

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. 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 for a four-year institution.

B. Degrees and Transfer to Four-Year Institutions

The Anthropology Department 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. The current program requirements are as follows: Anthropology 1, 2, 3, 4; and three courses chosen from Anthropology 5, 6, 7, 8, 9, 10, 11, 12, 20A, and Geography 5. During the Fall 2013 semester we will begin aligning our degree according to the Transfer Model Curriculum. We believe that using the new model will help us to experience an increase in the number of anthropology majors. By completing the program requirements, students gain a basic understanding of the methodologies used by anthropologists in the field. Students will also gain an understanding of the importance played in the study of human societies, of the holistic and the cross-cultural/comparative approaches. Evaluations of the students' level of understanding of these approaches as applied to each of the fields of the discipline are made through objective and subjective examinations and paper assignments.

The courses offered by the Anthropology Department constitute a rich menu of choices for those students interested in social studies, 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.

All courses offered by the Anthropology Department have been articulated for transfer credit with the University of California system and the California State University system. They have also been approved for placement in the Social Sciences and in the Life Sciences (ANTH 1 and ANTH 5) areas of the Intersegmental General Education Transfer Curriculum (IGETC). The Anthropology Department strives to ensure articulation of its courses with those of lower division required at UC, CSU, and other public and private state and out-of-state institutions.

C. Status of Previous Recommendations

Previous Recommendation	Status
A full-time hire with expertise in globalization and development or applied anthropology within the next two years.	Pending: Even though still a major priority, budgetary constraints have prevented the department from seeking this position. An additional full-time faculty would be extremely beneficial for department growth, as well as to expand our class offerings.
Additional equipment for the Physical Anthropology Lab course must be acquired.	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.
New courses that focus on globalization, development, and applied anthropology will be developed,	Pending: Budget cuts have prevented the department from developing these important courses which would greatly contribute to enriching the department offerings. The intention of the Anthropology Department faculty is to actively pursue the development of courses on the mentioned topics.
Additional courses on area studies may be incorporated into the program: Asian cultures, Latin American Studies.	Pending: Budget cuts have prevented the department from developing these courses which would address the ethnic composition and, therefore, interests, of a significant segment of the ECC student population.
The program will increase the number of ANTH 1 sections to include an additional evening offering and perhaps an additional	Regression: The number of ANTH 1 sections has been reduced, due to budget cuts. Due to the high demand of this

section designated for the Honors Transfer Program (HTP).	course, it is the intention of the Anthropology Department faculty to increase, as soon as budget permits, the number of sections of ANTH 1.
The department will offer ANTH 2 on a MW and TTH schedule and begin to phase out the less popular MWF offerings.	Completed: All ANTH 2 courses are being offered on a MW and TTH schedule. MWF ANTH 2 offerings have been phased out of the program.
Hire a student to tutor students in the ANTH 1 classes through the Learning Resource Center.	Completed: A tutor in anthropology is available every semester. The position is filled by former outstanding students, and tutoring schedules are announced to students in class.

II. ANALYSIS OF INSTITUTIONAL RESEARCH DATA

A. Course Grade Distribution

We would like to make the following two observations regarding the data provided by Institutional Research: first, the average number of students who have received a passing grade (A, B, C, D, and I) in anthropology courses has increased significantly (7.2%) from Fall 2007 to Fall 2010; second, the drop rate (W) shows a significant reduction, from 21.2% in Fall 2007 to 14% in Fall 2010. Already by Fall 2008, the drop rate of anthropology students is comparable to those of the Behavioral and Social Sciences Division and El Camino College. Together, these trends suggest that the department has been successful at addressing both students' needs and interests. Most probably, this has been achieved through scheduling, pedagogical approaches, and a diverse course offering. However, it is important to mention the fact that, due to budget cuts, the number of students (from Fall 2007 to Fall 2010) has decreased, consequently affecting grade distribution as well as withdrawal rates.

It is also important to take into consideration the fact that the results for some of the classes offered by the Anthropology Department have not been included in the data provided by IR. The reason for this omission is that several of the anthropology classes are offered only once a year, either during the Fall semester or during the Spring semester.

Fall 2007 Grade Distribution Pass Rate of A, B, C, I and W=78.2%							
	A	B	C	D	F	I	W
Department Totals	21.0%	19.2%	16.6%	6.9%	12.0%	0.2%	21.2%
Division Totals/Avg.	24.4%	20.2%	15.8%	5.1%	11.8%	0.7%	18.5%
College Totals/Avg.	24.9%	17.9%	12.8%	4.2%	7.7%	0.6%	18.8%

Fall 2008 Grade Distribution Pass Rate of A, B, C, I and W=74.6%							
	A	B	C	D	F	I	W
Department Totals	22.5%	21.4%	17.1%	7.7%	12.5%	0.8%	12.8%
Division Totals/Avg.	25.7%	20.7%	16.0%	5.4%	12.7%	1.0%	14.5%
College Totals/Avg.	25.1%	17.6%	12.9%	4.4%	9.5%	0.6%	14.9%

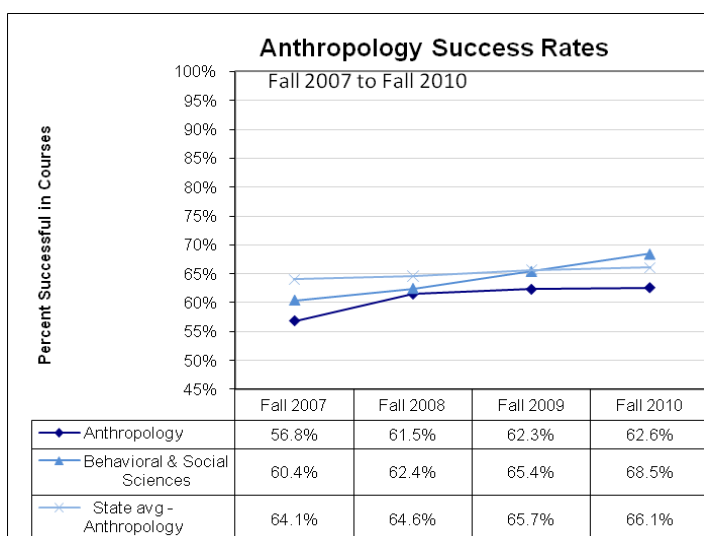
Fall 2009 Grade Distribution Pass Rate of A, B, C, I and W=77.1%							
	A	B	C	D	F	I	W
Department Totals	21.9%	22.4%	17.4%	7.5%	11.6%	0.3%	15.1%
Division Totals/Avg.	26.0%	21.9%	17.5%	5.3%	11.9%	0.9%	12.2%
College Totals/Avg.	26.4%	18.5%	13.8%	4.5%	8.3%	0.5%	13.9%

Fall 2010 Grade Distribution Pass Rate of A, B, C, I and W=76.5%							
	A	B	C	D	F	I	W
Department Totals	19.6%	22.0%	20.3%	8.6%	11.7%	0.6%	14.0%
Division Totals/Avg.	26.8%	23.5%	18.1%	5.4%	9.0%	0.7%	13.2%
College Totals/Avg.	25.8%	19.7%	14.3%	4.5%	7.2%	0.7%	14.7%

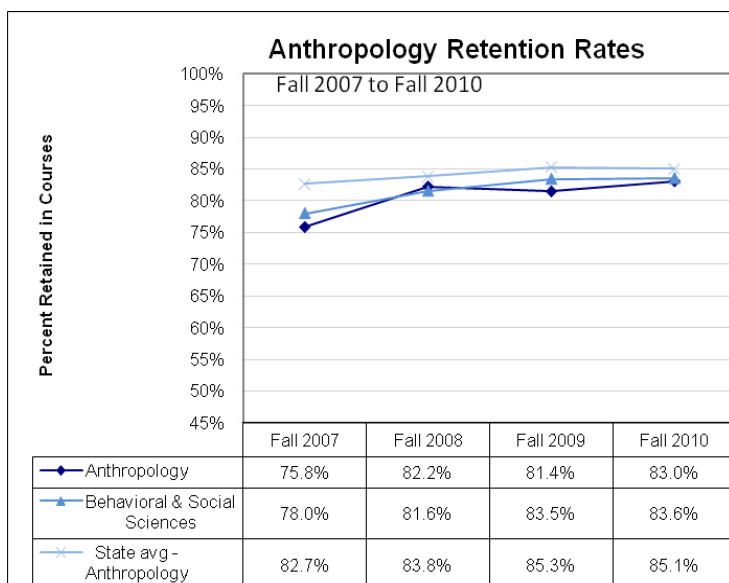
B. Student Success and Retention Rates

Before commenting on the success and retention rates exhibited by the Anthropology Department, it needs to be noted that the results might, in part, respond to the cut in sections experienced in every department due to budget cuts. It is very likely that the unavailability of sections has resulted in overall increases in success and retention rates.

The data indicate that success rates in anthropology courses have increased by 5.8%, from Fall 2007 to Fall 2010. The rates are lower than those exhibited by the Behavioral and Social Sciences Division and the state average in anthropology. The goal of the Anthropology Department is to maintain the improvement experienced in student success rates by continuing to identify particular factors that could act as barriers to success, and others that could enhance the better performance of students. Appropriate interventions, such as tutoring, are strategies towards the enhancement of student performance that have been adopted by the department. A fundamental concern of the department is to maintain the high standard of education while at the same time implementing a variety of strategies that aim at improving student success rates. One consideration regarding the lower success rates in comparison with the Behavioral and Social Sciences division as a whole may be that anthropology is not introduced to students at the high school level. This is in contrast with disciplines such as history, psychology, sociology and philosophy which many students are exposed to before getting to El Camino College. The subject matter in our discipline, due to its vast geographical and cultural coverage, is quite foreign to students at this level.



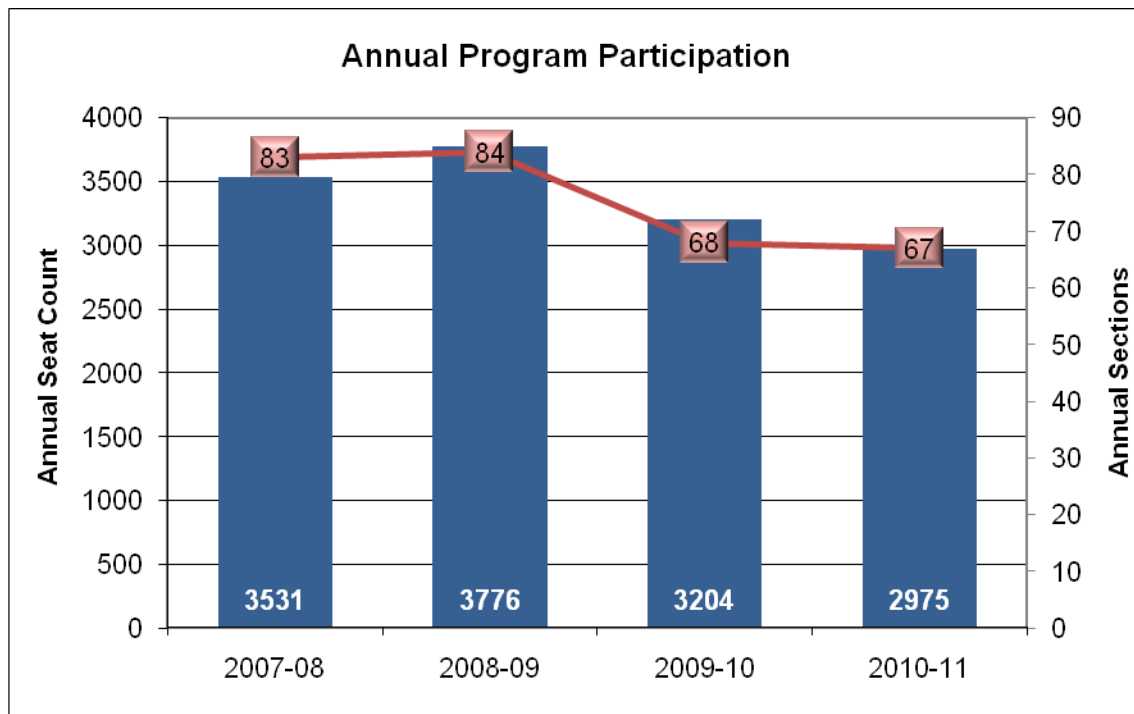
The data indicate that retention rates in anthropology courses have increased by over 7%, between Fall 2007 and Fall 2010. Furthermore, those rates are comparable to the retention rates exhibited by the Behavioral and Social Sciences Division. The rates are, according to the Fall 2010 report, 2.1% lower than the state average in anthropology. A variety of strategies implemented by the department might account for the significant increase in retention rates: tutoring, Anthro Chats, and the Annual Anthropology Student Research Symposium. There are many factors that may contribute to our success and retention rates being lower than the state average. One main variable could be a more demanding program that we provide for our students. We believe that our transfer students have performed very well in the UC and CSU institutions. While we do not have any formal data to support this statement, we do have information provided by the high number of students who have transferred and successfully completed their 4-year programs. These students have acknowledged that their experience in our anthropology classes had prepared them very well for the rigors of their anthropology coursework at their transfer school.



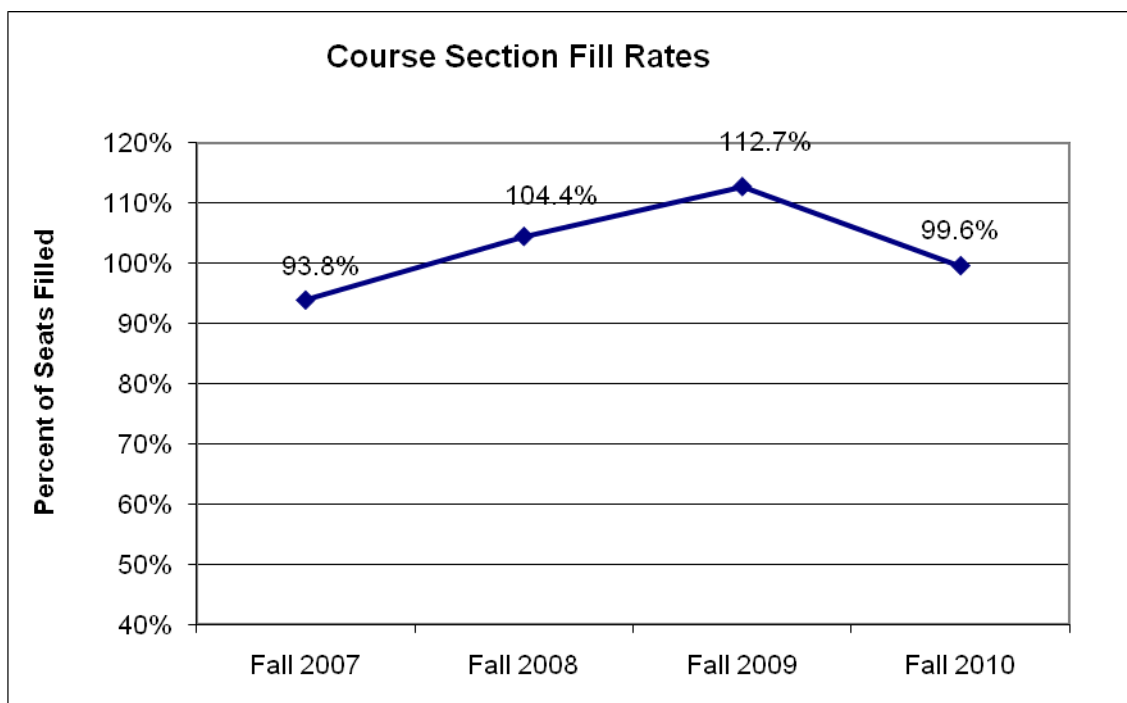
C. Enrollment Statistics

Course, Section, Seat Counts	2007-08	2008-09	2009-10	2010-11
Sections	83	84	68	67
Seats	3531	3776	3204	2975
Students	3125	3272	2820	2571
Seats/Students	1.1	1.2	1.1	1.2

	2007-08	2008-09	2009-10	2010-11	4 Yr Average
Annual Seat Count	3531	3776	3204	2975	3371.5



Course Fill Rates	Fall 2007	Fall 2008	Fall 2009	Fall 2010
	93.8%	104.4%	112.7%	99.6%



Between 2007 and 2010, the Anthropology Department has had an average annual enrollment of about 2900 students, and a seat count of approximately 3400. In the Fall 2009 semester, the fill rate was 112.7%, which reflects the interest and demand placed on anthropology courses by students of El Camino College. From Fall 2009 to Fall 2010, a reduction in the fill rates was experienced, most probably due to the budget crisis and the consequent need to reduce FTES.

D. Scheduling of Courses

Times of Classes

Most anthropology courses are offered during the morning hours (9:30am to 1:00pm). This schedule, which is reflected in the table below, is designed to respond to the high demand of courses during those hours. In addition, the department is committed to serving afternoon and evening students by offering some sections between 1:00 and 9:10pm. It is the intention of the department to expand its offerings during the morning hours and to offer additional sections of the core courses (ANTH 1 and ANTH 2) during early morning hours (7:45-9:10) and afternoon and evening hours, as soon as budget permits.

Courses Fall 2010	9:30 am to 1:00pm	1:00 pm to 5:25 pm	6 pm and later	Saturday	Online
ANTH 1	5	1	1		1
ANTH 2	5	1	1		1
ANTH 3	1				
ANTH 5	1				
ANTH 7	1				
ANTH 10			1		
ANTH 11		1	1		
ANTH 12	1				
ANTH 20A		1			
TOTALS	14	4	4		2

Days Offered

The diverse offerings from the Anthropology Department are accessible to students on a variety of days. It is the intention of the department to make courses required for the A.A. degree and core transfer courses in anthropology (ANTH 1, ANTH 2, ANTH 3, and ANTH 4) accessible on a variety of days, as much as budget constraints allow.

Courses Fall 2010	M/W	W/F	T/TH	M	T	W	TH	F	Online
ANTH 1	X	X	X			X		X	X
ANTH 2	X	X	X	X				X	X
ANTH 3									
ANTH 5						X			
ANTH 7	X								
ANTH 10					X				
ANTH 11			X		X				
ANTH 12			X						
ANTH 20A	X								

Course Sequence

This table shows the semesters in which courses are offered. Most of the elective courses are not offered regularly (every semester) due to budget constraints. As soon as budget permits, it is the intention of the department to increase the number of offerings of ANTH 5, which satisfies the lab requirement.

Course	2007-2008				2008-2009				2009-2010				2010-2011			
	F	W	S	SU	F	W	S	SU	F	W	S	SU	F	W	S	SU
ANTH 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ANTH 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ANTH 3	X		X		X		X		X		X		X		X	
ANTH 4	X		X		X		X		X		X		X		X	
ANTH 5					X		X		X		X		X		X	
ANTH 6	X				X						X				X	
ANTH 7			X				X		X				X			
ANTH 8	X				X						X				X	
ANTH 9			X				X				X				X	
ANTH 10	X		X		X		X						X			
ANTH 11	X		X		X		X		X		X		X		X	
ANTH 12													X			
ANTH 20A	X				X				X				X			
ANTH 50																
ANTH 96abcd																
ANTH 99abc																

E. Student Profile

The data supplied by Institutional Research for the Fall 2010 semester indicate the following breakdown by ethnicity of students enrolled in anthropology courses: 9.3% African-American, 0.4% American Indian/Alaskan, 19.1% Asian, 40.3% Latino, 0.9% Pacific Islander, 20.6% white, and 6.5% unknown. With regard to gender considerations, 53.5% were female and 46.4% were male. The courses offered by the Anthropology Department are very diverse, addressing cultural and biological perspectives to the study of human beings, and concentrating on several geographical and theoretical areas. This unique diverse perspective successfully aims at satisfying the intellectual needs of students from diverse ethnic and cultural backgrounds.

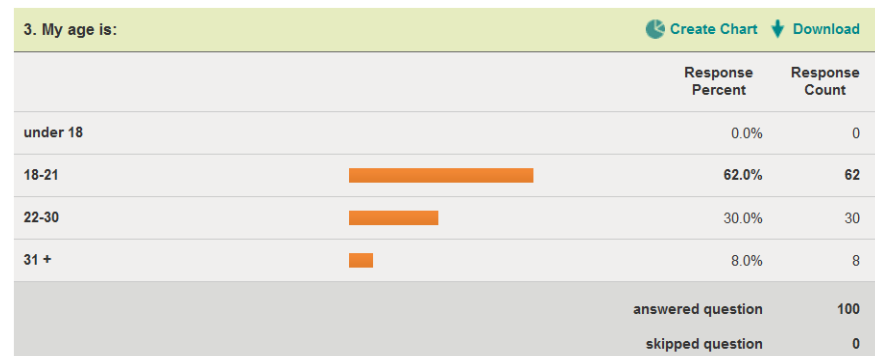
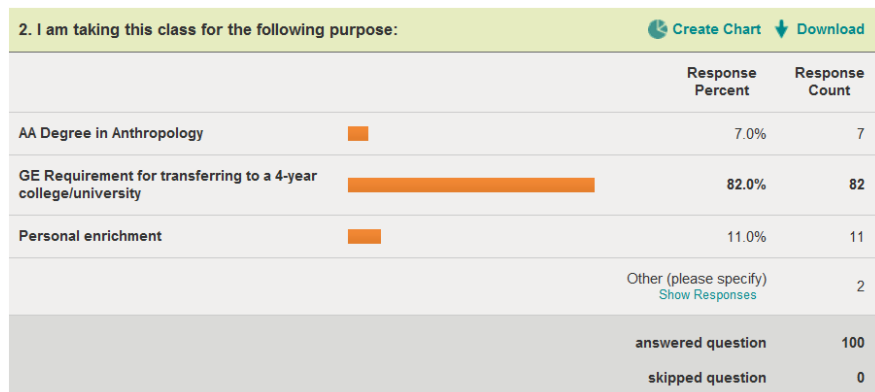
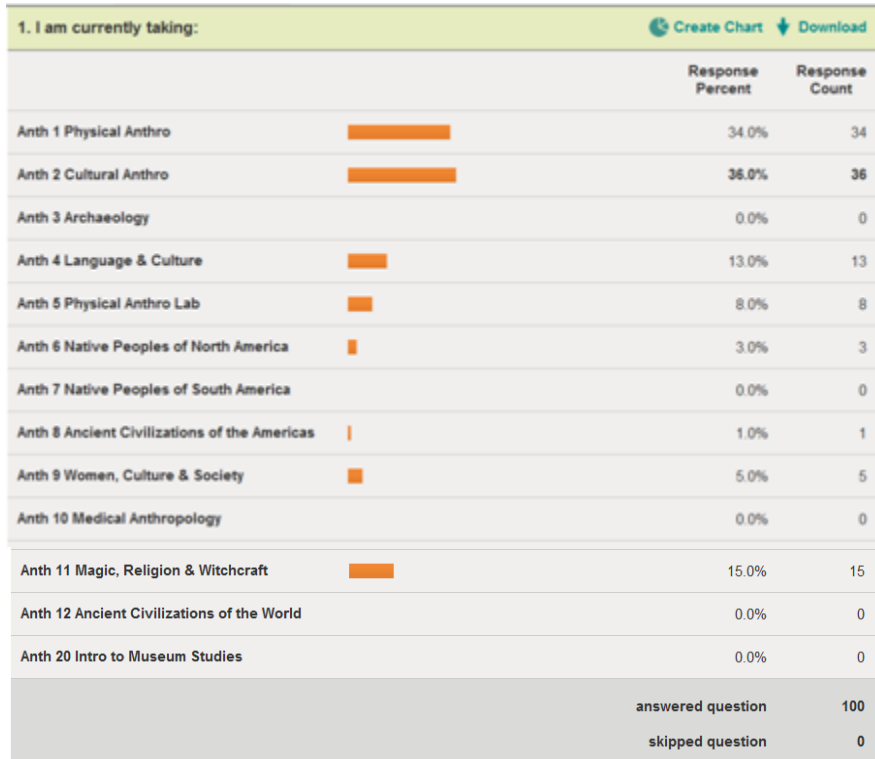
		Fall 2007				Fall 2008				Fall 2009				Fall 2010				ECC				ECC District			
Characteri	Category	n		%		n		%		n		%		n		%		n		%		n		%	
Students	Total	1,252	100.0%			1,350	100.0%			1,165	100.0%			1,055	100.0%			###	100.0%			563,522			
Gender	Female	654	52.2%			741	54.9%			643	55.2%			564	53.5%			12,776	51.6%			287,661			51.0%
	Male	598	47.8%			608	45.0%			522	44.8%			490	46.4%			11,980	48.4%			275,861			49.0%
	Unknown	0	0.0%			1	0.1%			0	0.0%			1	0.1%			19	0.1%			0			0.0%
Ethnicity	African-American	147	11.7%			158	11.7%			107	9.2%			98	9.3%			4,241	17.1%			86,551			15.4%
	Amer. Ind. or	8	0.6%			5	0.4%			7	0.6%			4	0.4%			82	0.3%			1,152			0.2%
	Asian	263	21.0%			284	21.0%			235	20.2%			202	19.1%			4,235	17.1%			76,611			13.6%
	Latino	380	30.4%			423	31.3%			397	34.1%			425	40.3%			9,279	37.5%			193,092			34.3%
	Pacific Islander	14	1.1%			11	0.8%			11	0.9%			9	0.9%			177	0.7%			2,724			0.5%
	White	279	22.3%			300	22.2%			246	21.1%			217	20.6%			4,641	18.7%			185,138			32.9%
	Unknown or	161	12.9%			169	12.5%			142	12.2%			69	6.5%			1,432	5.8%			2,017			0.4%
Age/Age Group	Under 17	4	0.3%			4	0.3%			4	0.3%			3	0.3%			186	0.8%						
	17	32	2.6%			24	1.8%			31	2.7%			16	1.5%			553	2.2%			136,146			24.2%
	18	149	11.9%			178	13.2%			149	12.8%			134	12.7%			2,923	11.8%						
	19	296	23.6%			286	21.2%			265	22.7%			237	22.5%			3,532	14.3%			14,335			2.5%
	20	220	17.6%			252	18.7%			209	17.9%			180	17.1%			2,982	12.0%			6,745			1.2%
	21	148	11.8%			159	11.8%			149	12.8%			143	13.6%			2,129	8.6%			6,668			1.2%
	22	99	7.9%			108	8.0%			80	6.9%			84	8.0%			1,649	6.7%						
	23	62	5.0%			71	5.3%			66	5.7%			69	6.5%			1,291	5.2%			22,175			3.9%
	24	43	3.4%			58	4.3%			37	3.2%			41	3.9%			1,023	4.1%						
	25-29	100	8.0%			116	8.6%			91	7.8%			72	6.8%			3,121	12.6%			41,894			7.4%
	30-39	63	5.0%			67	5.0%			56	4.8%			44	4.2%			2,592	10.5%			83,949			14.9%
	40-49	28	2.2%			18	1.3%			19	1.6%			15	1.4%			1,509	6.1%			89,694			15.9%
	50-64	6	0.5%			8	0.6%			9	0.8%			15	1.4%			1,080	4.4%			101,912			18.1%
	65+	2	0.2%			1	0.1%			0	0.0%			2	0.2%			204	0.8%			60,004			10.6%
Class Load	Full-time	729	58.2%			814	60.3%			711	61.0%			631	59.8%			7,688	31.0%						
	Part-time	523	41.8%			534	39.6%			454	39.0%			424	40.2%			16,271	65.7%						
	Not enrolled or N/A	0	0.0%			2	0.1%			0	0.0%			0	0.0%			816	3.3%						
Time of Classes*	Daytime	1,117	89.2%			1,208	89.5%			1,074	92.2%			958	90.8%			19,023	76.8%						
	Evening	135	10.8%			142	10.5%			64	5.5%			70	6.6%			4,485	18.1%						
	Unknown	0	0.0%			0	0.0%			27	2.3%			27	2.6%			1,267	5.1%						
Academic Level	College degree	34	2.7%			59	4.4%			31	2.7%			56	5.3%			3,288	13.3%						
	HS Graduate	1,092	87.2%			1,235	91.5%			1,092	93.7%			973	92.2%			20,232	81.7%						
	Not a HS Grad	11	0.9%			17	1.3%			16	1.4%			13	1.2%			443	1.8%						
	K-12 Special Admit	6	0.5%			4	0.3%			1	0.1%			1	0.1%			346	1.4%						
	Unknown	109	8.7%			35	2.6%			25	2.1%			12	1.1%			466	1.9%						
Education al Goal	Intend to Transfer	551	44.0%			555	41.1%			420	36.1%			367	34.8%			7,513	30.3%						
	Degree/Certif. Only	21	1.7%			24	1.8%			24	2.1%			15	1.4%			1,020	4.1%						
	Retrain/recertif.	30	2.4%			27	2.0%			27	2.3%			16	1.5%			1,387	5.6%						
	Basic Skills/GED	36	2.9%			37	2.7%			37	3.2%			49	4.6%			1,180	4.8%						
	Enrichment	57	4.6%			59	4.4%			59	5.1%			42	4.0%			1,282	5.2%						
	Undecided	301	24.0%			304	22.5%			304	26.1%			197	18.7%			4,675	18.9%						
	Unknown	256	20.4%			344	25.5%			344	29.5%			369	35.0%			7,718	31.2%						

F. Full Time Equivalent Students (FTES)

Fall 2007	Fall 2008	Fall 2009	Fall 2010
123.39	132.85	119.14	98.24

From Fall 2007 to Fall 2010, the Anthropology Department averaged 118.41 FTES. Given the fact that the Anthropology Department is a medium size one, FTES above 100 reflect efficiency; they point to a department that contributes greatly to student enrollment at El Camino College.






G. Student Survey





4. My gender is:			Create Chart	Download
		Response Percent	Response Count	
Female	<div></div>	66.0%	66	
Male	<div></div>	34.0%	34	
answered question			100	
skipped question			0	



5. Please indicate the best time for you to take Anthropology classes.							Create Chart	Download
	Least Desirable Time	Mildly Desirable	Desirable	Very Desirable Time	Rating Average	Response Count		
Before 9:30am	46.9% (38)	24.7% (20)	19.8% (16)	8.6% (7)	1.90	81		
9:30 am to 2:00 pm	6.9% (6)	14.9% (13)	24.1% (21)	54.0% (47)	3.25	87		
2:00 pm to 4:00 pm	16.9% (14)	27.7% (23)	37.3% (31)	18.1% (15)	2.57	83		
Evenings at 6pm (3 hour session)	52.4% (43)	22.0% (18)	13.4% (11)	12.2% (10)	1.85	82		
Fridays (3 hour session)	59.5% (47)	24.1% (19)	11.4% (9)	5.1% (4)	1.62	79		
Saturdays (3 hour session)	74.7% (59)	12.7% (10)	7.6% (6)	5.1% (4)	1.43	79		
Summer intersession	17.3% (14)	24.7% (20)	23.5% (19)	34.6% (28)	2.75	81		
Winter intersession	11.9% (10)	22.6% (19)	32.1% (27)	33.3% (28)	2.87	84		
On-line	25.9% (22)	22.4% (19)	17.6% (15)	34.1% (29)	2.60	85		
8 week course the first 8 weeks of the semester	22.2% (18)	23.5% (19)	38.3% (31)	16.0% (13)	2.48	81		
8 week course the second 8 weeks of the semester	24.1% (19)	22.8% (18)	36.7% (29)	16.5% (13)	2.46	79		
answered question						99		
skipped question						1		

6. Indicate the area of your intended major:			Create Chart	Download
		Response Percent	Response Count	
Physical Sciences	<div></div>	4.0%	4	
Life Sciences	<div></div>	6.0%	6	
Engineering	<div></div>	2.0%	2	
Math or Computer Sciences	<div></div>	1.0%	1	
Business	<div></div>	14.0%	14	
Economics	<div></div>	1.0%	1	
Humanities	<div></div>	19.0%	19	

Fine Arts		7.0%	7
Behavioral & Social Sciences		31.0%	31
Health Sciences		6.0%	6
Athletics		0.0%	0
Industry & Technology		2.0%	2
Undeclared		7.0%	7
answered question			100
skipped question			0

7. Please indicate your level of interest in taking the following Anthropology classes.					 Create Chart	 Download	
	No Interest	Mild Interest	Interested	Very Interested	I have already taken this class	Rating Average	Response Count
Anth 1 Physical Anthro	14.3% (13)	16.5% (15)	23.1% (21)	13.2% (12)	33.0% (30)	3.34	91
Anth 2 Cultural Anthro	9.9% (9)	12.1% (11)	27.5% (25)	23.1% (21)	27.5% (25)	3.46	91
Anth 3 Archaeology	20.5% (18)	23.9% (21)	29.5% (26)	17.0% (15)	9.1% (8)	2.70	88
Anth 4 Language & Culture	20.5% (18)	11.4% (10)	31.8% (28)	20.5% (18)	15.9% (14)	3.00	88
Anth 5 Physical Anthro Lab	27.6% (24)	21.8% (19)	25.3% (22)	19.5% (17)	5.7% (5)	2.54	87
Anth 6 Native Peoples of North America	29.5% (26)	19.3% (17)	25.0% (22)	18.2% (16)	8.0% (7)	2.56	88
Anth 7 Native Peoples of South America	30.7% (27)	17.0% (15)	23.9% (21)	22.7% (20)	5.7% (5)	2.56	88
Anth 8 Ancient Civilizations of the Americas	23.9% (21)	25.0% (22)	23.9% (21)	22.7% (20)	4.5% (4)	2.59	88
Anth 9 Women, Culture & Society	15.7% (14)	13.5% (12)	38.2% (34)	28.1% (25)	4.5% (4)	2.92	89
Anth 10 Medical Anthropology	29.9% (26)	16.1% (14)	23.0% (20)	28.7% (25)	2.3% (2)	2.57	87
Anth 11 Magic, Religion & Witchcraft	16.9% (15)	16.9% (15)	21.3% (19)	27.0% (24)	18.0% (16)	3.12	89
Anth 12 Ancient Civilizations of the World	20.7% (18)	21.8% (19)	29.9% (26)	21.8% (19)	5.7% (5)	2.70	87
Anth 20 Intro to Museum Studies	35.6% (31)	26.4% (23)	18.4% (16)	19.5% (17)	0.0% (0)	2.22	87
answered question							99
skipped question							1

8. Please indicate your level of interest in El Camino offering the following Anthropology courses in the future:						Create Chart	Download
	No Interest	Mild Interest	Interested	Very Interested	Rating Average	Response Count	
Globalization and Culture	18.3% (17)	24.7% (23)	24.7% (23)	32.3% (30)	2.71	93	
Asian Cultures	26.0% (25)	33.3% (32)	20.8% (20)	19.8% (19)	2.34	96	
Forensic Anthro	19.1% (18)	23.4% (22)	25.5% (24)	31.9% (30)	2.70	94	
Chicano Studies	40.2% (37)	23.9% (22)	16.3% (15)	19.6% (18)	2.15	92	
Latin American Cultures	35.2% (32)	25.3% (23)	20.9% (19)	18.7% (17)	2.23	91	
Distance Education	38.7% (36)	31.2% (29)	16.1% (15)	14.0% (13)	2.05	93	
African Cultures	29.7% (27)	36.3% (33)	20.9% (19)	13.2% (12)	2.18	91	
Survey of Traditional Cultures	30.1% (28)	29.0% (27)	21.5% (20)	19.4% (18)	2.30	93	
Pacific Cultures	30.1% (28)	29.0% (27)	22.6% (21)	18.3% (17)	2.29	93	
Applied Anthropology	24.7% (23)	30.1% (28)	22.6% (21)	22.6% (21)	2.43	93	
						answered question	98
						skipped question	2

9. Are you aware of the semester activities sponsored by the Anthropology Club & Department?				Create Chart	Download
			Response Percent	Response Count	
Yes			58.3%	56	
No			41.7%	40	
				answered question	96
				skipped question	4

10. Please indicate your level of interest in attending the following Anthropology events:						Create Chart	Download
	No Interest	Mild Interest	Interested	Very Interested	Rating Average	Response Count	
Spring Anthropology Student Research Symposium	32.3% (31)	33.3% (32)	26.0% (25)	8.3% (8)	2.10	96	
Anthropology Guest Speaker	27.7% (26)	29.8% (28)	27.7% (26)	14.9% (14)	2.30	94	
Anthro Chat (Informal discussion forum)	32.3% (30)	38.7% (36)	19.4% (18)	9.7% (9)	2.06	93	
Careers in Anthropology workshop	33.7% (32)	27.4% (26)	22.1% (21)	16.8% (16)	2.22	95	
El Camino Anthropology Campus Museum Exhibit	22.3% (21)	22.3% (21)	29.8% (28)	25.5% (24)	2.59	94	
Anthro Club meetings	38.3% (36)	34.0% (32)	22.3% (21)	5.3% (5)	1.95	94	
Hands-On Cultural Activity Workshop	29.5% (28)	27.4% (26)	22.1% (21)	21.1% (20)	2.35	95	
						answered question	99
						skipped question	1

Analysis of the Anthropology Department survey suggests that students enroll in anthropology courses primarily to satisfy general education requirements.

H. Recommendations

1. We should emphasize the importance of the museum by promoting exhibits as well as the ANTH 20A museum course campus-wide due to the high level of interest indicated by the student survey.
2. We should continue to develop additional courses according to the interest shown by the student survey. The results indicate that the two main areas of student interest are forensic anthropology and globalization and culture.
3. Schedule two Anthro Chats per semester, as well as two presentations by guest lecturers, in order to continue the upward trend in success and retention experienced by the department.
4. 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.
5. Conduct two Student Research Symposium Workshops every semester (currently, only one per semester is conducted), as this event contributes to the increase in success and retention rates. This event also contributes to an increase in student motivation, for participants as well as for those attending the event.

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.



Six-Year Course Review Cycle Worksheet

Division: Behavioral and Social Sciences		Department: Anthropology				Faculty: Marianne Waters		Date: 10/3/2011		Semester/year of next Program Review: 2012-2013				
Total # of Courses:		16		Courses Requiring CCC Blanket Approval: (Special Topics, CWEE, and Independent Study courses)						3				
	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		
Course		FA 10	SP 11	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16	
ANTH-1	2008-2009					X/BA				X				
ANTH-10	2005-2006	X												
ANTH-11	2008-2009											X		
ANTH-12	2009-2010													
ANTH-2	2008-2009										X			X
ANTH-20A	2008-2009											X		
ANTH-3	2008-2009									X				
ANTH-4	2006-2007				X									
ANTH-5	2007-2008								X					
ANTH-50	2008-2009							X/BA						
ANTH-6	2009-2010												X	
ANTH-7	2008-2009									X				
ANTH-8	2008-2009								X					
ANTH-9	2009-2010													X
ANTH-96abcd	2008-2009							X/BA						
ANTH-99abc	2009-2010												X/BA	
													X	
New Course														
ANTH-14*	2009-2010													
*on hold														
X - completed X-in progress X- upcoming														

X - completed X-in progress X- upcoming

B. Course Additions/Revisions

Since the last Program Review, the Anthropology Department has added one course, ANTH 12: *Ancient Civilizations of the World*, to its curriculum. This course has been taught twice, so far, in the Fall 2010 semester and in the Fall 2011 semester.

As expressed in the last Program Review, the Anthropology Department is very interested in activating the course ANTH 50: *Special Topics in Anthropology*. With the growing interest in issues related to globalization and migration, a course on special topics addressing these current events could be very valuable and highly desirable to students. In the last Program Review, the department also expressed the need to keep the course ANTH 99abc: *Independent Study*, active; the same reasons given then are given now: with the greater awareness of anthropology on campus and the increase in anthropology majors, the department feels that some students could benefit by the close examination of a particular topic of their interest. This type of study would give our students a competitive edge and higher level of preparation for the four-year institution by providing them with valuable field work and research experience. Budget constraints constitute the factor that prevents the activation of the above mentioned courses. If these courses become activated, then they will be added to the list of transferrable courses.

Course outlines for the following courses have been revised: ANTH 7, ANTH 9, and ANTH 11. A revised course outline for ANTH 4 has been submitted to the Curriculum Committee during the Spring 2012 semester.

C. Course Deletions

Since the last Program Review, ANTH 20B has been deleted from the set of Anthropology course offerings. It did not draw enough interest from students.

The course ANTH 20A, however, is very important for the Anthropology Program. (Please see attached letter from Dr. Blair Gibson which highlights the importance of the museum for the anthropology department and the El Camino campus). The ANTH 20A course contributes to the preparation of new exhibits every year. It is important in that it highlights each of the four fields of anthropology. In addition, it draws interest from faculty and students from a variety of disciplines campus-wide as well as from members of the community.

D. Course Cycle (Not Offered Within a Two-Year Cycle)

ANTH 50: *Special Topics in Anthropology*, ANTH 96abcd: *Cooperative Work Experience Education*, and ANTH 99abc: *Independent Study*, are not offered within the two-year cycle.

E. Articulation

Except for ANTH 10: *Medical Anthropology*, ANTH 20A: *Introduction to Museum Studies*, ANTH 50, and ANTH 96abcd, all courses offered by the Anthropology Department have been articulated for transfer credit with the University of California System. All courses, except for ANTH 50, 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. 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 study of courses in anthropology are very well suited for success in the present economic environment. This has been clearly expressed in a statement issued by the United States Department of Labor:

“Overall employment of anthropologists, geographers and historians is **expected to grow by 22% from 2008 to 2018**, which is much faster than the average for all occupations.

Anthropology, in particular, is expected to grow by 28%, driven by growth in the management, scientific, and technical consulting services industry.

Anthropologists who work as consultants will be needed to apply their analytical skills and knowledge to problems ranging from economic development to forensics. Employment growth of archaeologists will be driven by higher levels of overall construction, including large-scale transportation projects and upgrades to the nation's infrastructure."

*Bureau of Labor Statistics, U. S. Department of Labor,
Occupational Outlook Handbook, 2010-11 Edition*

The number of awarded A.A. degrees in Anthropology has 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. For that reason, we have decided to define the anthropology major on the basis of course taking patterns rather than by declaration of major. UC and CSU universities require students to complete ANTH 1, ANTH 2, and ANTH 3 in order to be considered as candidates to their Anthropology Programs. Consequently, the Anthropology Department at El Camino College will consider every student who has taken the three courses mentioned above an anthropology major. Many students tend to enroll in and successfully complete both ANTH 1 and ANTH 2 at some point during their academic journey at ECC; it is highly unlikely, however, that they would also complete ANTH 3, as it satisfies the same requirements as ANTH 2, unless they were considering transferring into an undergraduate anthropology program. The first table below indicates the number of declared Anthropology majors, and the second table shows the number of students who have successfully completed (with an A, B, or C) ANTH 1, ANTH 2, and ANTH 3.

Associate in Arts Degrees Anthropology			
2007-2008	2008-2009	2009-2010	2010-2011
1	5	3	5

(Note: The table below outlines the number of students who enrolled in and completed the ANTH 1, ANTH 2, and ANTH 3 series. "Enrolled" refers to students who attempted all three core courses, regardless of grade, while "completed" includes only students who earned a passing grade (A, B, or C) in all three courses. Of the total number of students enrolled between 2003-04 and 2006-07, 48 completed the series. By 2007-08, 30 additional students completed the series, yielding a count of 78. This count increased to 116 by 2008-09 and 148 by 2009-10. The percent of students who completed the series increased progressively with each passing year, peaking at 80% in 2009-10). *This discussion on the data presented in the table below was provided by IR.*

Anthropology Majors (determined by course taking patterns)			
Year	Enrolled	Completed	% Completed
2006-07	70	48	68.6%
2007-08	105	78	74.3%
2008-09	149	116	77.9%
2009-10	186	148	79.6%

G. Recommendations

1. Work with the Counseling faculty, so that the employment opportunities available to those with an anthropology degree (as stated by the U.S. Department of Labor) are appropriately communicated to the students.
2. Work with the Counseling faculty towards effectively communicating to students the importance of declaring their majors before transferring to a four-year university.
3. Create an Associate degree for transfer in Anthropology that align with the statewide approved Transfer Model Curriculum (TMC).
4. Develop an anthropology course in Global Studies that conforms with the standards and vision of the Anthropology Department.
5. Consider expanding articulation relationships with four-year institutions, specifically California private and out-of-state universities, to increase and facilitate transfer opportunities for anthropology majors.

IV. STUDENT LEARNING OUTCOMES

The Anthropology Department has reached the Accrediting Commission for Community and Junior Colleges' rubric for the *Characteristics of Institutional Effectiveness in Student Learning Outcomes*, level three: Proficiency.

A. Program and Course Level Student Learning Outcomes

Program Level

The Anthropology Program SLO reflects the shared perspectives of the department faculty regarding the importance of the four-field approach to anthropology. This perspective incorporates the integration of the biological and cultural components of the human condition.

Program Level SLO Statement #1

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 providing two examples of specializations within each field.

Rubric

Objective Exam: 1 point per multiple choice question

Write in Questions: 1 point per fill-in the blank

Essay: A perfect score will require that all 4 sub-fields are outlined, the principle concerns of each field are identified and two clear specializations will be identified and described. An average score will have two-three mistakes in the material provided. Below average will have more than four mistakes in the response.

Program Level SLO Statement #2

Students will demonstrate an understanding of the stages of fieldwork used in the discipline of anthropology by identifying and describing each of the stages of fieldwork used in one of the four subfields

Course Level

In the Anthropology Department each course has a specific SLO that emphasizes one of the most important themes for that area of study. The SLOs combine content knowledge, critical thinking and the appropriate use of anthropological concepts.

Anth 1 SLO Statement #1

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.

Rubric

Objective Exam: 1 points per multiple choice question

Write-in Questions: 1 points per fill-in-the-blank

Essay: A perfect score will require students to identify processes of natural selection (i.e., environmental context, variation within a population, selective agents, fitness) and how the interplay of these leads to the reproductive success of a particular subset of the population and the expression of certain biological traits in future generations. In addition, the student will need to provide a hypothetical case in which environmental changes take place, and indicate how these environmental changes will lead to changes in selective pressures.

An average score will fail to identify one or two of the processes of natural selection mentioned above and, in addition, the student will not be able to explain how changes in the environment will lead to changes in selective pressures.

A below average score will fail to explain how the interplay of the processes of natural selection leads to the reproductive success of a particular subset of the population and the expression of certain biological traits in future generations.

Anth 1 SLO Statement #2

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.

Essay or objective (multiple choice) exam

Anth 2 SLO Statement

On an objective exam students will demonstrate an understanding of the holistic approach in anthropology by identifying the appropriate definition.

Question 1: In that anthropology as a science examines all aspects of human behavior, it is termed a _____ science.

- a. social
- b. ethnological
- c. humanistic
- d. holistic

The correct outcome would be answer D.

Question 2: The holistic approach to the study of humans means that anthropologists

- a. concentrate only on the social customs of the group under study
- b. study all varieties of people and all aspects of their existence
- c. limit themselves to the study of religious leaders
- d. only study literate societies

The correct outcome would be Answer B.

Anth 3 SLO Statement #1

After completing this course, the student will know that the radiocarbon dating technique can be applied only to organic materials of the last 100,000 years.

Rubric

The student will select the correct answer from the multiple choices of the question.

Anth 3 SLO Statement #2

In a multiple choice exam, students will demonstrate a familiarity with different aspects of the radiocarbon dating technique by answering correctly questions concerned with 1) the nature of unstable isotopes, 2) what a half-life measures, 3) an awareness of the difference between conventional dating and dating by use of a linear accelerator, and 4) an understanding of the calibration of radiocarbon dates.

Anth 4 SLO Statement #1

In a written assignment, or objective exam question(s), students will demonstrate an understanding of language extinction by identifying some of the cultural and historical factors that contribute to language loss, and describing, recognizing and/or evaluating the revitalization efforts applied to languages that are targeted for extinction.

After reading an article on the topic of language extinction and researching this issue on the internet, students will identify the reasons for language loss and evaluate at least one language revitalization project in a short written answer on an exam.

Rubric

1: the student demonstrated an *excellent* understanding of the topic or issue (i.e. correctly identified the key points and provided an in-depth description which clearly indicated a level of knowledge well above the average student, thorough research and/or additional details that went above minimum requirements)

2: the student demonstrated a *good* understanding of the topic or issue (i.e. correctly identified all or most of the key points and provided a description which indicates above-average knowledge)

3: the student demonstrated an *average* understanding of the topic or issue (i.e. correctly identified some of the key points and provided a description which only partially addressed or answered the question/s)

4: the student demonstrated a *below average* understanding of the topic or issue (i.e. correctly identified one, or none, of the key points and provided a description which minimally addressed or answered the question/s)

5: the student demonstrated a *poor* understanding of the topic or issue (i.e. didn't correctly identify any key points and provided a description which didn't correctly address or answer any part of the question/s)

Anth 4 SLO Statement #2

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.

Anth 5 SLO Statement #1

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.

Students will assess human remains using anthroposcopy, observing Phenice traits, and using osteometric methods to determine the sex of various individuals.

Rubric

1: the student demonstrated an *excellent* understanding of the topic and concepts (i.e. correctly identified the key points and provided in-depth answers which clearly indicated a level of knowledge well above the average student and/or provided additional details that went above minimum requirements)

2: the student demonstrated a *good* understanding of the topic and concepts (i.e. correctly identified all or most of the key points and provided answers which indicated above-average knowledge)

3: the student demonstrated an *average* understanding of the topic and concepts (i.e. correctly identified some of the key points and provided answers which only partially addressed the question/s)

4: the student demonstrated a *below average* understanding of the topic and concepts (i.e. correctly identified very few of the key points and provided answers which minimally addressed the question/s)

5: the student demonstrated a *poor* understanding of the topic and concepts (i.e. didn't correctly identify any key points and provided answers which didn't correctly address the question/s)

Anth 5 SLO Statement #2

In an in-class lab activity students will compare and contrast various examples of normal and abnormal human karyotypes to identify chromosomal abnormalities leading to syndromes such as Klinefelter's, Turner and Down syndromes.

Anth 6 SLO Statement

In a written assignment, students will demonstrate an understanding of the concept of "culture as holistic" by selecting a Native American group and describing that society's worldview and how it may influence various parts of the cultural system. In their response students will need to address the group's subsistence strategy, economy, religion, social and political structure.

Rubric

Using a 5 point system a perfect score would require the following:

5 points - Students will identify a Native American society and correctly describe that group's worldview and how that view may influence their subsistence strategy, economy, religion, social and political structure.

4 points – Correctly identify the society and their worldview, but miss one of the areas described above.

3 points – Correctly identify the society, their worldview, but will miss two of the areas described above.

2 points – Will fail to correctly identify and describe the appropriate group & world view or incorrectly describe three of the areas mentioned above.

1 point – Will fail to correctly identify and describe the appropriate group & worldview and incorrectly describe three or four of the areas mentioned above.

Anth 7 SLO Statement #1

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.

Rubric

A perfect score will require the student to identify two South American indigenous groups, one from the Patagonia and another from the Amazon Basin; to indicate the particular level of sociopolitical organization achieved by each of the groups; to indicate the subsistence strategy employed by each group; and by mentioning the limiting factors to population growth that each environment presents.

An average response will require the student to identify two South American indigenous groups and the particular level of sociopolitical organization achieved by each, but will miss either a subsistence strategy, the limiting factors to population growth that one of the environment presents, or both.

A below average score will fail to identify either one of the groups or the level of sociopolitical organization achieved by one of the groups.

Anth 7 SLO Statement #2

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.

Anth 8 SLO Statement

After completing this class the student will know that Mesoamerica is an ancient cultural region that encompasses Northern, central and southern Mexico, Guatemala, Honduras, Belize, and El Salvador.

Rubric

The student will select the correct answer from the multiple choices of the question.

Anth 9 SLO Statement

In a written assignment 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.

Rubric

Using a 5 point system the breakdown would be as follows:

5 points – The student will identify and describe the four sub-fields and correctly describe how each field would approach the study of gender.

4 points – The student will identify the four sub-fields, but will incorrectly describe one of the areas of study or how one of the fields might study gender.

3 points – The student will identify the four sub-fields, but will incorrectly describe two of the areas or how two of the fields might study gender.

2 points – The student will incorrectly identify one of the sub-fields or make three mistakes regarding the areas of study and how gender might be studied.

1 point – The student will not be able to correctly identify two or more of the sub-fields or will provide four or more inaccurate descriptions regarding the areas of study or how gender might be studied within each sub-field.



Anth 10 SLO Statement #1

In a written assignment or objective exam question(s), students will demonstrate knowledge of the socio-cultural construction of illness by identifying and analyzing examples of culture-bound syndromes.

Anth 10 SLO Statement #2

In a written assignment students will demonstrate an understanding of the four-field approach in anthropology as it relates to the topic of medical anthropology. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and how medical anthropology might be analyzed within each field.

Anth 11 SLO Statement #1

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 animism and another for animatism.

Rubric

Essay: a perfect score will require students to provide correct definitions for both animism and animatism; to mention and explain the four characteristics of animistic beings (anthropopsychic, anthropomorphic, zoomorphic, naturalistic); and to provide an example for each, making reference to the particular culture from which the example is drawn. An average score will require students to identify the basic differences between animism and animatism; to provide, at least, two of the characteristics of animistic beings; and to provide an example for each without, necessarily, making reference to the particular culture to which each example corresponds. A below average score will correspond to an answer which fails to identify the differences between animism and animatism.

Anth 11 SLO Statement #2

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.

Rubric:

Essay

Anth 12 SLO Statement

Over five multiple choice questions a student will demonstrate that he/she is 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 identify those characteristics that archaeologists use to recognize states in lieu of written records. Finally, students should be able to recognize the differences in organization, and in the amount of authority wielded by the leaders of complex chiefdoms and archaic states.

Anth 20 SLO Statement

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.

Rubric

Passing the object handling exam with 70%.

B. Four-Year Assessment Timeline for Program and Course SLOs

Behavioral and Social Sciences Course and Program SLO Assessment Timeline: Four-Year Cycle <i>Updated: 4/17/12</i>			
Anthropology		Program Review Date: Spring/Fall 2012	Number of Courses 13
Year	Semester	Course-Level SLOs	Program-Level SLOs
Year 1 of 4-Year SLO Cycle	Spring 2011 Year 1	Anthropology 4 Language and Culture Anthropology 5 Physical Anthropology Laboratory Anthropology 6 Native Peoples of North America	.
	Fall 2011 Year 1	Anthropology 7 Native Peoples of South America Anthropology 12 Ancient Civilizations of the World	Program SLO #2
Year 2 of 4-Year SLO Cycle	Spring 2012 Year 2	Anthropology 8 Ancient Civilizations of Mesoamerica Anthropology 11 Anthropology of Magic, Religion And Witchcraft Anthropology 12 Ancient Civilizations of the World	
	Fall 2012 Year 2	Anthropology 3 Introduction to Archaeology	
Year 3 of 4-Year SLO Cycle	Spring 2013 Year 3	Anthropology 1 Introduction to Physical Anthropology Anthropology 2 Introduction to Cultural Anthropology Anthropology 9 Women, Culture, and Society	
	Fall 2013 Year 3	Anthropology 10 Medical Anthropology Anthropology 20A Introduction to Museum Studies	Program SLO #1
Year 4 of 4-Year SLO Cycle	Spring 2014 Year 4	Anthropology 4 Language and Culture Anthropology 5 Physical Anthropology Laboratory Anthropology 6 Native Peoples of North America	
	Fall 2014 Year 4	Anthropology 7 Native Peoples of South America	

- **This cycle will repeat for the following four years.**

C. Assessment Results and Analysis

The Anthropology Department has assessed its Program Level SLO and its Course Level SLOs. The data compiled by faculty was analyzed and findings were used *to revise and refine assignments, to promote and improve student learning, and to improve the overall quality of the program. In addition to assessing data, the department maintains an active dialog about the methods used for measurement, the SLO statements, and the mode of instruction and delivery.* The following are examples of a program level SLO and a course level SLO along with the rubrics, observable patterns and implications and future directions.

Program SLO Statement

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 providing two examples of specializations within each field.

Standards or Rubric

Objective Exam: 1 point per multiple choice question.

Write in Questions: 1 point per fill-in the blank

Essay: A perfect score will require that all 4 sub-fields are outlined, the principle concerns of each field are identified and two clear specializations will be identified and described. An average score will have two-three mistakes in the material provided. Below average will have more than four mistakes in the response.

Observable Patterns

The data for Dr. Gibson's, Professor Mannen's, Professor Waters' and Dr. Otero's classes indicate that the majority of the students understand the four-field approach in anthropology. Twenty-four percent of Prof. Waters' students did not correctly answer the questions (this is the combined frequency for all five questions), only 13 % of students received a below average score for Professor Mannen's essay assignment, while only 3% of students in Dr. Otero's classes scored below average (in this case, through an objective exam).

Implications and Future Directions

For the next assessment cycle Professor Mannen will provide the entire rubric in the handout that is given to students. Every faculty member needs to be aware of the specific sections to be targeted for assessment. This can be viewed at the SLO webpage.

Course Level SLO Statement

On an objective exam students will demonstrate an understanding of the holistic approach in anthropology by identifying the appropriate definition.

Standards or Rubrics

Objective Exam: 1 point per multiple choice question Write in Questions: 1 point per fill-in the blank Essay: A perfect score will require that all 4 sub-fields are outlined, the

principle concerns of each field are identified and two clear specializations will be identified and described. An average score will have two-three mistakes in the material provided. Below average will have more than four mistakes in the response.

Observable Patterns

We ended up using different methods to assess the SLO than originally planned. Professor Otero and Professor Mannen felt that 2 questions on an objective exam simply were not sufficient to measure the student's understanding of "holism". We decided to use written responses on class assignments instead. The difference in our success rates (students scoring 3 or more points) may be due to the nature of the assignments we each used.

Implications and Future Directions

We may need to refine the question asked on each of our assignments in order to assure that we can assess the responses in exactly the same manner. This should give us a more accurate measure for student outcomes across our class sections. The SLO statement should remain as is. In order to compare the results of our assessment we feel that we may need to establish the 5 point scale as the measuring instrument. In addition, it may be beneficial to ask the question using the exact same wording. This way the question may appear on an exam or in a written assignment and we can all measure the results in the same manner.

D. Level of SLO/Assessment Implementation

Based on the Accrediting Commission for Community and Junior Colleges' rubric for the *Characteristics of Institutional Effectiveness in Student Learning Outcomes*, the Anthropology Department has determined that it has reached level three: Proficiency.

- Student Learning Outcomes and authentic assessment are in place for courses, programs and degrees.
 - Please see SLO statements listed in the previous section A
- Results of assessment are being used for improvement and further alignment of institution wide practices
 - Faculty share results of SLO assessments and these discussions can sometimes lead to adjustments in our teaching strategies.
- There is widespread institutional dialog about the results within the department.
 - Our SLO department representative presents our data and analysis to the division SLO committee.
- Decision-making includes dialog on the results of assessment and is purposefully directed toward improving student learning.
 - Faculty share results of SLO assessments and these discussions can sometimes lead to adjustments in our teaching strategies.
- Appropriate resources continue to be allocated and fine-tuned.
 - We have the appropriate materials for measurement and data analysis.
- Comprehensive assessment reports exist and are completed on a regular basis.
 - We are in compliance with our assessment timeline.

- Course Student Learning Outcomes are aligned with Program Student Learning Outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
 - The course syllabus for every class makes the SLO statements clear to the students.

E. Recommendations

1. All faculty, both full-time and part-time, need to be aware of the specific sections to be targeted for assessment and which SLO is to be assessed. This can be viewed on the SLO webpage. This can be accomplished through department meetings, email and direct conversation.

V. FACILITIES, EQUIPMENT, AND TECHNOLOGY

A. Museum

1. Environmental controls – a long-standing issue has been an 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.
2. Lighting – The track lighting system is 36 years old and has become problematic to use with multiple dead spots in the grid. New fixtures can no longer be purchased for this system, and light levels cannot be modulated. Some years ago cost estimates were obtained for replacing the system, but this project will have to be bid anew. The estimated cost for LED fixtures (which are preferred) is \$19,000. The estimated cost for Halogen fixtures is \$14,000.
3. Physical plant – the floor is much deteriorated with gouged and discolored tiles and should be replaced.
4. 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. The current director of the museum is a full-time faculty member who is asked to manage the museum above his normal teaching duties. Staffing levels should be increased by any and all of the following means: 1) the provision of release time for the director so

exhibits can be adequately planned and projects supervised (\$12,000) and 2) The hiring of dedicated personnel for the same person, as is the case for the Art Gallery downstairs and/or 3) The 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)

5. 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.

B. Physical Anthropology Lab

Lab supplies will be required for the current Anth 5 lab class. A plastic articulated skeleton is required as well as an additional 10 skull casts. Some of the skulls will be ordered to support topics such as hominid evolution lab, primate skeletal anatomy, forensic anthropology and human osteology. Some duplicates of the current skulls on inventory are also necessary to accommodate multiple offerings of the lab class and because some of the skulls must remain in the lab and cannot be removed for use in other classrooms.

C. Classrooms

World maps should be utilized by anthropology instructors in the classrooms in which they teach. Some of the classrooms in the ARTB Building and the Social Science building are not equipped with these items. If permanent maps cannot be installed, then perhaps portable maps can be obtained.

D. Recommendations

1. Provide release time for the director of the museum, hire personnel to assist the director and provide consistent funding for the upkeep of the museum. \$12,000
2. Purchase of lab supplies including 10 skull casts and a plastic articulated skeleton. \$11,650

3. Update the track lighting system in the museum. (\$14,000-\$19,000)
4. Update the air conditioning system in the museum.
5. Replace the deteriorating floor tiles in the museum.
6. Relocate the museum in order to provide a facility with adequate floor space, the appropriate ventilation and adequate storage space.

VI. STAFFING

A. Current Staffing

Number of Faculty and Staff	
Full-Time Faculty	4
Adjunct	7 (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

In the last Program Review, the need for a full-time hire in order to satisfy the growing demand placed by students in anthropology classes was stated. Due to budget cuts, the number of sections offered has decreased. However, the demand for seats in anthropology classes still continues and, therefore, one of the recommendations of the department is to hire a full-time faculty in order to satisfy such demand. Most probably, the forecasts on employment provided by the U.S. Department of Labor will further increase the demand for courses in anthropology, a factor that makes the request for the new full-time hire even more urgent.

Long Range Needs

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

Recommendations

1. Hire a full-time faculty for the Anthropology Department.

VII. DIRECTION AND VISION

A. Overview of the 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 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), the Annual Anthropology 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.

B. 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.

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

Mission

El Camino College Mission	Anthropology Department Mission
<i>El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community</i>	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 can be made. Students are introduced to the anthropological perspective, a unique biocultural approach to the study of human societies. These students

	<p>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, public and corporate worlds (Please, see statement by the U.S. Department of Labor in pp. 12 and 13).</p>
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Vision

El Camino College Vision	Anthropology Department Vision
<p><i>El Camino College will be the college of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity, and excellence. Our College will be a leader in demonstrating accountability to our community.</i></p>	<p>Anthropology is a discipline of diversity and which embraces diversity. The Anthropology Department at ECC very proudly embraces that vision, and its offerings reflect that commitment: <i>Women, culture, and Society; Native peoples of North America; Native Peoples of South America</i>; to name a few. Students who take anthropology courses are exposed to perspectives proposed by thinkers such as Franz Boaz, who incessantly worked for the rights of the underprivileged. The vision of the Anthropology Department could be encapsulated in an idea shared by the great theorists of the discipline: “biopsychological equality,” indicating that every individual has the emotional as well as the intellectual capacity for culture.</p>

Strategic Initiatives

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

El Camino College Strategic Initiatives	
<p>Strategic Initiative A: Enhance teaching to support student learning using a variety of instructional methods and services.</p>	<p>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. Several events, such as the Anthro Chats, Anthro Career Workshops, and the Annual</p>

	<p>Anthropology Student Research Symposium have been developed by the department to both generate interest and encourage motivation.</p>
<p>Strategic initiative B: Strengthen quality educational and support services to promote student success.</p>	<p>The events mentioned above lead to student success. In addition, the Anthropology Department has been working closely with the LRC in order to provide a highly prepared Anthropology tutor who is available several days a week for consultation by the students. Also, two ANTH 1 courses are working with SI in order to improve the students' chances of achieving success.</p>
<p>Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.</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, take place through faculty collaboration. The preparation of other events, such as the Annual Anthropology Student Research Symposium, Anthro Career Workshops, and Guest Lectures, further develop links of collaboration and consultation. The Anthropology Club, very active in campus, reinforces among participants a feeling of community built on the commonality of academic interests.</p>
<p>Strategic initiative D: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the 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. In reference to the City of Torrance, it is worth noting that the Anthropology Museum, through its public exhibits, constitutes a powerful liaison between the college and the community.</p>
<p>Strategic Initiative E: Improve processes, programs, and services through the effective use of assessments, program review, planning, and resource allocation.</p>	<p>The Anthropology Department is very active in contributing to the academic goals established by SLOs. Faculty in the department have already developed two Program Level SLOs and two Course Level SLOs for most of its courses. In addition, the department is current in SLO assessments, in compliance with the timeline established by the SLO Committee.</p>

	In the last three years, most of the departmental economic resources have been allocated to the Anthropology Lab and the Museum.
Strategic Initiative F: Promote processes and policies that move the college toward sustainable, environmentally sensitive practices.	The Anthropology Club has been actively involved in developing a recycling program within the college. Funds obtained through fundraisers have been used to purchase several recycling bins in order to contribute to environmental conservation. This idea is fundamental to the anthropological perspective, as environmental management is one of the major topics discussed in several of the lectures taught by faculty.

El Camino College Core Competencies

Students completing a course of study at El Camino College will achieve the following core competencies:

1. **Content Knowledge:** Student possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

In spring 2010, Anthropology Department faculty aligned their course and program SLOs with the Core Competencies. This alignment is used to determine which courses and programs to target when assessing the core competencies. This means that all programs and courses with a 3 or 4 in the box will be targeted for core competency assessment.

Student Learning Outcome Course, Program and Core Competency Alignment												
Program: Anthropology				Date: 11/29/11		Submitted by: Rodolfo Otero						
Program Level SLOs												
1. 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 providing two examples of specializations within each field.												
2. Students will demonstrate an understanding of the stages of fieldwork used in the discipline of anthropology by identifying and describing each of the stages of fieldwork used in one of the four subfields.												
Core Competencies	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy						
Course Level SLOs					Program Level SLOs	Core Competencies Mark Rankings of 3 or 4 in red						
					P1	P2	I	II	III	IV	V	VI
Anthropology 1 #1 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		4	2	1	1	2	1
Anthropology 1 #2 Primate Arboreal 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.							4	2	1	1	1	1
Anthropology 2 On an objective exam, students will demonstrate an understanding of the holistic approach in anthropology by identifying the appropriate definition.					X	X	4	2	2	2	3	2
Anthropology 3 The Proper Application of Radiocarbon Dating: After completing this course, the student will know that the radiocarbon dating technique can be applied only to organic materials of the last 100,000 years							4	2	2	3	2	2
Anthropology 4 #1 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		4	2	2	2	3	2
Anthropology 4 #2 In a written assignment, or objective exam question(s), students will demonstrate an understanding of language extinction by identifying some of the cultural and historical factors that contribute to language loss, and describing, recognizing and/or evaluating the revitalization efforts applied to languages that are targeted for extinction.					X		4	2	3	2	2	2
Anthropology 5 #1 In an in-class lab activity, students will compare and contrast human karyotypes to identify potential abnormalities and chromosomal mutations.							2	4	1	1	1	2
Anthropology 5 #2 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.							2	4	1	1	1	2
Anthropology 6 In a written assignment, students will demonstrate an understanding of the concept of "culture as holistic" by selecting a Native American group and describing that society's worldview and how it may influence various parts of the cultural system. In their response students will need to address the group's subsistence strategy, economy, religion, social and political structure.					X		4	2	2	2	2	2
Anthropology 7: #1. 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		4	2	2	2	3	2
Anthropology 7: #2. 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		4	2	2	2	3	2
Anthropology 8: Locating Mesoamerica: After completing this class the student will know that Mesoamerica is an ancient cultural region that encompasses Northern, central and southern Mexico, Guatemala, Honduras, Belize, and El Salvador.							4	2	2	2	3	2
Anthropology 9: In a written assignment 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	4	2	2	2	2	2
Anthropology 10: 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		4	4	2	2	2	2
Anthropology 11 #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		4	2	2	2	2	2
Anthropology 11 #2 Animism In a class-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 animism and another for animatism.					X		4	2	2	2	2	2
Anthropology 12 Over five multiple choice questions a student will demonstrate that he/she is 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 identify those characteristics that archaeologists use to recognize states in lieu of written records. Finally, students should be able to recognize the differences in organization, and in the amount of authority wielded by the leaders of complex chiefdoms and archaic states.							4	2	2	2	3	2
Anthropology 20A. 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.							4	3	3	2	2	2

APPENDIX

The El Camino College Anthropology Museum

The Legacy of the ECC Anthropology Museum

The anthropology museum was established in 1972 by Walter Foster as a crucial part of an educational program that would provide a training ground for students, introducing them to careers in museum work, principally the areas of design and exhibits preparation. The gallery was built into the third floor of the Arts and Behavioral Sciences building as a space dedicated for this purpose, becoming perhaps the only anthropology gallery to exist in a community college in the country. The anthropology museum still enjoys this singular distinction, and is only the third anthropology museum in an educational institution in Southern California, alongside the Fowler Museum at UCLA and a gallery at CSU Fullerton.

For the size of its program, the Anthropology Museum has had a notable track record of success. In my experience over the last decade two students have gone on to win Getty internships, one was employed at the Natural History Museum of Los Angeles County, one received a job at LACMA and several others were hired to give gallery tours. A student out of the first class I taught entered employment with the auction house Butterfield and Butterfield, and one student became employed by the Cultural Arts department of the City of Inglewood. A large number of students who participated in the Introduction to Museum Studies class have gone on to major in anthropology at four year universities.

The Anthropology Museum has celebrated the cultural history of the diverse student body of the college, as well as presenting the community with topics and cultures drawn

from the wider Southwest, Latin America, and Europe. Its recent exhibits have showcased the archaeology and history of Vietnam, Korea, China, and Los Angeles, the textile arts and religious practices of Guatemala and Ukraine, the Day of the Dead in Mexico, the ceramic artistry of the Native Americans of the Southwest, and the diverse communities of healers of the Los Angeles region. The current show displays photographic images of modern China (*Changing China*), and arts, cultures, and history of Polynesian peoples. These shows have been invariably accompanied by lectures by notable scholars, live performances, and receptions. These performances and receptions have been well-attended. In this regard the Anthropology Museum has functioned as a high-profile face of the Behavioral and Social Science Division to the public of the South Bay region.

The challenges faced by the Anthropology Museum

The El Camino College Anthropology Museum has been in existence for over thirty years, and as a consequence is showing signs of wear and tear. In order to continue to adequately function as a learning center for students, and to fulfill its fiduciary duties with respect to providing a showcase for the Behavioral and Social Sciences Division and the college it is in need of improvements in the following areas:

I. 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.

II. Display cases – the present cases are 30+ years old, and have developed problems in the form of deteriorating door seals, scratched glass surfaces, deformed door apertures and frames, stripped screw holes, deteriorating anachronistic lighting systems, and deteriorating, discolored, and deformed façades. They are no longer exhibit quality or up to current standards for use in instruction and should be replaced. To replace these cases would probably cost in the neighborhood of \$40,000.00.

III. Moveable walls – despite having a Unistrut system the gallery never acquired the walls to go with them. Having some custom walls built will probably cost \$10,000.00. Not having these walls reduces flexibility with respect to creating display areas.

IV. Lighting – The track lighting system is 36 years old and has become problematic to use with multiple dead spots in the grid. New fixtures can no longer be purchased for this system, and light levels cannot be modulated. Some years ago cost estimates were obtained for replacing the system, but this project will have to be bid anew.

V. Physical plant – the floor is much deteriorated with gouged and discolored tiles and should be replaced. The wooden surfaces of the cabinets and cases should be resurfaced, and in at least one case a cabinet in the workroom is deformed and should be fixed or replaced.

VI. Media – The modern museum visiting experience is enhanced by the provision of appropriate music and video dimensions. The Anthropology Museum has made a step in this direction by obtaining a television monitor and DVD player. However it still lacks any method of supplying music to the gallery. This would be especially desirable for receptions and other events. Music also helps to draw visitors into the gallery from the outside hallway. To this end a tuner/cd player should be purchased for the gallery.

VII. 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. The current director of the museum is a full-time faculty member who is asked to manage the museum above his normal teaching duties. Staffing levels should be increased by any and all of the following means: 1) the provision of release time for the director so exhibits can be adequately planned and projects supervised. 2) The hiring of dedicated personnel for the same person, as is the case for the Art Gallery downstairs. 3) The 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.

In the Future

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.