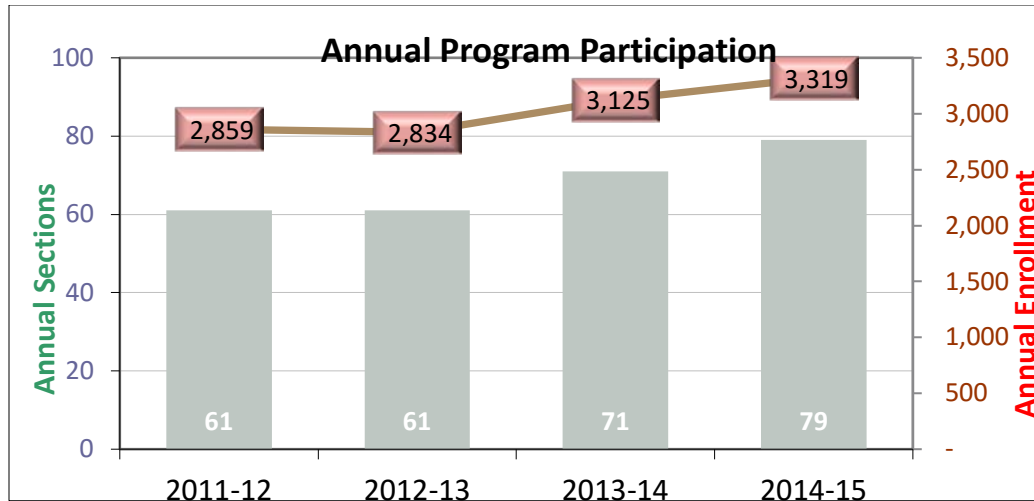
D. Comparison of Success and Retention between Distance Education and Face-to-Face Classes

Comparison of DE to Face-to-Face Classes														
Year 2011														
COURSE	Method	Weeks	A	B	C	D	F	I	NP	DR	W	Total	Success	Retention
ANTH 1	Distance	16	7	13	13	6	4	-	-	1	4	47	70.2%	91.5%
	Lecture	16	90	90	76	27	55	-	-	15	87	425	60.2%	79.5%
ANTH 2	Distance	16	6	12	10	2	6	-	-	1	4	40	70.0%	90.0%
	Lecture	16	66	66	61	30	66	-	2	6	37	328	58.8%	88.7%
Year 2012														
ANTH 1	Distance	16	5	15	14	5	4	-	1	-	9	53	64.2%	83.0%
	Lecture	16	75	94	68	33	38	-	1	-	63	372	63.7%	83.1%
ANTH 2	Distance	0	-	-	-	-	-	-	-	-	-	-	-	-
	Lecture	16	57	86	79	41	56	-	1	-	50	370	60.0%	86.5%
Year 2013														
ANTH 1	Distance	16	7	8	10	5	7	-	-	-	11	48	52.1%	77.1%
	Lecture	16	83	94	105	46	83	2	-	-	99	512	55.5%	80.7%
ANTH 2	Distance	16	5	9	9	2	9	-	-	-	12	46	50.0%	73.9%
	Lecture	16	79	87	69	44	56	-	1	-	69	405	58.0%	83.0%
Year 2014														
ANTH 1	Distance	16	13	18	23	16	19	-	1	-	42	132	40.9%	68.2%
	Lecture	16	95	111	88	45	63	-	-	-	115	517	56.9%	77.8%
ANTH 2	Distance	16	18	12	12	4	8	-	-	-	29	83	50.6%	65.1%
	Lecture	16	66	89	76	29	48	-	-	-	85	393	58.8%	78.4%

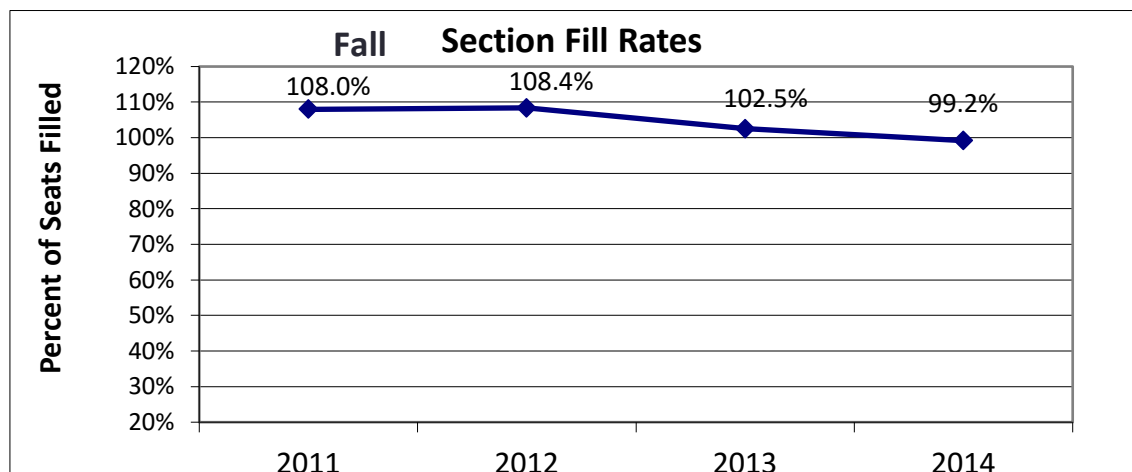
We offer online sections of the two core courses: ANTH 1 and ANTH 2. We have increased the number of online sections we offer. For ANTH 1, we offered only one distance section during the Fall 2011, Fall 2012, and Fall 2013 semesters. In the Fall 2014 semester, we offered 3 online sections of ANTH 1. For ANTH 2, we offered two online sections during the Fall 2014 semester. Our rates of success and retention in online offerings of both ANTH 1 and ANTH 2 have decreased significantly. In Fall 2011, the success and retention rates for distance ANTH 1 were 70.2% and 91.5%, respectively. These fell, by Fall 2014, to 40.9% and 68.2%. In comparison, the ANTH 1 face-to-face success and retention rates were, in Fall 2011, 60.2% and 79.5%, respectively, and in the Fall 2014 semester those rates were 56.9% and 77.8%. In both distance and face-to-face classes, a drop in the success and retention rates were experienced. More pronounced is the drop in success rates, which, in the case of face-to-face classes, falls more than 20% below the 5 year Success Minimum. In the case of face-to-face classes, the drop is less pronounced, ending just 4% below the 5 year Success Minimum. A somewhat similar comparison is observed between the distance and the face-to-face ANTH 2 classes. In order to address the significant drop in success and retention rates in distance ANTH 1 and ANTH 2 classes, we would address the same factors that we addressed when discussing the overall success and retention rates for the department: mainly (1) the increase in the number of students and (2) the increase in the number of students from minority groups whose parents have not attained a degree in higher education. The pronounced drop experienced by online classes may also be attributed to the challenge presented by these courses, which require from the students computer

literacy, well-developed time management skills, the motivation and ability to read independently, and access to computers.

E. Enrollment Statistics: Section, Seat Counts, and Fill Rates



Due to the increase in the number of sections offered (from 61 to 79), the number of enrolled students also increased, from a low of 2,834 in the 2012-13 academic year, to 3,319 in the 2014-15 academic year. We also believe that the increase in enrollment is due to the interest drawn by the curriculum of the department, as well as by the fact that many students choose ANTH 1 and ANTH 2 to satisfy the Life Sciences and Social Sciences GE requirements. We anticipate that this growth will continue. We are presently increasing the number of ANTH 5 (Lab component to ANTH 1) sections to seven, from one in Fall 2013. This increase in sections is being implemented in response to the demand placed by students. The demand was made clear to us by ANTH 1 students and through a survey (the request made by ANTH 1 students has not been numerically documented; nevertheless, many of us who teach ANTH 1 courses are very often asked by students about the availability of spaces in ANTH 5 sections. With regard to the survey mentioned, they were conducted among online students; about 70 students participated in the survey).



A decline on Fill Rates between Fall 2011 and Fall 2014 is observed. This is expected, as the number of sections and, consequently, the number of students enrolled, have increased significantly. By Fall 2011, when we were offering 61 sections, the demand placed on each section was greater than in 2014, an academic year during which we were offering 79 sections. Nevertheless, anthropology classes are still very much on demand (in spite of the increase in sections), as evidenced by the high Fill Rates experienced during the Fall 2014 semester (99.2%). That is, 1,413 students out of a cap of 1,425 enrolled in anthropology classes during the Fall 2014 semester. We anticipate to maintain this high level of demand from students as we increase the number of sections offered.

F. Scheduling of Courses

Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	83.3%	87.1%	83.1%	71.8%
Night	8.4%	8.3%	9.8%	13.0%
Weekend/Unknown	8.2%	4.7%	7.1%	15.2%

As our student population has increased, the percentage of those attending night classes has also increased. Our daytime classes have always been very popular, and they experience high enrollment. On the other hand, night classes experience lower demand from students. This trend is in line with the type of students that are attracted to anthropology classes: young and full-time students. The Anthropology Department is working hard at increasing and advertising the number of night sections offered. Night sections of ANTH 5 (Physical Anthropology Lab) are very convenient for students; these sections fill up quickly.


G. Recommendations

1. Full-time hire to teach the additional Anth 5 labs and possible a course on forensic anthropology.
2. Part-time hire with museum curating experience.
3. Develop new courses on forensic anthropology. Reactivate Anth 10 Medical Anthropology. Develop a course on globalization.
4. Increase the anthropology tutoring hours from 8 to 10 or more hours.
5. Continue with the SI components to Anth 1 and add SI component to Anth 2.
6. Participate with Human Development in a cohort program that links both departments, in order to enhance student success and retention.

III. CURRICULUM

A. Course Review Timeline

The chart below indicates the six-year course review timetable created by the Anthropology Department. This timetable falls in compliance with accreditation standards and articulation requirements.

<div>Six-Year Course Review Cycle Worksheet</div>													
Division: Behavioral and Social Sciences		Department: Anthropology				Faculty: Marianne Waters				Date: 4/14/2016		Semester/year of last Program Review: 2012-2013 Angela Mannen, Rodolfo Otero	
Total # of Courses:		11		Courses Requiring CCC Blanket Approval: <i>(Special Topics, CWEE, and Independent Study courses)</i>									
Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4				YEAR 6	
		FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21
ANTH-1	2013-2014							X					
ANTH-2	2013-2014							X					
ANTH-3	2013-2014							X					
ANTH-4	2015-2016	X										X	
ANTH-5	2013-2014							X					
ANTH-6	2015-2016		X										X
ANTH-7	2014-2015									X			
ANTH-8	2013-2014								X				
ANTH-9	2015-2016		X										X
ANTH-11	2015-2016												X
ANTH-12	2015-2016												X
New Course													
ANTH-14* on hold	2009-2010												
X- completed X-faculty X-DCC X-CCC X- upcoming													

B. Course Additions/Revisions

We have not added any new courses to the Anthropology curriculum. Nevertheless, the Anthropology Department has experienced consistent growth through the increase in the number of ANTH 5 (Lab complement to ANTH 1) sections we offer. In fact, during the Fall 2016 semester, we will be offering seven sections of ANTH 5.

By the time of the completion of the previous Program Review, we had recently introduced the course ANTH 12: *Ancient Civilizations of the World*. We have been offering that course, as well as all of the other elective courses (except for ANTH 11: *The Anthropology of Religion, Magic, and Witchcraft*), once every other semester. ANTH 11, even though an elective course, is offered twice (that is, two sections) every semester, due to its popularity among students, and the consequent demand it experiences.

In the previous 2012 Program Review we explicitly expressed our interest in activating two courses, ANTH 50: *Special Topics in Anthropology*, and ANTH 99 abc: *Independent Study*. Our interest in activating these courses resided in the idea that they would suit students' interests as they addressed concerns

regarding the economic and cultural conditions in which we live, very much the result of the process of globalization. As reflected in our current list of recommendations, we have decided, instead, to develop one course that addresses global issues and to hire a full-time faculty who will satisfy the growing demand for the biological approaches in anthropology.

We have inactivated ANTH 10: Medical Anthropology, and ANTH 20A: Museum Studies. However, we are very much interested in reactivating these courses. Either a full-time faculty or an adjunct member of the department will be teaching ANTH 10, for which there is a high level of student interest, as reflected by the survey conducted online. With regard to the course ANTH 20A, we are looking forward to hiring an individual who has experience with museum curation in order to reactivate the course. We understand that the museum is a very important teaching resource whose benefits transcend the interests of the anthropological discipline, and therefore contributes to the college experience of the general student population.

Of all the courses offered by the Anthropology Department, the only course that has not gone through the College Curriculum Committee consideration is ANTH 14: *The Celtic World*. This course has been prepared and will be taught by professor Gibson, whose dissertation addressed chiefdom level societies in the Celtic world. We expect the prompt approval of this course by the Curriculum Committee, so we could add it to our list of offerings.

In order for our courses to coincide with the current listings of most colleges, The Anthropology Department is planning on renumbering all of the courses to the three-digit format.

C. Course Deletions

No course deletions have been submitted within the last four years.

D. Course Offering Cycle

The Anthropology Department has established a schedule according to which every course included in the Six Year Course Review Cycle Worksheet is offered at least once during an academic year. Exceptions to this scheduling take place when the minimum required enrollment in the particular course is not met and, consequently, a decision is taken to cancel the offering. The Anthropology Department is working hard at promoting and advertising all courses that are offered. An important component of this type of advertising campaign is the input provided by academic counselors. In view of this, a continuing goal of the Anthropology Department faculty is to work closely with the Counseling Division in order to reach a consensus on the content of the courses offered, so that well-informed guidance is provided to the students.

E. Articulation

Except for ANTH 10: *Medical Anthropology*, ANTH 20A: *Introduction to Museum Studies*, which, as indicated above, have been inactivated, all courses offered by the Anthropology Department have been articulated for transfer credit with the University of California System. All courses have been articulated for transfer credit with the California State University System. Except for ANTH 1 and ANTH 5, all other courses have been approved for placement in the Social Sciences area of the Intersegmental General Education Transfer Curriculum and the California General Education Breadth pattern. ANTH 1 and ANTH 5 have been approved for placement in the Life Sciences section of the IGETC and the CGEB pattern.

F. Distance Education

The courses offered online are ANTH 1 and ANTH 2. The Anthropology Department has gradually increased the number of online sections offered. We will be offering, during the 2016 Fall semester, four online sections of ANTH 1 and three online sections of ANTH 2.

G. Associate Degrees

The Anthropology Program currently offers an Associate of Arts Degree in Anthropology. The degree provides students with a foundation in the four-field approach to the study of human societies. That is, by completing the program requirements, students will gain a basic understanding of the biological, the cultural, the linguistic, and the archaeological approaches to the study of the human condition. Students will be very well prepared to pursue further studies in anthropology, as well as in most careers in the Social Sciences and several in the Life Sciences. Most importantly, students gain a unique perspective towards the understanding of cultural diversity in today's globalized economic system. The knowledge and skills gained through the course of study in anthropology are very well suited for success in the present social and economic environments.

The number of awarded A.A. degrees in Anthropology has fluctuated throughout the years: 3 A.A. degrees in Anthropology were awarded in the 2011-2012 academic year, whereas 13 were awarded in the following year, 2012-2013. Increased from 1 in the 2007-2008 academic year to 5 in the 2010-2011 academic year. Members of the department believe that A.A. degrees awarded do neither reflect the growing student interest in the discipline nor the number of students who transfer with a major in anthropology. It is a fact that many students fail to declare their major but end up, nevertheless, transferring to a four-year university in pursuit of a Bachelor degree in Anthropology. We have decided to include a list with the number of students who have declared Anthropology as their major during each of the academic years considered for this Program Review.

Associate in Arts Degrees Anthropology			
2011-2012	2012-2013	2013-2014	2014-2015
3	13	8	7

Anthropology Majors			
2011-2012	2012-2013	2013-2014	2014-2015
47	50	51	56

We cannot state with certainty whether the latest AA-T considerations for a degree in anthropology has increased the number of majors in the discipline. To start with, in the previous Program Review we did not include the number of anthropology majors; we included, instead, the number of students who had completed a degree in anthropology. In the present Program Review we have decided to correct that mistake: we have included both the number of students who majored in anthropology as well as the number of majors in the discipline. The main reason for which we cannot establish with certainty the relationship between the AA-T requirements and the number of majors is that we did not conduct any studies (such as questionnaires) that addressed that relationship. We definitely believe that the number of students who have declared anthropology as their major has increased; however, we do not know whether that is due to the new requirements for the AA-T or, simply, due to the fact that more students than before are interested in the discipline, for a variety of factors (interest in the subject matter, the realization that an anthropology major provides a good foundation for many graduate careers, etc.). We believe that this is an important matter to take into consideration, so we will include, in future surveys, questions that inquire about the majors of the participants, as well as those that inquire about the perceived advantages provided by a major in anthropology.

H. Recommendations

1. Work with the Counseling faculty, so that the content and applicability of the courses offered by the Anthropology Department are appropriately communicated to the students.
2. Work with the Counseling faculty, so that the employment opportunities available to those with an anthropology degree are effectively communicated to the students.
3. Work with the Counseling faculty towards effectively communicating to students the importance of declaring their majors before transferring to a four-year university.
4. Reactivate the course ANTH 10: *Medical Anthropology*.
5. Reactivate the course ANTH 20A: *Museum Studies* as soon as faculty with museum curating experience is hired.
6. Develop an anthropology course in Global Studies that conforms with the standards and vision of the Anthropology Department.

7. Consider expanding articulation relationships with four-year institutions, both within California at CSU and UC institutions, and out-of-state, as well as public and private, in order to increase and facilitate transfer opportunities for anthropology majors.
8. Include, in future student surveys, questions that inquire about the majors of those participating.
9. Include, in future student surveys, questions that inquire anthropology majors on the advantages provided by an undergraduate degree in anthropology.
10. Renumber the Anthropology Department courses to the three-digit format.

IV. ASSESSMENT AND STUDENT & PROGRAM LEARNING OUTCOMES (SLOs & PLOs)

A. Alignment Grid

BEHAVIORAL AND SOCIAL SCIENCES								
Institutional (ILO), Program (PLO), and Course (SLO) Alignment								
Program: Anthropology		Number of Courses: 13	Date Updated: 10.02.2014	Submitted by: Eduardo Muñoz, ext. 3740				
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their enaagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>				
SLO-PLO-ILO ALIGNMENT NOTES: <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>								
PLOs				PLO to ILO Alignment <i>(Mark with an X)</i>				
				<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4					
PLO #1 Four Field Approach Students will demonstrate an understanding of the four-field approach in anthropology by outlining each field, identifying which aspects of the study of human beings each field addresses and provide examples of specializations within each field.				<table><tr><td>X</td><td></td><td></td><td>X</td></tr></table>	X			X
X			X					
PLO #2 Holistic Approach Students will demonstrate an understanding of the holistic approach by identifying how it applies to anthropological research.				<table><tr><td>X</td><td></td><td></td><td></td></tr></table>	X			
X								
PLO #3 Stages of Research Students will demonstrate an understanding of the stages of research in the discipline of anthropology by properly identifying each step and its critical significance.				<table><tr><td>X</td><td></td><td></td><td>X</td></tr></table>	X			X
X			X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ANTH 1 Intro to Physical Anthropology: SLO #1 Natural Selection In a written assignment, students will explain how natural selection is related to environmental factors by using an example that identifies key processes of natural selection and illustrates how selective pressures can change.		X					
ANTH 1 Intro to Physical Anthropology: SLO #2 Primate Arboreal Adaptation Adaptation in an in-class assignment or objective exam question, students will demonstrate an understanding of primate adaptation by describing the major anatomical characteristics of primates associated with movement and the senses, and identifying how they evolved as adaptations to arboreal environments.		X		X			
ANTH 1 Intro to Physical Anthropology: SLO #3 Human Evolution In a written assignment or objective exam question(s), students will demonstrate an understanding of human evolution by comparing and contrasting the anatomical and behavioral features of modern Homo sapiens with various extinct species of the Genus Homo (e.g. Neanderthals, H. erectus, H. habilis).		X					
ANTH 10 Medical Anthropology: SLO #1 Socio-Cultural Construction of Illness In a written assignment or objective exam question(s), students will demonstrate knowledge of the socio-cultural construction of illness by identifying and analyzing various examples of culture-bound syndromes.	X	X		X			
ANTH 11 Anthropology of Magic, Religion, and Witchcraft: SLO #1 Shamans and Priests In an in-class assignment, students will demonstrate an understanding of the relationship between religion and social structure by discussing the ways in which the roles of shamans and priests reflect egalitarianism and stratification, respectively.		X					
ANTH 11 Anthropology of Magic, Religion, and Witchcraft: SLO #2 Animism In a written assignment, students will demonstrate a conceptual understanding of the supernatural by (1) defining the terms animism and animatism; (2) outlining and explaining each of the characteristics of animistic beings; and (3) providing one culturally relevant example for both animism and animatism.		X		X			
ANTH 11 Anthropology of Magic, Religion, and Witchcraft: SLO #3 Rites of Passage In an in-class assignment, students will demonstrate an understanding of a rite of passage by defining the process and explaining each of its stages.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ANTH 12 Ancient Civilizations of the World: SLO #1 Archaic State-Level Societies In a multiple choice exam, students will demonstrate and be able to distinguish between those organizational characteristics that are invariably associated with archaic state-level societies, and those that often but not always occur in these contexts. Moreover students should be able to identify those characteristics that archaeologists use to recognize states in lieu of written records. Finally, students will recognize the differences in organization, and in the amount of authority wielded by the leaders of complex chiefdoms and archaic states.	X	X					
ANTH 12 Ancient Civilizations of the World: SLO #2 Mesopotamian Epic of Gilgamesh In a written exam, students will critically evaluate the Mesopotamian Epic of Gilgamesh. They will be able to identify the text's metaphors, the identity and role of the goddess Ishtar, the cosmological significance of the cedar forest, Enkidu as a symbol of nature, the political system of Uruk, the significance of the rituals discussed by the text and the similarities of episodes in the myth to Greek myths and biblical stories.		X		X			
ANTH 12 Ancient Civilizations of the World: SLO #3 First Written Language In a multiple choice exam students will display a mastery of the key facts and issues concerning the origins and evolution of the world's first written languages. The facts of the study of early written languages that the student will have to be aware of concern the conditions for a successful decipherment, the relation of written symbols to the sounds and morphemes of the language. Furthermore, the student will recognize the patterns in the evolution of written systems, and the earliest uses to which written language was put.	X	X					
ANTH 2 Introduction to Cultural Anthropology: SLO #1 Holistic Approach In an objective exam, students will demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition.		X					
ANTH 2 Introduction to Cultural Anthropology: SLO #2 Subsistence Strategies In an in-class objective assignment, students will demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each.		X		X			
ANTH 2 Introduction to Cultural Anthropology: SLO #3 Political Organization In an in-class objective assignment, students will demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each.	X	X					
ANTH 20A Introduction to Museum Studies: SLO #1 Handling and Caring for Museum Objects Upon completion of this course the student will be able to competently handle and care for objects under the care of a museum. This includes being proficient in the techniques and safeguards for the movement of different categories of objects, and maintaining the optimum storage environment for an object.		X		X			

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ANTH 3 Introduction to Archaeology: SLO #1 Radiocarbon Dating After completing this course, students will gain knowledge about the radiocarbon dating technique and its application only to organic materials of the last 100,000 years.		X		X			
ANTH 3 Introduction to Archaeology: SLO #2 Remote Sensing In a multiple choice and matching questions type objective exam, students will demonstrate an understanding of the techniques of remote sensing in archaeology including aerial photography, electrical resistivity, use of a proton magnetometer, ground penetrating radar, and photos taken by satellites.		X					
ANTH 3 Introduction to Archaeology: SLO #3 Sample Sherds In a two page report, students will demonstrate an understanding of the process of pre-modern pottery making. The report will document their findings from the examination of sample sherds from archaeological contexts. In the report they will correctly recognize the mineral make-up of the paste and slip, identify the steps the pottery went through to form the vessels, identify the firing environment and its effects on the paste, identify the likely forms of the vessel, and identify the functions of the vessels.		X					
ANTH 4 Language and Culture: SLO #1 Language Extinction In a written assignment or objective exam question(s), students will demonstrate an understanding of language extinction by identifying the various cultural and historical factors that contribute to language loss and describing the preservation efforts applied to languages targeted for extinction.		X		X			
ANTH 4 Language and Culture: SLO #2 Language and Social Factors In a written assignment or objective exam question(s), students will demonstrate an understanding of the relationship between language and social factors such as gender, ethnicity and class.	X	X					
ANTH 4 Language and Culture: SLO #3 'Pidgin' In a written assignment or objective exam question(s), students will demonstrate an understanding of the language variety known as 'pidgin' by identifying several features regarding its structure (as compared to a standard language) and identifying the social and historical conditions under which a pidgin develops.		X					
ANTH 5 Physical Anthropology Laboratory: SLO #1 Human Karyotypes In an in-class lab activity, students will compare and contrast human karyotypes to identify potential abnormalities and chromosomal mutations.		X		X			
ANTH 5 Physical Anthropology Laboratory: SLO #2 Determining the Sex of Human Remains In an in-class lab activity, students will determine the sex of human skeletal remains by visually observing various pelvic and cranial features and applying the techniques used by forensic anthropologists to measure various post-cranial bones.		X					
ANTH 5 Physical Anthropology Laboratory: SLO #3 Hominin Evolution In an in-class lab activity, students will demonstrate an understanding of hominin evolution by identifying the distinguishing cranial and dental features that characterize members of the genera Australopithecus, Paranthropus and Homo.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ANTH 6 Native Peoples of North America: SLO #1 Culture as Holistic In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected native group as a case study, students will need to identify a minimum of 3 parts of culture that may be interconnected and describe how these parts are interrelated.		X		X			
ANTH 6 Native Peoples of North America: SLO #2 Four-Field Approach In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the study of native peoples of North America. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and describe how each field might approach the study of native peoples.	X	X					
ANTH 6 Native Peoples of North America: SLO #3 European Contact In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place.	X	X					
ANTH 7 Native Peoples of South America: SLO #1 Cultural Ecology Approach In an in-class written assignment, students will demonstrate an understanding of the cultural ecology approach by explaining the relationship between the level of sociopolitical organization achieved by two South American indigenous groups (one from the Patagonia and another from the Amazon Basin) and the particular environmental zone each group occupies. In addition, students will need to address the subsistence strategy employed by each group and the limiting factors to population growth that each environment presents.	X	X		X			
ANTH 7 Native Peoples of South America: SLO #2 Vertical Integration In an in-class assignment, students will explain how vertical integration provides for an adequate adaptation to the environmental conditions characterizing the Andean region by choosing an Andean group as an example, identifying each of the microenvironments utilized by the group, describing the particular subsistence activity carried out in each microenvironment, and listing the main resources procured.	X	X					
ANTH 7 Native Peoples of South America: SLO #3 European Contact In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations of South America and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place.	X	X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ANTH 8 Ancient Civilizations of Mesoamerica: SLO #1 Locating Mesoamerica After completing this class students will gain knowledge about Mesoamerica's anthropological characteristics including being described as an ancient cultural region that encompasses Northern, central and southern Mexico, Guatemala, Honduras, Belize, and El Salvador.	X	X					
ANTH 8 Ancient Civilizations of Mesoamerica: SLO #2 Quiche Maya Myths In a written exam students will demonstrate a critical understanding of the Quiche Maya myths contained in the Popol Vuh. Specifically, they will answer questions concerning the identities of deities and the cosmological provenance of deities and animals that appear in the book. They will also answer questions concerning Mesoamerican concepts concerning the body and life cycle, and afterlife.	X	X		X			
ANTH 8 Ancient Civilizations of Mesoamerica: SLO #3 Mesoamerica's Indigenous In a multiple choice exam students will display a mastery of the key facts and issues concerning Mesoamerica's indigenous written and spoken languages. Specifically these questions will cover key concepts of historical linguistics pertaining to spoken languages, and the concepts, analytical approaches, and achievements in the decipherment of pre-Columbian written languages.	X	X					
ANTH 9 Women, Culture, and Society: SLO #1 Four-Field Approach and Gender In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the topic of gender. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and how gender might be analyzed within each field.	X	X					
ANTH 9 Women, Culture, and Society: SLO #2 Integrated System In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected case study, students will need to identify at least two areas of culture that are related to gender and describe how they are interconnected.	X	X		X			
ANTH 9 Women, Culture, and Society: SLO #3 Gender as a Cultural Construction In a written assignment or objective exam students will demonstrate an understanding of gender as a cultural construction. Students will correctly define the term gender, and using selected case studies, they will describe the tremendous variation in the expectations for gender cross-culturally.		X					

B. Timeline for Course and Program Level SLO Assessments

SLO and PLO Assessment Timeline		
Division: Behavioral and Social Sciences Program: Anthropology Program Review Date: 2016		
Semester and Year	SLO to be Assessed Include the SLO# and Short Title	PLO to be Assessed Include the PLO# and Short Title
Spring 2014	1. ANTH 2 SLO #2 Subsistence Strategies 2. ANTH 3 SLO #1 Radiocarbon Dating 3. ANTH 4 SLO #1 Language Extinction 4. ANTH 6 SLO #2 Four-Field Approach 5. ANTH 9 SLO #2 Integrated System	
Fall 2014	1. ANTH 1 SLO #2 Primate Arboreal Adaptation 2. ANTH 5 SLO #1 Human Karyotypes 3. ANTH 7 SLO #1 Cultural Ecology Approach 4. ANTH 8 SLO #1 Locating Mesoamerica 5. ANTH 11 SLO #3 Rites of Passage 6. ANTH 12 SLO #1 Archaic State-Level Societies	PLO #2 Holistic Approach
Spring 2015	1. ANTH 2 SLO #3 Political Organization 2. ANTH 3 SLO #2 Remote Setting 3. ANTH 4 SLO #2 Language and Social Factors 4. ANTH 6 SLO #3 European Contact 5. ANTH 9 SLO #3 Gender as a Cultural Construction	
Fall 2015	1. ANTH 1 SLO #3 Human Evolution 2. ANTH 5 SLO #2 Determining the Sex of Human Remains 3. ANTH 7 SLO #2 Vertical Integration 4. ANTH 11 SLO #2 Animism	PLO #3 Stages of Research
Spring 2016	1. ANTH 12 SLO#2 Mesopotamian Epic of Gilgamesh	

Fall 2016	2. 1. ANTH 8 SLO #2 Quiche Maya Myths	
Spring 2017	1. ANTH 2 SLO #1 Holistic Approach 2. ANTH 3 SLO #3 Sample Sherds 3. ANTH 4 SLO #3 'Pidgin' 4. ANTH 6 SLO #1 Culture as Holistic 5. ANTH 9 SLO #1 Four-Field Approach and Gender	
Fall 2017	1. ANTH 1 SLO #1 Natural Selection 2. ANTH 5 SLO #3 Hominin 3. ANTH 7 SLO #3 European Contact 4. ANTH 8 SLO #3 Mesoamerica's Indigenous 5. ANTH 11 SLO #1 Shamans and Priests 6. ANTH 12 SLO #3 First Written Language	PLO #1 Four Field Approach

C. Percentage of SLO and PLO Assessed

The Anthropology Department is in 100% compliance with the assessment timeline. All the SLOs and PLOs that were scheduled to be assessed have been assessed. The only courses that are no longer assessed are those which have been determined as inactive. We have expressed our intention to reactivate both ANTH 10: Medical Anthropology and ANTH 20A: Museum Studies. If our proposed intention to activate those courses is implemented, the corresponding SLOs will be incorporated into the above timeline.

D. Summary of SLO and PLO Results and Improved Student Learning

We pride on being a department that emphasizes academic rigor and integrity. This approach to education characterizes our approach to SLO and PLO assessment. Consequently, the results of our assessments do not necessarily meet the expectations we set out to achieve. Given the fact that we offer several different courses, and that we have developed three SLO statements for each course, it is difficult to remember specific results. However, there are general patterns towards the development of improved teaching strategies and, consequently, greater student success, that have developed. One of them, for example, is the fact that some of us have come to a decision that we need to discuss certain topics in greater length and that we need to overly emphasize the importance of such topics during our discussions with students. We have also realized that some of the multiple questions included in our exams need to be reworded so that they are easier for students to understand. We have, however, arrived at a complicated conclusion: improvement in SLO assessment results does not necessarily lead to higher rates of student success. That is, the SLO assessments, even though they address relevant topics and approaches, do not cover the whole gamma of topics discussed during the semester. Students need to maintain a consistent level of motivation in order to succeed in the course.

E. SLO Process: Improving the Process and Dialogue

The most immediate benefit of the SLO assessment process has been the dialogue among faculty that such process has stimulated. Professors Mannen and Otero have spearheaded the department's work on drafting the SLO and PLO statements, from the very beginning. Both professors attended multiple workshops that addressed the preparation of statements, and later shared their

experiences with their colleagues. Many meetings that included the four full-time faculty have taken place. During these meetings, the drafting of SLO and PLO assessments has taken place. This has been, indeed, a collective effort. In spite of the very different perspectives on Anthropology that each member of the department espouses (professors Otero and Mannen are Cultural Anthropologists, professor Waters is a Biological Anthropologist, and professor Gibson is an Archaeologist), significant points of agreement were found in order to compose the SLO and PLO statements. This process has enabled us to establish a consistency on the way in which some topics are addressed in lectures (in spite of the different texts that each member of the department utilizes). Most importantly, discussions on the implications of SLO assessment on improving teaching strategies and on facilitating student learning regularly take place. There are two areas of SLO assessment in which the department needs improvement. First, we need to work on completing the “Action” to be taken and, afterwards, to provide a brief discussion on the “Follow-up” resulting from the implementation of such action. Second, we need to get the part-time members to participate in the assessment process, whenever possible.

F. Recommendations

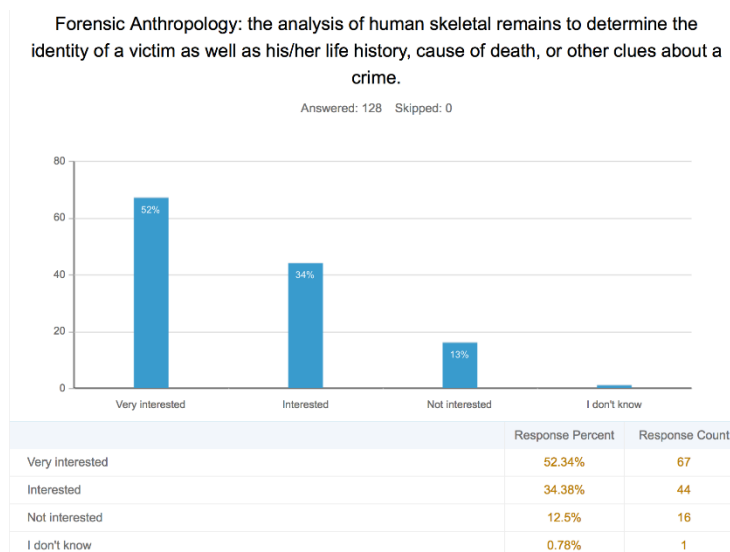
1. To continue the dialogue, among members of the department, on the improvement of SLO and PLO statements and implications of assessments results.
2. To complete the assessment process by included an “Action” to be taken and, afterwards, a “Follow-up” discussing the results from the implementation of such action.
3. Work with adjunct faculty in order to get them involved in the SLO process.

V. Analysis of Student Feedback

A. Anthropology Student Interest Survey Results

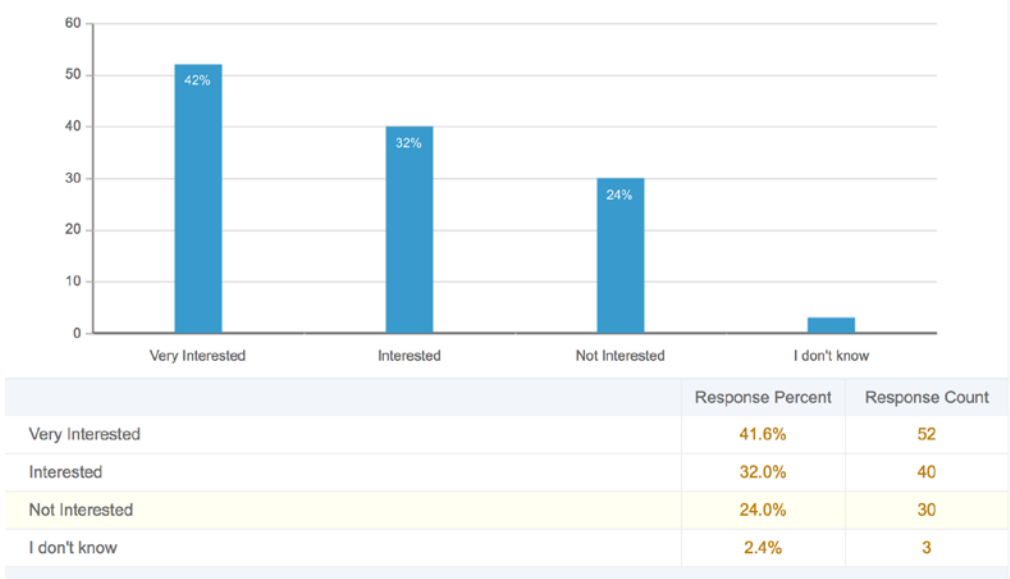
Percentage of Students Interested in New Course Offerings (approx. 750 polled total, online & in class in the 2015 fall semester)				
New Course	Very Interested	Interested	# of Students	Total %
Forensic Anthropology	54%	28%	618	82%
Medical Anthropology	38%	31%	518	69%
Anthropology of Globalization	31%	37%	516	68%
Primate Behavior	29%	37%	496	66%
Anthropology of Latin America	31%	34%	486	65%
Paleoanthropology	29%	36%	485	65%
Native Californians	24%	36%	450	60%
Celtic Cultures	26%	32%	73/125* Online only	58%

Online Survey Results for All Courses



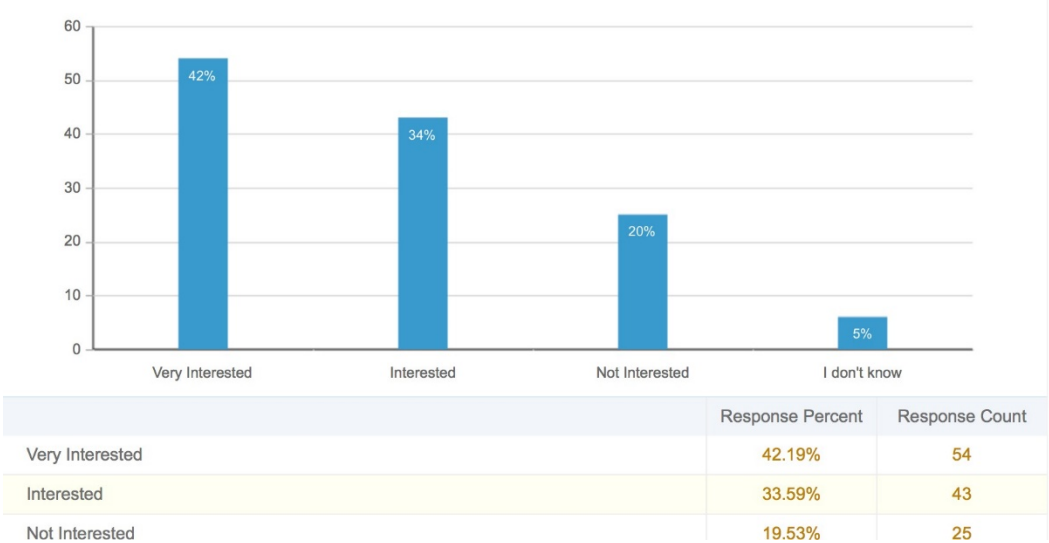
Medical Anthropology: the biocultural study of health and illness including healers and healing roles, culture-specific syndromes, medical ethics and the impact of culture on the spread of infectious disease.

Answered: 125 Skipped: 3



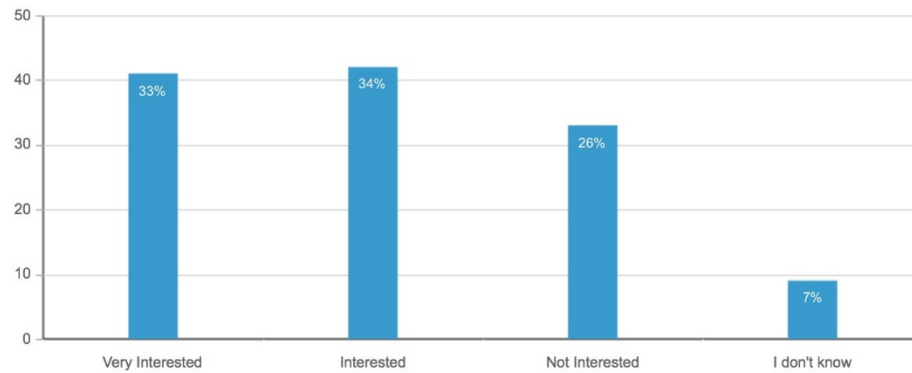
Anthropology of Globalization: covers the impact of globalization (e.g. modernization, development, tourism) on ethnic conflict, indigenous people, religious diversity, migration and refugees, linguistic diversity and the environment.

Answered: 128 Skipped: 0



Primate Behavior and Ecology: introduction to the world's prosimians, monkeys and apes with an emphasis on their behavior, species diversity, ecology, evolutionary history and conservation efforts.

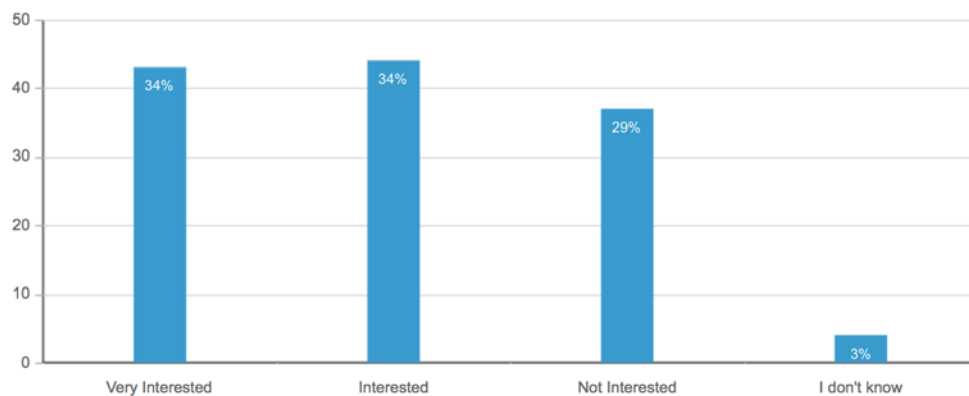
Answered: 125 Skipped: 3



	Response Percent	Response Count
Very Interested	32.8%	41
Interested	33.6%	42
Not Interested	26.4%	33
I don't know	7.2%	9

Anthropology of Latin America: will focus on various Latin American cultures and communities and emphasize the intersection of race, class and gender; forms of transgression; immigration and migration; and resistance and change.

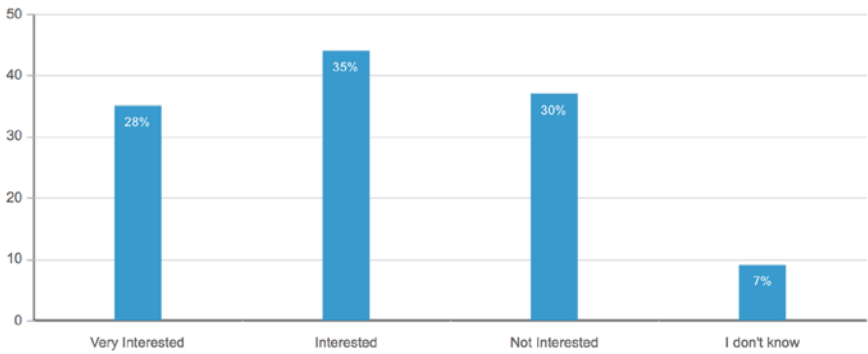
Answered: 128 Skipped: 0



	Response Percent	Response Count
Very Interested	33.59%	43
Interested	34.38%	44
Not Interested	28.91%	37

Paleoanthropology: examines the fossil record of non-human primate and human origins to learn about the evolutionary history of our species (Homo sapiens).

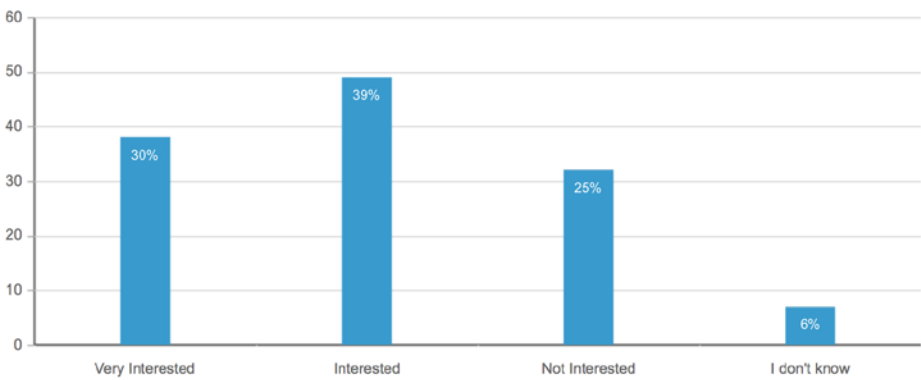
Answered: 125 Skipped: 3



	Response Percent	Response Count
Very Interested	28.0%	35
Interested	35.2%	44
Not Interested	29.6%	37
I don't know	7.2%	9

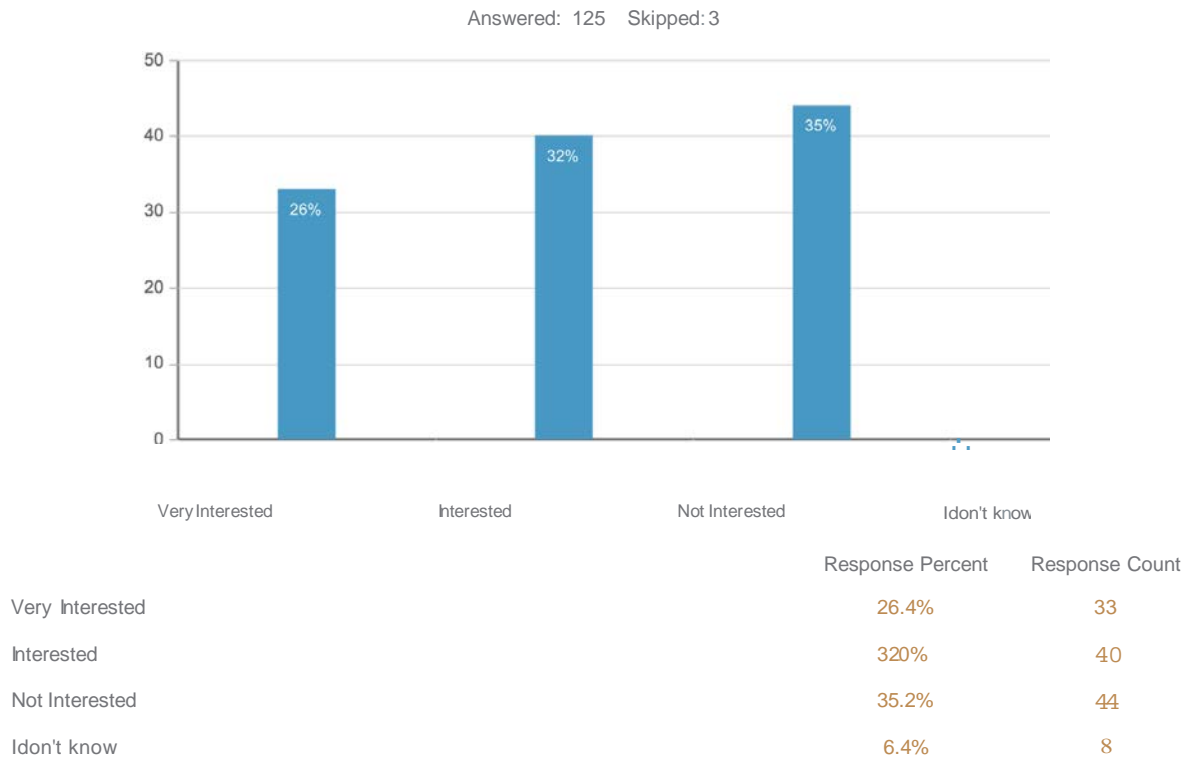
Native Californians: focuses on the cultural traditions, environmental adaptations and social structure of California Indians from the prehistoric period to the present.

Answered: 126 Skipped: 2



	Response Percent	Response Count
Very Interested	30.16%	38
Interested	38.89%	49
Not Interested	25.4%	32
I don't know	6%	7

Celtic Cultures: explores the origins, conquests and migrations of the ancient Celts as well as their religion, myth and ritual, roles of females and males, art, warfare, and current struggles for social, linguistic and political rights.



The online survey polled approximately 750 students in various anthropology classes during the fall 2015 semester. The data indicates a strong level of interest in the topics of forensic anthropology, medical anthropology, and a course on globalization.

B. Recommendations

1. Develop a class on Forensic Anthropology
2. Reactivate Anth 10 Medical Anthropology
3. Develop a class on the Anthropology of Globalization

VI. FACILITIES AND EQUIPMENT

A. Existing Program and Facilities

The physical anthropology lab room is not a true lab in the sense that it has no countertop space, nor a sink or electrical outlet hookups for each student table. We have approximately 12 tables of varying sizes (a few are approximately five feet in length while the rest are over 6 feet). The room includes around 34 student chairs, as well as three storage cabinets and a couple of small demonstration tables. There are future plans to create upgraded physical anthropology lab facilities when we move into the newly renovated building in a

few years. Instruction is carried out in various classrooms on the third floor of the Arts and Behavioral Sciences Building. These classrooms are equipped with LCD projectors and computers as a part of a “smart station. The classrooms are adequate, though there is room for improvement. They are often dirty and ArtB 305 has superfluous chairs and tables. The computers in all classrooms have been recently replaced, but these have non-functioning DVD players. Ethernet connections come and go. The ventilation system spews dust, and the temperature range between the classrooms on any one day is variable. The classrooms have whiteboards.

The exhibits in the anthropology museum are very good and provide the basis for lectures and student assignments. Several instructors incorporate the exhibits in the museum into instruction.

B. Immediate Needs

- The physical anthropology lab requires some additional skull and bone replicas (apes, archaic *Homo sapiens*, modern humans, various long bones)
- An additional full disarticulated human skeleton
- Additional storage containers to house within the cabinets
- Stainless steel spreading calipers (to replace the current, poorly constructed plastic ones)
- Activity kits on the topic of natural selection. Students and instructors would benefit from this, as it would allow for a wider range of topics to be covered in lab activities, would enhance student learning and allow instructors more flexibility (i.e. more choice) in the types of lab activities they use and create.
- There is a need for increased facilities staff for classroom cleaning.
- The HVAC system should be replaced, but the building will be refurbished in 5 years
- The office vents in ArtB 330B and ArtB #332D have been closed through a work order due to large, visible particle clumps that came out of the vents.
- World maps for each of the 6 anthropology classrooms

Classrooms

Given the fact that anthropology is a discipline that draws its data from societies across the world, that emphasizes the importance of environmental conditions on biological and cultural adaptation, world maps are required by anthropology instructors in the classrooms in which they teach. Some of the classrooms in the ART Building and the Social Science building are not equipped with the items. If permanent maps cannot be installed, then perhaps portable maps can be obtained. The following classrooms need to be supplied with maps: ARTB 305, ARTB 307, ARTB 311, ARTB 322, ARTB 334, ARTB 338, ARTB 344, and ARTB 348 (Anthropology classes are also taught in some rooms in the Social Science building; maps are needed in those rooms as well).

In addition to the issues mentioned above, we need to report that rooms such as ARTB #305 do not have consistent internet access and the current computers are slow.

Faculty Offices

The anthropology faculty offices, the rooms located in ARTB 330 and ARTB 332, do not have adequate ventilation. An extreme amount of dust is constantly spewed through the air vents; in some cases, due to this dangerous nuisance, the vents have been completely blocked, to the point that the rooms some of the faculty use do not have any air flowing from the vents. This problem needs to be promptly resolved, due to its health hazardous implications.

C. Long-range Needs

Since we will be moving into a new building in the next few years, perhaps lab furniture needs – including higher quality cabinets and demo tables than we currently have –will be taken care of with bond money or other funds allocated for the renovation or construction of the new building.

Museum

Environmental controls – a long-standing issue has been in inability to provide a stable controlled environment for the proper conservation of the artifacts of its collections and entrusted to its care in exhibits by museums and collectors. The museum is limited as to what it can borrow due to the poor environmental conditions that prevail on the third floor of the Arts and Behavioral Sciences Building, exacerbated by the policy of the College to turn off the AC system at night and during weekends and holidays. In the past a dedicated system for the museum was priced at c. \$10,000.00, though it would probably cost substantially more today.

It is planned to relocate the museum in 4 years or so. This item should be taken into consideration then.

Physical plant – the floor is much deteriorated with gouged and discolored tiles and should be replaced.

This issue endures. This issue will also be resolved when the museum moves.

Staffing – Mandates have been issued in the past for the museum to make progress in multiple areas: with the accessioning of its holdings, and the repatriation of objects in its possession that were obtained illegally or are now subject to repatriation to descendant groups. Consistent progress has not been made in fulfilling these mandates due to lack of dedicated personnel to carry them out.

With regard to the staffing of the museum, the director/curator resigned three years ago. A new hire with museum curating experience is needed. This

individual will also be in charge of teaching the course ANTH 20A, which trains students in putting together a museum exhibit.

In addition to this, the adequate functioning of the museum requires a consistent provision of funds for the hiring of student workers, at least two, to work in the gallery throughout the semester so that the exhibits and programs of the museum are not disrupted (240 hours per year).

Most of the major items of equipment associated with mounting exhibits (digital camera, vinyl cutter, photo printer) are obsolete. It should also be noted that the attitude of the purchasing department towards providing insurance coverage for borrowed items was in the past consistently hostile, according to Dr. Gibson. Should loan exhibits ever be contemplated in the future, some accommodation would have to be worked out with the purchasing department.

Museum Location/Relocation—It is a well-known fact that the museum is badly located on the third floor, too close to external doors to maintain a proper environment. The museum also has a work area that is completely inadequate in shape and size, not to mention that it is currently used as an artifact storage area which places further limitation on the work that can be carried out there. Storage areas have been improvised, and as such are scattered and have inadequate capacity for the museum's needs.

In the future it has been planned to relocate the museum to the bottom floor, and when this happens it is hoped that a workshop that is adequate in size and ventilation, and storage areas will be provided. It would then be possible to acquire needed fixed equipment such as a band saw and table saw.

Current plans are to relocate the museum in a building shared with the Fine Arts Gallery on the ground floor in the center of campus. This should transpire in 4 years.

One of the museum's table cases needs a replacement glass hood.

D. Recommendations

1. Purchase of lab supplies including additional skull casts, a disarticulated plastic skeleton, natural selection activity kit, storage containers, and stainless steel spreading calipers.
2. Update the air conditioning system in the museum. (new building)
3. Replace the deteriorating floor tiles in the museum. (new building)
4. Part-time curator to plan and organize the Anthropology Museum exhibits, and to teach ANTH 20A.
5. Provide funds for student workers to help maintain the adequate conditions in the museum (240 hours per year: \$3,000)
6. Fix vents in faculty offices.

7. Relocate the museum in order to provide a facility with adequate floor space, the appropriate ventilation and adequate storage space.
8. Purchase world maps on spring rollers for mounting in classrooms.
9. Replace the glass hood on museum case.

Note: If we were not moving into a new building in the near future, it would be recommended that we purchase new, sturdier and secure storage cabinets for our physical anthropology lab room (estimated at \$3500-4000).

VII. TECHNOLOGY AND SOFTWARE

A. Adequacy and Currency of Technology and Software

The classroom computers are slow to start up. This is most likely due to the time it takes to link up to the college system. The DVD players associated with them lack the software to work. Ethernet connections can be undependable.

B. Immediate Needs

N/A

C. Long-range Needs

N/A

D. Recommendations.

N/A

VIII. STAFFING

A. Current Staffing

Number of Faculty and Staff	
Full-Time Faculty	4
Adjunct	8 (based on the number of sections offered)

Overview of Full-Time Faculty				
Name	Reassign time	Currently on leave	Retired in last two years	FT hired in last three years
Gibson, Blair				
Mannen Angela				
Otero, Rodolfo				
Waters, Marianne				

B. Staffing Needs

Immediate Need

(1) Full-time faculty/growth position

As stated in the previous two Program Reviews, the Anthropology Department is in need of a fifth full-time hire. The reasons for this request are different than the reasons discussed in the 2012 Program Review. Whereas by 2012, the trend (due to the downturn in the economy) was that, even though there had been a reduction in the number of sections there was a consistent demand for seats in Anthropology sections, the current data shows that there has been a steady growth in sections as well as in the number of students enrolling in Anthropology courses. The point stated throughout the present Program Review is that the current growth has taken place, mostly, in ANTH 1 and ANTH 5 sections; that is, the courses that satisfy the Life Sciences requirement. In line with this demand, our current request is to hire a full-time faculty member who demonstrates a solid background in that area, including Lab teaching. This position would better equip the department to face the increasing demand placed on this area of anthropology. Having another full-time faculty will provide greater stability to the department, as we will be able to provide consistency to the students, and it will allow the members of the department to dedicate greater time to keep up with new developments in the discipline, and to develop new and improved approaches to convey to the students the great importance that anthropology plays in their everyday lives. The estimated cost for this position is \$100,000.

(2) Part-time curator to plan and organize the Anthropology Museum exhibits, and to teach ANTH 20A.

As discussed in an earlier section, the Anthropology Museum is a teaching tool that benefits the whole community. An individual with curating experience is needed to reactivate the ANTH 20A class which will enable us to provide new exhibits every academic year. The estimated cost for this position is \$18,000.

Long Range Needs

Staffing needs, full-time and part-time are a regular priority for the Anthropology Department.

C. Recommendations

1. Hire a full-time faculty for the Anthropology Department.
2. Hire an adjunct faculty with museum curating experience.

IX. FUTURE DIRECTION AND VISION

A. Changes in the Academic Field

As stated in the last Program Review, the most pressing processes affecting societies at the present moment are the social, economic, political, cultural, and environmental changes that result as a consequence of globalization. The Anthropology Department assumes as its main responsibility the preparation of its students for the cultural and economic system that results from the process of globalization. As important as this goal is the realization that accessibility to a four-year university has become more difficult in recent years due to the economic downturn which so severely has affected educational programs. The Anthropology Department acknowledges this harsh reality, and supports its students by providing them with a strong foundation that leads to academic success at ECC and a successful transfer to a four-year university.

B. Direction and Vision of the Program: Strategies for Achievement

The faculty in the Anthropology Program strive to maintain a high standard of education by pursuing three goals: first, staying current with the latest developments in the discipline through the reading of academic journals, conference attendance, local museum visits, zoo tours, department meetings, and informal discussions; second, increasing student interest in the discipline and building motivation to succeed through the offering of several extracurricular experiences, such as our signature fall event celebrating Dia de los Muertos, Anthro Chats—one hour discussions, offered about twice a semester, during which faculty present a topic of interest to students and a widespread discussion/"chat" develops between students and professors and among students—the Annual Student Research Symposium—an event in which students present, in front of a large audience composed mainly of students, the results of a research project designed and conducted by themselves—a variety of workshops, guest speaker lectures, museum exhibits, and participation in the very active Anthropology Club; and third, through the implementation of a program that is sensitive to the satisfaction of intellectual needs at every level of student preparedness. This multiple-goal approach to education is successful and rewarding, and contributes to the buildup of a strong campus presence.

C. Recommendations

1. Funding for extracurricular events: Dia de los Muertos

X. PRIORITIZED RECOMMENDATIONS

A. Recommendations

Recommendations	Cost Estimate	Strategic Initiatives
1. Full-time hire to teach the additional Anth 5 labs and possibly a course on forensic anthropology.	\$100,000	A. Student Learning E. Institutional Effectiveness
2. Fix vents in faculty offices	Unknown	F. Modernization
3. Purchase of lab supplies	\$5,000	A. Student Learning B. Student Success & Support E. Institutional Effectiveness
4. Hire an adjunct faculty with museum curating experience	\$18,000	A. Student Learning C. Collaboration D. Community Responsiveness E. Institutional Effectiveness
5. Replace the museum case glass hood	\$ 5,000	A. Student Learning B. Student Success & Support D. Community Responsiveness E. Institutional Effectiveness F. Modernization
6. Funding for Dia de los Muertos Events	\$2,000	A. Student Learning B. Student Success & Support C. Collaboration E. Institutional Effectiveness
7. Purchase 6 world maps for the anthropology classrooms	6 @ \$250 each = \$1500	A. Student Learning B. Student Success & Support E. Institutional Effectiveness
8. Funding for student workers in museum	\$3,000	A. Student Learning B. Student Success & Support D. Community Responsiveness E. Institutional Effectiveness F. Modernization
9. Reactivate the course ANTH 20A: Museum Studies as soon as faculty with museum curating experience is hired.	N/A	A. Student Learning B. Student Success & Support D. Community Responsiveness E. Institutional Effectiveness
10. Increase the anthropology tutoring hours from 8 to 10 or more hours.	N/A	A. Student Learning B. Student Success & Support
11. Continue with the SI components to Anth 1 and add SI component to Anth 2.	N/A	A. Student Learning B. Student Success & Support C. Collaboration
12. Work with the Counseling faculty, so that the content and applicability of the courses offered by the Anthropology Department are appropriately communicated to the students.	N/A	A. Student Learning B. Student Success & Support C. Collaboration

13. Work with the Counseling faculty, so that the employment opportunities available to those with an anthropology degree are effectively communicated to the students.	N/A	A. Student Learning B. Student Success & Support C. Collaboration
14. Work with the Counseling faculty towards effectively communicating to students the importance of declaring their majors before transferring to a four-year university.	N/A	A. Student Learning B. Student Success & Support C. Collaboration
15. To continue the dialogue, among members of the department, on the improvement of SLO and PLO statements and implications of assessments results.	N/A	A. Student Learning B. Student Success & Support C. Collaboration
16. To complete the assessment process by including an "Action" to be taken and, afterwards, a "Follow-up" discussing the results from the implementation of such action.	N/A	A. Student Learning B. Student Success & Support C. Collaboration
17. Work with adjunct faculty in order to get them involved in the SLO process.	N/A	A. Student Learning B. Student Success & Support C. Collaboration
18. Participate with Human Development in a cohort program that links both departments, in order to enhance student success and retention.		A. Student Learning B. Student Success & Support
19. Include, in future student surveys, questions that inquire about the majors of those participating.		A. Student Learning B. Student Success & Support E. Institutional Effectiveness
20. Include, in future student surveys, questions that ask anthropology majors about the advantages provided by an undergraduate degree in anthropology.		A. Student Learning B. Student Success & Support D. Community Responsiveness
21. Reactivate the course ANTH 10: Medical Anthropology.	N/A	A. Student Learning B. Student Success & Support E. Institutional Effectiveness
22. Develop a course on Forensic Anthropology	N/A	A. Student Learning B. Student Success & Support C. Collaboration E. Institutional Effectiveness
23. Develop an anthropology course in Globalization that conforms with the standards and vision of the Anthropology Department.	N/A	A. Student Learning B. Student Success & Support C. Collaboration E. Institutional Effectiveness
24. Consider expanding articulation relationships with four-year institutions, both within California and out-of-state, as well as public and private, in order to	N/A	A. Student Learning B. Student Success & Support C. Collaboration D. Community Responsiveness E. Institutional Effectiveness

increase and facilitate transfer opportunities for anthropology majors.		
25. Renumber the Anthropology Department courses to the three-digit format.	N/A	C. Collaboration E. Institutional Effectiveness
26. There is a need for increased facilities staff for classroom cleaning.	Unknown	E. Institutional Effectiveness
27. Update the HVAC air conditioning system in the museum. (new building)	N/A	E. Institutional Effectiveness F. Modernization
28. Replace the deteriorating floor tiles in the museum. (new building)	N/A	E. Institutional Effectiveness F. Modernization
29. Relocate the museum in order to provide a facility with adequate floor space, the appropriate ventilation and adequate storage space.	N/A	E. Institutional Effectiveness F. Modernization

B. Explanation of Prioritization

We believe that the hiring of a full-time instructor whose area of specialization is biological Anthropology, who is very well equipped to teach ANTH 1 and ANTH 5, and who is able to develop a course in Forensics is necessary to keep in pace with the experienced growth of the department. As of now, the size of the department imposes limitations as to how far we could positively respond to the growth we are experiencing. This new addition to our personnel will provide greater consistency and stability to the program, as will have a solid representation in each of the major specializations within Anthropology: two professionals trained in the biological approach (currently, there is a lot of student demand on this area), and two professionals trained in the cultural approach (there has always been a steady student interest in this area). In addition, we have a faculty member trained in Archaeology. With this personnel, our department will be very well prepared to dedicate greater time to keep up with new developments in the discipline, and to develop new and improved approaches to convey to the students the great importance that anthropology pays in their everyday lives.

In line with the increasing demand for ANTH 1 and for Lab courses, it is important to keep up to date with the supplies needed to more effectively address students' needs.

At the same time, we know that the museum is a unique feature of our institution (in fact, very few community colleges can boast of including an Anthropology Museum in their grounds), and that it constitutes an important teaching tool not only for Anthropology students, but to the whole campus community. For that reason, we have set two goals to accomplish: first, to hire an anthropologist with museum curating experience so that he/she could overview the planning and organization of new displays; and, second, to reactivate the course ANTH 20A (taught by the museum curator), which helps train students on museum work.

Student learning and student success has always been a top priority for us. We consider the Supplemental Instruction component to be a great resource that helps many students succeed. We also believe that the taking of Anthropology courses do help students become better critical thinkers and leads to the acquisition of skills necessary in today's world. That is why we want to establish a continuing dialogue with members of the Counseling faculty, so that they communicate to the students the advantages and benefits that taking courses in Anthropology represents.

Given the important role played by biomedicine in our daily lives, and the interest placed by students in the health sciences, we are interested in reactivating the course ANTH 10: *Medical Anthropology* because it tailors to those students with interest in the health sciences. Most importantly, it equips them with the cultural sensitivity required in our diverse society. Also, in order to keep in pace with world events (migration, world markets, diasporas, etc.) we are very interested in developing an anthropology course that deals with global issues.

We believe in the importance of SLO assessments, and we feel that incorporating the data recorded by adjunct faculty would greatly improve this process.

Finally, we are aware of the fact that the museum is in dire need of several infrastructural improvements. We would prefer for those improvements to be implemented now. However, given the fact that the ART Building, where the Anthropology Museum is currently located will be demolished, we decided to include those infrastructural changes at the end of our list of recommendations. We believe it is extremely important to take into consideration the opinion of the museum curator when the construction of the new building is underway, in order to provide a setting that follows the basic museum guidelines. If a museum curator is not hired by the time plans for the new building (and museum) are underway, Professor Gibson should be consulted. He is the Archaeologist in the department, and has experience and knowledge on museum curating.

BUSINESS INSIDER

Here's Why Companies Are Desperate To Hire Anthropologists

DRAKE BAER

MAR. 27, 2014, 4:22 PM

At a time when we're [debating the value of majoring in the humanities](#), major companies are increasingly hiring anthropologists.

Google, for example, hired an ethnographer to ferret out [the meaning of mobile](#). Intel has an [in-house cultural anthropologist](#), and Microsoft is [reportedly](#) the second-largest employer of anthropologists in the world.

So the question becomes: Why are giant corporations now seeking cultural expertise?

While most execs are masters of analyzing spreadsheets, creating processes, and pitching products, anthropologists — and other practitioners of applied social science — can arrive at customer insights that big data tends to gloss over, especially around the role that products play in people's lives.

That information is more valuable than you might think. What customers want from a product and what companies *think* they want can be totally different, but it can take an anthropological lens to learn why.

Take Adidas, for example. The brand has always been associated with elite performance: Jesse Owens, Muhammad Ali, and Zinedine Zidane all wore the brand. Founded by cobbler and athlete Adi Dassler in 1948, the assumption within the company had been that people bought athletic gear to gain a competitive edge. But in the early 2000s VP James Carnes noticed something strange: He kept running into people who were jogging around the city, headed to the gym, or on their way to yoga.

While they led the active lives of potential customers, these people weren't training for a competition. "Is yoga a sport?" Carnes asked in an offsite meeting in 2003.

Trying to figure out the disconnect, he brought in a consultancy called [Red Associates](#), which has a client list that



Red Associates

A Red Associates staffer consults with a client

Appendix A

includes Intel, Samsung, and Carlsberg, the European beer giant. Unlike elite consulting firms such as McKinsey, Red isn't in the business of big data and management science. Instead, it focuses on arriving at insights that can only be found through the applied liberal arts, or what it calls "the human sciences," a strategy that is detailed in its new book "[Moment of Clarity: Using the Human Sciences To Solve Your Toughest Business Problems](#)." That's why most of the Red's 70-some employees aren't MBAs; they come from disciplines like philosophy, sociology, and anthropology.

When Red collaborated with Adidas, it trained members of Adidas's design team in conducting anthropological research. Design staffers spent 24 hours straight with customers, eating breakfast with them, joining them on runs, and asking them why they worked out. As detailed in the [Economist](#), a Red staffer sent disposable cameras to customers, asking them to take a picture of the reason they exercised. Thirty women responded, and 25 of them sent a picture of a little black dress.

A little black dress is quite different than a marathon finish line or gold trophy.

To use a favorite word of Red partner Christian Madsbjerg, the little black dress shows an "asymmetry." The traditional thinking at Adidas was that people bought their gear to help them win. But after observing their behavior through the lens of anthropology, it became clear that customers wanted products to help them lead healthy lifestyles, not win competitions.

How had Adidas misunderstood its customers for so long? Because Adidas executives thought they understood their customers' motivations and lives, but they had never observed them closely enough.

Running, mountain biking, hitting the gym, going to yoga — people did these things to live healthier lives. But these "urban sports" weren't like the traditional competitions that the company was originally organized around.

That was Carnes's realization: His consumer's definition of "sport" had changed, and his company had to change along with it. As described in "Moment of Clarity":

If urban sports are on par with basketball or soccer, Adidas must then deliver on products with functionality, aesthetics, and quality. Adidas must lead, not copy in this whole new category of lifestyle sport ...

The company went from being a sports brand exclusively for athletes ... to becoming an inclusive brand inviting all of us to join a movement of living a healthier and better life. It went from creating corporate credos aimed at high-performance sports aficionados, such as "Impossible is nothing," to sending democratic, yet aspirational message like "All In."

With the help of Red, Adidas was able to understand the world of its customers. Interestingly, it's the human sciences — literature, arts, anthropology — that allow for understanding the unique worlds that people live in. By observing people's daily lives and the ways in which they interact with products, consultancies like Red are able to discern what products *mean* to customers in a way that big data can't determine.

Company



Christian Madsbjerg, a Red Associates partner

Appendix A

Why literature helps you understand customers

"If you look at launches of a new product, most of them fail," Madsbjerg says. "That's because people don't understand the worlds in which we operate."

The problem with standard corporate research, Madsbjerg says, is that it's incredibly difficult to get around your own preconceptions. Even if your analytics are fresh, you'll read old assumptions into them. By applying the humanities, however, you can get around them.

Say, for instance, you read an epic novel by Fyodor Dostoyevsky. In doing so, you're not just processing words on a page, you're beginning to understand a character's world in Russia in a specific place, specific time, and from a specific perspective. To hear Red tell it, making an empathetic understanding of a character in a novel is very much like trying to understand a customer — Ford, after all, would be immensely interested in the world of someone buying a car.

It's anthropological research, like Red helped the Adidas design team with, that allows for understanding the customer's world.

This is different from the approach of most corporations, which rely on measures like surveys and focus groups. The problem with those is that people have a terrible time reporting their own preferences, Madsbjerg says. In one Swedish study, for instance, [everyone reported that they were an exceptional driver](#), which is obviously impossible. By the same token, asking customers to tell you why they like a particular vodka doesn't necessarily reveal their motivations.

That's why Red emphasizes ethnographic interviewing, where you interview a subject again and again and observe them in a range of environments, looking for patterns of behavior. The long-form, in-depth research helps to reveal the worlds that people live in and their real motivations. Major insights follow — that little black dress told Adidas way more about their customers' world than a survey ever could.

Finding an industry's need

In another case, Red consulted for a leading pharmaceutical company specializing in diabetes. Back in the day, it was common practice for sales reps to use a "frequency and reach" strategy, talking to as many doctors as possible and pushing a brand message. The sales reps would get the time with doctors by giving them free flights and concert tickets. But then the law changed, and giving swag to doctors was made illegal. All of a sudden what was once a long courtship turned into a 90-second phone call.

In order to sell drugs in this new situation, they needed to recalibrate the conversation.

During the course of interviewing physicians, Red discovered a major concern that most doctors shared: "How do I get my patients to understand their conditions? How do I change their lifestyles?" Medication, it turned out, was the third most important aspect of treating diabetes — diet and exercise were much more vital.

As a result, Red's associates worked with doctors to find different ways to help people change their diets, and they worked with sales reps to present that info to doctors. Since so many of the diabetes patients didn't know how to cook, basic meal preparation became part of the sales material. Correspondingly, the pharmaceutical company became way more resonant: By understanding the world of the doctor, the brand saw a 15% increase in key indicators, like doctors' trust.

The secret was to understand the world of the physicians and to give them what they needed, even if they didn't consciously realize it yet.

Appendix A

HUFF
POST COLLEGE

College Majors "Worth" Something

Posted: 05/22/2015 4:42 pm EDT | Updated: 05/22/2015 4:59 pm EDT

Dr. Alisse Waterston is an anthropology professor at CUNY and president-elect of the American Anthropological Association

Inside Higher Ed was exactly right when it predicted the newest report by Georgetown University's Center on Education and the Workforce "will surprise exactly no one."

The Georgetown study on the economic value of various college majors finds, among other things, that the top-paying majors will bring graduates millions more in earnings over the course of a lifetime than the lowest-paying majors, and that all but two of the 25 highest-paying majors are in science, technology, engineering or mathematics fields; the two outliers are in business fields.

The real surprise will come when, instead of studying economic value, researchers finally report on which majors bring about overall job satisfaction, the most fulfillment, and the ability to think critically. Now that would be "worth" something.

By now many people are aware of the stark realities regarding higher education: its high cost, the enormous debt students take on for such an education, and the struggle many graduates face to find jobs with salaries and benefits sufficient to support themselves and pay back those hefty student loans. Is the best way to address this higher education crisis to study which majors are the best bang for the buck? Such a focus locates the problem in the college major itself. Looking at it from that perspective conceals the fact that in the first place, wages reflect what work is valued in a society. Petroleum engineers make more money than teachers. What does this suggest about our national priorities? Where is the study that tells us more about that?

The Georgetown report will lead people to conclude that the solution for students is to study the "right" major -- the one that will lead to more lucrative jobs. After all, only these majors are worth the high cost of education. For all the rest -- the teachers and social workers, poets and musicians, art historians and anthropologists -- the message seems to be: it's wasted investment.

Of course, that depends on what we believe is the purpose of education. A study that examines the economic value of college majors offers fodder for those who believe the sole purpose is to get credentials. When it comes to higher education, the better questions might be: What are our ethical ideals? What kinds of citizens do we want to produce? What kind of society do we want? A more useful study would measure what kind of thinking human beings and world citizens are produced by the various disciplines.

When it comes to choosing majors, not all students base the decision on a simple financial calculus. Who ever went into philosophy or anthropology for the money? There are other "successes" that draw people to these majors. For example, students who major in anthropology generally are eager to understand the world as it exists, to gain perspective, to develop knowledge of regions, peoples, cultures, global issues; to develop skills to research, analyze, communicate, work and use information in global, cross-cultural settings; and to develop values of respect and concern for other cultures and peoples. It is well known that people are likely to change their careers -- not just their jobs -- several times over their working lives. Wouldn't society be better off with students who seek education that prepares them for lifelong learning?

Ranking (and promoting) a list of college majors that may later generate the largest incomes is an old story, made more frustrating by the over-emphasis today on measurements of materialism. These measurements may give us data points, but without context or historical depth, they don't give us the full picture.

It is difficult to find a direct line between education and changing people's consciousness, changing people's lives and informing the work they do in the world no matter what the compensation may be. How do you measure when a media executive who majored in anthropology, years later remarks, "Anthropology informs everything I do in my work at the company," or when an undergraduate student exclaims, "I just realized that I am IN history!" Priceless.

We all know there isn't a lot of money in certain fields -- in public service, for example, or elementary school teaching. Does that mean college majors leading to these fields (and subsequently, the students therein) have less value? Maybe it means we need them more desperately now than ever.

Appendix A

The Huffington Post Cultural Anthropology in Secondary Schools: An Essential Part of a 21st Century Education

08/26/2015 03:47 pm ET | **Updated** Aug 26, 2016

[American Anthropological Association](#) World's largest organization of individuals interested in anthropology

Cultural anthropology should be part of every student's secondary school education. Those who study anthropology know that the discipline cultivates resilience, persistence, confidence, openness, creativity, courage, patience, adaptability, perspective taking, empathy and self-control. Studying anthropology at the pivotal secondary school age of accelerated personal and intellectual development, when students are actively seeking to understand their place in the world, equips students to eschew ethnocentric thinking and to better understand and appreciate the beauty in the diversity of human experiences. Anthropology teaches students to take another's perspective with empathy which contributes to the creation of a more peaceful world — free of hatred based on religious misconceptions and free of judgments based on differing cultural traditions.

Global education, global citizenship, global competence, cross-cultural exchanges, authentic immersion and community service experiences, are major programmatic and curricular themes in schools today. The theoretical base of holistic and systems thinking, provided by the study of anthropology, will positively inform the global cross-cultural student experience.

Student immersion trips are often to developing nations and are intended to expose students to other ways of living and being. The problem of sending students to live in different cultures without the proper anthropological tools and background, however, is that the students do not fully understand and appreciate what they are experiencing. What may seem “backward,” and needing to be changed, to a high school student may in fact be an inventive, brilliantly complex, cultural adaptation to a particular environment and ecosystem. Without the ability to look at a cultural practice within the context of that culture, students often walk away with skewed understandings of different cultures and the deep desire to unnecessarily “fix” perceived problems.

The anthropological methodology of participant observation also equips students with the tools necessary to successfully navigate cross-cultural experiences. When one participates in another culture one is forced to set aside previously held prejudices and to ask questions; it is through the asking of questions that one comes to a fuller understanding and appreciation of another person's experience and view of the world.

The phrase “in the hyper and interconnected 21st Century world” is a common justification for global education. This interconnectivity is often discussed in economic terms and the importance of cultural understanding is often rightly emphasized as a tool that will help students succeed in their chosen, generally business related, fields.

Appendix A

However, few teachers or students fully understand the impact of global interconnectivity on the marginalized and indigenous peoples of the world. While we watch the rising sea levels as a theoretical and future problem, the peoples of Oceania and the Indian Ocean are facing those challenges today. We have a moral imperative to interject the ideas of anthropology and the common human experience into the discourse and emphasize social justice and the need to act responsibly, with true cultural understanding, to make the world a more equitable and sustainable place.

The increasingly complex nature of our world demands that we teach anthropology in secondary schools. Additionally, the current educational dialogue, as exemplified by Grant Lichtman's book [*#EdJourney: A Roadmap to the future of Education*](#), is emphasizing the very same qualities that are cultivated in anthropology. Of fundamental importance is the fact that anthropology is well suited for secondary schools: the content is engaging, the field offers invaluable lenses through which students should view the world, and, anthropology and its lessons can be integrated in many different ways into already existing high school curriculums.

For example, at St. Mark's School here in Massachusetts the traditional freshman history course, which focuses on globalization, has been infused with anthropological content. Students in that class, in addition to having an understanding of the historical processes of globalization, leave the course with enough anthropological training to view the world through less ethnocentric eyes, and are trained to ask the fundamental questions: "How does this cultural practice fit into the overall context of the culture" and "What can I learn from this different culture?" Finally, as schools become more multicultural and diverse and seek to create environments that are tolerant, it is, as noted anthropologist Ruth Benedict said, "the purpose of anthropology to make the world safe for human difference."

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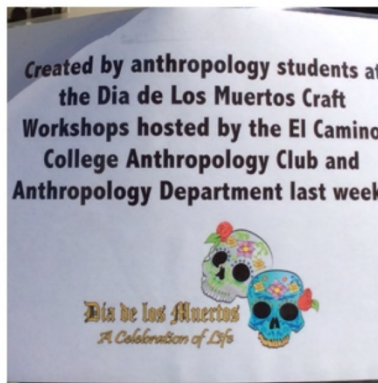
Appendix B

World Anthropology Day February 2016



Appendix B

Dia de los Muertos Celebration



Appendix B

Anthropology Student Research Symposium



Appendix B
Anthropology Club

