

Academic Program Review MA Anthropology

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APROC Recommendation to Faculty Senate

MA Anthropology

11/20/2020

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Anthropology has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the MA Anthropology. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Social Sciences and Interdisciplinary Studies decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

Department of Anthropology
Sacramento State University

Academic Program Review Self-Study

Spring 2019

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Note: All tables and charts are based on information contained in the Office of Institutional Research's Fact Books for the Department of Anthropology produced since 2007.

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I. General Information

A. Anthropology Today

There are signs of increased unity and the potential for increased communication across subfields as we look for better strategies for collaboration, outreach and advocacy. There is still much work to be done, particularly in institutionalizing techniques for collaboration, outreach and policy research as part of our training. Nevertheless, the current sea change within the discipline suggests that Anthropology is and will continue to become a more respected, better known and unified discipline.

Louise Lamphere,
President of American Anthropological Association from 1999 to 2001¹

Only 22 anthropology Ph.D. dissertations were awarded in 1950. As the discipline developed and grew in the 1960s and 1970s the number of doctoral degrees awarded across the nation increased to 409 in 1974 but leveled to around 400 per year in the 1980s and 1990s.² In the early 1970s, 74% of anthropologists who graduated with a doctoral degree took academic jobs; the remaining graduates (13%) found employment in research centers and departments other than anthropology or in non-academic jobs (13%). By 1990, the percentage of graduates taking academic jobs in anthropology dropped to 38%, with 21% of the remaining graduates took research academic appointments in other fields, and 41% in non-academic jobs. The trajectory of anthropology careers took a significantly different look and feel in the mid-1990s when 42% took academic jobs in anthropology and 29% in research or other non-anthropology departments, while 28% found nonacademic careers. A look at more recent trends suggests that this career trajectory continues to shape our discipline.

As stated by Lamphere, concerns about the disunity of the discipline in the United States linger. But new opportunities for applying anthropological knowledge are opening.³ In comparison to the 1970s, the percentage of anthropology graduates pursuing non-academic jobs has greatly increased. In this situation, the success or failure of anthropology depends largely on its ability to re-articulate academic programs for consideration by newer audiences that are open to disciplinary perspectives, but not deeply entrenched in anthropology's disciplinary culture(s). This allows educators to broaden the objective of anthropological education beyond preparation for academic careers at the doctoral level, and by extension think about how anthropological training can play a pivotal role in addressing critical societal issues in the 21st century. This program self-study is undertaken in alignment with this mission in mind.

B. Degree Programs

The Department of Anthropology offers five degree programs:

- BA in Anthropology with Archaeology & Biological Anthropology Concentration (ABA)
- BA in Anthropology with Culture, Language & Society Concentration (CLS)
- BA in Anthropology with General Anthropology Concentration (GA)

¹ Lamphere, Louise, 2004. The convergence of Applied Practice and Public Anthropology in the 21st century. *Human Organization*, 63 (4): 431-443.

² Givens, David B., and Timothy Jablonski, 2000. "1996 Survey." Accessed on September 15, 2018.

³ Nahm, Sheena and Cortney Hughes Rinker, 2015. *Applied Anthropology: Unexpected Spaces, Topics and Methods*, Routledge Publishers.

- Minor in Anthropology
- MA in Anthropology

The Anthropology Department reconfigured its undergraduate curriculum to include the three major concentrations mentioned above (to be discussed in detail in Section III), as part of a substantial curriculum change proposed in Fall 2015. These changes were approved in Spring 2016 and were effective starting Fall 2016. The concentrations reflect the department's commitment to the American tradition of a four-field approach to anthropology but are better equipped to contribute to student success. All three concentrations require 52-53 total units and share a broad foundation in archaeological, biological, cultural and linguistic anthropology; and an exposure to quantitative methods. The core curriculum of 22 units common to all three BA degree concentrations is listed in Table 1.

Table 1: BA in Anthropology--Core Curriculum.

A. Required Lower Division Courses (10 units)	
ANTH 001	Introduction to Physical Anthropology
ANTH 001A	Laboratory in Physical Anthropology
ANTH 002	Introduction to Cultural Anthropology
ANTH 003	Introduction to Archaeology
ANTH 004	Language, Culture and Critical Thinking
B. Upper Division Core Requirements (12 units)	
ANTH 146	Ethnographic Analysis
ANTH 162	Language and Culture
(3) Select one of the following:	
ANTH 111	California Archaeology
ANTH 112	Great Basin Archaeology
ANTH 113	Prehistory of the Southwest
ANTH 114	North American Prehistory
ANTH 122	The Evolution of Early Mesoamerican States
(3) Select one of the following:	
ANTH 155	Fundamentals of Biological Anthropology
ANTH 157	Human Variation
G. Other Requirements	
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	

Beyond this foundation, the ABA and CLS concentrations provide students with in-depth exposure to distinct sets of theories and methods, and the topical and thematic breadth of the pertinent subfields. The GA concentration is more open-ended and directed at students who either are undecided about their career path or wish to customize the coursework to fit their individual career goals.

The Minor in Anthropology requires 18 units, of which six units may be introductory lower division courses. This is followed by 12 units of upper division anthropology courses depending on the interest of the student. Both upper and lower division coursework may be drawn from any of the three major degree concentrations, or from the General Education curriculum.

The MA in Anthropology is a 30 units program. A graduate student is expected to enroll for a minimum of six units of core seminars, including the seminar pertaining to their subfield of study, and one core seminar in another subfield (Table 2).

Table 2: MA in Anthropology--Core Seminars.

ANTH 202	Biological Anthropology Seminar
ANTH 203	Archaeology

ANTH 205	Ethnology
ANTH 207	Language and Culture

Graduate students complete 21 additional units of graduate level or advanced upper division undergraduate courses, of which at least nine units must be graduate level seminars. Students are required to pass a preliminary exam in their subfield, and write a thesis based on a proposal approved by a thesis committee for their culminating project.

C. Student Profile

Since the last program review in 2006, enrollment in the Anthropology undergraduate program (Table 3; Figure 1) increased significantly from 119 majors in 2005-06 to 206 as of Spring 2018. However, the percentage of SS&IS students majoring in Anthropology remained more or less constant (Figure 2). Fortunately, this surge of students enrolling for anthropology courses has not impacted the department as have sister disciplines within the college, namely Psychology and Sociology, or disciplines in other colleges, such as the Biological Sciences or Kinesiology and Health Science Departments. Anthropology retained its status as a robust medium sized department in the college possessing a healthy mix of major specific and service oriented general education courses.

Table 3: Number of majors enrolled in Anthropology.

Year	Majors
2005-06	119
2006-07	146
2007-08	126
2008-09	138
2009-10	168
2010-11	183
2011-12	204
2012-13	189
2013-14	192
2014-15	191
2015-16	161
2016-17	176
2017-18	206

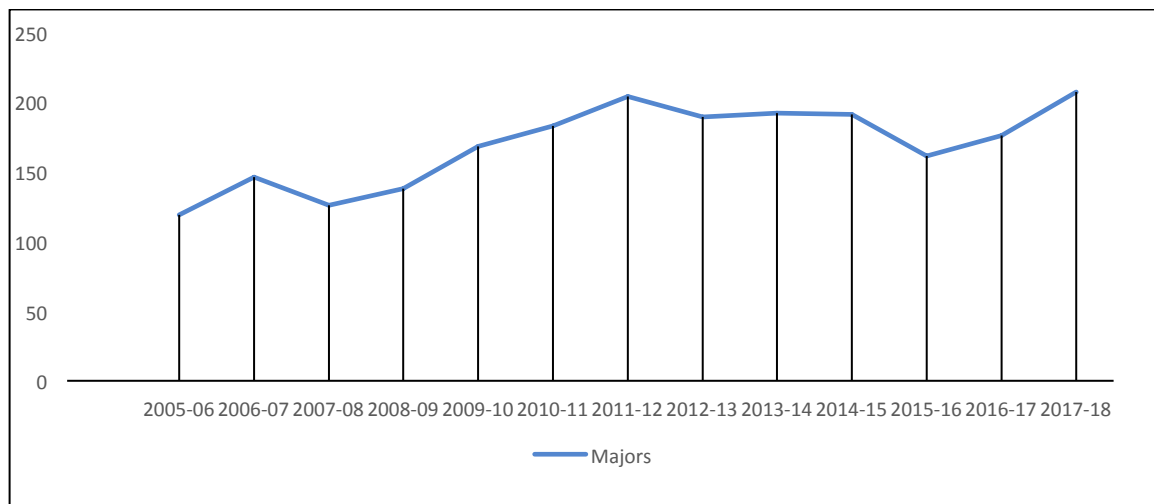


Figure 1: Number of majors enrolled in Anthropology.

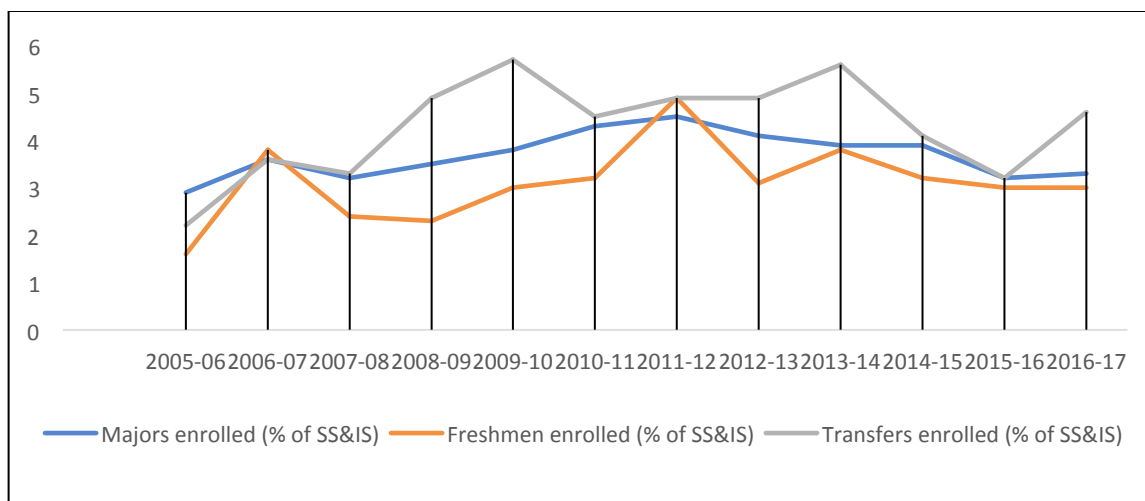


Figure 2: New Anthropology enrollments as percentage of SS&IS.

A summary of the 206 declared majors in Anthropology as of the beginning of Spring 2017 is listed in Table 4.

Table 4: Number of Anthropology majors by concentration as of Spring 2017.

Academic Concentration	Count
Archaeology & Biological Anthropology	28
Culture, Language & Society	24
General Anthropology	154
Total	206

Most of our currently enrolled majors began their degree program before the new curriculum was implemented, and have the option to pursue the earlier curriculum. The Department has encouraged students, by extending some minor curricular modifications/ substitutions, to declare a concentration in the new degree program, whenever doing so would not delay their graduation by imposing new course requirements. While some students opted to declare ABA or CLS as their concentration, most have chosen GA, which most closely resembles the earlier curriculum, as an efficient way to graduate without enrolling for additional courses. Additionally, students who have yet to choose a career path often find the flexibility of the GA concentration attractive. The Department anticipates that the proportion of majors declaring either ABA or CLS as concentrations will gradually increase before the next review cycle. The period between the conclusion of this program review and the next will allow the department to fully assess the success of the new, three concentration curricula in attracting more students to major in Anthropology.

Anthropology draws the majority of its majors (75%) from transfer students with associate degrees from community colleges that have already been exposed to introductory anthropology courses (Table 5; Figure 3).

Table 5: Number of new student enrollments for the BA in Anthropology.

Year	Majors enrolled (% of SS&IS)	Freshmen enrolled	Freshmen enrolled (% of SS&IS)	Transfers enrolled	Transfers enrolled (% of SS&IS)
2005-06	2.90	5	1.60	14	2.20
2006-07	3.60	13	3.80	26	3.60
2007-08	3.20	7	2.40	23	3.30
2008-09	3.50	8	2.30	33	4.90
2009-10	3.80	12	3.00	47	5.70

2010-11	4.30	11	3.20	36	4.50
2011-12	4.50	17	4.90	39	4.90
2012-13	4.10	10	3.10	38	4.90
2013-14	3.90	15	3.80	52	5.60
2014-15	3.90	13	3.20	30	4.10
2015-16	3.20	12	3.00	25	3.20
2016-17	3.19	13	3.00	42	4.6
2017-18	3.15	10	3.00	43	4.6

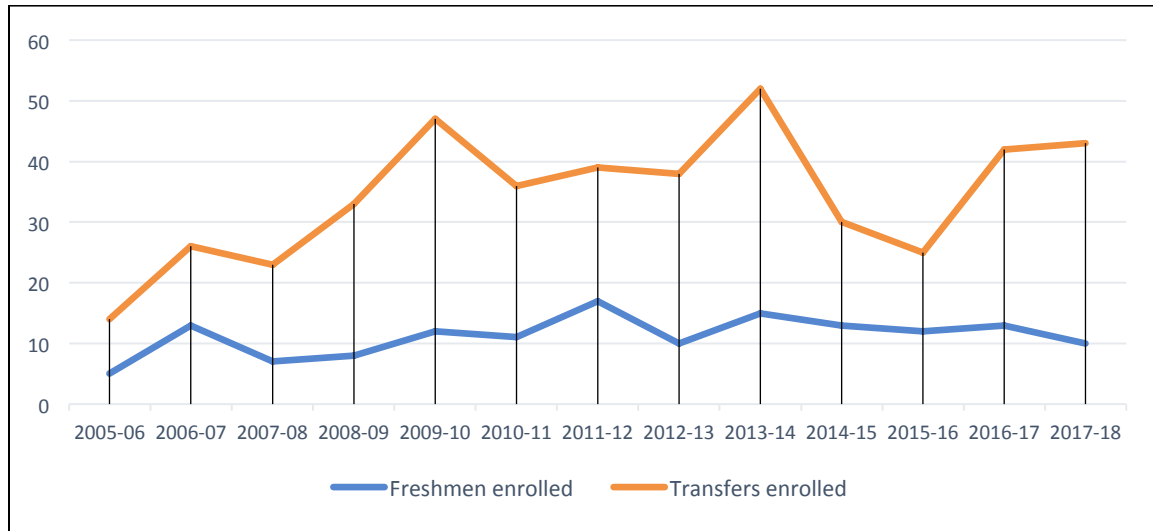


Figure 3: New student enrollments for the BA in Anthropology.

The share of students who identify themselves as Minorities (AM) has climbed from 42% in 2006 to over 56% in 2016 (Table 6; Figures 4-5). There is a similar increase in the number of Underrepresented Minorities (URM) majoring in Anthropology from 32.4% in 2006 to 45.6% in 2016. At the same time, the percentage of White/Caucasian students varied from a high of 58% in 2006-2007 to a low of 34% in 2015-2016.

The increase in AM and URM enrollments accompanied the overall increase in the University's enrollment, but trends in enrollment in the Department of Anthropology diverged from overall trends in SS&IS or Sacramento State until recently. Between 2006 and 2014, most Anthropology majors identified themselves as White/Caucasian, always in higher percentages than the White/Caucasian student enrollment in Sacramento State overall. It was not until 2015 that the percentage enrollment of AM and URM students in Anthropology began to close the gap with the University at large (Table 7). Needless to say, there still exists a significant gap in terms of percentage enrollment of AM and URM students.

Table 6: Number of Anthropology majors by ethnic identification.

Year	AA	AI	A	L	PI	MR	WC	F	O	Total
2005-06	3	7	7	13			66	1	22	119
2006-07	4	5	11	14			85	3	24	146
2007-08	4	4	9	15			72	1	21	126
2008-09	7	4	8	20			78	1	20	138
2009-10	6	4	14	24	2	6	87	1	24	168
2010-11	7	3	19	31	1	9	94	1	18	183
2011-12	5	1	15	46	1	14	99		23	204
2012-13	4	1	13	48		13	94	2	14	189
2013-14	4	2	12	52		8	100	3	11	192
2014-15	6	1	15	54		11	88	4	12	191

2015-16	5	1	22	48		12	54	4	15	161
2016-17	13	1	20	42	1	11	72	6	10	176

AA = African-American; AI = American Indian; A = Asian; L = Latino; PI = Pacific Islander; MR = Multiracial; WC = White/Caucasian; F = Foreign; O = Other.

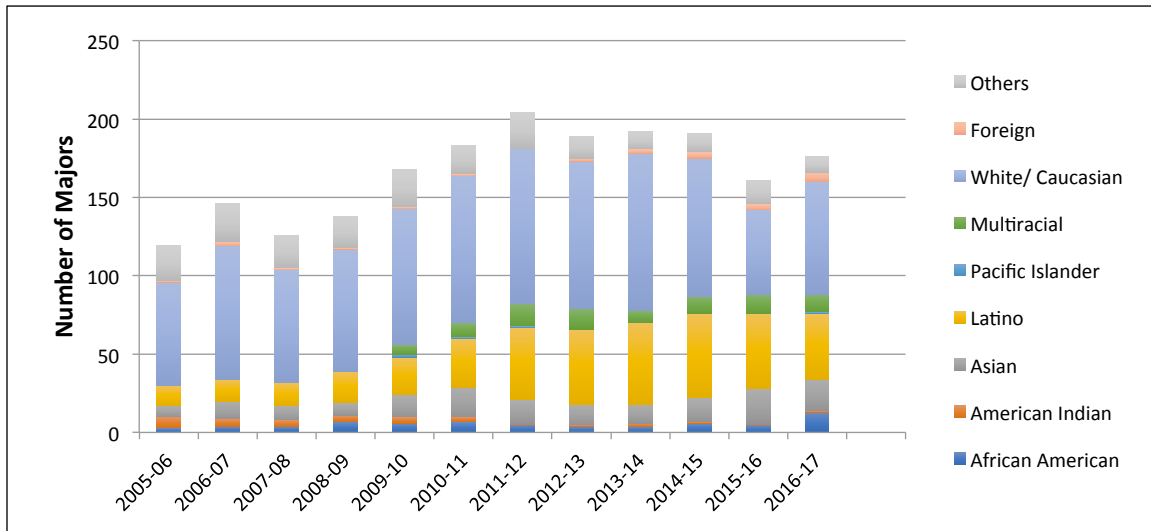


Figure 4: Ethnic identification of Anthropology majors.

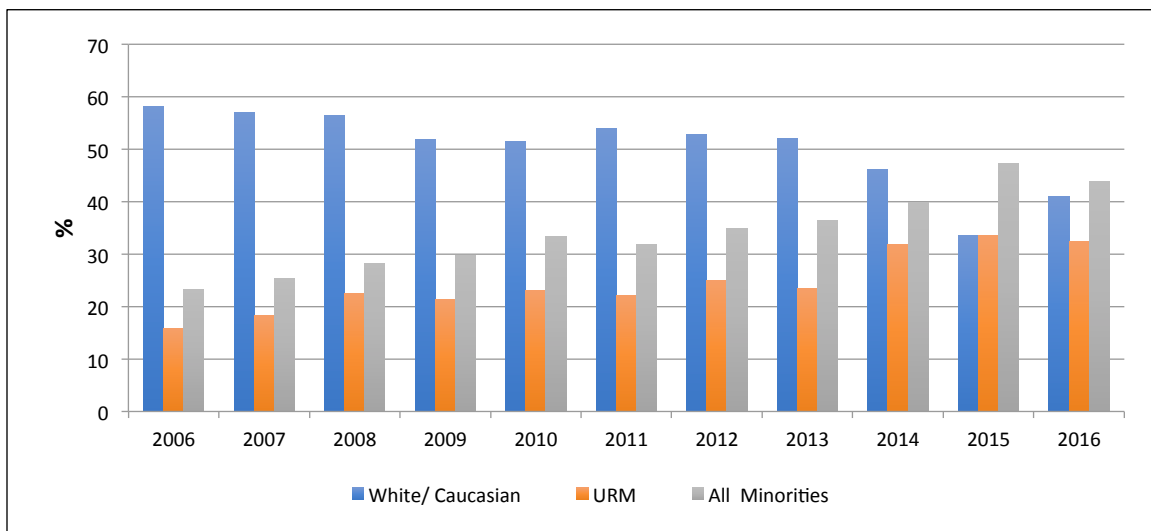


Figure 5: Percentage of undergraduate students by ethnicity in Anthropology.

A similar trend is evident with respect to AM and URM enrollment in SS&IS, which rose from 39.9% in 2006 to 54.8% in 2016. However, unlike the university, the enrollment of identifying themselves as White/Caucasian declined from 37.5% in 2012 to 28.03 % in 2016. In the case of Anthropology, the percentage of White/Caucasian students declined from 52.9 % to 40.9% over the same period. Anthropology attracted more White/Caucasian students than minority students until 2015 when the plurality shifted to 47.2% minorities, compared to 33.5% White/Caucasian students. Enrollment of URM students in Anthropology has also increased by 7.5% from 2012 to 2016 (Table 7) matching the increase in URM enrollment in SS&IS (7.5% increase), but falling short of the 19.6% increase in URM enrollment in Sacramento State.

Table 7: Percentage of undergraduate students by ethnicity in Anthropology, SS&IS, and Sacramento State.

	Anthropology			SS&IS			Sacramento State		
	White/ Caucasian	URM	All Minorities	White/ Caucasian	URM	All Minorities	White/ Caucasian	URM	All Minorities
2006	58.2	15.8	23.3	NA	NA	39.9	43.92	32.39	42
2007	57.1	18.3	25.4	NA	NA	40	43.12	22.55	41.2
2008	56.5	22.5	28.3	NA	NA	41.2	41.63	22.62	41.7
2009	51.8	21.4	29.8	NA	NA	41.7	41.42	22.86	44.9
2010	51.4	23	33.3	NA	NA	41.7	43.4	24.14	45.5
2011	53.9	22.1	31.9	NA	NA	43.6	43.24	24.69	47.6
2012	52.9	24.9	34.9	37.5	32.15	53.5	43.72	26.03	49.6
2013	52.1	23.4	36.5	34.2	33.96	51.8	48.4	39.4	51.2
2014	46.1	31.9	39.8	32.27	36.05	53.5	46.25	42.8	55.4
2015	33.5	33.5	47.2	29.92	37.84	55	44.55	42.9	56.3
2016	40.9	32.4	43.8	28.03	39.73	54.8	43.4	45.6	56.4

Gender representation also presents an interesting demographic trend. According to OIR data, Sacramento State enrolled 10,342 female students and 10,221 male students in 1978; the first time that female exceeded male enrollment. The percentage enrollment of female students peaked at 59.5% in 2004. Female student enrollment numbers continue to be more than that of male students (Table 8). Over the past 10 years, female students represented on average 58% of all students enrolled in Sacramento State.

Over the same period, both the Anthropology Department and the College of SS&IS attracted even higher proportions of female than male students when compared to Sacramento State (Table 8; Figure 7). The ten-year average of female students majoring in Anthropology is 69.7% and that of female students majoring in any department in SSIS is 70.1%. There have been instances over the past ten years (2009-10; 2010-11, 2012-13, 2014-15 and 2015-16) when Anthropology enrolled a marginally higher proportion of female students than SS&IS.

Table 8: Percentage of undergraduate students by gender in Anthropology, SS&IS, and Sacramento State

Year	Anthropology		SSIS		Sacramento State	
	Female	Male	Female	Male	Female	Male
2005-06	68.9	31.1	73.3	26.7	59.3	40.7
2006-07	67.8	32.2	71	29	59.3	40.7
2007-08	70.6	29.4	72	28	59	41
2008-09	69.6	30.4	70.8	29.2	58.5	41.5
2009-10	74.4	25.6	71.6	28.4	58.7	41.3
2010-11	72.7	27.3	70.4	29.6	58.3	41.7
2011-12	69.6	30.1	69.7	30.1	58.1	41.9
2012-13	68.8	31.2	68.6	31.4	58	42
2013-14	66.7	33.3	68.3	31.7	57.4	42.6
2014-15	70.2	29.8	68.4	31.6	57	43
2015-16	69.6	30.4	68.3	31.7	56.7	43.3
2016-17	67.6	32.4	68.5	31.2	55.9	43.3

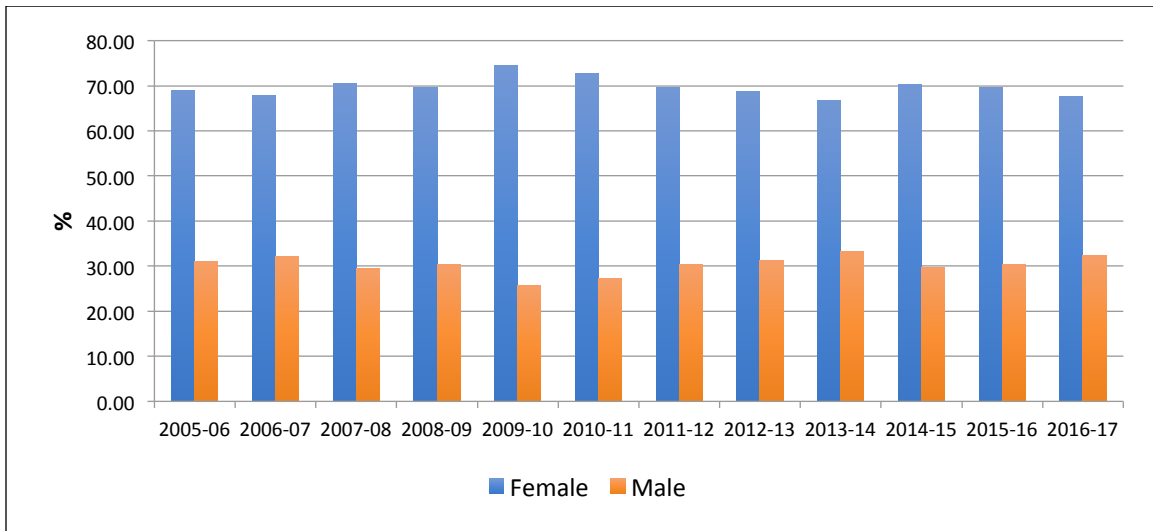


Figure 6: Percentage of undergraduate students by gender in Anthropology.

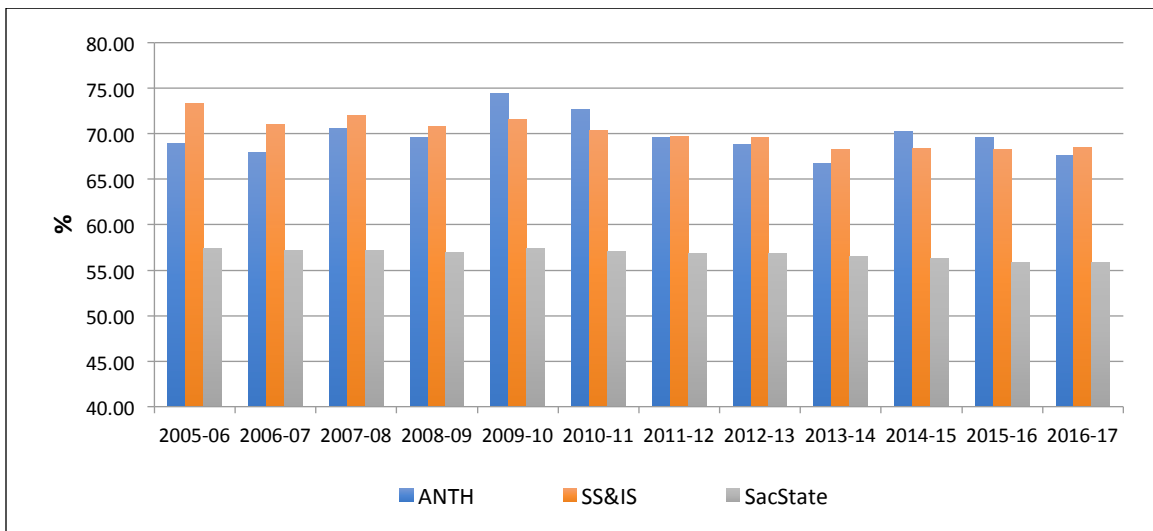


Figure 7: Percentage of female student enrollments in Anthropology compared to SS&IS, and Sacramento State.

Beginning in Fall 2010, most Anthropology majors came from economically challenged, low income backgrounds (Tables 9-11; Figure 8-9). This number was highest in the 2011-2012 academic year, when 60.78% of our majors identified themselves as coming from low-income backgrounds. In years since, the share of students from low income backgrounds in Anthropology has ranged from 48.69% to 54.54%, consistently higher than overall Sacramento State percentages. Likely reflecting similar demographic trends, the proportions of first-generation college students majoring in Anthropology have consistently been higher than those of the university since 2012.

Table 9: Economic background of Anthropology majors.

Year	Total Majors	Low Income	First Generation
2009-10	168	67	40
2010-11	183	96	46
2011-12	204	124	58
2012-13	189	101	60

2013-14	192	100	61
2014-15	191	93	51
2015-16	161	87	42
2016-17	176	96	41

Table 10: Percentage of students from low income backgrounds in Anthropology and Sacramento State

	2009	2010	2011	2012	2013	2014	2015	2016
Anthropology	39.88	52.45	60.78	53.43	52.08	48.69	54.03	54.54
Sacramento State				45.72	48.15	45.99	46.84	46.07

Table 11: Percentage of first-generation students in Anthropology and Sacramento State

	2009	2010	2011	2012	2013	2014	2015	2016
Anthropology	23.95	25.13	28.43	31.74	31.77	26.7	26.08	23.29
Sacramento State				27.2	30.62	28.81	28.88	31.25

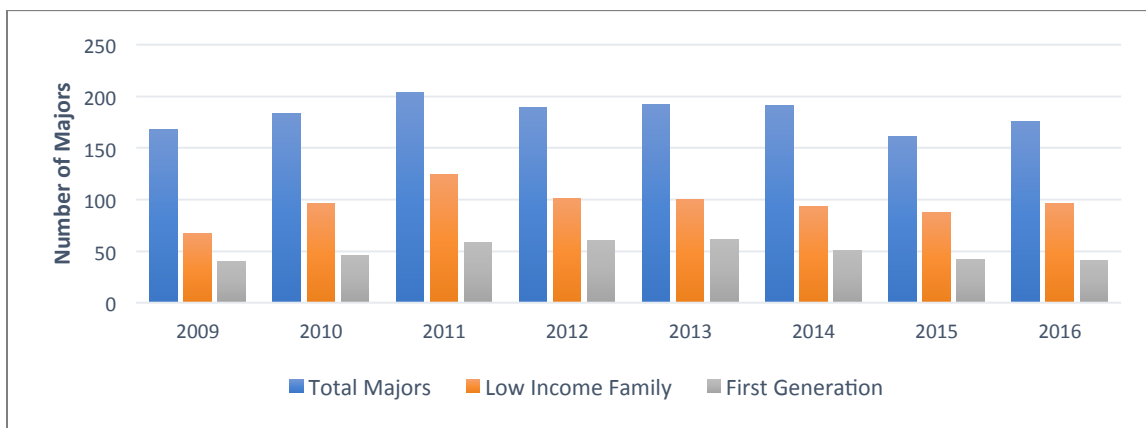


Figure 8: Economic background of Anthropology majors.

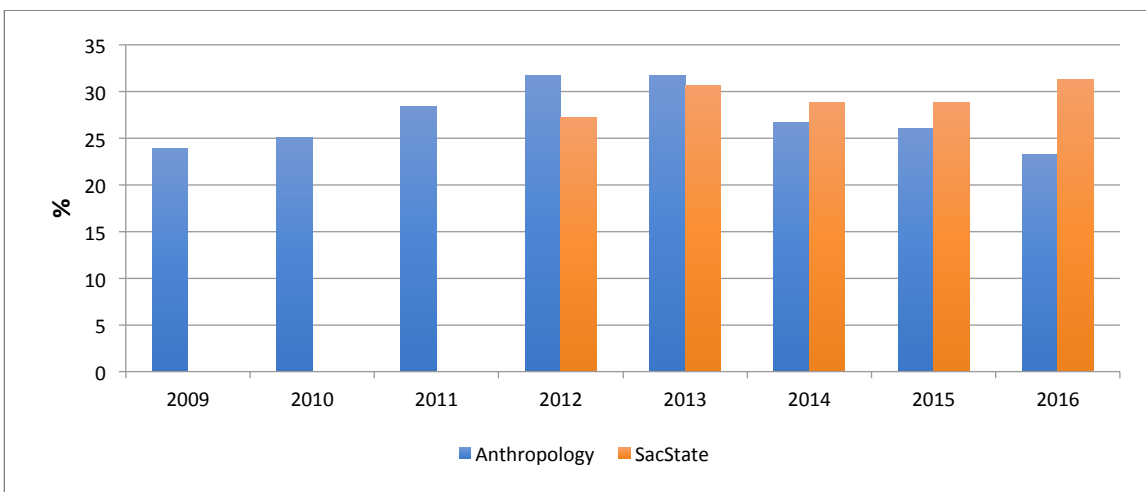


Figure 9: Percentage of first generation students in Anthropology compared to Sacramento State.

More than 70% of Anthropology majors have enrolled as full-time students since Fall 2005 (Table 12, Figure 10), peaking 89.75% full-time students in Fall 2011. Since then, full-time student enrollment in Anthropology ranged from 75.25% to 84.44%. Student Unit Load averaged between 12 and 12.8 units

since Fall 2005. This number is lower than average unit enrollments for SS&IS (12.46 units) and Sacramento State (12.45 units), but the highest department average reached 12.8 units in Fall 2011.

Table 12: Course load among Anthropology undergraduate students.

Semester	Full-Time Student Course Load	Part-Time Student Course Load	Total	%Full-time	%Part-time
Fall 05	97	22	119	81.51	18.49
Spring 06	90	38	128	70.31	29.69
Fall 06	109	37	146	74.65	25.35
Spring 07	104	37	141	73.75	26.25
Fall 07	101	25	126	80.15	19.85
Spring 08	89	31	120	74.16	25.84
Fall 08	102	36	138	73.91	26.09
Spring 09	108	31	139	77.69	22.31
Fall 09	127	41	168	75.59	24.41
Spring 10	131	31	162	80.86	19.14
Fall 10	142	41	183	77.59	22.41
Spring 11	160	35	195	82.05	17.95
Fall 11	184	20	204	89.75	10.25
Spring 12	152	28	180	84.44	15.56
Fall 12	151	38	189	79.89	20.11
Spring 13	135	35	170	79.41	20.59
Fall 13	162	30	192	84.37	15.63
Spring 14	146	48	194	75.25	24.75
Fall 14	147	44	191	76.96	23.04
Spring 15	131	40	171	77.19	22.81
Fall 15	127	34	161	78.74	21.26
Spring 16	117	37	154	75.48	24.52
Fall 16	145	31	176	82.38	17.62
Spring 17	134	44	178	75.28	24.72

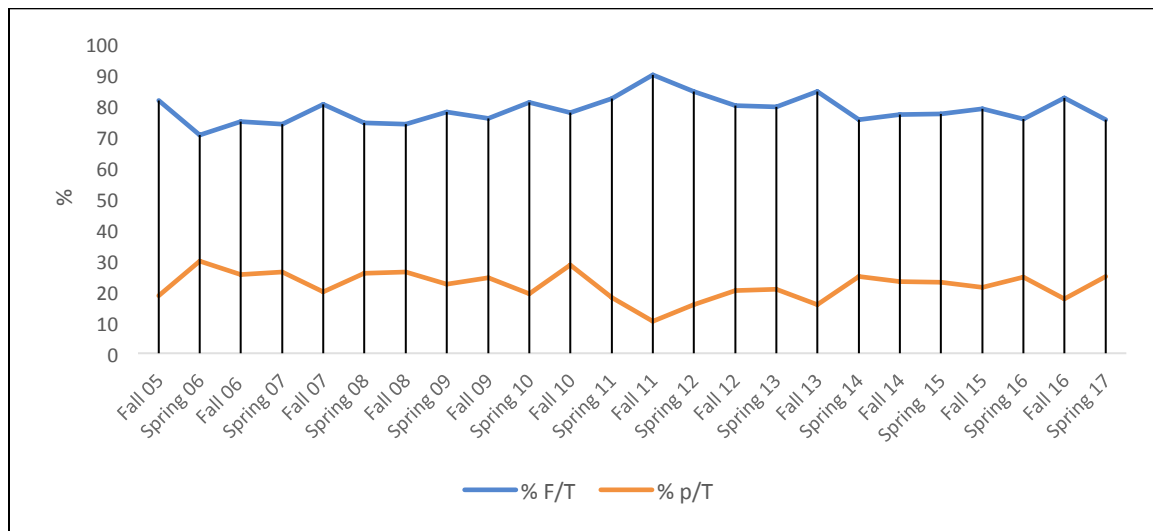


Figure 10: Percentage of full-time and part-time Anthropology undergraduate students.

D. Students Graduation

Anthropology has historically attracted most of its majors as transfers from local community colleges. Few of our native students declare their major during their freshmen year, most migrate to Anthropology from other disciplines in Sacramento State. Over the past 12 years, the Department of Anthropology accounted an average of 3.67% of all students majoring in any SS&IS discipline with a peak of 4.5% (Figure 11).

Table 13: Number of BA and MA degrees conferred by year.

	BA	MA
2005-06	22	3
2006-07	37	7
2007-08	31	2
2008-09	36	3
2009-10	22	6
2010-11	40	6
2011-12	50	5
2012-13	44	4
2013-14	54	8
2014-15	60	5
2015-16	29	4
2016-17	37	6

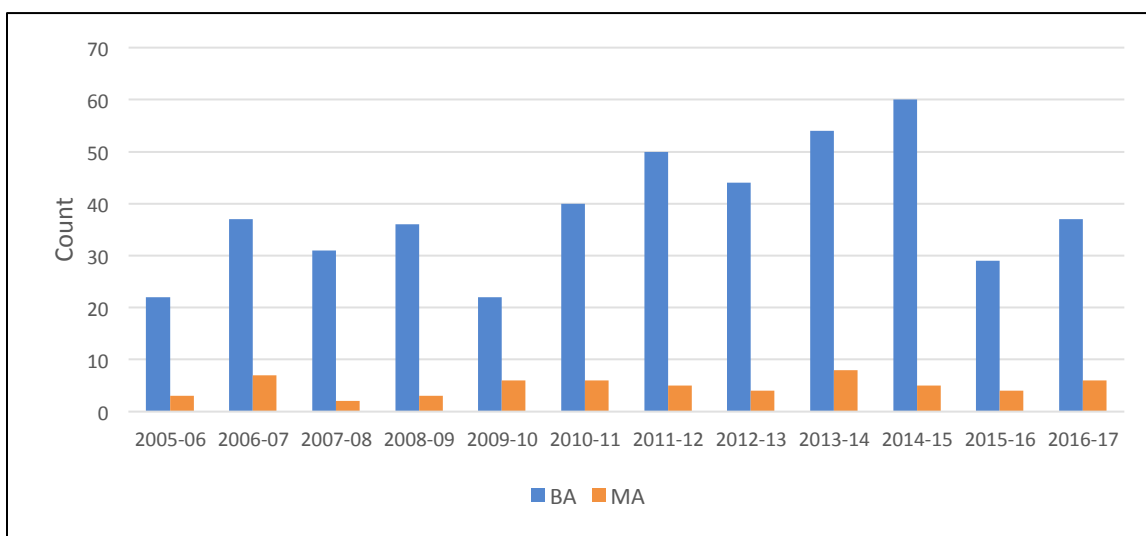
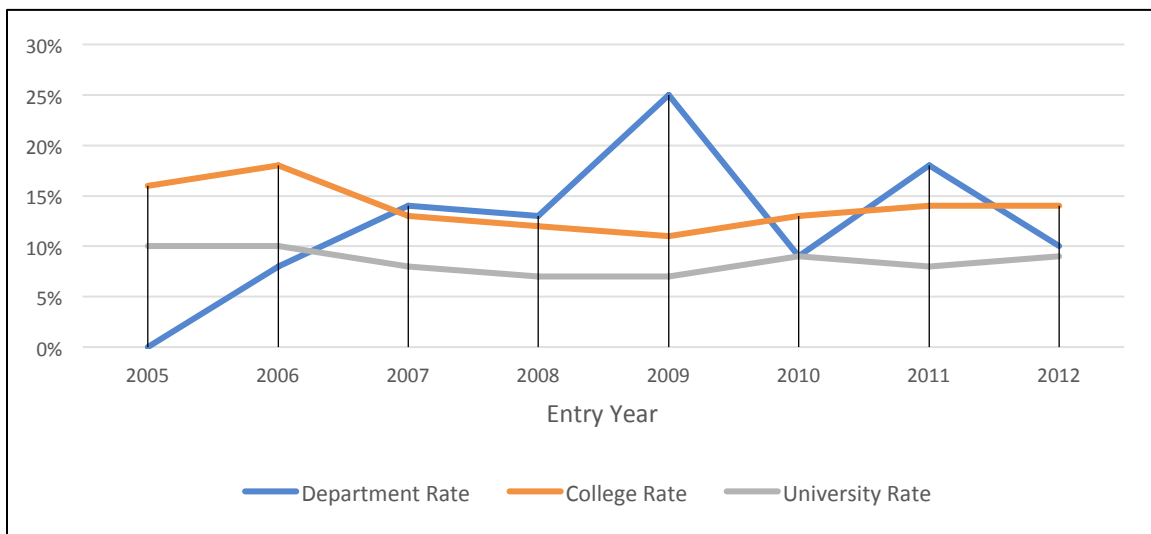


Figure 11: Number of BA and MA degrees conferred in Anthropology.

The four-year graduation rate of first-time freshmen has fluctuated between zero and 25% since 2005 (Table 14, Figures 12-14). Department's four-year graduation rates have exceeded university rates since 2007. While the College of SS&IS as a whole has often achieved higher rates and sustained a narrower range (11% and 18%), department four-year graduation rates exceeded College rates in four years, significantly in 2009.

Table 14: Graduation rate of Anthropology majors who enter as freshmen.

	2005	2006	2007	2008	2009	2010	2011	2012
Number entering	5	13	7	8	12	11	17	10
4-year graduation rate								
Department Rate	0%	8%	14%	13%	25%	9%	18%	10%
College Rate	16%	18%	13%	12%	11%	13%	14%	14%
University Rate	10%	10%	8%	7%	7%	9%	8%	9%
5-year graduation rate								
Department Rate	20%	38%	29%	38%	50%	36%	29%	
College Rate	34%	39%	33%	35%	38%	41%	41%	
University Rate	31%	30%	28%	28%	29%	32%	32%	
6-year graduation rate								
Department Rate	40%	46%	43%	38%	75%	55%		
College Rate	44%	48%	44%	49%	54%	54%		
University Rate	41%	40%	41%	43%	46%	48%		

**Figure 12: Four-year graduation rate of Anthropology majors who start as freshmen.**

The two-year graduation rates of Anthropology majors who transferred from community colleges fluctuates from 26% for students starting 2007, to 21% for those in 2012. A high of 38% among those who started in 2013 is followed immediately by a low of 10% for those starting in 2014. This decline is an issue of concern especially when comparing the numbers with the College and the University, which gradually improved over time. The three-year and four-year numbers for the Anthropology Department show improvement but are still below the College and University average.

In terms of the Department's performance to date, graduation rates for first-time freshmen are less concerning than transfer students who constitute more than 95% of Anthropology majors. The graduation rates for transfer students, especially two-year graduation, call for immediate attention (Table 15; Figures 15-17). Three-year and four-year graduation rates for Anthropology transfer students look better but are still well below college rates. Possibly, Anthropology enrolls more economically disadvantaged students (54.54% of anthropology majors in Fall 2016) and as a result their non-school commitments, especially those related to work conflict with course schedules. In recognition of this, the Department has scheduled more major' course in the evenings over the last few years. The students who are able to enroll for these classes have benefited immensely.

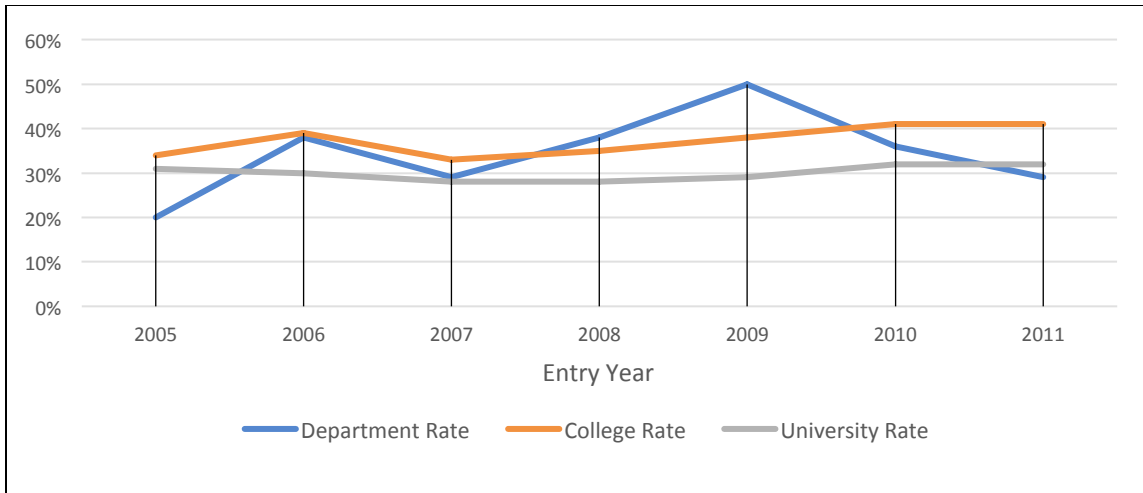


Figure 13: Five-year graduation rate of Anthropology majors who start as freshmen.

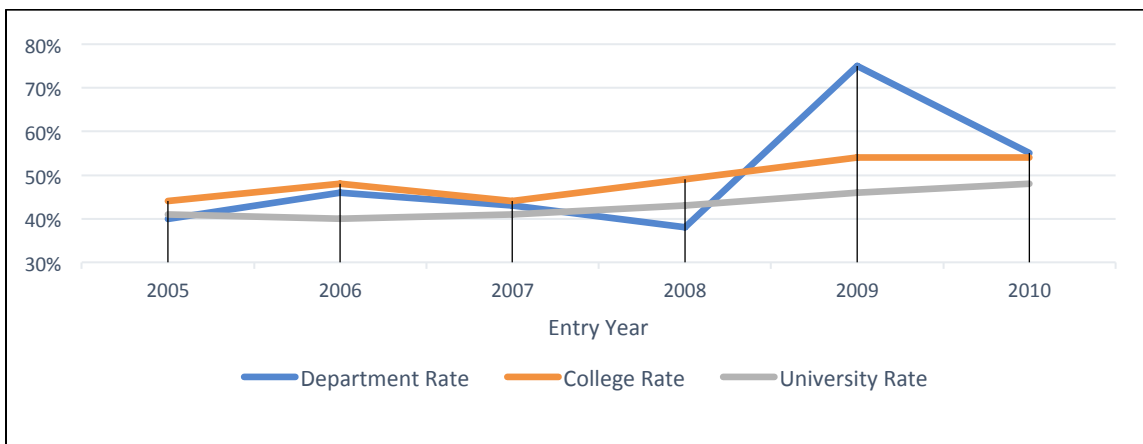


Figure 14: Six-year graduation rate of Anthropology majors who start as freshmen.

Table 15: Graduation rate of Anthropology majors who start as undergraduate transfer students.

	2007	2008	2009	2010	2011	2012	2013	2014
Number entering	23	33	47	36	39	38	52	30
2-year graduation rate								
Department Rate	26%	21%	26%	31%	21%	21%	38%	10%
College Rate	22%	25%	24%	30%	26%	26%	32%	32%
University Rate	19%	21%	19%	24%	24%	24%	26%	27%
3-year graduation rate								
Department Rate	43%	48%	53%	61%	64%	55%	54%	
College Rate	47%	54%	53%	63%	64%	623%	65%	
University Rate	45%	49%	48%	58%	59%	59%	59%	
4-year Graduation rate								
Department Rate	48%	58%	62%	69%	69%	63%		
College Rate	58%	66%	63%	75%	75%	72%		
University Rate	58%	61%	62%	71%	71%	70%		

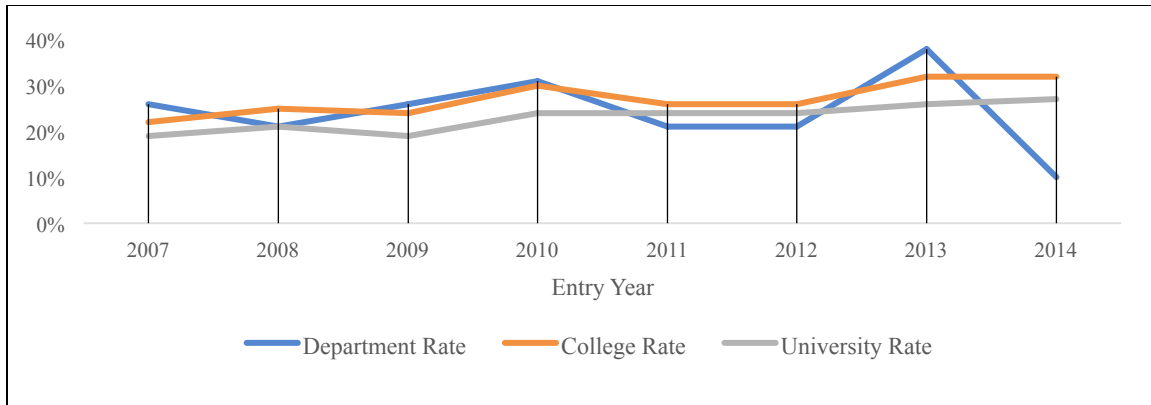


Figure 15: Two-year graduation rate of Anthropology majors who start as transfer students.

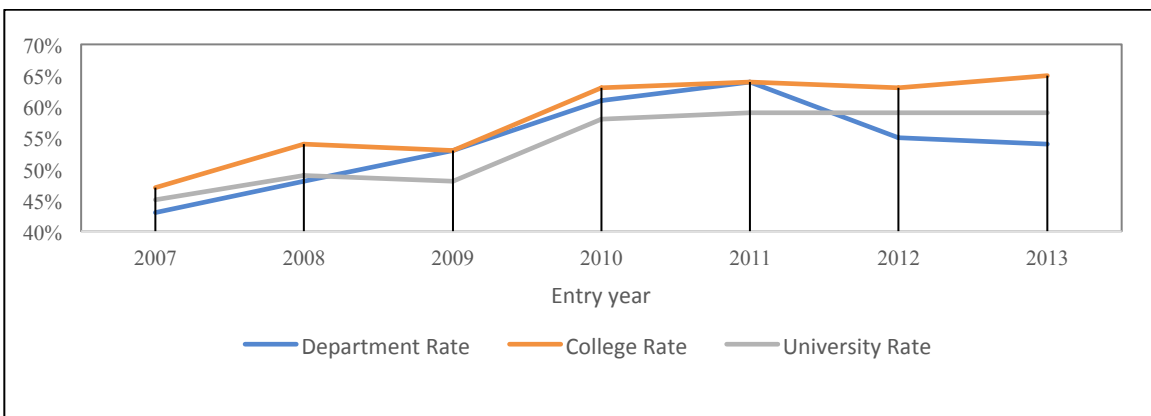


Figure 16: Three-year graduation rate of Anthropology majors who start as transfer students.

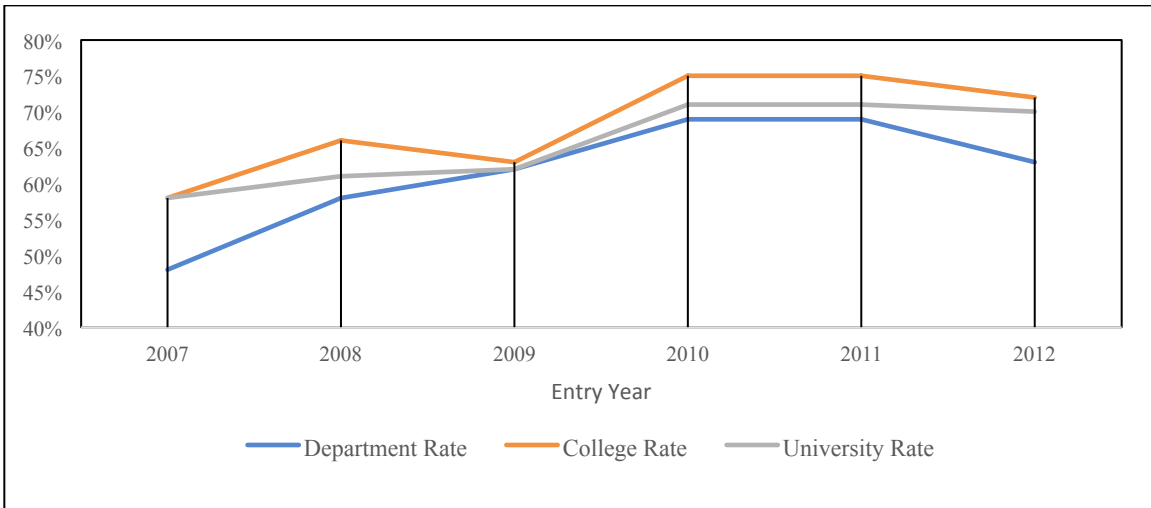


Figure 17: Four-year graduation rate of Anthropology majors who start as transfer students.

D. Student Retention

Retention rates (Tables 16-17, Figures 18-22) for the Department have been more or less consistent with college and university performances. Few students declare Anthropology as a major as an entering

freshmen (Table 16). This is understandable given the minimal exposure of high school students to anthropology as a discipline.

Our retention of transfer students after two years was highest in 2005 at 93%, and fluctuated between 69% and 81% between 2006 and 2013. The sharp decline to 50% in 2014 is concerning. The Department has implemented some new strategies to attract majors, including the institution of a new curriculum, mandatory advising and closer monitoring of students' academic performance. We hope these strategies will also help arrest the decline in retention.

Table 16: Retention of first year freshmen entering in Fall semester.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Students Entering	5	13	7	8	12	11	17	10	15	13	12
After one year											
department	80%	77%	86%	75%	83%	91%	82%	80%	73%	62%	67%
College	78%	77%	75%	77%	79%	81%	82%	83%	84%	84%	79%
Sacramento State	76%	76%	77%	78%	79%	83%	81%	82%	82%	80%	81%
After two years											
department	40%	62%	71%	75%	83%	91%	76%	70%	73%	62%	
College	64%	68%	63%	68%	71%	73%	72%	75%	73%	73%	
Sacramento State	63%	64%	64%	66%	70%	73%	71%	72%	73%	70%	
After three years											
department	40%	62%	71%	50%	75%	73%	65%	70%	60%		
College	57%	68%	57%	63%	66%	69%	69%	70%	70%		
Sacramento State	58%	64%	58%	62%	64%	67%	65%	67%	68%		

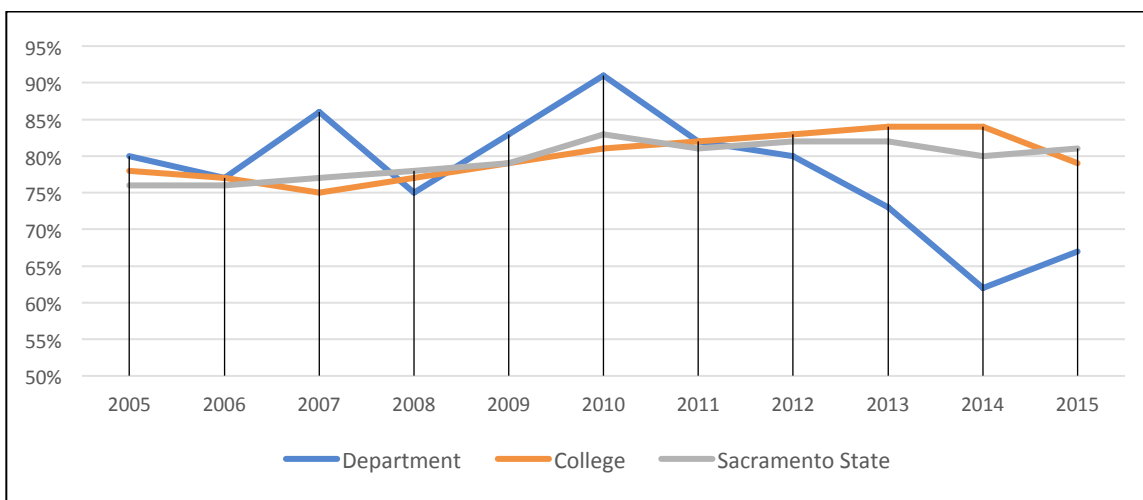


Figure 18: Retention of first-year freshmen entering in Fall semester after one year.

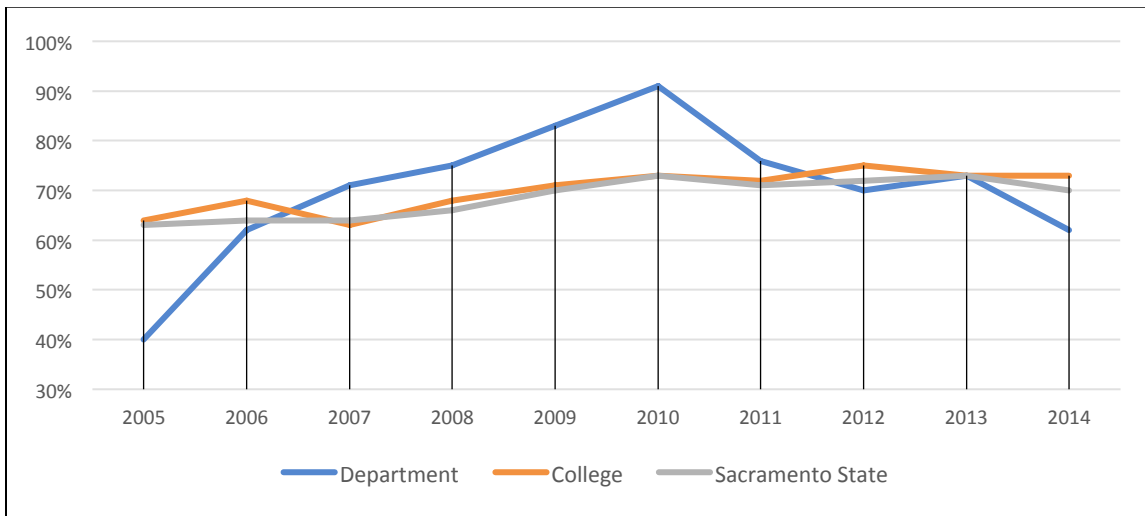


Figure 19: Retention of first-year freshmen entering in Fall semester after two years.

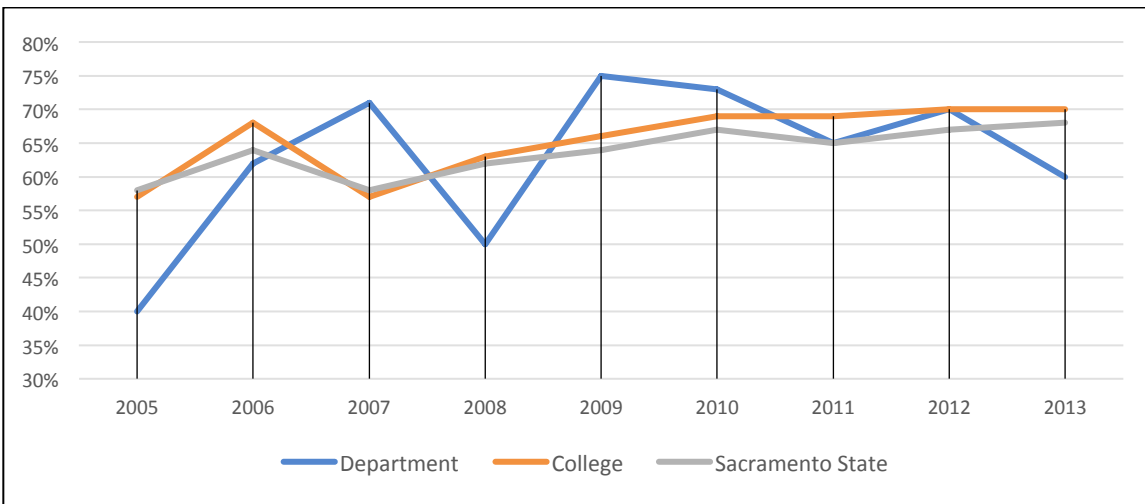


Figure 20: Retention of first-year freshmen entering in Fall semester after three years.

Table 17: Retention of transfer students entering in Fall semester.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Number of Students Entering	14	26	23	33	47	36	39	38	52	30	25
After one year											
department	86%	81%	87%	79%	85%	89%	79%	71%	87%	90%	84%
College	80%	81%	80%	85%	85%	90%	86%	85%	85%	88%	89%
Sacramento State	80%	80%	81%	83%	84%	89%	86%	86%	85%	87%	88%
After two years											
department	93%	69%	70%	73%	79%	81%	79%	71%	71%	50%	
College	71%	72%	71%	76%	75%	84%	82%	81%	80%	82%	
Sacramento State	72%	72%	73%	74%	77%	82%	80%	80%	79%	80%	

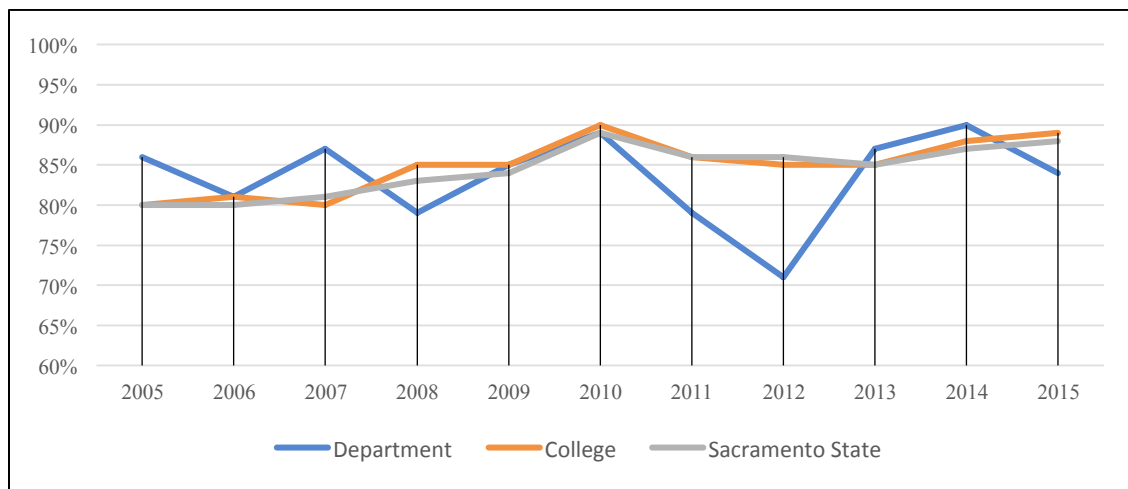


Figure 21: Retention of transfer students entering in Fall semester after one year.

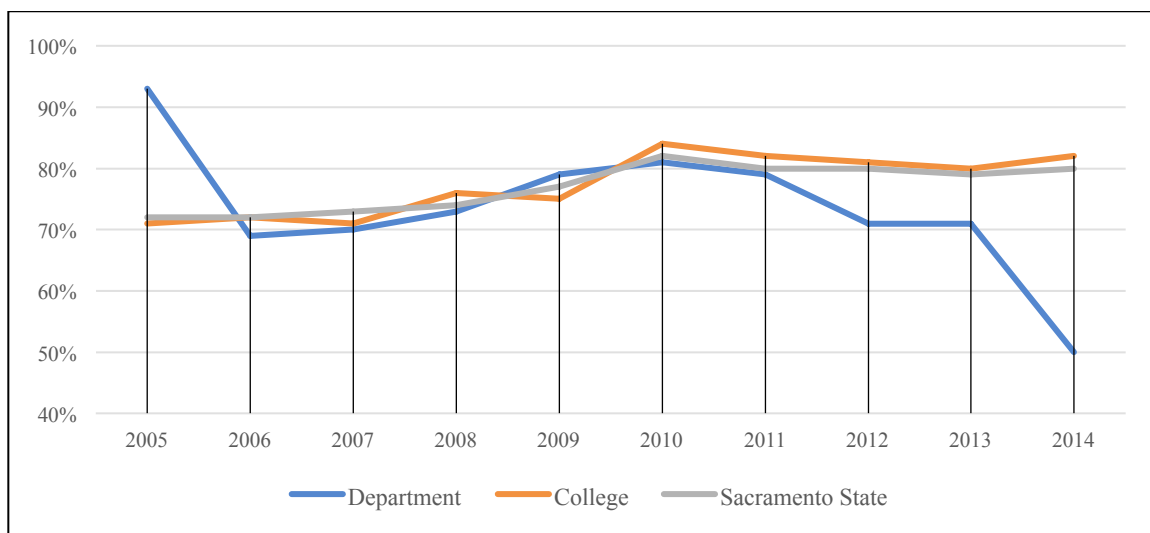


Figure 22: Retention of transfer students entering in Fall semester after two years.

F. Graduate Program

The Master's program in Anthropology is designed both to prepare students who want to pursue further graduate study in anthropology at the Ph.D. level, and to be the culminating experience for students who plan to pursue careers with an M.A. degree, such as in cultural resource management, private research, Foreign Service, education, and government. The program has historically attracted applicants from throughout the state and beyond, with many applications from other CSU and UC campuses.

The program provides general graduate-level training in each of the four interrelated subfields: sociocultural anthropology, archaeology, biological anthropology, and linguistic anthropology. Since the last program review, the Department introduced greater flexibility in the graduate program, by adding a core seminar in linguistic anthropology, and reducing the number of core seminars each student must take from three to two. Students now must take the core seminar in their area of study and at least one core seminar in another subfield. Beyond this foundation, each student designs a plan of coursework specific

to their post-graduate goals. Students then must demonstrate mastery of their subfield by preparing a thesis of original scholarly research.

Until AY 2009-10 the Department reviewed approximately 20 applications per year, accepting an average of 81%, although several accepted applicants usually opted not to attend in any given year. The budgetary crises beginning in 2008 significantly eroded many graduate programs on campus, and admissions to the Anthropology graduate program reduced significantly (Tables 18-19; Figures 23-24). The fact that flow of departmental resources to the graduate program has always been conditioned by the more immediate needs of undergraduate education has not helped the situation. The program, even if it accepts qualified students, loses qualified applicants to other programs that provide financial support and robust programing to incoming students.

Table 18: Anthropology graduate program enrollment.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total	36	45	37	34	39	26	25	29	22	19	20	15
% of College	9	11.4	9.1	8.2	9.2	7.3	8	10.6	9.5	8.2	9.7	7.3

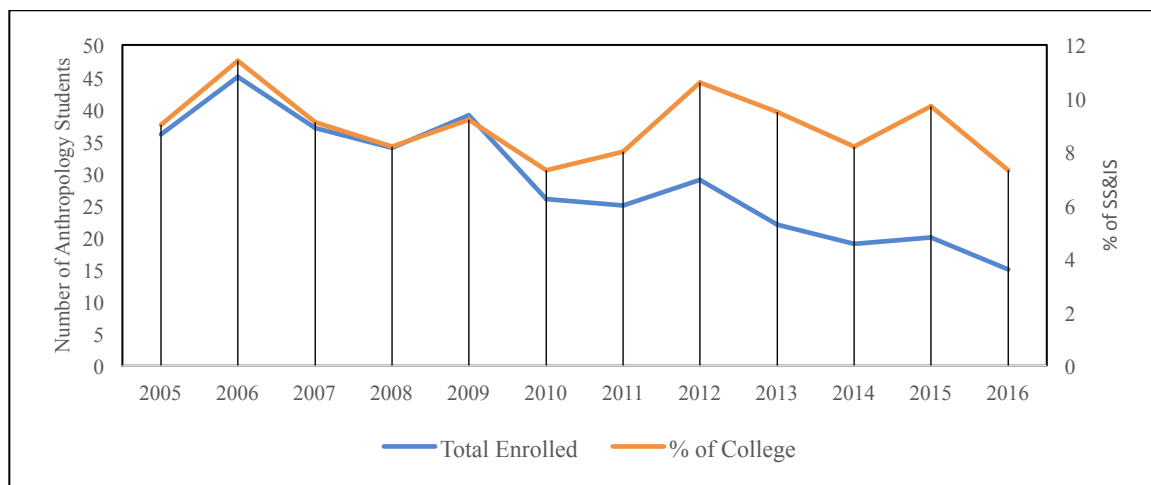


Figure 23: Number of students enrolled in the Anthropology graduate program.

Table 19: Number of graduate degrees conferred in Anthropology.

Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Students	3	7	2	3	6	6	5	4	8	5	4	6

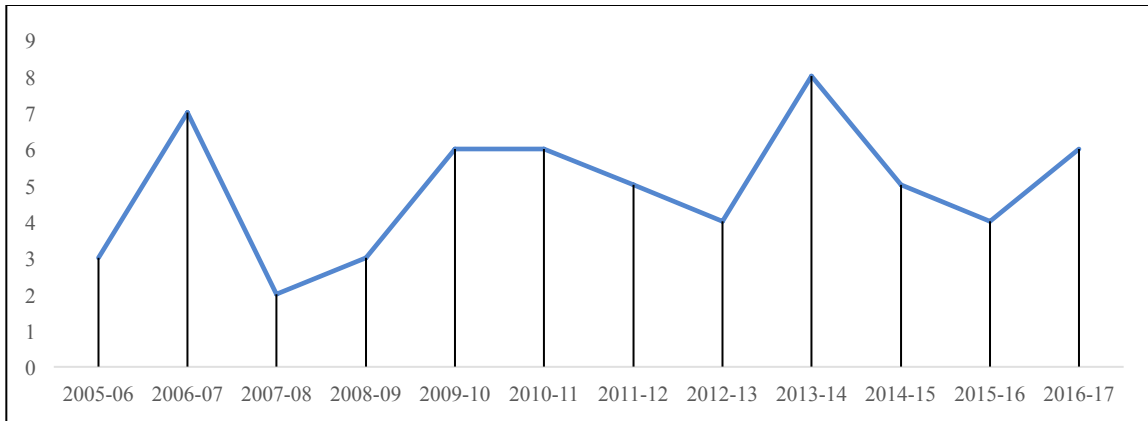


Figure 24: Number of graduate degrees conferred in Anthropology.

The introduction of new faculty, with their diversified research interests and skill sets, enhances what the Anthropology graduate program has to offer postgraduate students. Nonetheless, this can only be realized if there is a concerted effort on the part of the university and college to creatively channel resources to attract quality students.

G. Faculty and Staff

The composition of the Anthropology faculty has changed significantly since the last program review in 2006. Three faculty members retired, and two resigned (a tenure track assistant professor in archaeology and a full professor in linguistic anthropology) over the period of review. Drs. Nathan Stevens and Michael Walker joined the faculty in Fall 2015, Drs. Rachael Flamenbaum and Nandini Singh in Fall 2017, and Drs. Clara Scarry and Meghan Raschig in Fall 2018. The Anthropology Department is now home to 16 full-time faculty members (six tenure track assistant professors, three associate professors, and seven full professors), and one in the second year of the five-year Faculty Early Retirement Program. A cohort of part-time faculty complements the full-time faculty, but the number of non-tenure track faculty declined to nine in Fall 2018 after ranging from 10 to 15 in previous fall semesters (Table 20; Figure 25). The part-time faculty includes three instructors who exclusively teach three ANTH 1A labs (1 unit course) per semester to a sum total of 18 WTUs.

Table 20: Number of full-time and part-time faculty in the Anthropology Department.

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18
Full-time	15	13	14	14	14	14	16	15	13	16
Non-tenure track	11	10	13	10	12	12	11	15	12	9

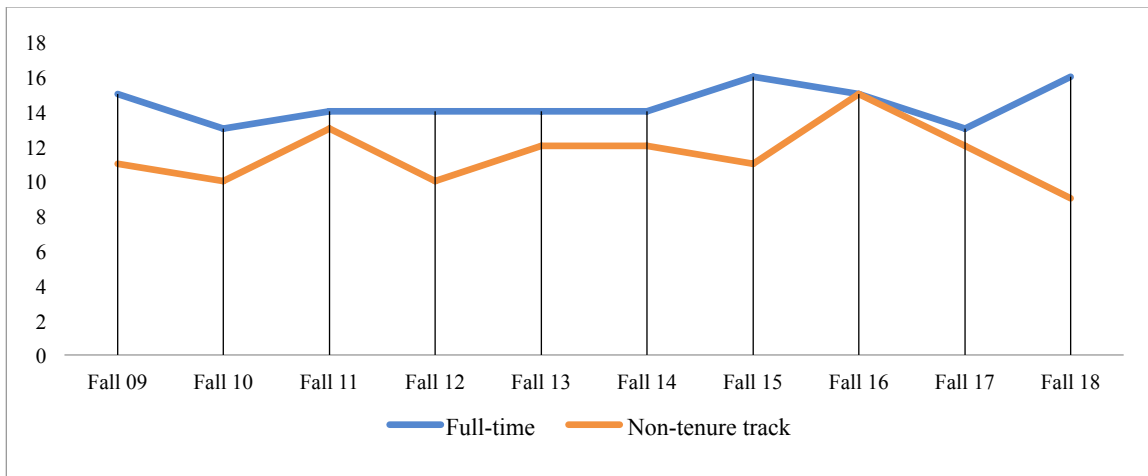


Figure 25: Number of full-time and part-time faculty in the Anthropology Department.

The Anthropology faculty prioritizes teaching, while remaining active scholars, and teach a wide variety of courses. Anthropology is the only discipline in our campus that actively teaches courses in all four areas of General Education. Every semester, the Department offers a wide variety of General Education courses in addition to all required courses for the undergraduate major. The Department has successfully implemented a two-prep teaching load consisting of a combination of general education course and upper division required course for the major or graduate program for its full-time faculty.

The Department has increased annual FTES generation by 5% (from 985 in 2005-06 to 1041 in 2016-17) while maintaining a stable full-time equivalent faculty presence (Table 22; Figure 26). Over the 10 years, the Department employed an average 16.61 FTEF and generated FTES at the rate of 29.38 per FTEF.

The increase in FTES generated from lower division courses (all of which are also GE courses) has been primarily responsible for underwriting Discipline Based Research assigned time. Aside from two popular upper division GE courses (ANTH 101: Cultural Diversity, ANH 147: People and Culture of Southeast Asia), the majority of the upper division courses taught by the Department satisfy requirements of the BA in Anthropology curriculum, primarily enrolling Anthropology majors.

Table 21: Full-time equivalent student generation for the Department of Anthropology.

AY	L/D Courses	U/D Courses	Grad Courses	Total	% of College
2005-06	418.7	418.7	21.1	985.4	13.1
2006-07	510	379.8	32.8	922.5	12
2007-08	524.4	374.9	25.4	925.7	12
2008-09	551.2	342.5	17.2	911.2	11.3
2009-10	555.5	318.5	21.4	895.3	11.2
2010-11	600	345.4	14.6	960.2	12.15
2011-12	717.5	318.9	16.1	1052.5	12.4
2012-13	648.5	333.7	24.3	1006.5	11.8
2013-14	680.5	408	13.7	1102.3	12.5
2014-15	635.7	360.4	12.6	1008.5	11.65
2015-16	651.9	363.6	13.9	1029.3	11.5
2016-17	675.6	356.4	8.2	1040.7	11.05

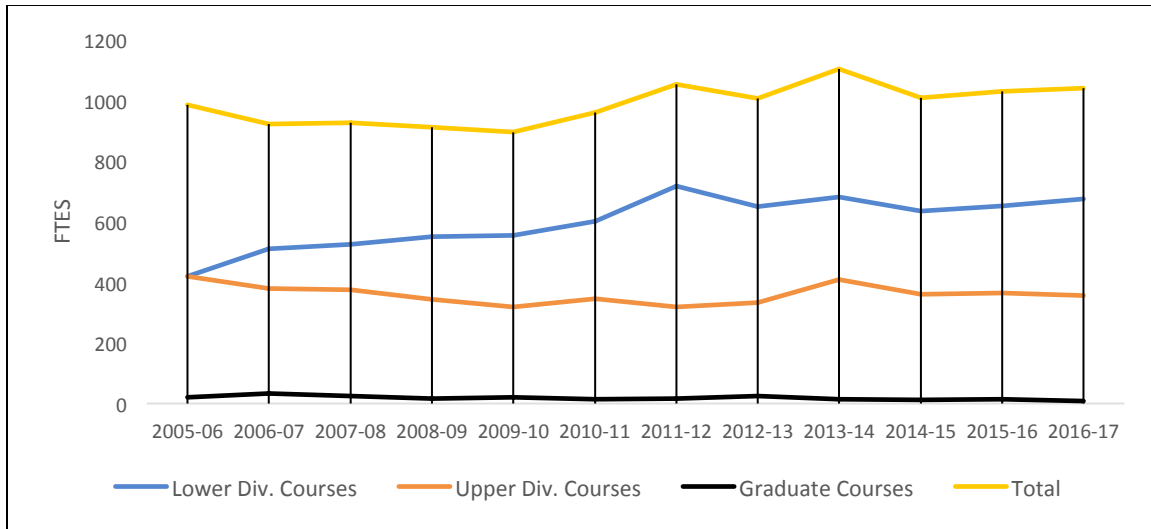


Figure 26: Anthropology FTES generation.

The Department maintains a healthy ratio of FTES generated to WTU (Tables 22-23; Figures 27-28). The Department takes care that full-time tenure track or tenured faculty instruct upper division major courses and graduate seminars. Non-tenure track faculty usually teach only general education courses, but covering sabbaticals occasionally requires that non-tenure track faculty teach upper-division courses. Enrollments in these courses are the same as identical courses taught by full-time faculty. This does strongly influence the data; as does the fact that some full-time faculty receive different types of release time.

Table 22: Anthropology faculty FTES/WTU

	WTU (%)		FTES (%)	
	Full-Time	Non-Tenure	Full-Time	Non-Tenure
2006-07	54.5	45.5	59.03	40.97
2007-08	62.14	37.86	63.58	36.42
2008-09	57.96	42.04	58.15	41.85
2009-10	58.69	41.31	63.49	36.51
2010-11	57.73	42.27	59.93	40.07
2011-12	59.79	40.21	59.35	40.65
2012-13	62.56	37.44	62.16	37.84
2013-14	57.96	42.04	59.3	40.7
2014-15	52.56	47.44	53.76	46.24
2015-16	46.84	53.16	50.98	49.02
2016-17	40.71	59.29	45.73	54.27

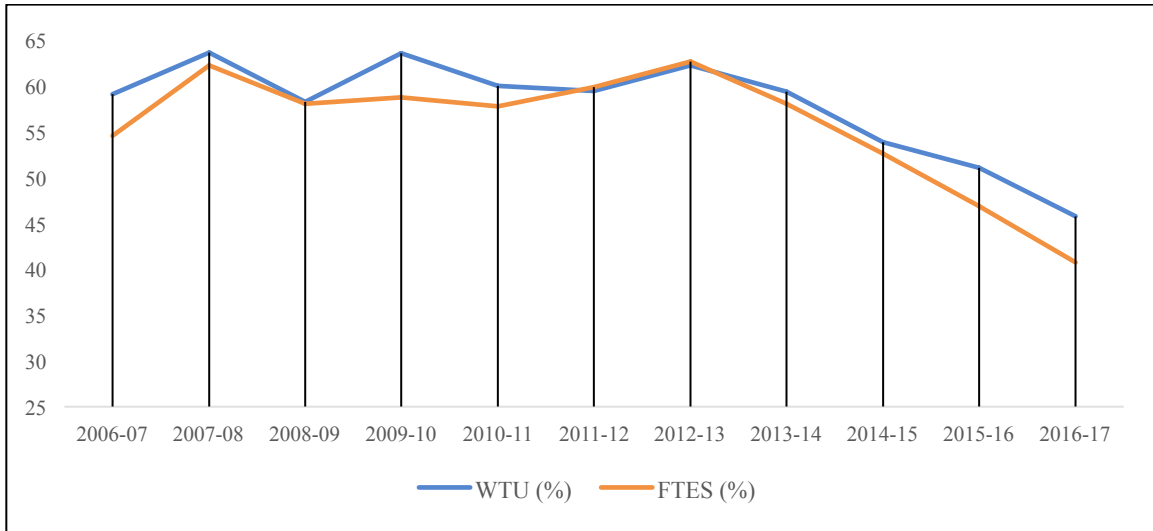


Figure 27: Full-time faculty FTES/WTU.

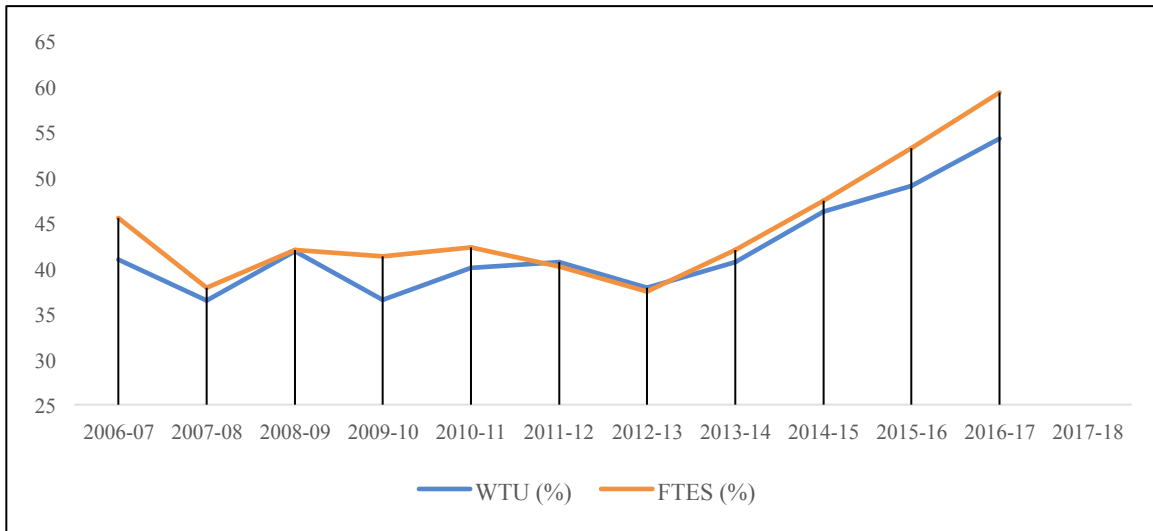


Figure 28: Non-tenure line faculty WTU/FTES.

Table 23: Instructional full time equivalent average per semester.

Academic Year	Avg. Full-Time Equivalent Faculty per semester	Avg. FTES generated by the department per semester
2005-06	15.45	429.25
2006-07	15.1	461.3
2007-08	16.5	462.85
2008-09	16.35	455.45
2009-10	15.6	447.7
2010-11	15.25	480
2011-12	17.45	526.25
2012-13	16.5	503.25
2013-14	18.3	551.1
2014-15	17	504.35
2015-16	18.05	514.7
2016-17	17.8	520.1

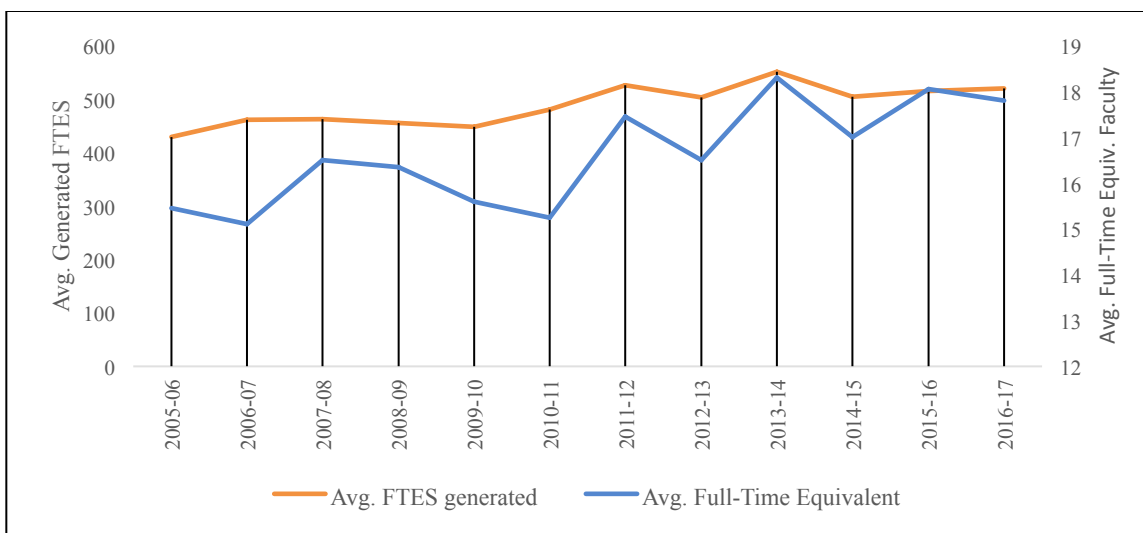


Figure 29: Average instructional full-time equivalent faculty and average generated FTES.

H. Anthropology in General Education

As a discipline straddling the sciences and humanities, anthropology makes an important contribution by fostering an appreciation for human evolution, cultural diversity and connections, and awareness of global issues in Sacramento State students. Anthropology is the only department that consistently offers courses in all four areas of the University's General Education program, greatly facilitating Sacramento State students' ability to satisfy GE requirements. There are 21 courses in the Department of Anthropology's contribution to the General Education curriculum:

Area A: Basic Subjects

ANTH 4: **Language, Culture, and Critical Thinking**

Area B: The Physical Universe and its Life Forms

ANTH 1: **Introduction to Biological Anthropology**

ANTH 1A: **Biological Anthropology Laboratory**

ANTH 15: **World Prehistory and the Evolution of Modern Humanity**

ANTH 159: **Forensic Anthropology**

Area C: The Arts and Humanities

ANTH 13: **Magic, Witchcraft and Religion**

ANTH 16: **Comparative Early Civilizations**

ANTH 121: **Archaeology of Mexico**

ANTH 134: **Japanese Culture and Society**

ANTH 166: **Rise of Religious Cults**

ANTH 170: **The Religious Landscape of the Sacramento Valley**

Area D: The Individual and Society

ANTH 2: **Introduction to Cultural Anthropology**

ANTH 2H: **Introduction to Cultural Anthropology - Honors**

ANTH 3: **Introduction to Archaeology**

ANTH 101: **Cultural Diversity**

ANTH 102: **The Nature of Culture**

ANTH 143: **Culture and Society in Mexico**

ANTH 147: **Peoples of Southeast Asia**

ANTH 149: **Cultures of South Asia**

ANTH 183: **Women Cross-Culturally**
ANTH 186: **Culture and Poverty**

Additionally, the courses listed below also satisfy University's Graduation Requirements.

American Institutions

ANTH 101: **Cultural Diversity**

Race and Ethnicity in America

ANTH 101: **Cultural Diversity**

ANTH 186: **Culture and Poverty**

Writing Intensive Requirement

ANTH 102: **The Nature of Culture**

ANTH 186: **Culture and Poverty**

Lastly, the following courses also satisfy requirements for the recently instituted Certificate in Global and Multicultural Perspectives

ANTH 101: **Cultural Diversity**

ANTH 102: **The Nature of Culture**

ANTH 121: **Archaeology of Mexico**

ANTH 134: **Japanese Culture and Society**

ANTH 143: **Culture and Society in Mexico**

ANTH 147: **Peoples of Southeast Asia**

ANTH 149: **Cultures of South Asia**

ANTH 183: **Women Cross-Culturally**

ANTH 186: **Culture and Poverty**

According to the 2012 and 2017 Department Fact Books, an average of 84.71% of students in Anthropology courses enrolled in courses that satisfied the university's General Education and Graduation Requirements over the past 20 semesters. In response to the changes introduced to GE as a result of EO 1100, the Anthropology Department sought and secured approval to offer ANTH 159 (Forensic Anthropology, an updated upper division version of ANTH 17) starting Fall 2018. The introduction of this new course broadens the suite of upper division courses in GE Area B available for undergraduate students to choose from in order to satisfy the university's GE requirements.

Multiple sections of all courses listed above have been offered every academic semester. Multiple sections of ANTH 1: **Introduction to Biological Anthropology**, ANTH 101: **Cultural Diversity**, and ANTH 166: **Rise of Religious Cults** have also been offered during for Summer and Winter Intersessions. These benefit students who wish to satisfy General Education or University Graduation requirements in a timely fashion, or clear space in their schedule for the academic semester for courses in their respective majors. The Department has offered popular GE courses during intersessions for a long time, but expanded its offerings in AY 2009, when arrangements to share revenue (between CCE, College of SSIS and SSIS academic units) generated by intersession teaching were introduced. In addition to creating opportunities for faculty instructors to earn additional income, intersession teaching also enabled the Department to support professional development among faculty and staff, students centered programming, and the Department's involvement in various college or university activities. Overall, these efforts at the institutional level to offer more intersession sections have recognized the growing number of students with inflexible work schedules, parenting responsibilities, or other equally critical factors, that limit their ability to enroll for traditional classes during the academic year.

I. Department's Responses to the Recommendations in the 2006 Program Review

The program review completed in 2006 concluded as follows:

The Anthropology program is in generally good shape: enrollments are solid, student morale is high, and it offers a conceptually solid curriculum at both the graduate and undergraduate levels. At the same time the department faces some serious challenges that could threaten the long-term well-being of the Anthropology program unless squarely addressed in the near future. Most serious among these is the divisiveness that currently exists among the faculty; as one of the outside consultants has observed, similar faculty conflicts at other universities have led to the dismantling of Anthropology programs in some extreme cases and caused long-term damage to faculty cooperation and morale in others. The second challenge is the need for resources to house and maintain the department's artifact and skeleton collections. As noted above, the latter is of particular concern to both the department and the University due to the legal obligations placed on the institution under 1990 federal NAGPRA legislation. In addition to these major issues, a number of additional issues of somewhat lesser import merit attention. The accompanying recommendations are intended to help the Anthropology Department address these challenges and maintain its generally high program quality.

Recommendation #1: The Anthropology faculty give top priority to addressing the inter-faculty conflicts that currently exist within the department.

Response: In Spring 2007, The Dean of the College of SS&IS employed the services of a professional mediator to intervene and address the inter-faculty conflict in the Department of Anthropology. Over a series of meetings, the mediator listened to concerns of the faculty and made recommendations. Based on these recommendations, the faculty unanimously agreed to abide by the Anthropology Faculty Code of Ethics that they collectively drafted. The mediation introduced a sense of professionalism, mutual respect and cooperation among the faculty members. Over the past ten years retirements, resignations and new faculty hires have altered the composition of the faculty. This has improved the social climate in the Department of Anthropology. While differences of opinion continue to contribute to healthy, and on rare occasions, heated debates among faculty members, the overall climate in the Department has been professional and respectful.

Recommendation #2: The Anthropology Department review its curriculum with an eye toward (1) determining whether it effectively achieves the goals of the program's mission statement, and (2) identifying ways of increasing the flexibility in its undergraduate curriculum.

Response: The Department faculty have changed the curriculum in response to the recommendation. After a deliberate discussion lasting two years, the Department faculty introduced the ABA, CLS and GA to the major in Fall 2016. The changes that were introduced to arrive at the current structure of the curriculum is the topic of focused enquiry (Section III) in this self-study.

Recommendation #3: The Anthropology Department, with the support of the College and the University, seek to hire faculty with the expertise to meet current or anticipated needs in the following areas: socio-cultural anthropology, physical anthropology, and the curation of skeletal remains.

Response: Since 2007, the University has provided substantial support towards the NAGPRA program. A faculty-level NAGPRA Director position was created in 2007 (first filled by Dr. Pei Lin Yu and later by Dr. Jacob Fisher in 2010). The Archaeological Curation Facility (ACF) was previously

managed by a single staff member (Instructional Support Technician II, “Collections Manager”) at approximately 50% time; the job description for this position was rewritten in 2014 to create a full-time IST II position responsible for collections at the ACF and Anthropology Museum. In 2008, a NAGPRA Assistant position (IST I) was created to assist the NAGPRA Director and Collections Manager in tasks associated with NAGPRA compliance, such as inventorying collections, documenting ownership and control, and communicating with federally and non-federally recognized Tribes. In 2010, a third staff position (IST II, “NAGPRA Researcher”) was created to assist in the documentation of collections history and establish cultural affiliation between collections and modern-day Tribes, a requirement under NAGPRA. In 2018, the NAGPRA Researcher job description was rewritten into the current “NAGPRA Coordinator” position. In sum, during the period under review, the collection and curation facility shifted from a single part-time individual responsible for all collections-related matters to three full-time staff members under the leadership of a faculty director.

The ACF has made great strides towards repatriation of relevant holdings. Since 2007, fourteen Notices of Inventory Completion and Notices of Intent to Repatriate have been published in the *Federal Register* for four sets of archaeological collections, resulting in the repatriation of a minimum of 857 individuals and 9,474 objects or object lots to Tribes. An additional minimum of 1,020 individuals and 79,346 objects or object lots from 22 collections have been inventoried but notices have not been published as the projects are still under consultation with descendent groups. To date, the University has obtained \$413,012 in external funds from the National Park Service Documentation and Consultation Grant program and contracts with Caltrans for collections under their control and in possession of the University.

In addition to directing the ACF, Dr. Fisher has also contributed to expanding curricular offerings in archaeology and biological anthropology.

After a failed search for a cultural anthropologist in 2007, the Department successfully hired Dr. Data Barata, a specialist in the Anthropology of Human Rights. Faculty hiring came to a near standstill until 2013 following a decline in the university’s annual budget. As part of the first University cluster hire thematically focused on Water, the Department was fortunate to welcome Dr. Michael Walker. The same year, soon after Dr. Mark Basgall announced his plans to retire, the Department hired Dr. Nathan Stevens to teach lower and upper division Anthropology courses focused on archaeology and co-direct (with Dr. Michael Delacorte) the Archaeological Research Center. Since then, the Department successfully hired two biological anthropologists (Dr. Nandini Singh and Dr. Clara Scarry), a linguistic anthropologist (Dr. Rachael Flamenbaum) and a medical anthropologist (Dr. Megan Raschig).

Recommendation #4: The Department put in place an acceptable academic assessment plan that meets University guidelines.

Response: The Department developed and implemented an acceptable assessment plan soon after the last program review (see Section 2). In response to the issues raised by annual assessments, the faculty reconfigured its undergraduate curriculum in Fall 2016.

Recommendation #5: The Department work with the College and University to address the need for improved storage and maintenance of its artifact and human remains collections.

Response: With assistance from the College of SS&IS and the University, the Department was able to successfully secure housing for archaeological collections in Del Norte Hall in 2010 that meets Federal curation guidelines.

Recommendation # 6. The Department seek to upgrade its archaeological curation technician position to a full-time; it should consider assigning additional responsibilities to the position if necessary to justify the upgrade.

Response: Prior to 2009, only one Instructional Support Technician (IST) staffed the ACF, with split responsibilities to departmental technology needs. Since that time, the ACF staff has grown to three permanent ISTs, a Collections Manager (Ms. Karen Dively), a NAGPRA Coordinator (position in the process of being filled due to retirement of Dr. Wendy Nelson), and a NAGPRA Assistant (Ms. Adelina Freaney). The staff work under the supervision of the ACF Director (Dr. Jacob Fisher) to organize the collections according to established standards and to assist University compliance with NAGPRA. (Also see response to Recommendation #3 above)

Recommendation #7: The Anthropology Department work closely with the College and University to find permanent space on campus for the Archaeological Research Center.

Response: The Department has been successful at finding permanent space for the Archaeological Research Center in Del Norte Hall. The ARC has operated from this location since 2010.

Recommendation #8: The Anthropology Department meet with undergraduate majors for the purpose of resolving student concerns over class scheduling.

Response: Following this recommendation, the Department implemented the following;

1. By department policy, at least one course satisfying each degree requirement is offered every semester. This ensures that student graduation cannot be delayed because a necessary course was not scheduled.
2. All full-time tenured or tenure track faculty members teach at least one upper division major or graduate course every semester. This diversifies the course offering and time slots majors may choose.
3. Aware that many of our students hold full-time jobs and or work multiple jobs, the Department has scheduled courses during “non-traditional hours” (primarily in the early evenings). This has been very well received by our majors.

Recommendation #9: The Anthropology Department clarify and strengthen its undergraduate advising procedures.

Response: Following the University’s graduation initiative and with the institution of the new curriculum for the major, the Department introduced mandatory advising. Majors are now required to periodically meet with a designated faculty advisor about their progress.

Recommendation #10: The Anthropology Department develop a process by which part-time faculty concerns can be heard and addressed.

Response: The Department is yet to develop a specific process which adjunct faculty can use to express concerns and be heard. As faculty members, adjunct faculty has all the rights and privileges listed in the Collective Bargaining Agreement. The department is in the process of introducing changes

to the ARTP document to reflect the adjunct faculty's right to vote in the election of the Department Chair.

Recommendation #11: The Anthropology Department consider reorganizing its office space in order to facilitate workflow and staff needs; new furniture and equipment must be considered as part of this.

Response: The Department successfully reorganized office space and refreshed office furniture to facilitate workflow needs of the staff members. However, increased foot traffic and overall student-faculty-staff interactions in the department office poses new challenges. The Department is keenly aware of this space crunch and is doing its best to address this issue. In addition to exploring ways and means of reconfiguring the layout of the office, the department is also seeking the administration's assistance in resolving the this issue as part of the overall need for office space in the Department.

Recommendation #12: The Anthropology Department work to develop ways of alleviating staff morale problems.

Response: The budgetary crisis that started prior to the last program review continued to impact the functioning of the Department for a long time. When opportunities allowed, the Department prioritized staffing needs of the department office and the ACF. In addition to making the ASC I position a 12-month position providing year -round support to the department office, the Department also increased the number of ACF staff. The professionalization of the ACF and streamlining of responsibilities has gone a long way in addressing the moral of the staff members.

II: Summary of Academic Program Assessment

The Department Assessment Committee consists of at least three full-time faculty members representing different subfields of anthropology. As recommended by the last program review, the Department conducted a series of qualitative annual assessments (Table 24). Assessment reports submitted by the Department are included as Appendix 1. Discussions leading to and resulting from these annual assessments defined the form and content of the new BA in Anthropology curriculum. New assessment strategies and plans to complement the new undergraduate curriculum are attached as Appendices 2-4.

Table 24: Annual assessments conducted by department of Anthropology.

AY	Learning Outcome Assessed	Conclusion
2009-10	Written Communication	<ol style="list-style-type: none"> 1. Students enrolled in all upper division courses provided a grading rubric clearly outlining departmental expectations for written assignments. 2. Circulate a <i>Term Paper Style Sheet</i> and a <i>Guide for Tables and Figures</i> to students in upper division Anthropology courses starting Fall 2010. 3. Consider possibility of a capstone course.
2010-11	Use of Anthropological Perspectives	<ol style="list-style-type: none"> 1. Sub-disciplinary differences in the interpretation of "Anthropological Perspectives" surfaced, evident in the manner in which individual faculty assessed student writing. 2. Decision to fine tune existing methods of assessment or develop new methods for assessment.
2011-12*		
2012-13	Use of Anthropological	<ol style="list-style-type: none"> 1. Less disagreement among faculty on grades assigned to assess essays. 2. Assessment of holistic anthropological perspectives remained weak.

AY	Learning Outcome Assessed	Conclusion
	Perspectives	3. The Department decided to develop an experimental senior seminar (ANTH 196S) as a possible venue for assessing student performance. This course was to be team taught by faculty from across all sub-fields. This course will assess all four Learning Goals and Objectives: Inquiry and Analysis, Critical Analysis, Use of Anthropological Perspectives and Written Communications.
2013-14	Critical Analysis	ANTH 196S offered as an elective to graduating seniors, taught by 5 full-time faculty members. The four assessment criteria were assessed using a final research paper and an oral presentation. Data suggested that students are comfortable thinking within the dominant methodological framework of the sub discipline of their preference. Students, while meeting minimal standards, did find it difficult to articulate a holistic anthropological perspective. It was increasingly apparent that the department needed to carefully reevaluate the curriculum, its programmatic mission.
2014-15**		
2015-16**		
2016-17	No Annual Assessment	New curriculum was implemented and effective Fall 2016. New assessment plan to address the specificity of the new curriculum was developed.
2017-18	Written Communications	1. All students assessed started their tenure as an Anthropology major under the previous curriculum and accommodated into the new curriculum with course substitutions. This being the case, the results of the assessments will have a higher margin of error. 2. Assessment exercise revealed some weaknesses in the assessment strategy and plan.
<p>* Program assessment was temporarily suspended in light of the time and energy dedicated to departmental response to university wide call for a detailed assessment of each program based on the requirements established by the Instructional Program Priorities.</p> <p>** No Annual Assessment: The Department faculty devoted their efforts to developing and submitting for approval the new BA in Anthropology curriculum.</p>		

III: Focused Inquiry

Anthropology's Undergraduate curriculum

Recommendation #2 to the Department in the last Program Review, reads as follows:

The Anthropology Department review its curriculum with an eye toward (1) determining whether it effectively achieves the goals of it's the program's mission statement, and (2) identifying ways of increasing the flexibility in its undergraduate curriculum.

The Department has taken this recommendation seriously, as evident in the changes it has introduced to the undergraduate curriculum over the past 15 years. Minor changes were introduced in 2000 and 2004, followed by a subsequent alteration in Fall 2008. The latest revision in Fall 2016 culminated with the introduction of three concentrations: Archaeology and Biological Anthropology (ABA); Culture Language & Society (CLS), and General Anthropology (GA). These changes reflect a shift in priority from individual faculty expertise to student learning and success. The changes introduced between 2002 and 2016 resulted from a slow but much deliberated process of curricular experimentation, without which the current curriculum could not have been imagined. The following detailed discussion of the transformation of the Anthropology curriculum from the 2002-04 version to the current 2016-18 version establish the continuities and discontinuities within the curriculum and justifies the implementation of changes.

Our curriculum has historically fashioned itself to fall in line with the American tradition of a four-field approach to anthropology. The changes evident are firstly a reflection of this disciplinary commitment. Secondly, the curriculum reflects the Department's constant effort to accommodate and take advantage of the evolving composition of faculty expertise. Thirdly, the changes introduced are recognition of the changing global and national climate within which anthropology operates as a discipline. Finally, it is the Department's curricular response to the continuously evolving priorities of the University, especially with regard to graduation initiatives and student success. This focused enquiry will be used as an opportunity to explain the changes introduced, the opportunities it presents, and the challenges anticipated in the near future. The changes introduced are a product of a longer conversation and Department wide consultation that started much earlier than the period under review.

The four-field approach to Anthropology was developed by Franz Boas, who is credited with the development of the academic discipline in the United States. This approach provides a solid foundation in archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. Possibly, it is the only disciplinary/curricular space on campus where students consider human beings as simultaneously subject to the evolutionary, ecological, linguistic, historical, and socio-cultural influences. The program includes rigorous coursework in archaeology, calling on students to develop an appreciation for prehistory and the diverse strategies of adaptation deployed by humans in the past; excavation and preservation of archaeological sites; and interpretation of artifactual and faunal records. Biological anthropology helps students appreciate the value of adherence to the scientific method and principles of scientific analysis applied to human evolution and physical variation. Linguistic anthropology exposes students to the intricacies of language and communication as critical for making human social life possible. It provides students a deep-rooted understanding of how speech is deployed in diverse social situations, challenging historically constituted stereotypes that contribute to marginalization of people and their social practices. Cultural anthropology provides student a framework for understanding 'other' societies, by providing them with an intellectual tool kit to dissect diverse social, political and cultural processes. Additionally, students critically engage issues of cultural differences and universals and their accompanying conflicts that contribute to shaping the contemporary world, locally and globally.

The changes to the curriculum can be broadly categorized as three-phased. Phase I (changes introduced between 2000 and 2006) was an attempt to build a curriculum that truly reflected a four-field approach to anthropology. Phase II (changes introduced to the curriculum starting 2008) were geared towards providing disciplinary depth to the curriculum. Phase III represents the most recent changes introduced to the curriculum effective Fall 2016 in an effort to build on the foundations of the four-field approach to create pathways for students to specialize in the area of anthropology of their choice via concentrations.

The new curriculum, shifts from a traditional "one size fits all" model of undergraduate training in anthropology to one that provides students with the necessary depth of knowledge in a four-field approach; while also affording them an opportunity to specialize their undergraduate education. It is based on the premise that the curriculum must map onto and synchronize with the changing contours of undergraduate education across the nation to remain current and relevant. This shifts the trajectory of the curriculum and affords opportunities for future curricular innovations.

The units required for the BA increased from 46 units to total 52-53 units in 2000 and has remained stable since. These consist of 49 units within the major plus three units of statistics. Today, there are 13 academic departments in the College of SS&IS, including Anthropology, offering 42 BA or BS programs. Anthropology ranks 4th among these academic units (after Liberal Studies, Family and Consumer Sciences, and Environmental Studies) in the number of units required for the major (Table 25).

Table 25: BA and BS programs offered by the College of SS&IS as of Fall 2018.

Department	Programs	# of Units
Liberal Studies	BA in Liberal Studies	
	Concentration in American Studies	100-103
	Concentration in Art	100-103
	Concentration in California Studies	100-103
	Concentration in Foreign Languages	100-103
	Concentration in Human Development	100-103
	Concentration in Linguists/Composition	100-103
	Concentration in Literature	100-103
	Concentration in Mathematics	100-103
	Concentration in Multicultural Studies	100-103
	Concentration in Music	100-103
	Concentration in Natural Sciences	100-103
	Concentration in Physical Education	100-103
	Concentration in Theatre	100-103
	Concentration in United States History	100-103
	Concentration in World History	100-103
Family and Consumer Sciences	BS in Family and Consumer Sciences	
	Concentration in Nutrition and Food (Dietetics Emphasis)	80
Environmental Studies	BA in Environmental Studies	65
	BS in Environmental Studies	65-66
Family and Consumer Sciences	BS in Family and Consumer Sciences	
	Concentration in Nutrition and Food	54
Anthropology	BA in Anthropology	
	Archaeology & Biological Anthropology	52-53
	Culture, Language & Society	52
Family and Consumer Sciences	General Anthropology	52
	BS in Family and Consumer Sciences	
	Concentration on Family Studies	51
Government	Concentration in Fashion Merchandising and Design	51
	BA in Political Science	
	Government with a Concentration on Journalism	51
Gerontology	BS in Gerontology	48
Psychology	BA in Psychology	46-50
Economics	BA in Economics	42-45
Sociology	BA in Sociology	43
Government	BA in Political Science	39
Asian Studies	BA in Asian Studies	
	Japanese Studies Concentration	36
	Chinese Studies Concentration	36
	South and Southeast Asian Concentration	36
	Korean Studies Concentration	36
Ethnic Studies	BA in Ethnic Studies	
	Asian American Studies Concentration	36
	Chicano Studies Concentration	36
	Concentration in Education	36
	General Ethnic Studies Concentration	36
	Native American Studies Concentration	36
	Pan African Studies Concentration	36
Women's Studies	BS in Women's Studies	36

Similarly, compared to the BA programs in Anthropology offered within the CSU system, our program ranks 2nd largest in terms of number of units required for the major (Table 26)

Table 26: Undergraduate programs in Anthropology across CSU system.

CSU Campus	Units for Major	Structure of the Program
Cal Poly, Pomona*	110 (~82)	Two Concentrations (Applied, General)
Sacramento State	52-53	Three Concentrations (ABA, CLS, GA)
CSU, San Bernardino*	66 (~49)	No Concentrations
CSU, Bakersfield*	66 (~49)	No Concentrations. Minor required.
CSU, East Bay*	64-65 (~49)	Two Concentrations (Archaeology/Biological, Sociocultural)
San Diego State	45	No Concentrations
CSU, Fullerton	45	No Concentrations
Cal Poly, SLO*	60 (~45)	Three Concentrations (International Development, Environmental Studies and Sustainability, Human Ecology)
Humboldt State	44	Three Emphases (Archaeology, Biological Anthropology, Cultural and Linguistic Anthropology)
CSU, Northridge	42-45	No concentration, but students can choose an Optional Major Program
CSU Channel Islands	42-43	No concentration, but students choose a sub-discipline and Minor recommended
CSU, Los Angeles*	49-56 (~42)	No Concentrations
San José State	42	No Concentrations
CSU, Chico	40-42	No Concentrations
Sonoma State	40	No Concentrations
CSU, Stanislaus	40	Three Concentrations (Archaeology, Cultural Anthropology, Biological Anthropology Interdisciplinary)
San Francisco State	39	No Concentrations. Since Fall 2014, students are required to enroll for Complementary Studies (courses outside the primary prefix for the major, and not cross listed with the primary prefix for the major)
CSU, Dominguez Hills	39	General and Archaeology concentration
CSU, San Marcos	39	Two Concentrations (Medical Anthropology, Indigenous Anthropology)
CSU, Monterey Bay*	34-52 (~39)	BA in Social and Behavioral Sciences Two Concentrations (Archaeology, Cultural Anthropology)
CSU, Long Beach	38-39	No Concentrations
CSU, Fresno	34	Two Emphases (Physical & Archaeology, Cultural)

* Quarter system. Units for major are quarter credits; equivalent semester units provided in parentheses.

Phase I: 2000-2006

Phase I coincided with faculty retirements and introduction of new faculty expertise. Two archaeologists with expertise in California and Great Basin prehistory and a cultural anthropologist with research emphasis in East Asia began teaching in Fall 1999. They were followed by hiring of a biological anthropologist in 2000 and a cultural anthropologist in 2001. Faculty hiring peaked in 2002, when five new faculty members joined the Department—an archaeologist with expertise in Mesoamerican archaeology, three cultural anthropologists (with geographic focus on Europe, Mexico and South Asia), and a linguistic anthropologist with research expertise in Japan. This was followed with the hiring of another biological anthropologist in 2003. With this changing faculty profile, some old courses were phased out and new courses developed to introduce newer areas of anthropological enquiry while staying true to the four-field approach to anthropology.

Up until AY 1999-2000, the Anthropology curriculum focused on cultural anthropology. Of the 46 units then required for the major, a minimum of 18 were allocated to cultural anthropology courses, nine units each were archaeology and biological anthropology courses, and three units were linguistic anthropology. Only two lower division introductory courses (biological anthropology and cultural anthropology) were required. Students were introduced to archaeology only in upper division coursework, and students only had the opportunity to enroll in three units of linguistic anthropology courses. Following this, students had the opportunity to choose only three elective units.

Anthropology curricular changes of AY 2000-01 added ANTH 3 (Introduction to Archaeology) to lower-division requirements, and three units of statistics to the major. In AY 2004—05, the Department introduced a lower division introductory course in linguistic anthropology (ANTH 4: Language, Culture and Critical Thinking). In total, students were required to enroll for a minimum of 18 units (six courses) in cultural anthropology, nine units (three courses) of archaeology courses, seven units (two courses and a one unit lab) in biological anthropology, and three units (one course) in linguistic anthropology. Beyond these, students were expected to take nine units (three courses), six units (two courses) of which were from a list of electives made up of 12 cultural anthropology courses, one course each in archaeology and biological anthropology, and three units (one course) of electives independent of any requirements. These changes increased the requirements for the major from 46 units to 52 units, where it has remained since.⁴

The revisions to the curriculum effective Fall 2002 took advantage of the expertise of new faculty to provide students a comprehensive exposure to the American anthropological tradition of a four-field approach. The justification provided for the proposed program changes read as follows:

The Proposed program change is intended to revise course requirements of the major in a manner that better reflects current substantive and theoretical content of the discipline, and properly prepares matriculating students for future academic or professional goals. The majors has not been significantly revised in more than two decades, a period that has seen major changes in the goals and role of Anthropology. Proposed changes further reflect the contemporary developments in archaeology, physical (biological) anthropology, and cultural (social) anthropology. This is of fundamental importance in view of the field's responsibility to expand the diversity of cultural discourse within and outside the discipline, at the same time offering sufficient exposure to practical skills that students will need in applied contexts following graduation. These changes also facilitate departmental implementation of foci outlined in its most recent strategic plan (1996-2000+).

The revised Anthropology curriculum of the 2000-2002 catalog is presented side-by-side the 1998-2000 curriculum in Table 27. Changes introduced to the curriculum over a six-year period starting with the 2000-2002 catalog to the 2006-2008 catalog are presented in Tables 28-29.

Table 27: Comparison of undergraduate Anthropology curriculum from 1998-2000 to 2000-2002 catalogs. Items highlighted in green represent courses introduced to the curriculum.

1998-2000		2000-2002	
Units required for the major: 46		Units required for the major: 49	
A. Required Lower Division Courses (7 units)		A. Required Lower Division Courses (10 units)	
ANTH 001	Introduction to Physical Anthropology	ANTH 001	Introduction to Physical Anthropology

⁴ University catalogs published till AY 2016-17, the curricular requirements for BA in Anthropology was listed as 49 plus 3 units of additional requirements. This error was brought to the attention of the department when program changes were proposed in December 2015.

1998-2000		2000-2002	
ANTH 001A	Laboratory in Physical Anthropology	ANTH 001A	Laboratory in Physical Anthropology
ANTH 002	Introduction to Cultural Anthropology	ANTH 002	Introduction to Cultural Anthropology
		ANTH 003	Introduction to Archaeology
B. Required Upper Division Courses (39 units)		B. Required Upper Division Courses (39 units)	
ANTH 100	Laboratory in Ethnographic Techniques	ANTH 100	Laboratory in Ethnographic Techniques
ANTH 104	History of Anthropology	ANTH 104	History of Anthropology
ANTH 110	Archaeological Method & Theory	ANTH 110	Archaeological Method & Theory
ANTH 140	Social Anthropology	ANTH 140	Social Anthropology
ANTH 141	Culture Theory	ANTH 141	Culture Theory
ANTH 151	Human Paleontology	ANTH 151	Human Paleontology
ANTH 162	Language & Culture	ANTH 162	Language & Culture
Select one (3 units) of the following area courses:		Select one (3 units) of the following area courses:	
ANTH 128	Indians of California	ANTH 128	Indians of California
ANTH 131	Folk Societies of Europe & the Mediterranean	ANTH 131	Folk Societies of Europe & the Mediterranean
ANTH 134	Japanese Culture & Society	ANTH 134	Japanese Culture & Society
ANTH 135	Indians of North America	ANTH 135	Indians of North America
ANTH 143	Culture & Society in Mexico	ANTH 143	Culture & Society in Mexico
ANTH 144	Contemporary American Culture in Anthropological Perspective	ANTH 144	Contemporary American Culture in Anthropological Perspective
ANTH 147	Peoples of Southeast Asia	ANTH 147	Peoples of Southeast Asia
Select one (3 units) of the following archaeology courses:*		Select one (3 units) of the following archaeology courses:*	
		ANTH 111	California Archaeology
ANTH 112	California & Great Basin Archaeology	ANTH 112	California & Great Basin Archaeology
ANTH 117	Archaeology and Anthropology of Peru	ANTH 117	Archaeology and Anthropology of Peru
ANTH 118	Biblical Archaeology	ANTH 118	Biblical Archaeology
ANTH 119	Egyptian Archaeology	ANTH 119	Egyptian Archaeology
ANTH 126	Techniques of Archaeological Analysis: Typologies & Syntheses	ANTH 126	Techniques of Archaeological Analysis: Typologies & Syntheses
Select two (6 units) of the following topical courses:		Select two (6 units) of the following topical courses:	
ANTH 103	Psychological Anthropology	ANTH 103	Psychological Anthropology
ANTH 105	Anthropology of War	ANTH 105	Anthropology of War
ANTH 107	Anthropology of Hunters & Gatherers	ANTH 107	Anthropology of Hunters & Gatherers
ANTH 108	Economic Anthropology	ANTH 108	Economic Anthropology
ANTH 127	Cultural Resource Management in Theory & Practice	ANTH 127	Cultural Resource Management in Theory & Practice
ANTH 157	Human Variation	ANTH 157	Human Variation
ANTH 164	Culture Change	ANTH 164	Culture Change
ANTH 165	Applied Anthropology	ANTH 165	Applied Anthropology
ANTH 166	Rise of Religious Cults	ANTH 166	Rise of Religious Cults
ANTH 168	Folklore in Anthropological Perspective	ANTH 168	Folklore in Anthropological Perspective
ANTH 183	Women Cross-Culturally	ANTH 183	Women Cross-Culturally
ANTH 186	Culture & Poverty	ANTH 186	Culture & Poverty
ANTH 188	Anthropology of the Body	ANTH 188	Anthropology of the Body
ANTH 195	Fieldwork in Anthropology	ANTH 195	Fieldwork in Anthropology
Three additional units in ANTH selected in consultation with advisor		Three additional units in ANTH selected in consultation with advisor	

1998-2000	2000-2002
C. Other Requirements	C. Other Requirements
Anthropology majors must complete two years of University level study in one foreign language or demonstrate equivalent proficiency.	Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department)

The changes to the curriculum for the 2002-2004 catalog move along the trajectory charted in the 2000-2002 (Table 28). Method and theory courses were distinguished from courses that provide students exposure to the breadth of knowledge. However, the curriculum was limited to sustained exposure to three of the four sub-fields (archaeology, cultural anthropology and physical anthropology), while only one upper division course in linguistic anthropology was required of Anthropology majors.

Table 28: Comparison of undergraduate Anthropology curriculum from 2000-2002 to 2002-2004 catalogs. Items highlighted in green represent courses introduced to the curriculum; items in blue indicate relocation of the same course within the curriculum; red strikethrough indicated the deletion of a course from the curriculum.

2000-2002		2002-2004	
Degree offered: BA in Anthropology		Degree offered: BA in Anthropology	
Units required for the major: 52		Units required for the major: 52	
A. Required Lower Division Courses (10 units)		A. Required Lower Division Courses (10 units)	
ANTH 001	Introduction to Physical Anthropology	ANTH 001	Introduction to Physical Anthropology
ANTH 001A	Laboratory in Physical Anthropology	ANTH 001A	Laboratory in Physical Anthropology
ANTH 002	Introduction to Cultural Anthropology	ANTH 002	Introduction to Cultural Anthropology
ANTH 003	Introduction to Archaeology	ANTH 003	Introduction to Archaeology
B. Required Upper Division Courses (39 units)		B. Method and Theory Requirements (15 units)	
ANTH 100	Laboratory in Ethnographic Techniques	ANTH 100	Laboratory in Ethnographic Techniques
ANTH 104	History of Anthropology	ANTH 104	History of Anthropology
ANTH 110	Archaeological Method & Theory	ANTH 110	Archaeological Method & Theory
ANTH 140	Social Anthropology	ANTH 140	Social Anthropology
ANTH 141	Culture Theory	ANTH 141	Culture Theory
ANTH 151	Human Paleontology	ANTH 155	Physical Method and Theory
ANTH 162	Language & Culture	ANTH 160	Linguistic Anthropology ⁵
Select one of the following area courses:		C. Breadth Requirements (9 units)	
ANTH 128	Indians of California	Social/Cultural: Select one of the following area courses	
ANTH 131	Folk Societies of Europe & the Mediterranean	ANTH 140	Social Anthropology
		ANTH 164	Culture Change
ANTH 134	Japanese Culture & Society	Physical: Select one of the following area courses	
ANTH 135	Indians of North America	ANTH 151	Human Paleontology
ANTH 143	Culture & Society in Mexico	ANTH 154	Primatology
ANTH 144	Contemporary American Culture in Anthropological Perspective	(3) Archaeology: Select one of the following area courses	
ANTH 147	Peoples of Southeast Asia	ANTH 107	Anthropology of Hunters & Gatherers
Select one of the following archaeology courses:*		ANTH 109	Ecological and Evolutionary Approaches to Anthropology
ANTH 111	California Archaeology	D. Distributed Electives (9 units)	
ANTH 112	Great Basin Archaeology	Ethnographic: Select one from the following	
ANTH 117	Archaeology and Anthropology of Peru	ANTH 128	Indians of California
ANTH 118	Biblical Archaeology	ANTH 131	Folk Societies of Europe & the Mediterranean
ANTH 119	Egyptian Archaeology	ANTH 134	Japanese Culture & Society
ANTH 126	Techniques of Archaeological Analysis: Typologies & Syntheses	ANTH 135	Indians of North America

⁵ Anth 160: Linguistic Anthropology was reintroduced in the curriculum after it was deleted in Spring of 1988. Students were expected to successfully negotiate ANTH 2 prior to enrolling for ANTH 160.

2000-2002	2002-2004
Select two of the following topical courses:	ANTH 143 Culture & Society in Mexico
ANTH 103 Psychological Anthropology	ANTH 144 Contemporary American Culture in Anthropological Perspective
ANTH 105 Anthropology of War	ANTH 147 Peoples of Southeast Asia
ANTH 107 Anthropology of Hunters & Gatherers	ANTH 148 Anthropology of Chinese Societies
ANTH 108 Economic Anthropology	Archaeological: Select one from the following
ANTH 127 Cultural Resource Management in Theory & Practice	ANTH 111 California Archaeology
ANTH 150 Human Osteology	ANTH 112 Great Basin Archaeology
ANTH 154 Primatology	ANTH 114 North American Prehistory
ANTH 157 Human Variation	ANTH 115 Origins of Agriculture
ANTH 164 Culture Change	ANTH 116 Old World Prehistory: Paleolithic Archaeology
ANTH 165 Applied Anthropology	ANTH 117 Archaeology and Anthropology of Peru
ANTH 166 Rise of Religious Cults	ANTH 118 Biblical Archaeology
ANTH 168 Folklore in Anthropological Perspective	ANTH 119 Egyptian Archaeology
ANTH 183 Women Cross-Culturally	ANTH 190B Prehistory of the Southwest
ANTH 186 Culture & Poverty	Physical: Select one from the following
ANTH 188 Anthropology of the Body	ANTH 150 Human Osteology
ANTH 195 Fieldwork in Anthropology	ANTH 152 Primate Adaptations
Three additional units in ANTH selected in consultation with advisor	ANTH 157 Human Variation
G. Other Requirements	ANTH 158 Forensic Anthropology
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	E. Undistributed Electives (3 units)
	(3) Choose from all of the above plus the following:
	ANTH 103 Psychological Anthropology
	ANTH 105 Anthropology of War
	ANTH 106 Culture and Personality of the Chicano Child
	ANTH 108 Economic Anthropology
	ANTH 123 Ancient Technology
	ANTH 124 Environmental Archaeology
	ANTH 126 Techniques of Archaeological Analysis: Typologies & Syntheses
	ANTH 127 Cultural Resource Management in Theory & Practice
	ANTH 162 Language and Culture
	ANTH 163 Urban Anthropology
	ANTH 165 Applied Anthropology
	ANTH 166 Rise of Religious Cults
	ANTH 168 Folklore in Anthropological Perspective
	ANTH 183 Women Cross-Culturally
	ANTH 186 Culture & Poverty
	ANTH 187 Anthropology of Tourism
	ANTH 188 Anthropology of the Body
	ANTH 190 Advanced Topics in Anthropology
	F. Fieldwork/Research (3 units)
	(3) Select one of the following:
	ANTH 195A Fieldwork in Archaeology (ANTH 192A taken concurrently) AND
	ANTH 192A Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission) OR
	ANTH 195B Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B) AND
	ANTH 192B Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B) OR

2000-2002	2002-2004
	ANTH 195C Fieldwork in Physical Anthropology

In the next 2004-06 revision (Table 29), the upper division linguistic anthropology course required for all majors (ANTH 160: Linguistic Anthropology) in the earlier catalog was replaced by ANTH 4 (Language, Culture and Communication),⁶ a lower division introductory course. One other new course was introduced (ANTH 122: The Evolution of Early Mesoamerican States) while a series of courses were retired. The justification for the program change reads:

The proposed program change is intended to revise course requirements of the major in a manner that better reflects current substantive and theoretical contents of the discipline, and properly prepares matriculating students from future academic or professional goals.

Table 29: Comparison of undergraduate Anthropology curriculum from 2002-2004 to 2004-2006 catalogs. Items highlighted in green represent courses introduced to the curriculum; items in blue indicate relocation of the same course within the curriculum; red strikethrough indicated the deletion of a course from the curriculum. Items in purple indicate renaming of course.

2002-2004	2004-2006
Degree offered: BA in Anthropology	Degree offered: BA in Anthropology
Units required for the major: 52	Units required for the major: 52
A. Required Lower Division Courses (10 units)	A. Required Lower Division Courses (13 units)
ANTH 001 Introduction to Physical Anthropology	ANTH 001 Introduction to Physical Anthropology
ANTH 001A Laboratory in Physical Anthropology	ANTH 001A Laboratory in Physical Anthropology
ANTH 002 Introduction to Cultural Anthropology	ANTH 002 Introduction to Cultural Anthropology
ANTH 003 Introduction to Archaeology	ANTH 003 Introduction to Archaeology
	ANTH 004 Language, Culture and Communication
B. Method and Theory Requirements (15 units)	B. Method and Theory Requirements (12 units)
ANTH 104 History of Anthropology	ANTH104 History of Anthropology
ANTH 110 Archaeological Method & Theory	ANTH 110 Archaeological Method & Theory
ANTH 140 Social Anthropology	ANTH 140 Social Anthropology
ANTH 141 Culture Theory	ANTH 141 Culture Theory
ANTH 155 Physical Method and Theory	ANTH 155 Method and Theory in Physical Anthropology
ANTH 160 Linguistic Anthropology	ANTH 160 Linguistic Anthropology
C. Breadth Requirements (9 units)	C. Breadth Requirements (9 units)
<i>Social/Cultural: Select one (3 units) of the following area courses</i>	<i>Social/Cultural: Select one (3 units) of the following area courses</i>
ANTH 140 Social Anthropology	ANTH 140 Social Anthropology
ANTH 164 Culture Change	ANTH 164 Culture Change
<i>Physical: Select one (3 units) of the following area courses</i>	<i>Physical: Select one (3 units) of the following area courses</i>
ANTH 151 Human Paleontology	ANTH 151 Human Paleontology
ANTH 154 Primatology	ANTH 154 Primate Behavior
<i>Archaeology: Select one (3 units) of the following area courses</i>	<i>Archaeology: Select one (3 units) of the following area courses</i>
ANTH 107 Anthropology of Hunters & Gatherers	ANTH 107 Anthropology of Hunters & Gatherers
ANTH 109 Ecological and Evolutionary Approaches to Anthropology	ANTH 109 Ecological and Evolutionary Approaches to Anthropology
D. Distributed Electives (9 units)	D. Distributed Electives (9-10 units)
<i>Ethnographic: Select one (3 units) from the following</i>	<i>Ethnographic: Select one (3 units) from the following</i>
ANTH 128 Indians of California	ANTH 128 Indians of California
ANTH 131 Folk Societies of Europe & the	ANTH 131 Folk Societies of Europe & the Mediterranean

⁶ The content of ANTH 4: Language, Culture and Communication was later revised in time for the 2006-08 catalog and renamed ANTH 4: Language, Culture and Critical Thinking. This change is significant, in that, it was also approved to satisfy the requirements of General Education Area A3: Critical Thinking. The entry of ANTH 4 into GE Area A3 made it possible for the Department of Anthropology to offer courses in all areas of the GE program.

2002-2004		2004-2006	
Mediterranean			
ANTH 134	Japanese Culture & Society	ANTH 134	Japanese Culture & Society
ANTH 135	Indians of North America	ANTH 135	Indians of North America
ANTH 143	Culture & Society in Mexico	ANTH 143	Culture & Society in Mexico
ANTH 144	Contemporary American Culture in Anthropological Perspective	ANTH 144	Contemporary American Culture in Anthropological Perspective
ANTH 147	Peoples of Southeast Asia	ANTH 145	Peoples and Cultures of Latin America
ANTH 148	Anthropology of Chinese Societies	ANTH 147	Peoples of Southeast Asia
		ANTH 148	Anthropology of Chinese Societies
		ANTH 149	Cultures of South Asia
<i>Archaeological: Select one (3 units) from the following</i>		<i>Archaeological: Select one (3 units) from the following</i>	
ANTH 111	California Archaeology	ANTH 111	California Archaeology
ANTH 112	Great Basin Archaeology	ANTH 112	Great Basin Archaeology
		ANTH 113	Prehistory of the Southwest
ANTH 114	North American Prehistory	ANTH 114	North American Prehistory
ANTH 115	Origins of Agriculture	ANTH 115	Origins of Agriculture
ANTH 116	Old World Prehistory: Paleolithic Archaeology	ANTH 116	Old World Prehistory: Paleolithic Archaeology
ANTH 117	Archaeology and Anthropology of Peru	ANTH 117	Archaeology and Anthropology of Peru
ANTH 118	Biblical Archaeology	ANTH 118	Biblical Archaeology
ANTH 119	Egyptian Archaeology	ANTH 119	Egyptian Archaeology
		ANTH 122	The Evolution of Early Mesoamerican States
ANTH 190B	Prehistory of the Southwest		
<i>Physical: Select one (3 units) from the following</i>		<i>Physical: Select one (3 units) from the following</i>	
ANTH 150	Human Osteology	ANTH 150	Human Osteology
ANTH 152	Primate Adaptations	ANTH 152	Primate Adaptations
ANTH 157	Human Variation	ANTH 157	Human Variation
ANTH 158	Forensic Anthropology	ANTH 158	Forensic Anthropology
E. Undistributed Electives (3 units)		E. Undistributed Electives (3 units)	
Choose one (3 units) from all of the above plus the following:		Choose one (3 units) from all of the above plus the following:	
ANTH 103	Psychological Anthropology	ANTH 103	Psychological Anthropology
ANTH 105	Anthropology of War	ANTH 105	Anthropology of War
ANTH 106	Culture and Personality of the Chicano Child	ANTH 106	Culture and Personality of the Chicano Child
ANTH 108	Economic Anthropology	ANTH 108	Economic Anthropology
ANTH 123	Ancient Technology	ANTH 123	Ancient Technology
ANTH 124	Environmental Archaeology	ANTH 124	Environmental Archaeology
ANTH 126	Techniques of Archaeological Analysis: Typologies & Syntheses	ANTH 126	Techniques of Archaeological Analysis: Typologies & Syntheses
ANTH 127	Cultural Resource Management in Theory & Practice	ANTH 127	Cultural Resource Management in Theory & Practice
ANTH 162	Language and Culture	ANTH 142	Political Anthropology
ANTH 163	Urban Anthropology	ANTH 160	Linguistic Anthropology
ANTH 165	Applied Anthropology	ANTH 162	Language and Culture
ANTH 166	Rise of Religious Cults	ANTH 163	Urban Anthropology
ANTH 168	Folklore in Anthropological Perspective	ANTH 165	Applied Anthropology
ANTH 183	Women Cross-Culturally	ANTH 166	Rise of Religious Cults
ANTH 186	Culture & Poverty	ANTH 168	Folklore in Anthropological Perspective
ANTH 187	Anthropology of Tourism	ANTH 183	Women Cross-Culturally
ANTH 188	Anthropology of the Body	ANTH 186	Culture & Poverty
ANTH 190	Advanced Topics in Anthropology	ANTH 187	Anthropology of Tourism
		ANTH 188	Anthropology of the Body
		ANTH 190	Advanced Topics in Anthropology
F. Fieldwork/Research (3 units)		F. Fieldwork/Research (3 units)	
(3) Select one of the following:		(3) Select one of the following:	
ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently) AND	ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently) AND
ANTH 192A	Laboratory Work in Archaeology (ANTH	ANTH 192A	Laboratory Work in Archaeology (ANTH

2002-2004		2004-2006	
	195A; may be waived with instructor permission) OR		195A; may be waived with instructor permission) OR
ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B) AND	ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B) AND
ANTH 192B	Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B) OR	ANTH 192B	Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B) OR
ANTH 195C	Fieldwork in Physical Anthropology	ANTH 195C	Fieldwork in Physical Anthropology
G. Other Requirements		G. Other Requirements	
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).		Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	

Although the 2004-06 catalog added an introductory course in linguistic anthropology (ANTH 4) into the lower-division requirements for the major, it retained an uneven representation of the four-fields in the upper-division courses. Furthermore, the Anthropology curriculum allowed students minimal flexibility and little choice of electives. The 2006-08 catalog differed only slightly in that a few courses (see list below) were phased out. Despite these shortcomings, the curricular development between 2000-2006 created the space for newly hired faculty to integrate their knowledge and skill sets into the curriculum. The list of courses phased out, added and or reintroduced between AY 2000-2001 and AY 2006-2007 is presented below:

Courses Phased Out/Deleted:

1. ANTH 100: Laboratory in Ethnographic Techniques (2002-04 Catalog)
2. ANTH 117: Archaeology and Anthropology of Peru (2004-06 Catalog)
3. ANTH 118: Biblical Archaeology (2004-06 Catalog)
4. ANTH 119: Egyptian Archaeology (2004-06 Catalog)

New Courses Introduced:

1. ANTH 003: Introduction to Archaeology (2000-02 Catalog)
2. ANTH 004: Language, Culture and Critical Thinking (2004-06 Catalog)
3. ANTH 111: California Archaeology (2000-02 Catalog)
4. ANTH 122: The Evolution of Early Mesoamerican States (2004-06 Catalog)
5. ANTH 142: Political Anthropology (2004-06 Catalog)
6. ANTH 145: People and Cultures of Latin America (2004-06 Catalog)
7. ANTH 149: Cultures of South Asia (2004-06 Catalog)
8. ANTH 187: Anthropology of Tourism (2002-04 Catalog)
9. ANTH 190B: Prehistory of the Southwest (2002-04 Catalog)

Old Courses reintroduced:

1. ANTH 160: Linguistic Anthropology (2002-04 Catalog)
2. ANTH 190: Advanced Topics in Anthropology (2002-04 Catalog)

Phase II (2008-2015)

The changes implemented for 2008-2010 were more substantial, because they were informed by the last program review, which encouraged the Department to reimagine the curriculum with an eye towards a more defined four-field structure and allowing students more flexibility in their choice of electives.

The Program Description for Anthropology in the 2006-2008 University Catalog lists the following specializations:

- **Cultural and Social Anthropology** deal with the social lives of people around the world, including our own society: economic systems, legal practices, kinship, religions, medical practices, folklore, arts and political systems, as well as the interrelationship of these systems in environmental adaptation and social change.
- **Physical Anthropology** describes and compares world human biology. Focuses on humans and their primate order, and seeks to document and understand the interplay of culture and biology in the course of human evolution and adaptation.
- **Anthropological Linguistics** deals with varied aspects of human language and the characteristics of non- human communication systems, to achieve an understanding of past and present human language systems and their significance in social life.
- **Archaeology** focuses on the material remains of human societies from the remote and recent past with emphasis on reconstructing and understanding past modes of human cultural adaptation and change.

However, the 2006-2008 curriculum did not equally represent the four areas of anthropological inquiry and required students to enroll for only three units of upper division linguistic anthropology in addition to the lower division requirement. In contrast, 12 units of coursework were required in each of the other three subfields different across the curriculum. These latter requirements allowed little choice for elective courses. These faculty addressed these issues with the changes introduced to the curriculum effective Fall 2008, constituting Phase II of the curricular development in Anthropology.

Phase II was a more substantial structural transformation of the curriculum than Phase I. A comparison of the structural variation in the curricular between Phase I and Phase II is presented in Table 30 below. A more detailed explanation of the curriculum is presented in Table 31.

Table 30: Comparison of course categories in the Anthropology undergraduate curriculum.

Phase I (2000- 2008)	Phase II (2008-2016)
Lower Division Required courses (13 units)	Lower Division Required courses (13 units)
Method and Theory Requirements (12 units)	Foundational Requirements (24 units)
Breadth Requirements (9 units)	Archaeology [6 units]
Ethnographic [3 units]	Biological Anthropology [6 units]
Archaeological [3 units]	Cultural Anthropology [6 units]
Physical [3 units]	Linguistic Anthropology [6 units]
Distributed Electives (9 units)	Electives (12 units)
Ethnographic [3 units]	Other Requirement (3 units of Statistics)
Archaeological [3 units]	
Physical [3 units]	
Undistributed Electives (3 units)	
Fieldwork (3 units)	
Other Requirement (3 units of Statistics)	

Table 31: Comparison of undergraduate Anthropology curriculum from 2006-2008 to 2008-2010 catalogs. Items highlighted in green represent courses introduced to the curriculum; items in blue indicate relocation of the same course within the curriculum. Items in purple indicate renaming of course.

2006-2008		2008-2010	
Degree offered: BA in Anthropology		Degree offered: BA in Anthropology	
Units required for the major: 52		Units required for the major: 52	
A. Required Lower Division Courses (13 units)		A. Required Lower Division Courses (10 units)	
ANTH 001	Introduction to Physical Anthropology	ANTH 001	Introduction to Physical Anthropology
ANTH 001A	Laboratory in Physical Anthropology	ANTH 001A	Laboratory in Physical Anthropology
ANTH 002	Introduction to Cultural Anthropology	ANTH 002	Introduction to Cultural Anthropology
ANTH 003	Introduction to Archaeology	ANTH 003	Introduction to Archaeology
ANTH 004	Language, Culture and Critical Thinking	ANTH 004	Language, Culture and Critical Thinking
B. Method and Theory Requirements (12 units)		B. Foundational Requirements (24 units)	
ANTH 104	History of Anthropology	Archaeology	
ANTH 110	Archaeological Method & Theory	(3) Select one of the following:	
ANTH 140	Social Anthropology	ANTH 107	Anthropology of Hunters & Gatherers
ANTH 141	Culture Theory	ANTH 110	Archaeological Method & Theory
ANTH 155	Method and Theory in Physical Anthropology	ANTH 115	Origins of Agriculture
		(3) Select one of the following:	
C. Breadth Requirements (9 units)		ANTH 111	California Archaeology
Social/Cultural: Select one of the following area courses		ANTH 113	Prehistory of Southwest
		ANTH 112	Great Basin Archaeology
ANTH 140	Social Anthropology	ANTH 114	North American Prehistory
ANTH 164	Culture Change	ANTH 122	The Evolution of Early Mesoamerican States
Physical: Select one of the following area courses			
ANTH 151	Human Paleontology	Biological Anthropology	
ANTH 154	Primate Behavior	(6) Select two from the following:	
Archaeology: Select one of the following area courses		ANTH 151	Human Paleontology
ANTH 107	Anthropology of Hunters & Gatherers	ANTH 154	Primate Behavior
ANTH 109	Ecological and Evolutionary Approaches to Anthropology	ANTH 155	Method and Theory in Physical Anthropology
D. Distributed Electives (9 units)		ANTH 157	Human Variation
Ethnographic: Select one from the following		Cultural Anthropology	
ANTH 128	Indians of California	(3)ANTH 146	Ethnographic Analysis
ANTH 131	Folk Societies of Europe & the Mediterranean	(3) Select one of the following:	
		ANTH 104	History of Anthropology
ANTH 134	Japanese Culture & Society	ANTH 105	Anthropology of War
ANTH 135	Indians of North America	ANTH 108	Economic Anthropology
ANTH 143	Culture & Society in Mexico	ANTH 140	Social Anthropology
ANTH 144	Contemporary American Culture in Anthropological Perspective	ANTH 141	Culture Theory
		ANTH 142	Political Anthropology
ANTH 145	Peoples and Cultures of Latin America	ANTH 145	Peoples and Cultures of Latin America
ANTH 147	Peoples of Southeast Asia	ANTH 163	Urban Anthropology
ANTH 148	Anthropology of Chinese Societies	ANTH 164	Culture Change
ANTH 149	Cultures of South Asia	ANTH 167	Religion and Culture
Archaeological: Select one from the following		ANTH 176	Museum, Culture and Society
ANTH 111	California Archaeology	ANTH 187	Anthropology of Tourism
ANTH 112	Great Basin Archaeology	Linguistic Anthropology	
ANTH 113	Prehistory of Southwest	(3) Select one of the following	
ANTH 114	North American Prehistory	ANTH 160	Linguistic Anthropology
ANTH 115	Origins of Agriculture	ANTH 162	Language and Culture
ANTH 116	Old World Prehistory: Paleolithic Archaeology	(3) Select one of the following	
		ANTH 168	Folklore in Anthropological Perspective
ANTH 122	The Evolution of Early Mesoamerican States	ANTH 169	Research Methods in Linguistic Anthropology
Physical: Select one from the following		ANTH 190	Advanced Topics in Anthropology
ANTH 150	Human Osteology	C. Electives (12 units)	
ANTH 152	Primate Adaptations	ANTH 116	Old World Prehistory: Paleolithic

2006-2008		2008-2010	
ANTH 157	Human Variation		Archaeology
ANTH 158	Forensic Anthropology	ANTH 123	Ancient Technology
E. Undistributed Electives (3 units)		ANTH 124	Environmental Archaeology
(3) Choose from all of the above plus the following:		ANTH 126	Techniques of Archaeological Analysis
ANTH 103	Psychological Anthropology		
ANTH 105	Anthropology of War	ANTH 127	Cultural Resource Management in Theory and Practice
ANTH 106	Culture and Personality of the Chicano Child	ANTH 131	Peoples and Cultures of Europe
ANTH 108	Economic Anthropology	ANTH 134	Japanese Culture and Society
ANTH 123	Ancient Technology	ANTH 143	Culture and Society in Mexico
ANTH 124	Environmental Archaeology	ANTH 144	Contemporary American Culture in Anthropological Perspective
ANTH 126	Techniques of Archaeological Analysis: Typologies & Syntheses	ANTH 145	Peoples and Cultures of Latin America
ANTH 127	Cultural Resource Management in Theory & Practice	ANTH 147	Peoples of Southeast Asia
ANTH 142	Political Anthropology	ANTH 148	Anthropology of Chinese Societies
ANTH 160	Linguistic Anthropology	ANTH 149	Cultures of South Asia
ANTH 162	Language and Culture	ANTH 150	Human Osteology
ANTH 163	Urban Anthropology	ANTH 152	Primate Adaptations
ANTH 165	Applied Anthropology	ANTH 158	Forensic Anthropology
ANTH 166	Rise of Religious Cults	ANTH 166	Rise of Religious Cults
ANTH 168	Folklore in Anthropological Perspective	ANTH 170/ HRS 170	The Religious Landscape of the Sacramento Valley
ANTH 183	Women Cross-Culturally		
ANTH 186	Culture & Poverty	ANTH 183	Women Cross-Culturally
ANTH 187	Anthropology of Tourism	ANTH 188	Anthropology of the Body
ANTH 188	Anthropology of the Body		
ANTH 190	Advanced Topics in Anthropology	ANTH 192A	Laboratory Work in Archaeology (Corequisite ANTH 195A)
F. Fieldwork/Research (3 units)		ANTH 192B	Laboratory in Ethnographic Techniques (Corequisite ANTH 195B)
ANTH 192A	Laboratory Work in Archaeology (Corequisite ANTH 195A)	ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)
ANTH 192B	Laboratory in Ethnographic Techniques (Corequisite ANTH 195B)	ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)
ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)	ANTH 195C	Fieldwork in Physical Anthropology
ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)	ANTH 196M	Museum Methods
G. Other Requirements		G. Other Requirements	
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).		Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	

As evidenced in Table 31, the curricular structure was overhauled in the 2008-2010 catalog so that all majors were required to enroll for at least nine units of coursework (one lower division introductory course followed by two upper division courses) in each of the four subfields of anthropology, providing a comprehensive experience of four field approach to anthropology. The new curriculum also afforded students the opportunity to enroll for 12 units of upper division electives to pursue their own area of interest and career training. This made a huge difference from the perspective of students and the new curriculum was well received by the students. The Department witnessed an increased interest in the discipline among students, reflected in the number of majors and degrees awarded.

Some compromises had to be made to accommodate the well-rounded foundation in anthropology and freedom to choose elective courses, without further increasing the number of units required for the major. Fieldwork courses (ANTH 195A, ANTH 195B, and ANTH 195C), which had previously been required,

were moved to the list of elective courses. These fieldwork courses had become costly to organize and run effectively, and could no longer be scheduled as frequently as needed for required courses.

The curricular changes introduced for the 2008-2010 catalog were the culmination of a long journey which started close to a decade earlier with the introduction of ANTH 3 (in Fall 1999) and ANTH 4 (in Fall 2002) to the lower division course requirements. Between Fall 2010 and Spring 2016, new courses were added to the curriculum but the structure remained the same as envisioned in 2008 (Tables 32-34). These changes can be described as productive and effective when viewed from the perspective of providing students a comprehensive exposure to four field approach to anthropology.

Table 32: Comparison of undergraduate Anthropology curriculum from 2008-2010 to 2010-2012 catalogs. Items highlighted in green represent courses introduced to the curriculum; red strikethrough indicated the deletion of a course from the curriculum.

2008-2010		2010-2012	
Degree offered: BA in Anthropology		Degree offered: BA in Anthropology	
Units required for the major: 52		Units required for the major: 52	
A. Required Lower Division Courses (10 units)		A. Required Lower Division Courses (10 units)	
ANTH 001	Introduction to Physical Anthropology	ANTH 001	Introduction to Physical Anthropology
ANTH 001A	Laboratory in Physical Anthropology	ANTH 001A	Laboratory in Physical Anthropology
ANTH 002	Introduction to Cultural Anthropology	ANTH 002	Introduction to Cultural Anthropology
ANTH 003	Introduction to Archaeology	ANTH 003	Introduction to Archaeology
ANTH 004	Language, Culture and Critical Thinking	ANTH 004	Language, Culture and Critical Thinking
B. Foundational Requirements (24 units)		B. Foundational Requirements (24 units)	
Archaeology		Archaeology	
(3) Select one of the following:		(3) Select one of the following:	
ANTH 107	Anthropology of Hunters & Gatherers	ANTH 107	Anthropology of Hunters & Gatherers
ANTH 110	Archaeological Method & Theory	ANTH 110	Archaeological Method & Theory
ANTH 115	Origins of Agriculture	ANTH 115	Origins of Agriculture
(3) Select one of the following:		(3) Select one of the following:	
ANTH 111	California Archaeology	ANTH 111	California Archaeology
ANTH 112	Great Basin Archaeology	ANTH 112	Great Basin Archaeology
ANTH 113	Prehistory of Southwest	ANTH 113	Prehistory of Southwest
ANTH 114	North American Prehistory	ANTH 114	North American Prehistory
ANTH 122	The Evolution of Early Mesoamerican States	ANTH 122	The Evolution of Early Mesoamerican States
Biological Anthropology		Biological Anthropology	
(6) Select two from the following:		(6) Select two from the following:	
ANTH 151	Human Paleontology	ANTH 151	Human Paleontology
ANTH 154	Primate Behavior	ANTH 154	Primate Behavior
ANTH 155	Method and Theory in Physical Anthropology	ANTH 155	Method and Theory in Physical Anthropology
		ANTH 156	Evolution of Human Behavior
ANTH 157	Human Variation	ANTH 157	Human Variation
Cultural Anthropology		Cultural Anthropology	
ANTH 146	Ethnographic Analysis	ANTH 146	Ethnographic Analysis
(3) Select one of the following:		(3) Select one of the following:	
ANTH 104	History of Anthropology	ANTH 104	History of Anthropology
ANTH 105	Anthropology of War	ANTH 105	Anthropology of War
ANTH 108	Economic Anthropology	ANTH 108	Economic Anthropology
ANTH 140	Social Anthropology	ANTH 140	Social Anthropology
ANTH 141	Culture Theory	ANTH 141	Culture Theory
ANTH 142	Political Anthropology	ANTH 142	Political Anthropology
ANTH 145	Peoples and Cultures of Latin America	ANTH 145	Peoples and Cultures of Latin America
ANTH 163	Urban Anthropology	ANTH 163	Urban Anthropology
ANTH 164	Culture Change	ANTH 164	Culture Change
ANTH 167	Religion and Culture	ANTH 167	Religion and Culture
ANTH 176	Museum, Culture and Society	ANTH 176	Museum, Culture and Society
ANTH 187	Anthropology of Tourism	ANTH 187	Anthropology of Tourism

2008-2010	2010-2012
Linguistic Anthropology	Linguistic Anthropology
(3) Select one of the following	(3) Select one of the following
ANTH 160 Linguistic Anthropology	ANTH 160 Linguistic Anthropology
ANTH 162 Language and Culture	ANTH 162 Language and Culture
(3) Select one of the following	(3) Select one of the following
ANTH 168 Folklore in Anthropological Perspective	ANTH 168 Folklore in Anthropological Perspective
ANTH 169 Research Methods in Linguistic Anthropology	ANTH 169 Research Methods in Linguistic Anthropology
ANTH 190 Advanced Topics in Anthropology	ANTH 190 Advanced Topics in Anthropology
C. Electives (12 units)	C. Electives (12 units)
ANTH 116 Old World Prehistory: Paleolithic Archaeology	ANTH 116 Old World Prehistory: Paleolithic Archaeology
ANTH 123 Ancient Technology	ANTH 123 Ancient Technology
ANTH 124 Environmental Archaeology	ANTH 124 Environmental Archaeology
ANTH 126 Techniques of Archaeological Analysis	ANTH 126 Techniques of Archaeological Analysis
ANTH 127 Cultural Resource Management in Theory and Practice	ANTH 127 Cultural Resource Management in Theory and Practice
ANTH 131 Peoples and Cultures of Europe	ANTH 131 Peoples and Cultures of Europe
ANTH 134 Japanese Culture and Society	ANTH 134 Japanese Culture and Society
ANTH 143 Culture and Society in Mexico	ANTH 143 Culture and Society in Mexico
ANTH 144 Contemporary American Culture in Anthropological Perspective	ANTH 144 Contemporary American Culture in Anthropological Perspective
ANTH 145 Peoples and Cultures of Latin America	ANTH 145 Peoples and Cultures of Latin America
ANTH 147 Peoples of Southeast Asia	ANTH 147 Peoples of Southeast Asia
ANTH 148 Anthropology of Chinese Societies	ANTH 148 Anthropology of Chinese Societies
ANTH 149 Cultures of South Asia	ANTH 149 Cultures of South Asia
ANTH 150 Human Osteology	ANTH 150 Human Osteology
ANTH 152 Primate Adaptations	ANTH 152 Primate Adaptations
ANTH 158 Forensic Anthropology	ANTH 158 Forensic Anthropology
ANTH 166 Rise of Religious Cults	ANTH 166 Rise of Religious Cults
ANTH 170/ HRS 170 The Religious Landscape of the Sacramento Valley	ANTH 170/ HRS 170 The Religious Landscape of the Sacramento Valley
ANTH 183 Women Cross-Culturally	ANTH 183 Women Cross-Culturally
ANTH 188 Anthropology of the Body	ANTH 188 Anthropology of the Body
ANTH 192A Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)	ANTH 192A Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)
ANTH 195A Fieldwork in Archaeology (ANTH 192A taken concurrently)	ANTH 195A Fieldwork in Archaeology (ANTH 192A taken concurrently)
ANTH 192B Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)	ANTH 192B Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)
ANTH 195B Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)	ANTH 195B Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)
ANTH 195C Fieldwork in Physical Anthropology	ANTH 195C Fieldwork in Physical Anthropology
ANTH 196M Museum Methods	ANTH 196M Museum Methods
G. Other Requirements	G. Other Requirements
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).

Table 33: Comparison of undergraduate Anthropology curriculum from 2010-2012 to 2012-2014 catalogs. Items highlighted in green represent courses introduced to the curriculum.

2010-2012	2012-2014
Degree offered: BA in Anthropology	Degree offered: BA in Anthropology
Units required for the major: 52	Units required for the major: 52

2010-2012	2012-2014
A. Required Lower Division Courses (10 units)	A. Required Lower Division Courses (10 units)
ANTH 001 Introduction to Physical Anthropology	ANTH 001 Introduction to Physical Anthropology
ANTH 001A Laboratory in Physical Anthropology	ANTH 001A Laboratory in Physical Anthropology
ANTH 002 Introduction to Cultural Anthropology	ANTH 002 Introduction to Cultural Anthropology
ANTH 003 Introduction to Archaeology	ANTH 003 Introduction to Archaeology
ANTH 004 Language, Culture and Critical Thinking	ANTH 004 Language, Culture and Critical Thinking
B. Foundational Requirements (24 units)	B. Foundational Requirements (24 units)
Archaeology	Archaeology
(3) Select one of the following:	(3) Select one of the following:
ANTH 107 Anthropology of Hunters & Gatherers	ANTH 107 Anthropology of Hunters & Gatherers
	ANTH 109 Ecological and Evolutionary Approaches to Anthropology
ANTH 110 Archaeological Method & Theory	ANTH 110 Archaeological Method & Theory
ANTH 115 Origins of Agriculture	ANTH 115 Origins of Agriculture
(3) Select one of the following:	(3) Select one of the following:
ANTH 111 California Archaeology	ANTH 111 California Archaeology
ANTH 112 Great Basin Archaeology	ANTH 112 Great Basin Archaeology
ANTH 113 Prehistory of Southwest	ANTH 113 Prehistory of Southwest
ANTH 114 North American Prehistory	ANTH 114 North American Prehistory
ANTH 122 The Evolution of Early Mesoamerican States	ANTH 122 The Evolution of Early Mesoamerican States
Biological Anthropology	Biological Anthropology
(6) Select two from the following:	(6) Select two from the following:
ANTH 151 Human Paleontology	ANTH 151 Human Paleontology
ANTH 154 Primate Behavior	ANTH 154 Primate Behavior
ANTH 155 Method and Theory in Physical Anthropology	ANTH 155 Method and Theory in Physical Anthropology
ANTH 156 Evolution of Human Behavior	ANTH 156 Evolution of Human Behavior
ANTH 157 Human Variation	ANTH 157 Human Variation
Cultural Anthropology	Cultural Anthropology
ANTH 146 Ethnographic Analysis	ANTH 146 Ethnographic Analysis
(3) Select one of the following:	(3) Select one of the following:
ANTH 104 History of Anthropology	ANTH 104 History of Anthropology
ANTH 105 Anthropology of War	ANTH 105 Anthropology of War
ANTH 108 Economic Anthropology	ANTH 108 Economic Anthropology
ANTH 140 Social Anthropology	ANTH 140 Social Anthropology
ANTH 141 Culture Theory	ANTH 141 Culture Theory
ANTH 142 Political Anthropology	ANTH 142 Political Anthropology
ANTH 145 Peoples and Cultures of Latin America	ANTH 145 Peoples and Cultures of Latin America
ANTH 163 Urban Anthropology	ANTH 163 Urban Anthropology
ANTH 164 Culture Change	ANTH 164 Culture Change
ANTH 167 Religion and Culture	ANTH 167 Religion and Culture
ANTH 176 Museum, Culture and Society	ANTH 176 Museum, Culture and Society
	ANTH 181 Anthropology of Human Rights
Linguistic Anthropology	Linguistic Anthropology
(3) Select one of the following	(3) Select one of the following
ANTH 160 Linguistic Anthropology	ANTH 160 Linguistic Anthropology
ANTH 162 Language and Culture	ANTH 162 Language and Culture
(3) Select one of the following	(3) Select one of the following
ANTH 168 Folklore in Anthropological Perspective	ANTH 168 Folklore in Anthropological Perspective
ANTH 169 Research Methods in Linguistic Anthropology	ANTH 169 Research Methods in Linguistic Anthropology
ANTH 190 Advanced Topics in Anthropology	ANTH 190 Advanced Topics in Anthropology
C. Electives (12 units)	C. Electives (12 units)
ANTH 116 Old World Prehistory: Paleolithic Archaeology	ANTH 116 Old World Prehistory: Paleolithic Archaeology
ANTH 123 Ancient Technology	ANTH 123 Ancient Technology
ANTH 124 Environmental Archaeology	ANTH 124 Environmental Archaeology

2010-2012		2012-2014	
ANTH 126	Techniques of Archaeological Analysis	ANTH 126	Techniques of Archaeological Analysis
ANTH 127	Cultural Resource Management in Theory and Practice	ANTH 127	Cultural Resource Management in Theory and Practice
ANTH 131	Peoples and Cultures of Europe	ANTH 131	Peoples and Cultures of Europe
ANTH 134	Japanese Culture and Society	ANTH 134	Japanese Culture and Society
ANTH 143	Culture and Society in Mexico	ANTH 143	Culture and Society in Mexico
ANTH 144	Contemporary American Culture in Anthropological Perspective	ANTH 144	Contemporary American Culture in Anthropological Perspective
ANTH 145	Peoples and Cultures of Latin America	ANTH 145	Peoples and Cultures of Latin America
ANTH 147	Peoples of Southeast Asia	ANTH 147	Peoples of Southeast Asia
ANTH 148	Anthropology of Chinese Societies	ANTH 148	Anthropology of Chinese Societies
ANTH 149	Cultures of South Asia	ANTH 149	Cultures of South Asia
ANTH 150	Human Osteology	ANTH 150	Human Osteology
ANTH 152	Primate Adaptations	ANTH 152	Primate Adaptations
ANTH 158	Forensic Anthropology	ANTH 158	Forensic Anthropology
ANTH 166	Rise of Religious Cults	ANTH 166	Rise of Religious Cults
ANTH 170/ HRS 170	The Religious Landscape of the Sacramento Valley	ANTH 170/ HRS 170	The Religious Landscape of the Sacramento Valley
		ANTH 177	Museum Methods
ANTH 183	Women Cross-Culturally	ANTH 183	Women Cross-Culturally
ANTH 188	Anthropology of the Body	ANTH 188	Anthropology of the Body
ANTH 192A	Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)	ANTH 192A	Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)
ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)	ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)
ANTH 192B	Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)	ANTH 192B	Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)
ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)	ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)
ANTH 195C	Fieldwork in Physical Anthropology	ANTH 195C	Fieldwork in Physical Anthropology
G. Other Requirements		G. Other Requirements	
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).		Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	

Table 34: Comparison of undergraduate Anthropology curriculum from 2012-2014 to 2014-2015 catalogs. Items highlighted in green represent courses introduced to the curriculum.

2012-2014		2014-2015	
Degree offered: BA in Anthropology		Degree offered: BA in Anthropology	
Units required for the major: 52		Units required for the major: 52	
A. Required Lower Division Courses (10 units)		A. Required Lower Division Courses (10 units)	
ANTH 001	Introduction to Physical Anthropology	ANTH 001	Introduction to Physical Anthropology
ANTH 001A	Laboratory in Physical Anthropology	ANTH 001A	Laboratory in Physical Anthropology
ANTH 002	Introduction to Cultural Anthropology	ANTH 002	Introduction to Cultural Anthropology
ANTH 003	Introduction to Archaeology	ANTH 003	Introduction to Archaeology
ANTH 004	Language, Culture and Critical Thinking	ANTH 004	Language, Culture and Critical Thinking
B. Foundational Requirements (24 units)		B. Foundational Requirements (24 units)	
Archaeology		Archaeology	
(3) Select one of the following:		(3) Select one of the following:	
ANTH 107	Anthropology of Hunters & Gatherers	ANTH 107	Anthropology of Hunters & Gatherers
ANTH 109	Ecological and Evolutionary Approaches to Anthropology	ANTH 109	Ecological and Evolutionary Approaches to Anthropology
ANTH 110	Archaeological Method & Theory	ANTH 110	Archaeological Method & Theory
ANTH 115	Origins of Agriculture	ANTH 115	Origins of Agriculture

2012-2014		2014-2015	
(3) Select one of the following:		(3) Select one of the following:	
ANTH 111	California Archaeology	ANTH 111	California Archaeology
ANTH 112	Great Basin Archaeology	ANTH 112	Great Basin Archaeology
ANTH 113	Prehistory of Southwest	ANTH 113	Prehistory of Southwest
ANTH 114	North American Prehistory	ANTH 114	North American Prehistory
ANTH 122	The Evolution of Early Mesoamerican States	ANTH 122	The Evolution of Early Mesoamerican States
Biological Anthropology		Biological Anthropology	
(6) Select two from the following:		(6) Select two from the following:	
ANTH 151	Human Paleontology	ANTH 151	Human Paleontology
ANTH 154	Primate Behavior	ANTH 154	Primate Behavior
ANTH 155	Method and Theory in Physical Anthropology	ANTH 155	Fundamentals of Biological Anthropology
ANTH 156	Evolution of Human Behavior	ANTH 156	Evolution of Human Behavior
ANTH 157	Human Variation	ANTH 157	Human Variation
Cultural Anthropology		Cultural Anthropology	
ANTH 146	Ethnographic Analysis	ANTH 146	Ethnographic Analysis
(3) Select one of the following:		(3) Select one of the following:	
ANTH 104	History of Anthropology	ANTH 104	History of Anthropology
ANTH 105	Anthropology of War	ANTH 105	Anthropology of War
ANTH 108	Economic Anthropology	ANTH 108	Economic Anthropology
ANTH 140	Social Anthropology	ANTH 140	Social Anthropology
ANTH 141	Culture Theory	ANTH 141	Culture Theory
ANTH 142	Political Anthropology	ANTH 142	Political Anthropology
ANTH 145	Peoples and Cultures of Latin America	ANTH 145	Peoples and Cultures of Latin America
ANTH 163	Urban Anthropology	ANTH 163	Urban Anthropology
ANTH 164	Culture Change	ANTH 164	Culture Change
ANTH 167	Religion and Culture	ANTH 167	Religion and Culture
ANTH 176	Museum, Culture and Society	ANTH 176	Museum, Culture and Society
ANTH 181	Anthropology of Human Rights	ANTH 181	Anthropology of Human Rights
Linguistic Anthropology		Linguistic Anthropology	
(3) Select one of the following		(3) Select one of the following	
ANTH 160	Linguistic Anthropology	ANTH 160	Linguistic Anthropology
ANTH 162	Language and Culture	ANTH 162	Language and Culture
(3) Select one of the following		(3) Select one of the following	
ANTH 168	Folklore in Anthropological Perspective	ANTH 168	Folklore in Anthropological Perspective
ANTH 169	Research Methods in Linguistic Anthropology	ANTH 169	Research Methods in Linguistic Anthropology
ANTH 190	Advanced Topics in Anthropology	ANTH 190	Advanced Topics in Anthropology
C. Electives (12 units)		C. Electives (12 units)	
ANTH 116	Old World Prehistory: Paleolithic Archaeology	ANTH 116	Old World Prehistory: Paleolithic Archaeology
ANTH 123	Ancient Technology	ANTH 123	Ancient Technology
ANTH 124	Environmental Archaeology	ANTH 124	Environmental Archaeology
ANTH 126	Techniques of Archaeological Analysis	ANTH 126	Techniques of Archaeological Analysis
ANTH 127	Cultural Resource Management in Theory and Practice	ANTH 127	Cultural Resource Management in Theory and Practice
ANTH 131	Europe in the Ethnographic Imagination	ANTH 131	Europe in the Ethnographic Imagination
ANTH 134	Japanese Culture and Society	ANTH 134	Japanese Culture and Society
ANTH 143	Culture and Society in Mexico	ANTH 143	Culture and Society in Mexico
ANTH 144	Contemporary American Culture in Anthropological Perspective	ANTH 144	Contemporary American Culture in Anthropological Perspective
ANTH 145	Peoples and Cultures of Latin America	ANTH 145	Peoples and Cultures of Latin America
ANTH 147	Peoples of Southeast Asia	ANTH 147	Peoples of Southeast Asia
ANTH 148	Anthropology of Chinese Societies	ANTH 148	Anthropology of Chinese Societies
ANTH 149	Cultures of South Asia	ANTH 149	Cultures of South Asia
ANTH 150	Human Osteology	ANTH 150	Human Osteology
ANTH 152	Primate Adaptations	ANTH 152	Primate Adaptations

2012-2014		2014-2015	
ANTH 158	Forensic Anthropology	ANTH 158	Forensic Anthropology
ANTH 166	Rise of Religious Cults	ANTH 166	Rise of Religious Cults
ANTH 170/ HRS 170	The Religious Landscape of the Sacramento Valley	ANTH 170/ HRS 170	The Religious Landscape of the Sacramento Valley
		ANTH 171	Bioarchaeology: Analyzing Human Remains from Archaeology Sites
		ANTH 172	Anthropologies of Music
ANTH 177	Museum Methods	ANTH 177	Museum Methods
ANTH 183	Women Cross-Culturally	ANTH 183	Women Cross-Culturally
ANTH 188	Anthropology of the Body	ANTH 188	Anthropology of the Body
ANTH 192A	Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)	ANTH 192A	Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)
ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)	ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)
ANTH 192B	Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)	ANTH 192B	Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)
ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)	ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)
ANTH 195C	Fieldwork in Physical Anthropology	ANTH 195C	Fieldwork in Physical Anthropology
G. Other Requirements		G. Other Requirements	
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).		Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	

However, it became clear that the 2008-2010 curriculum limited structured exposure of students to skills necessary for post-baccalaureate success in specific domains of anthropological knowledge. Students needed the opportunity to focus and specialize in areas of their interest and gain proficiency in skill sets critical for a career they hoped to pursue.

Phase III: 2016 - Present

A discussion of the curriculum, addressing student learning, was initiated in Fall 2011 and continued until the end of Fall 2015 when a program change proposal was submitted for necessary approvals. Punctuated by multiple meetings among sub-disciplinary faculty members and a Department retreat on August 28th, 2013, the discussion resulted in substantial revision of the BA in Anthropology program. In addition to instituting mandatory advising for majors to monitor and assess student progress, the program change retained the strengths of a holistic introduction/exposure to anthropology while allowing an opportunity to pursue one of the following three concentrations:

1. Archaeology & Biological Anthropology (ABA): Providing students with an explicit emphasis on scientific approach to anthropology by studying diverse topics such as evolutionary processes, human variation, ecology, and skeletal analysis, ABA prepares students for careers in the anthropological sciences in both the public and private sectors, such as cultural resources management, forensic science, collections management, and advanced graduate studies in anthropological sciences or related disciplines.
2. Culture, Language & Society (CLS): Brings together cultural and linguistic anthropology to expose students to knowledge and skills necessary for a nuanced understanding of and engagement with the world we live in. It prepares students for graduate studies in socio-cultural and linguistic anthropology, professional careers in government, business, law, healthcare and any contexts that require attention to cultural, social and linguistic dynamics.

- General Anthropology (GA): constitutes a solid liberal arts foundation that prepares students for non-discipline specific careers. Primarily targeted at students who prefer a broad exposure to the discipline over an in-depth engagement with specific areas of anthropological investigation. The GA concentration also enables students, under the guidance of a faculty advisor, to customize a different program of study from those of ABA and CLS to pursue individualized academic or professional interests.

The structural changes introduced are laid out in Table 35 below.

Table 35: Comparison of undergraduate Anthropology curriculum from 2008-16 to 2016-present.

BA Anthropology (2008-2016)	BA Anthropology (ABA) (2016-present)	BA Anthropology (CLS) (2016-present)	BA Anthropology (GA) (2016-present)
Required Lower Division Courses (13 units)	Required Lower Division Courses (13 units)	Required Lower Division Courses (13 units)	Required Lower Division Courses (13 units)
Foundational Requirements (24 units)	Upper Division Core Courses (12 units)	Upper Division Core Courses (12 units)	Upper Division Core Courses (12 units)
Electives (12 units)	Archaeology Theory (3 units)	Theoretical Perspectives (3 units)	Required Upper Division Courses (12 units)
	Biological Anthropology (3 units)		
	Laboratory Methods (3 units)	Methods (3 units)	
	Breadth Requirements (9 units)	Breadth Requirements (6 units)	
		Practicum (3 units)	
	General Electives (6 units)	General Electives (9 units)	General Electives (12 units)
Other Requirement (Statistics -3 units)	Other Requirement (Statistics -3 units)	Other Requirement (Statistics -3 units)	Other Requirement (Statistics-3 units)

Some courses were modified, new courses were introduced, and some preexisting courses were rearticulated to strengthen the various concentrations within the curriculum. Prerequisites were used to streamline the curriculum to ensure qualitative improvement in students' ability to acquire knowledge. Courses modified, newly added, or rearticulated are as follows:

- ANTH 119: Analysis of Faunal Remains (4 units, includes a lab component) – new course for the ABA Concentration
- ANTH 150: Human Osteology was reformulated as a 4 units course in recognition of the lab component include a lab component. Modified to meet the needs of ABA concentration.
- ANTH 158: Human Skeletal Analysis was reformulated as a 4 units course in recognition of the lab component include a lab component. Modified to meet the needs of ABA concentration.
- ANTH 165: Applied Anthropology and ANTH 169: Research Methods in Linguistic Anthropology, - Courses that has been in the catalog for a long time but not frequently taught earlier due to than existing curricular priorities, are now envisioned as part of the regular rotation of methods courses for CLS students in the new curricular environment.
- ANTH 173: Anthropology of Contemporary Asia (3 units) - new course for the CLS Concentration
- ANTH 174: Anthropology of Food (3 units) - new course for the CLS Concentration
- ANTH 175: Anthropology of Globalization (3 units) - new course for the CLS Concentration
- ANTH 191: Anthropology Practicum (3 units) serve as the capstone course.

Students pursuing the CLS concentration are required to enroll in ANTH 191 in their senior year. The course provides students an opportunity to deploy the knowledge and skills they have learned to focus on and explore a topic of their interest via a combination of activities, discussion and presentations (both written and oral). To encourage interdisciplinary explorations, the curriculum allows students to satisfy

General Elective requirements with courses that complement their interest from other academic disciplines. This encourages Anthropology majors to consider a minor as well. Overall, the primary goal with this curriculum change is to equip students with knowledge and skills that they may then deploy in diverse environments.

Table 36 Comparison of undergraduate Anthropology curriculum from 2015-16 to 2016-17 catalogs. Items highlighted in green represent courses introduced to the curriculum; items in blue indicate relocation of the same course within the curriculum; red strikethrough indicated the deletion of a course from the curriculum; items in purple indicate renaming of course.

2015-2016	2016-17
Degree offered: BA in Anthropology	Degree offered: BA in Anthropology
Units required for the major: 52	Units required for the major: 52
A. Required Lower Division Courses (10 units)	A. Required Lower Division Courses (10 units)
ANTH 001 Introduction to Physical Anthropology	ANTH 001 Introduction to Physical Anthropology
ANTH 001A Laboratory in Physical Anthropology	ANTH 001A Laboratory in Physical Anthropology
ANTH 002 Introduction to Cultural Anthropology	ANTH 002 Introduction to Cultural Anthropology
ANTH 003 Introduction to Archaeology	ANTH 003 Introduction to Archaeology
ANTH 004 Language, Culture and Critical Thinking	ANTH 004 Language, Culture and Critical Thinking
B. Foundational Requirements (24 units)	B. Upper Division Core Requirements (12 units)
Archaeology	ANTH 146 Ethnographic Analysis
(3) Select one of the following:	ANTH 162 Language and Culture
ANTH 107 Anthropology of Hunters & Gatherers	(3) Select one of the following:
ANTH 109 Ecological and Evolutionary Approaches to Anthropology	ANTH 111 California Archaeology
ANTH 110 Archaeological Method & Theory	ANTH 112 Great Basin Archaeology
ANTH 115 Origins of Agriculture	ANTH 113 Prehistory of Southwest
(3) Select one of the following:	ANTH 114 North American Prehistory
ANTH 111 California Archaeology	ANTH 122 The Evolution of Early Mesoamerican States
ANTH 112 Great Basin Archaeology	(3) Select one of the following:
ANTH 113 Prehistory of Southwest	ANTH 155 Fundamentals of Biological Anthropology
ANTH 114 North American Prehistory	ANTH 157 Human Variation
ANTH 122 The Evolution of Early Mesoamerican States	Archaeology & Biological Anthropology Concentration (27 units)
Biological Anthropology	Required Upper Division Courses
(6) Select two from the following:	Archaeology Theory
ANTH 151 Human Paleontology	(3) Select one of the following:
ANTH 153 Evolutionary Medicine	ANTH 107 Anthropology of Hunters & Gatherers
ANTH 154 Primate Behavior	ANTH 109 Ecological and Evolutionary Approaches to Anthropology
ANTH 155 Fundamentals of Biological Anthropology	ANTH 110 Archaeological Method & Theory
ANTH 156 Evolution of Human Behavior	ANTH 115 Origins of Agriculture
ANTH 157 Human Variation	Biological Anthropology
Cultural Anthropology	(3) Select one of the following
(3)ANTH 146 Ethnographic Analysis	ANTH 151 Human Paleontology
(3) Select one of the following:	ANTH 153 Evolutionary Medicine
ANTH 104 History of Anthropology	ANTH 154 Primate Behavior
ANTH 105 Anthropology of War	ANTH 156 Evolution of Human Behavior
ANTH 108 Economic Anthropology	Laboratory Methods
ANTH 140 Social Anthropology	(3) Select one of the following:
ANTH 141 Culture Theory	ANTH 120 Introductory Statistics for Anthropologists
ANTH 142 Political Anthropology	ANTH 124 Environmental Archaeology
ANTH 145 Peoples and Cultures of Latin America	
ANTH 163 Urban Anthropology	
ANTH 164 Culture Change	
ANTH 167 Religion and Culture	

2015-2016		2016-17	
ANTH 176	Museum, Culture and Society	ANTH 126	Techniques of Archaeological Analysis
ANTH 181	Anthropology of Human Rights	ANTH 150	Human Osteology
Linguistic Anthropology		ANTH 192A	Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)
(3) Select one of the following			
ANTH 160	Linguistic Anthropology		
ANTH 162	Language and Culture	ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)
(3) Select one of the following			
ANTH 168	Folklore in Anthropological Perspective		
ANTH 169	Research Methods in Linguistic Anthropology	Breadth Requirement (9 units) Select three from all the upper division courses listed above plus the following	
ANTH 190	Advanced Topics in Anthropology		
C. Electives (12 units)		ANTH 116	Old World Prehistory: Paleolithic Archaeology
ANTH 116	Old World Prehistory: Paleolithic Archaeology	ANTH 123	Ancient Technology
ANTH 123	Ancient Technology	ANTH 124	Environmental Archaeology
ANTH 124	Environmental Archaeology	ANTH 127	Cultural Resource Management in Theory and Practice
ANTH 126	Techniques of Archaeological Analysis		
ANTH 127	Cultural Resource Management in Theory and Practice	ANTH 128	Indians of California
		ANTH 135	Indians of North America
ANTH 128	Indians of California	ANTH 152	Primate Adaptations
ANTH 128	Indians of California	ANTH 158	Forensic Anthropology
ANTH 131	Europe in the Ethnographic Imagination	ANTH 171	Bioarchaeology: Analyzing Human Remains from Archaeology Sites
ANTH 134	Japanese Culture and Society		
ANTH 135	Indians of North America	General Electives (6 units) Select any two upper division courses from Anthropology or any related discipline with approval from Major Advisor.	
ANTH 143	Culture and Society in Mexico		
ANTH 144	Contemporary American Culture in Anthropological Perspective	Select any two upper division courses from Anthropology (except ANTH 155 and ANTH 157) or any related discipline with approval from Major Advisor.	
ANTH 145	Peoples and Cultures of Latin America		
ANTH 147	Peoples of Southeast Asia	Additional Requirement (3 units)	
ANTH 148	Anthropology of Chinese Societies		
ANTH 149	Cultures of South Asia	Anthropology majors must take a statistics course (e.g. STAT 1 , or one approved by the department).	
ANTH 150	Human Osteology		
ANTH 152	Primate Adaptations	Culture, Language & Society Concentration Required Upper Division Courses	
ANTH 158	Forensic Anthropology		
ANTH 166	Rise of Religious Cults	Theoretical Perspective	
ANTH 170/ HRS 170	The Religious Landscape of the Sacramento Valley		
ANTH 171	Bioarchaeology: Analyzing Human Remains from Archaeology Sites	ANTH 105	Anthropology of War
ANTH 172	Anthropologies of Music	ANTH 108	Economic Anthropology
ANTH 177	Museum Methods	ANTH 140	Social Anthropology
ANTH 183	Women Cross-Culturally	ANTH 141	Culture Theory
ANTH 188	Anthropology of the Body	ANTH 142	Political Anthropology
ANTH 192A	Laboratory Work in Archaeology (ANTH 195A; may be waived with instructor permission)	ANTH 160	Linguistic Anthropology
		ANTH 167	Religion and Culture
		ANTH 168	Folklore in Anthropological Perspective
ANTH 195A	Fieldwork in Archaeology (ANTH 192A taken concurrently)	ANTH 176	Museum, Culture and Society
ANTH 192B	Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)	ANTH 190	Advanced Topics in Anthropology
		Methods (3) Select one of the following:	
		ANTH 165	Applied Anthropology
ANTH 195B	Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)	ANTH 169	Research Methods in Linguistic Anthropology
		ANTH 177	Museum Methods
		ANTH 192B	Laboratory in Ethnographic Techniques

2015-2016	2016-17
ANTH 195C Fieldwork in Physical Anthropology	(ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)
G. Other Requirements	
Anthropology majors must take a statistics course (e.g., SOC 101, STAT 001, or one approved by the department).	ANTH 195B Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)
	Breadth Requirement
	ANTH 131 Europe in the Ethnographic Imagination
	ANTH 144 Contemporary American Culture in Anthropological Perspective
	ANTH 145 Peoples and Cultures of Latin America
	ANTH 161 African Cultures and Societies
	ANTH 163 Urban Anthropology
	ANTH 164 Culture Change
	ANTH 172 Anthropologies of Music
	ANTH 173 Anthropology of Contemporary Asia
	ANTH 174 Anthropology of Food
	ANTH 175 Anthropology of Globalization
	ANTH 181 The Anthropology of Human Rights
	Anthropology Practicum (3 units)
	ANTH 191 Anthropology Practicum
	General Electives (9 units)
	Select three upper division courses from Anthropology (except ANTH 155 and ANTH 157) or any related discipline with approval from Major Advisor.
	Additional Requirement (3 units)
	Anthropology majors must take a statistics course (e.g. STAT 1, or one approved by the department).
	General Anthropology Concentration (27 Units)
	Required Upper Division Courses
	(6) Select two of the following
	ANTH 107 Anthropology of Hunters & Gatherers
	ANTH 109 Ecological and Evolutionary Approaches to Anthropology
	ANTH 110 Archaeological Method & Theory
	ANTH 111 California Archaeology
	ANTH 112 Great Basin Archaeology
	ANTH 113 Prehistory of Southwest
	ANTH 114 North American Prehistory
	ANTH 115 Origins of Agriculture
	ANTH 122 The Evolution of Early Mesoamerican States
	ANTH 128 Indians of California
	ANTH 135 Indians of North America
	ANTH 151 Human Paleontology
	ANTH 153 Evolutionary Medicine
	ANTH 154 Primate Behavior
	ANTH 156 Evolution of Human Behavior
	(6) Select two of the following
	ANTH 105 Anthropology of War
	ANTH 108 Economic Anthropology
	ANTH 131 Europe in the Ethnographic Imagination
	ANTH 140 Social Anthropology
	ANTH 141 Culture Theory

2015-2016	2016-17
	ANTH 142 Political Anthropology
	ANTH 144 Contemporary American Culture in Anthropological Perspective
	ANTH 145 Peoples and Cultures of Latin America
	ANTH 160 Linguistic Anthropology
	ANTH 163 Urban Anthropology
	ANTH 164 Culture Change
	ANTH 165 Applied Anthropology
	ANTH 167 Religion and Culture
	ANTH 168 Folklore in Anthropological Perspective
	ANTH 169 Research Methods in Linguistic Anthropology
	ANTH 172 Anthropologies of Music
	ANTH 173 Anthropology of Contemporary Asia
	ANTH 174 Anthropology of Food
	ANTH 175 Anthropology of Globalization
	ANTH 176 Museum, Culture and Society
	ANTH 177 Museum Methods
	ANTH 181 The Anthropology of Human Rights
	ANTH 190 Advanced Topics in Anthropology
	ANTH 192B Laboratory in Ethnographic Techniques (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 195B)
	ANTH 195B Fieldwork in Ethnology (ANTH 140 or ANTH 141 and ANTH 163; ANTH 163 may be taken concurrently. Corequisite: ANTH 192B)
	General Electives
	(12) Select four upper division from all the above plus the following:
	ANTH 116 Old World Prehistory: Paleolithic Archaeology
	ANTH 120 Introductory Statistics for Anthropologists
	ANTH 123 Ancient Technology
	ANTH 124 Environmental Archaeology
	ANTH 126 Techniques of Archaeological Analysis
	ANTH 127 Cultural Resource Management in Theory and Practice
	ANTH 134 Japanese Culture and Society
	ANTH 143 Culture and Society in Mexico
	ANTH 147 Peoples of Southeast Asia
	ANTH 148 Anthropology of Chinese Societies
	ANTH 149 Cultures of South Asia
	ANTH 152 Primate Adaptations
	ANTH 158 Forensic Anthropology
	ANTH 161 African Cultures and Societies
	ANTH 166 Rise of Religious Cults
	ANTH 171 Bioarchaeology: Analyzing Human Remains from Archaeology Sites
	ANTH 183 Women Cross-Culturally
	ANTH 188 Anthropology of the Body
	Additional Requirement (3 units)
	Anthropology majors must take a statistics course (e.g. STAT 1, or one approved by the department).

The new iteration of the undergraduate curriculum reflects the Department's growing emphasis on students' post-baccalaureate success, creating the space for the effective interaction between the need for student learning and faculty expertise. In addition to providing an opportunity for students to focus and specialize on domains of anthropological knowledge that are of interest to them, the three concentrations introduce students to common themes of various courses, creating a more enriching learning environment. By taking courses that are more aligned with their long-term interests and goals, students also contribute to a better learning environment within the classroom. In short, the introduction of the three concentrations represents a significant departure from the prior existing "one size fits all" curriculum. It represents the Department's informed response to the challenging landscape of higher education today.

Appendix #1

Department of Anthropology Assessment Report (2009-10)

Submitted on June 22, 2010

For the academic year 2009-10 the Department of Anthropology focused on the 3rd element of the Department **Learning Goals and Objectives: Written Communication**. The assessment was designed to meet the following objective: *“Students who graduate with a baccalaureate degree in Anthropology will demonstrate strong written communication skills. They will be able to effectively present anthropological perspectives through sophisticated, well-organized and clearly developed research papers.”*

Method of Assessment:

Nine papers were selected from three foundational requirement classes taught during the Fall 2009 semester. The nine papers comprised three each from three of the four subdisciplines: archaeology (ANTH 109 - Ecological and Evolutionary Approaches to Anthropology), cultural anthropology (ANTH 146 - Ethnographic Analysis) and physical/biological anthropology (ANTH 155 - Method and Theory in Physical Anthropology). Additionally, for each course the papers represented A, B, and C quality work.

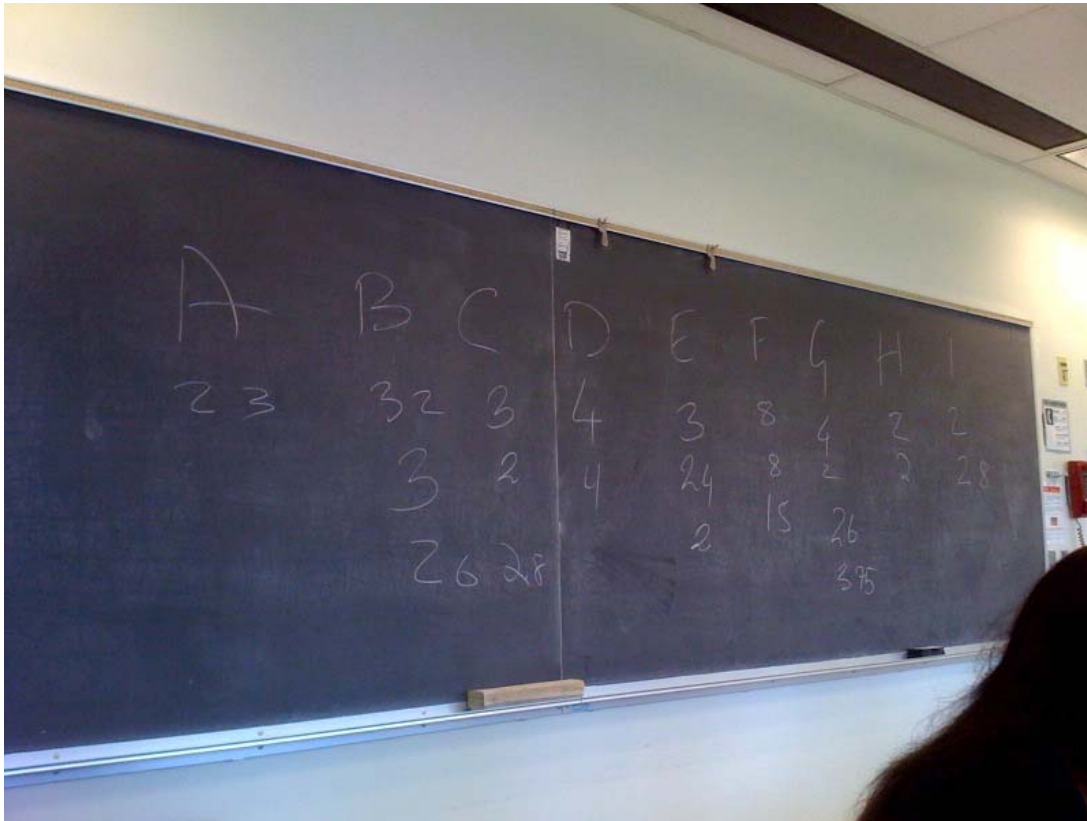
Three copies of each paper were made. Twelve full-time faculty members were assigned three papers, one from each course (Table 1). Further, each faculty member had one A paper, one B paper and one C paper. All 12 faculty members were given the attached rubric (modified from the Written Communication VALUE rubric) with which they were to score their papers.

Table 1. Paper assignments.

Name	Paper #1	Paper #2	Paper #3
Barata, Data	109_1	146_2	155_3
Basgall, Mark	109_2	146_3	155_1
Bishop, Joyce	109_3	146_1	155_2
Biskowski, Martin	146_1	155_2	109_3
Castaneda, Terri	146_2	155_3	109_1
Delacorte, Michael	146_3	155_1	109_2
Hens, Samantha	155_1	109_3	146_2
Murphy, Liam	155_2	109_1	146_3
Strasser, Elizabeth	155_3	109_2	146_1
SturtzSreetharan, Cindi	109_1	146_3	155_2
Sullivan, Roger	109_2	146_1	155_3
Trichur, Raghuraman	109_3	146_2	155_1

At the Department Faculty meeting on March 26th, 2010, each paper was discussed and the scores assigned by each faculty members were written on the board to see how much discrepancy there was between scorers (Figure 1). With the exception of one paper (146_3), there was no more than a 1 point difference in the assigned scores, suggesting some consistency among the faculty scorers. This was welcome news, as there was no norming prior to grading the papers.

Figure 1. Scores recorded on black board.



Conclusions

Based on the discussion of the problems identified by the evaluation, it was decided that students in all upper division anthropology courses be given a grading rubric that will clearly indicate the department's expectations with respect to written assignments. Additionally, a Term Paper Style Sheet and a Guide for Tables and Figures will also be circulated among all students attending upper division anthropology courses starting Fall 2010.

In addition to discussion of the papers and scores that were assigned, the faculty discussed the rubric. A number of the faculty felt a more anthropology- centric rubric might be more useful. There was a useful discussion about whether the department should institute a writing intensive course in the major, which might be taught every semester; and, about the possibility of introducing developing a capstone course. These discussions will be taken up again for discussions by the faculty in Fall 2010.

Department of Anthropology Assessment Report (2010/11 AY)

Submitted on June 29th, 2011

For the academic year 2010-11 the Department of Anthropology focused on the 3rd element of the Department **Learning Goals and Objectives: Use Anthropological Perspectives**. The assessment was designed to meet the following objective: *Students who graduate with a baccalaureate degree in Anthropology will demonstrate strong critical analytical skills. They will be able to effectively analyze and develop arguments regarding complex issues from an anthropological perspective.*

At the conclusion of last year's assessment a number of the faculty felt that a more 'anthropology-centric' rubric might be more useful. Following up on this suggestion the Department Assessment Committee revised the assessment rubric pertaining to Anthropological Perspectives. The revised rubric which is consistent with AACU definitions was unanimously approved by the department faculty.

Method of Assessment

Early in the Fall semester, the Department Faculty selected 4 foundational courses from the Anthropology Curriculum for this year's assessment. Each of these four courses was representative of one sub-discipline within Anthropology. The courses selected are:

Anth 111 – California Archaeology (Archaeology)

Anth 151 – Human Paleontology (Biological Anthropology)

Anth 146 – Ethnographic Analysis (Cultural Anthropology)

Anth 190 – Advanced Topics in Linguistic Anthropology (Linguistic Anthropology)

A total of 12 unmarked essays (three from each of the above mentioned courses) were selected for assessment. Any identifying information such as student name or number was removed and the essays were coded from number 1 to 12. Each essay was assigned to at least 4 faculty members, one from each sub-discipline. Faculty members used the revised assessment rubric to evaluate the essays. Following the rubric, the faculty could assign numbers 1- 4 (including decimals such as 1.5) to each essay. Being the highest score, 4 would indicate that the essay is exemplary whereas 1 would be an essay that barely meets the bench mark.

At the Department Faculty meeting on March 18th, 2011, each paper was discussed and the scores assigned by each faculty members were written on the board to see how much discrepancy there was between scorers (See Table 1 below).

Table 1: Scores assigned Scores to Anthropology Student Essays submitted in Fall 2010 Semester:

Essay No. →	1	2	3	4	5	6	7	8	9	10	11	12
Faculty Assigned scores ⇒	2.2	4.0	2.2	4.0	3.2	3.2	2.2	2.5	2	4	3.5	2
	2.0	3.0	2.7 5	3.5	2.88	3.0	1.75	3.0	2.5	2.5	3	1
	1.5	3.0	2.5	3.0	2.5	2.2	2.2	2.8	2	3	4	1
	3	2.25	2	2	*	*	*	*	1.5	4	3	1
									3.5	3	3.75	1.75

* = assigned faculty member was on Sabbatical

Out of the 12 essays evaluated, 9 essays had difference in assigned grade ranging from 1 point to 2 points, 3 had assigned grades where the difference was less than 1 point. This variation in the grades enthused a discussion about a range of issues pertaining to assessment.

Conclusions

Lengthy discussions followed the listing of scores on the blackboard. One of the factors that emerged as possibly influencing the variation in assigned scores was the difference in the way in which faculty from different sub disciplines within Anthropology would interpret “Anthropological Perspectives”. This difference had a strong influence on each faculty member’s assessment of the essays. In light of the the engaged discussion that followed, it was decided that the faculty reevaluate our approach to assessing “Anthropological Perspectives” . This would entail fine tuning the existing methodology or developing new methods for implementation during the academic year 2011-12. It was agreed that this task will be part of the agenda for the Department Faculty Retreat scheduled for August 26th, 2011.

**Office of Academic Program Assessment, Office of Academic Affairs
The 2012-2013 ANNUAL ASSESSMENT REPORT TEMPLATE**

All annual assessment reports should be submitted by the academic unit (College/Department/Program) to the College Dean for review and onward transmittal to Academic Affairs. Reports are due in Academic Affairs no later than **July 1 each year** in electronic format.

Please directly answer the following questions and make sure the answers to each question are written in a way that is easy for the general public and for the students, faculty, staff, and administrators **to understand and to use**. To ensure that the various readers have enough information to **evaluate all parts of the report** -- the learning outcomes, the methods/data, the criteria/standards of performance, the interpretations, and the conclusions -- please make sure you provide explicit information including how you have selected your sample (e.g. students or their work) and how you have analyzed and interpreted the data. There is no specific length expectation, although conciseness should be the goal.

BA IN ANTHROPOLOGY

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

During the academic year 2010-11¹, the Department of Anthropology focused on the 3rd element of the Department **Learning Goals and Objectives: Use of Anthropological Perspectives**. Out of the 12 essays evaluated, 9 essays had difference in assigned grade ranging from 1 point to 2 points, and only 3 had assigned grades where the difference was less than 1 point. This variation in the grades enthused a discussion about a range of issues pertaining to assessment. It was concluded that the variations in the scores could be possibly explained by the difference in the manner in which faculty from the four different sub-disciplines in Anthropology (Archaeology, biological Anthropology, Cultural Anthropology and Linguistic Anthropology) interpreted "Anthropological Perspectives." This led to the conclusion that the Department of Anthropology has to fine tune the method of assessment.

In response to the conclusion arrived in 2010-11, it was decided that the next time around the department will assess the same learning outcome, i.e. **Use of Anthropological Perspectives** but introduce a slightly different approach to the assessment. The difference lies

¹ The department did not engage in assessment in academic year 2011-12 because of the IPP..

in the fact that unlike in 2010-11, when all faculty members assessed all essays spread across the four sub-disciplines, this time around faculty from each sub-discipline will assess students' performance within their area of sub-disciplinary expertise. Stated differently, archaeologist will assess students' performance in archaeology only. Similarly, biological anthropologists, cultural anthropologists and linguistic anthropologists will assess students' performance in their individual sub-discipline.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

No long term permanent changes have been implemented to the Anthropology curriculum based on the conclusions arrived at as a result of assessment in 2010-11. However, pursuant to conversation among the faculty members following the 2010/11 assessment, the department is introducing ANTH 196S - Senior Seminar in Anthropology (3 Units) on an experimental basis. This seminar will be team-taught and will challenge students to draw on and articulate the knowledge they have gathered across the four sub-disciplines while addressing the thematic focus of the seminar. The seminar will also emphasize writing. The assignments will be used to assess all the learning outcomes for the program. We plan to run this seminar for two years (Fall 13 and Fall 14) and assess its utility for assessment in the future.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

The Department assessed the Use of Anthropological Perspectives during the academic year 2012-13. See details of this learning outcome listed below

Use of Anthropological perspectives

- I.** Critical Engagement with the Literature
- II.** Application of Perspectives
- III.** Research Evidence
- IV.** Inferences/Limitations

4. What method(s)/measure(s) have you used to collect the data?

After briefly recalling the outcome of our last assessment (held in 2011/11), at the faculty meeting of --- the department faculty agreed on assessing the Use of Anthropological Perspective again at the sub-disciplinary (sub-D) level. Courses chosen to be assessed are: 1) Anth 115 (Origins of Agriculture); 2) ANTH 146 (Ethnographic Analysis); 3) ANTH 151 (Human Paleontology), 4) ANTH 168 (Folklore in Anthropological Perspective) from spring 2013 semester. Each of these courses satisfy the Foundational Requirements of the undergraduate program in Anthropology.

The instructors of the just listed courses are requested to pick three papers (numbers 7th, 12th and 14th of the class roster; [randomly chosen numbers]).

The three selected essays from each of the above mentioned courses were circulated among the faculty within the respective subdiscipline. Details are as follows,

Samples from **Anth 115: Origins of Agriculture**, a foundational Archaeology course were evaluated by four archaeologists.

Samples from **Anth 146: Ethnographic Analysis** were evaluated by four cultural anthropologists.

Samples from **Anth 151: Human Paleontology** were evaluated by three biological anthropologists.

Samples from **Anth 168: Folklore in Anthropological Perspective** were evaluated by two linguistic anthropologists.

5. What are the criteria and/or standards of performance for the program learning outcome?

Each faculty member (at the sub-D level) is to assess each essay using the assessment rubric adapted earlier by the department assessment committee. Accordingly, each student essay is assessed on the extent to which it demonstrates four components of anthropological perspective, namely, critical engagement with the literature, application of anthropological perspectives, research evidence, and draws Inferences and identifies limitations.

Each essay is assigned a score ranging from 4 (Capstone) to 1 (Benchmark).

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

a. In what areas are students doing well and achieving the expectations?

b. In what areas do students need improvement?

	Archaeology			Cultural			Linguistic			Physical		
Essays ->	A	B	C	A	B	C	A	B	C	A	B	C
Anthropological Perspectives												
Critical Engagement with the Literature	4, 4, 3, 3	3+, 3, 3+, 3	3+, 3, 3-, 3	1, 2, 2	1, 1, 1	4, 3, 4	4, 4	2, 2	2.5, 3.5	3, 3, 3	3, 2, 3	4, 4, 4
Application of Perspectives	3+, 3+, 3, 3	3, 3, 3+, 3	3-, 3, 3-, 3	2, 2, 2	1, 1, 1	3, 3, 3	3, 3	2, 2	3, 3, 5	4, 4, 4	3, 2, 3	4, 4, 3
Research Evidence	3+, 3, 3-, 3	3+, 3, 3-, 3	3, 3, 3, 3	1, 2, 2	1, 2, 1	3, 3, 3	3, 3	2, 2	3, 3	2, 3, 3	2, 2, 2	4, 4, 3
Inferences/ Limitations	3-, 3, 2+, 2	3-, 2+, 3, 3	3-, 3, 3-, 3	1, 2, 2	1, 1, 1	3, 3, 3	4, 3.75	2, 2	2.5, 3	3, 3, 4	3, 2, 3	4, 4, 3

In comparison to the scoring in the our 2010/11 assessment report, scores listed above show that there less disagreement among the faculty of a sub-D on the assigned grade (score) of each student essay. One implication of the pattern shown in this table is that it make a better sense to do this kind of assessment at the sub-D level. However, this still leaves unanswered the question of assessing anthropological perspectives in a holistic manner. Stated otherwise, we still need to workout a methodology for assessing anthropology major's ability to apply anthropological perspectives in a holistic manner than thinking from the perspective of a sub-D. The experimental course ANTH 196S: Senior Seminar, scheduled for Fall 13 and Fall 14, is geared to precisely address this blind spot. Further discussion will also be initiated at the Department Retreat scheduled for the last week of August 2013.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

a. If so, what changes do you anticipate? How do you plan to implement those changes?

b. How do you know if these changes will achieve the desired results?

While this year's assessment did solve the problem disagreement among the faculty on assessing the quality of student essay across the department, it has not settled the question of assessing anthropological perspectives in a holistic manner. As already indicated above, we plan to revisit this issue after conducting the experimental Senior Seminar (Anth 196S) over the next two fall semesters.

8. Which program learning outcome(s) do you plan to assess next year? How?

Since this year is the last year of our department's 4 year assessment plan (initiated in 2009-10), the Department of Anthropology will formulate a new assessment plan for the four years. The Department of Anthropology is schedule to team-teach ANTH 196S an experimental senior seminar exploring. This course is for enrollment only to graduating seniors. We hope to use student's performance in this course to assess all four Learning Goals and Objectives namely, Inquiry and Analysis, Critical Analysis, Use of Anthropological Perspectives and Written Communications.

2013-2014 ANNUAL ASSESSMENT REPORT TEMPLATE

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report*; Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline*).

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC “Rubric for Assessing the Quality of Academic Program Learning Outcomes”; 2) WASC “Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes”; 3) WASC “Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes”; and 4) WASC “Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews”.

Part 1: Background Information

B1. Program name: [Anthropology]

B2. Report author(s): [Raghu Trichur]

B3. Fall 2012 enrollment: [189]

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess in 2013-2014? (See 2013-2014 Annual Assessment Report Guidelines for more details). **[CHECK ALL THAT APPLY]**

X	1. Critical thinking (WASC 1)*
X	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
X	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
X	6. Inquiry and analysis
	7. Creative thinking
X	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above: a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance at graduation in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

Criteria 1,2,3,4,6, 8, 18 above were assessed using the following criteria:

1. Critical Analysis
 2. Anthropological Perspectives and
 3. Written Communications.
- (See 2.1.1 for more detail).

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No (If no, go to Q1.4)

	3. Don't know (Go to Q1.4)
--	-------------------------------------

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile (DQP)** to develop your PLO(s)?

	1. Yes
	2. No, but I know what DQP is.
X	3. No. I don't know what DQP is.
	4. Don't know

* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
<http://www.learningoutcomeassessment.org/DQPNew.html>.

Grading Criteria	4-Capstone	3 – Milestone	2 – Approaching Milestone	1 – Benchmark
Critical Analysis: Explain issues and Problems	Investigates important & relevant problem or issues. Constructs a sophisticated, clear and focused analysis.	Identifies and investigates a relevant problem or issues. Analysis of issues is coherent.	Identifies a somewhat relevant problem or issues. Analyzes it in a general way.	Identifies problem or issues in a general way. Analysis is too general.
Argument	Develops a strong argument that contributes to on-going debates in the field.	Develops argument in a clear and somewhat focused way.	Argument has little focus or development.	There is no focused development of argument.
Intersection	There is strong evidence of the complex ways in which nature, culture and society intersect.	There is some evidence of the intersection of nature, culture and society.	There is little evidence of the intersection of nature, culture and society.	There is no evidence of intersectional approaches to human experience
Anthropological Perspective: Scholarship	Critically evaluates & compares theoretical texts, establishing clear connections.	Evaluates theoretical perspectives without fully establishing their connection.	There is an attempt to explain theories and concepts within anthropology.	There is limited understanding of anthropological ideas and concepts.
Perspectives	Effectively engages in debates regarding different perspectives, developing a strong argument.	Engages, with some success, in debates between various anthropological perspectives.	There is an effort to establish connections between theories.	No effort to establish connections.
Research Evidence	Excellent research on institution or cultural processes; successfully applies anthropological perspective to individual research.	Good research on institution or cultural processes; fairly successful in applying anthropological perspective to individual research.	Somewhat succeeds in applying anthropological perspective to individual research.	Makes an effort to apply feminist theory to individual research topic.
Draws Inferences and Identifies Limitations	States a clear and insightful conclusion from analysis. Identifies limitations and/or implications of current theories.	States a clear and appropriate conclusion from analysis. Identifies apparent limitations of current theories.	States a somewhat clear and appropriate conclusion from analysis. Identifies some limitations of current theories.	States an ambiguous, illogical, or unsupportable conclusion. Does not identify limitations of current theories.

Written Communication: Organization	Assignment is sophisticated, clear, cohesive & well-organized, with a clear central purpose.	Assignment is clear, well-organized & contains a central purpose; it needs development.	Assignment has clarity & organization problems; needs development of central purpose.	Assignment is confusing; lacks organization, clarity & a central purpose.
Grammar and Spelling	The Assignment is free of spelling and grammatical errors.	Assignment has a few typos, but no major grammatical errors	There are some grammatical and spelling errors, and awkward phrases	There are several spelling and grammatical errors impeding understanding of assignment.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
X	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Q2.2. Have you published the PLO(s)/expectations/rubric(s) you assessed in 2013-2014?

	1. Yes
X	2. No (If no, go to Q3.1)

Q2.2.1. If yes, where were the PLOs/expectations/rubrics published? [CHECK ALL THAT APPLY]

	1. In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
	2. In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents

	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence collected for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.2. If yes, was the data scored/evaluated for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

The Department of Anthropology is ran a team-taught ANTH 196S an experimental senior seminar exploring in lieu of a capstone course in Fall 2013. At least one faculty representing each sub-discipline participated in teaching this course. This course was only open for enrollment to students who are scheduled to graduate during the AY 2013-14. Student's oral and written performance in this course was used to assess all four Learning Goals and Objectives namely, Inquiry and Analysis, Critical Analysis, Use of Anthropological Perspectives and Written Communications.

Method of Assessment

ANTH 196S: Senior Seminar was team-taught by 5 full-time faculty members. The 4 main categories were assessed through 2 direct measures: the final research paper for the senior seminar in Anthropology and oral presentation of the final research. All students who enrolled for the class were evaluated. The Grading Rubric generated by the five faculty members and was made available to the students enrolled. Students were encouraged to develop their own topics for the assignment based on specific instructions provided in the prompt.

Findings

Students are comfortable thinking within the dominant methodological framework of their sub discipline of their preference. Students, while meeting minimal standards, did experience

difficulty in articulating a holistic anthropological perspective that brings together quantitative and qualitative skills; empirical and theoretical perspectives.

Conclusion

It was concluded that the department take a careful evaluation of the curriculum.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [Critical Analysis]

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]

Q3.4.2. Second PLO: [Anthropological Perspectives]

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Q3.4.3. Second PLO: [Written Communications]

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs in total did your program assess in the 2013-2014 academic year? [3]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO in 2013-14, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

X	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)

	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

Q4.3.1. Which of the following **DIRECT** measures were used? [Check all that apply]

X	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] that you used to collect the data. [WORD LIMIT: 300 WORDS]

ANTH 196S: Research Essay (Fall 2013)

Each student will conduct a research essay. There will be three parts to this essay:

1. Research proposal (10%): Due October 21

2. Research In Class Presentation (15%): Conducted on Dec. 2 and 9.

3. Final Paper (35%): Due on Dec 13 (Friday, the final week of class instruction)

The proposal should be a one-page abstract of your proposed research topic, including a preliminary thesis statement. You should include a bibliography with a minimum of 10 sources, 5 of which should be annotated and the other 5 can be the bare citation. Please use AAA style (see style guide link below). The format of the proposal should follow that given for the final essay below.

The final paper should be 20 pages in length plus a bibliography. It should be typed, double-spaced, 12-pt Times New Roman font, use page numbers, 1-inch margins. It should use AAA style (please see www.aaanet.org/publications/style_guide.pdf). The paper should have your name, course number, and date running as a header across the top of the first page. You will be uploading your paper to WebCt. Please be sure to save your document in the following manner (as a *Word* document, not any other format): LASTNAMEANTH196SF13.doc

Q4.3.2.1. Was the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [Select one only]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
X	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [Select one only]

	1. The VALUE rubric(s)
X	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

X	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

	1. Yes
	2. No
X	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

Final assignments submitted by ALL students registered in Anth 196S senior seminar were used for assessment.

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.5)

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

N/A

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.6)

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No (Go to Q4.7)
	3. Don't know (Go to Q4.7)

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

The VALUE critical thinking rubric has been used to collect data in order to directly assess All student papers submitted for the ANTH 196S: Senior Seminar. Each paper was assessed using three program learning objectives: 1) Scholarship and Critical Thinking; 2) Anthropological Perspectives, and 3) Written Communication, on a scale of 1 to 4, with 4 being highest and 1 being lowest. Both the assignment used as a direct measure, as well as the grading rubric, were discussed with the students well ahead of time.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [1]

NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? [**CHECK ALL THAT APPLY**]

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses			X		
2. Modifying curriculum	X				
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations				X	
6. Developing/updating assessment plan				X	
7. Annual assessment reports				X	
8. Program review				X	
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement					X
19. Resource allocation and budgeting					X
20. New faculty hiring				X	
21. Professional development for faculty and staff					X
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.
We have been trying to evaluate PLO #2: Anthropological Perspectives in the last two assessment cycles. The development of the experimental course was a response to the conclusion we arrived at in our assessment for 2012-13. The methods deployed then were not satisfactory. The department-wide discussion of the curriculum is in part a response to what was learnt from the 2013-14 assessment.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No (If no, go to Q5.3)
	3. Don't know (Go to Q5.3)

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

The department has voted to develop concentrations within the major. We are in the process of reconfiguring our major. We will reevaluate our PLOs in light of the anticipated curricular changes and develop complimentary assessment strategies.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

X	1. Yes
	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

Given the on going focus on the reevaluation of our curriculum, we have not yet decided on what it is that we will be focusing on for assessment in 2014-15. The whole process of reevaluation of the curriculum might be a possible focus in addition to one or two other items (to be decided).

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above:
	a.
	b.
	c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
X	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
X	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

	1. Yes
X	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

	1. Yes
X	2. No
	3. Don't know

A5. Does the program have any capstone class?

	1. Yes
X	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [_____]

A6. Does the program have **ANY** capstone project?

	1. Yes
X	2. No
	3. Don't know

A7. Name of the academic unit: [_ANTH_____]

A8. Department in which the academic unit is located: [_Anthropology_____]

A9. Department Chair's Name: [_Raghu Trichur_____]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [_1_____]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
X	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: [_1_____]

A12.1. List all the name(s): [B.A. in Anthropology]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [____]

Master Degree Program(s):

A13. Number of Master's degree programs the academic unit has: [__1____]

A13.1. List all the name(s): [M. A. in Anthropology]

A13.2. How many concentrations appear on the diploma for this master program? [____]

Credential Program(s):

A14. Number of credential degree programs the academic unit has: [____]

A14.1. List all the names: [_____]

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [____]

A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: _____

Date: July 10, 2015

To: Dean Orn Bodvarsson (Dean, College of SS&IS) and Dr. Amy Liu (Director, OAPA)

From: Raghu Trichur (Chair, Department of Anthropology)

In Fall 2013, the Department of Anthropology offered a team-taught experimental senior seminar (ANTH 196S) to explore the possibility of using a capstone course as an assessment tool in the future. At least one faculty representing each sub-discipline (Archaeology, Biological Anthropology, Cultural Anthropology and Linguistic Anthropology) participated in teaching this course. This course was only open for enrollment to students who are scheduled to graduate during the AY 2013-14. Student's performance in this course was used to assess all four Learning Goals and Objectives namely, Inquiry and Analysis, Critical Analysis, Use of Anthropological Perspectives and Written Communications.

Method of Assessment

ANTH 196S: Senior Seminar was team-taught by 5 full-time faculty members. The 4 main categories were assessed through 2 direct measures: the final research paper for the senior seminar in Anthropology and oral presentation of the final research. All students who enrolled for the class were evaluated. The Grading Rubric generated by the five faculty members and was made available to the students enrolled. Students were encouraged to develop their own topics for the assignment based on specific instructions provided in the prompt.

Findings

Beyond some foundational knowledge about anthropology as a whole, students prefer to think within the dominant methodological framework of the sub discipline that they see themselves specializing in. Additionally they are better served if the curriculum would also offer students an opportunity to focus on a topic.

In light of these findings and the changing students learning environment and requirements for post-baccalaureate success for our majors and minors, during the recently concluded 2014-15 academic year the Department of Anthropology has focused its energies on rethinking its undergraduate curriculum and developing an complementary assessment plan. These conversations about the curriculum started in Spring 2014 and continued till the end of Spring 2015 semester. We are glad to inform all concerned that the department has finally arrived at a curriculum that the faculty believes will tie into the University's baccalaureate learning outcomes and more importantly provide our majors and minors the tools necessary to achieve post baccalaureate success. The new curriculum, while retaining the broad exposure of students to anthropology (in the form of an emphasis on General Anthropology) will also allow students to pursue a focused line of enquiry in of the one of the two tracks of anthropological enquiry, namely 1) Archaeological and Biological Anthropology (ABA) and 2) Culture Language and Society (CLS). As indicated by the name, ABA take advantage of the expertise available in the department, presents a combination of Anthropological Archaeology and Biological Anthropology. CLS takes advantage of the expertise at the disposal of the

department to provide a combination of cultural anthropology and linguistic anthropology. ABA and CLS, following a common foundation of 25 units, exposes our students to distinct bodies of knowledge, afford them an opportunity to develop in depth knowledge in their individual area of anthropological enquiry and specialized skillsets. Please find attached the draft of the proposed undergraduate curriculum for Anthropology.

We have started developing a new assessment plan to complement the proposed curriculum. The following tasks have been completed: 1) Learning Outcomes for the new curriculum; and 2) Course Matrix for ABA and CLS emphasis. We have an assessment rubric in place to evaluate 1) Critical Thinking; 2) Anthropological perspectives; and, 3) Written Communications.

What remains to be done:

- 1) We have yet to develop an assessment rubric for Inquiry and Analysis;
- 2) We need to iron out how the curriculum with emphasis on General Anthropology will look like; and
- 3) We need to plan our assessment schedule.

We hope to accomplish these tasks when we meet as a faculty at our department retreat scheduled for August 26th, 2015.

Please find attached the following documents for your perusal.

- 1: PROPOSED NEW CURRICULUM FOR BA IN ANTHROPOLOGY
- 2: ABA CURRICULUM MATRIX
- 3: CLS CURRICULUM MATRIX
- 4: NEW BA IN ANTHROPOLOGY PROGRAM LEARNING OUTCOMES
- 5: ASSESSMENT RUBRIC

If you have any questions please feel free to contact me.

Proposed New Curriculum for BA (Anthropology)
Draft

Archaeological & Biological Anthropology (ABA) (49 units) + 3 units of Statistics

Lower Division required courses (13 units)

ANTH 1,
ANTH1A,
ANTH2,
ANTH 3
ANTH 4

Foundational courses (12 units)

Archaeology: ANTH 111 or ANTH 112 or ANTH 113 or ANTH 122 (prereq ANTH 3) [3 units]

Biological Anthropology: ANTH 151 or ANTH154 or ANTH155 (prereq ANTH 1) [3 units]

Cultural Anthropology: ANTH 146 (prereq Anth 2) [3 units]

Linguistic Anthropology: ANTH 160 or ANTH 162 (prereq ANTH 4) [3 units]

ABA Subgroup / Concentration (6 units)

- Archaeology Theory (choose 1, 3 units):
ANTH 107 or
ANTH 109 or
ANTH 110 or
ANTH 115,
- Biological Anthropology (choose 1, 3 units):
ANTH 151 or
ANTH 153 or
ANTH 154 or
ANTH 156

Laboratory Methods* (choose 1, 3 units):

ANTH 120 or
ANTH 124 or
ANTH 126 or
ANTH 150 or
ANTH 192

Emphasis Specific Electives (9 units):

ANTH 127 and/or
ANTH 128 and/or
ANTH 135 and/or
ANTH 158 and/or
ANTH 152 and/or
ANTH 157 and/or
ANTH171 and/ or any of the classes listed above

General Electives (2 courses, 6 units): upper division courses approved by ABA advisor

Statistics (1 course, 3 units)

Culture, Language and Society (CLS) (49 units) + 3 units of Statistics

Lower Division required courses (13 units)

ANTH 1,
ANTH 1A,
ANTH 2,
ANTH 3
ANTH 4

Foundational courses (12 units)

Archaeology: ANTH 111 or ANTH 112 or ANTH 113 or ANTH 122 (prereq ANTH 3) [3 units]
Biological Anthropology: ANTH 151 or ANTH154 or ANTH155 (prereq ANTH 1) [3 units]
Cultural Anthropology: ANTH 146 (prereq Anth 2) [3 units]
Linguistic Anthropology: ANTH 160 or ANTH 162 (prereq ANTH 4) [3 units]

Methods (3 units)

ANTH 169 (prereq Anth 160 or ANTH 162) or
ANTH 177 (prereq ANTH 146) or
*Qualitative Research Methods (QRM) (ANTH146) or
*Cultural Analysis (CA) (ANTH 146)

Theoretical (3 units) [Prerequisite: Methods]

ANTH 167: (prereq QRM/CA) or
ANTH 168 (prereq ANTH 160/162) or
Anth 176 (prereq ANTH 177) or
ANTH 190 (prereq ANTH 160/162) or
*Anthropological Political Economy (prereq QRM/CA) or
*Theoretical Approaches to Culture (prereq QRM/CA)

Practicum (3 units)

*Anthropology Practicum to be established in collaboration with Office of Community Engagement Center/ Office of Global Studies, etc.

Emphasis Specific Electives (6 units) [Prerequisite: Theoretical]

ANTH 105 and/or
ANTH 131 and/or
ANTH 144 and/or
ANTH 145 and/or
ANTH 161 and/or
ANTH 163 and/or
ANTH 172 and/or
ANTH 181 and/or
*Language and Gender and/or
*Anthropology of Contemporary Asia and/or
*Anthropology of Globalization and/or
*Senior Seminar and/or

Electives (9 units) : Upper Division courses approved by Major advisor.

Statistics (1 course, 3 units)

NOTE: * = New course / (ANTH 000) = prerequisites

ABA Curricular Matrix					
I: Introduce, D: Develop, P: Proficiency					
All Majors		Inquiry & Analysis	Critical Analysis	Anthro perspectives	Writing
LD	1	I	I	I	I
	1A	I	I	I	I
	3	I	I	I	I
Found					
	111	D	D	D	D
	112	D	D	D	D
	113	D	D	D	D
	114	D	D	D	D
	122	D	D	D	D
	151	D	D	D	D
	155	D	D	D	D
	157	D	D	D	D
Subgroup					
Arch	107	D/P	D/P	D/P	D/P
	109	D/P	D/P	D/P	D/P
	110	D/P	D/P	D/P	D/P
	115	D/P	D/P	D/P	D/P
Bio	151	D/P	D/P	D/P	D/P
	153	D/P	D/P	D/P	D/P
	154	D/P	D/P	D/P	D/P
	156	D/P	D/P	D/P	D/P
Methods	120	D/P		D/P	
	124	D/P		D/P	
	126	D/P		D/P	
	150	D/P		D/P	
	192	D/P		D/P	
	195	D/P		D/P	
Elect*^	116				
	123				
	127				
	128				
	135				
	196T				
	152				
	158				
	171				
* And any other upper division class from the above lists					
^ while electives will cover many assessment outcomes, we will not assess there					

CLS Curricular Matrix					
I: Introduce, D: Develop, P: Proficiency					
All Majors	ANTH Course #	Inquiry & Analysis	Critical Analysis	Anthropological perspectives	Writing Skills
LD	2	I	I	I	I
	4	I	I	I	I
Foundational					
	146	I	I	I	I
	160	I	I	I	I
	162	I	I	I	I
Methods					
	169	D	D	D	D
	177	D	D	D	D
	Qualitative Research Methods (new)	D	D	D	D
	Cultural Analysis (new)	D	D	D	D
Theoretical Perspectives					
	167	D	D	D	D
	168	D	D	D	D
	176	D	D	D	D
	190	D	D	D	D
	Anthropological Political Economy (new)	D	D	D	D
	Theoretical Approches to Culture (new)	D	D	D	D
Praticum					
	Anthropological Praticum to be established in collabortion with Office of Community Engagement. (new)	D	D	D	D

Emphasis Specific Electives					
	105	P	P	P	P
	131	P	P	P	P
	144	P	P	P	P
	145	P	P	P	P
	161	P	P	P	P
	163	P	P	P	P
	172	P	P	P	P
	181	P	P	P	P
	Language and Gender (new)	P	P	P	P
	Anthropology of Contemporary Asia (new)	P	P	P	P
	Anthropology of Globalization (new)	P	P	P	P

Learning Outcomes for revised undergraduate curriculum

July 10, 2015

Inquiry & Analysis

Students will be able to:

- Identify and investigate issues and objects of inquiry drawing from anthropologically relevant evidence.
- Systematically analyze anthropological topics or issues.

Critical Thinking

Students will be able to:

- Critically evaluate issues through an anthropological lens and articulate the ways in which nature, culture and/or society intersect and inform human experience.
- Engage in and synthesize on-going debates and discussions in the field through the development of strong analytical skills and arguments.

Anthropological perspectives

Students will be able to:

- Effectively use anthropological concepts, frameworks and/or theories to analyze, explain and address the diversity in human experience.
- Demonstrate how anthropological scholarship contributes to, and in turn is influenced by, theories from other disciplines.
- compare and contrast anthropological theories and/or perspectives.

Written Communication

Students will be able to:

- Explain key theoretical concepts and debates within anthropology clearly and effectively.
- Identify and cite appropriate scholarly sources.
- Write in a clear, organized, and grammatically correct manner.

Grading Rubric for assessment of New Undergraduate Anthropology Curriculum

	4-Capstone	3 – Milestone	2 – Approaching Milestone	1 – Benchmark
Critical Thinking: Explain issues and Problems	Investigates important & relevant problem or issues. Constructs a sophisticated, clear and focused analysis.	Identifies and investigates a relevant problem or issues. Analysis of issues is coherent.	Identifies a somewhat relevant problem or issues. Analyzes it in a general way.	Identifies problem or issues in a general way. Analysis is too general.
Argument	Develops a strong argument that contributes to on-going debates in the field.	Develops argument in a clear and somewhat focused way.	Argument has little focus or development.	There is no focused development of argument.
Intersection	There is strong evidence of anthropological approaches to human experience	There is some evidence of anthropological approaches to human experience	There is little evidence of anthropological approaches to human experience	There is no evidence of anthropological approaches to human experience
Anthropological Perspective: Scholarship	Critically evaluates & compares theoretical texts, establishing clear connections.	Evaluates theoretical perspectives without fully establishing their connection.	There is an attempt to explain theories and concepts within anthropology.	There is limited understanding of anthropological ideas and concepts.
Perspectives	Effectively engages in debates regarding different perspectives, developing a strong argument.	Engages, with some success, in debates between various anthropological perspectives.	There is an effort to establish connections between theories.	No effort to establish connections.
Research Evidence	Excellent research on institution or cultural processes; successfully applies anthropological perspective to individual research.	Good research on institution or cultural processes; fairly successful in applying anthropological perspective to individual research.	Somewhat succeeds in applying anthropological perspective to individual research.	Makes an effort to apply feminist theory to individual research topic.
Draws Inferences and Identifies Limitations	States a clear and insightful conclusion from analysis. Identifies limitations and/or implications of current theories.	States a clear and appropriate conclusion from analysis. Identifies apparent limitations of current theories.	States a somewhat clear and appropriate conclusion from analysis. Identifies some limitations of current theories.	States an ambiguous, illogical, or unsupportable conclusion. Does not identify limitations of current theories.

Written Communication: Organization	Assignment is sophisticated, clear, cohesive & well-organized, with a clear central purpose.	Assignment is clear, well-organized & contains a central purpose; it needs development.	Assignment has clarity & organization problems; needs development of central purpose.	Assignment is confusing; lacks organization, clarity & a central purpose.
Grammar and Spelling	The Assignment is free of spelling and grammatical errors.	Assignment has a few typos, but no major grammatical errors	There are some grammatical and spelling errors, and awkward phrases	There are several spelling and grammatical errors impeding understanding of assignment.

Department of Anthropology Annual Assessment 2017-18

Program learning outcome assessed: Written Communication

2017-18 is an academic year where the department is effectively in transition to the new curriculum. This was also the first attempt to academic cycle to assess the effectiveness of the new curriculum with its concentrations. In all nine faculty members were involved in the assessment – three faculty for each of the three concentrations. The department assessed Program Learning Goal #4: Written Communication across all concentrations.

The assessment was conducted by 9 faculty members (four cultural anthropologists, one cultural/linguistic anthropologist, two archaeologists, and two Biological anthropologists). Twenty-three essays were selected from three courses (ANTH 107, ANTH 164 and ANTH 191). The essays were organized into groups, per the recently introduced concentrations, ABA (10 essays), CLS (8 essays) and GA (5 essays). The assessment work is divided up in such a way that each essay is assessment by three faculty members. Using the existing assessment rubric of grading essays from highly competent (assigning row score of 4) to barely competent (score 1), each faculty member independently assessed their respective assigned essays and sent their scores by email to the assessment committee chair. The assessment committee chair compiled the scores into a table, calculated the average score for each essay, constructed preliminary remarks and shared both the table of row scores and remarks with the assessment committee for review and further remarks.

The following table lists the scores each assessor awarded the essays they evaluated.

Table 1: Assessment Row Scores of Written Communication					
Essay	CM1	CM2	CM3	Average	Course
GA 1	3.25	2.5	3.5	3.08	ANTH 114
GA 2	3	3	2	2.7	ANTH 114
GA 3	3.5	4	2.5	3.3	ANTH 114
GA 4	2.5	2	3	2.5	ANTH 164
GA 5	1.75	0	1	0.9	ANTH 164
CLS 1	4	2.25	3	3.08	ANTH 191
CLS 2	4	2.75	2	2.9	ANTH 191
CLS 3	1	2	3	2	ANTH 191
CLS 4	3	2.25	2	2.4	ANTH 191
CLS 5	2	3	2	2.3	ANTH 191
CLS 6	2	3.25	2	2.4	ANTH 191
CLS 7	4	3.25	4	3.75	ANTH 191
CLS 8	2	2.9	2	2.3	ANTH 191
ABA 1	2.3	3.75	2	2.7	ANTH 107
ABA 2	2	3.25	3	3.2	ANTH 107
ABA 3	3.3	3.25	4	3.5	ANTH 107
ABA 3	3.7	3.75	3	3.5	ANTH 107
ABA 5	3.7	4	3	3.6	ANTH 107
ABA 6	3.5	2.5	2	2.7	ANTH 107
ABA 7	3	2	3	2.7	ANTH 107
ABA 8	1.3	3.25	3	2.5	ANTH 107
ABA 9	2.7	3	3	2.9	ANTH 107
ABA 10	2.5	2.25	3	2.6	ANTH 107

Conclusions of the assessment were as follows:

- Nine ABA students writing were assessed. All met the minimum standards - a score of 2.5 out of 4 points).
- Eight CLS students were assessed. Three students met the minimum standards (scoring more than 2.5 out of 4 points). Five students performed below par (scoring less than 2.5 out of 4).
- Five GA students were assessed. Four students met the minimum standards (a score of 2.5 out of 4 points) while one student performed below par (scoring less than 2.5 out of 4).

All the students assessed started their tenure as an anthropology major under the 'older' curriculum. The students were grandfathered into the new curriculum in the interest of timely graduation. For these reasons, it would in the best interest of the department to be a little skeptical about the results as evidenced by students' performance. At the same time the assessment exercise does provide the department faculty an opportunity of take a closer look and fine tune the newly developed assessment strategy.

Appendix #2

Anthropology Department
Assessment Plan for BA in Anthropology
Concentration: Archaeology and Biological Anthropology
(Effective Fall 2016)

The Anthropology Department offers a core set of foundation courses followed by the choice of one out of three concentrations: 1) Culture, Language and Society (CLS), 2) Archaeology and Biological Anthropology (ABA), or 3) General Anthropology (GA).

Anthropology Department Mission Statement

The mission of the Anthropology Department is to provide students with an educational experience and environment that promotes grounding in disciplinary knowledge and methods, the ability to proceed to discipline-related graduate programs and careers, and the skills and values needed for citizenship in our diverse culture and the world.

CORE ANTHROPOLOGY PROGRAM LEARNING GOALS

All three concentrations will contain the following four **Program Learning Goals (PLGs)** [linked to the Sacramento State Baccalaureate Learning Goals (BLGs)].

Table 1. University Baccalaureate Learning Goals (BLGs) linked to Anthropology Program Learning Goals (PLGs).

University Baccalaureate Learning Goals (BLGs)	Anthropology Program Learning Goals (PLGs)
Competence in the Discipline Knowledge of Human Cultures and the Physical and Natural World Personal and Social responsibility (Values)	Competence in Anthropology (PLG #1)
Intellectual and Practical Skills	Critical Thinking (PLG #2)
Intellectual and Practical Skills Integrative Learning	Inquiry and Analysis (PLG #3)
Intellectual and Practical Skills Integrative Learning	Written Communication (PLG #4)

CORE ANTHROPOLOGY PROGRAM LEARNING OUTCOMES

All three concentrations will contain the following four **Program Learning Outcomes (PLOs)** directly related to the Program Learning Goals.

Table 2. Anthropology Program Learning Goals (PLGs) linked to Anthropology Program Learning Outcomes (PLOs)

Anthropology Program Learning Goals (PLGs)	Anthropology Program Learning Outcomes (PLOs)
Competence in Anthropology (PLG #1)	Anthropology students should be able to understand and apply fundamental concepts relevant to the field. (PLO #1)
Critical Thinking (PLG #2)	Anthropology students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion (PLO #2)
Inquiry and Analysis (PLG #3)	Anthropology students should be able to systematically explore issues, objects, or works relevant to the field. (PLO #3)
Written Communication (PLG #4)	Anthropology students should be able to communicate effectively in writing about topics relevant to the field. (PLO #4)

DETAILED PROGRAM LEARNING OUTCOMES FOR ANTHROPOLOGY

PLG # 1: Competence in Anthropology

PLO #1: Anthropology students should be able to understand and apply fundamental concepts relevant to the field. Students will be able to:

- 1.1: Effectively use anthropological concepts, frameworks and/or theories to analyze, explain and address the diversity in human experience
- 1.2: Demonstrate an understanding of evolutionary theory and processes relevant to anthropological issues.
- 1.3: Demonstrate an understanding of scientific methods and inquiry.
- 1.4: Demonstrate an understanding of human/primate biological and behavioral variation.

PLG # 2: Critical Thinking

PLO#2: Anthropology students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion. Students will be able to:

- 2.1: Critically evaluate issues through an anthropological lens and articulate the ways in which nature, culture and/or society intersect and inform human experience.
- 2.2: Engage in and synthesize on-going debates and discussions in the field through the development of strong analytical skills and arguments.
- 2.3: Identify appropriate sources and/or data.
- 2.4: Synthesize and comprehend the sources and/or data.

2.5: Critically assess and evaluate the quality of the arguments, issues, or ideas.

PLG #3: Inquiry & Analysis

PLO #3: Anthropology students should be able to systematically explore issues, objects, or works relevant to the field. Students will be able to:

3.1: Identify and investigate issues and objects of inquiry drawing from anthropologically relevant evidence.

3.2: Systematically analyze anthropological topics or issues.

3.3: Observe, quantify, and organize relevant issues, objects, or works

3.4: Understand the basis for such analyses

PLG # 4: Written Communication

PLO #4: Anthropology students should be able to communicate effectively in writing about topics relevant to the field. Students will be able to:

4.1: Explain key theoretical concepts and debates within anthropology clearly and effectively.

4.2: Identify and cite appropriate scholarly sources.

4.3: Write in a clear, organized, and grammatically correct manner.

CURRICULUM MAPS FOR ANTHROPOLOGY PROGRAM

Table 3. Outcomes Matrix for Anthropology Program

	Goal/Outcome 1: Competence in Anthropology	Goal/Outcome 2: Critical thinking	Goal/Outcome 3: Inquiry & Analysis	Goal/Outcome 4: Written Communication
ALL MAJORS				
Lower division	I	I	I	I
Core: Ethnography	I	I	I	I
Core: Language	I	I	I	I
Core: Prehistory	D	D	D	D
Core: Bioanth	D	D	D	D
ABA Concentration				
Arch Theory	D/P	D/P	D/P	D/P
Bioanth Theory	D/P	D/P	D/P	D/P
Lab Methods	D/P		D/P	
Breadth	D/P	D/P	D/P	D/P

I: Introduce, D: Develop, P: Proficiency

ASSESSMENT TIMELINE

Each year the faculty will focus explicitly on one program learning outcome. Based on the assessment data, the faculty will determine if any changes need to occur and what changes would best benefit our department and students. Once agreed upon, the changes would then be implemented the following year. **Academic year – 2015/2016 – develop assessment plan for new major.**

	PLO #1 – Comp Anth	PLO #2 - Critical Th	PLO #3 - I & A	PLO #4 - Writing
2016/2017	x			
2017/2018		x		
2018/2019			x	
2019/2020				x

Appendix #3

Anthropology Department
Assessment Plan for BA in Anthropology
Concentration: Culture, Language & Society
(Effective Fall 2016)

The Anthropology Department offers a core set of foundation courses followed by the choice of one out of three concentrations: 1) Culture, Language and Society (CLS), 2) Archaeology and Biological Anthropology (ABA), or 3) General Anthropology (GA).

Anthropology Department Mission Statement

The mission of the Anthropology Department is to provide students with an educational experience and environment that promotes grounding in disciplinary knowledge and methods, the ability to proceed to discipline-related graduate programs and careers, and the skills and values needed for citizenship in our diverse culture and the world.

CORE ANTHROPOLOGY PROGRAM LEARNING GOALS

All three concentrations will contain the following four **Program Learning Goals (PLGs)** [linked to the Sacramento State Baccalaureate Learning Goals (BLGs)].

Table 1. University Baccalaureate Learning Goals (BLGs) linked to Anthropology Program Learning Goals (PLGs).

University Baccalaureate Learning Goals (BLGs)	Anthropology Program Learning Goals (PLGs)
Competence in the Discipline Knowledge of Human Cultures and the Physical and Natural World Personal and Social responsibility (Values)	Competence in Anthropology (PLG #1)
Intellectual and Practical Skills	Critical Thinking (PLG #2)
Intellectual and Practical Skills Integrative Learning	Inquiry and Analysis (PLG #3)
Intellectual and Practical Skills Integrative Learning	Written Communication (PLG #4)

CORE ANTHROPOLOGY PROGRAM LEARNING OUTCOMES

All three concentrations will contain the following four **Program Learning Outcomes (PLOs)** directly related to the Program Learning Goals.

Table 2. Anthropology Program Learning Goals (PLGs) linked to Anthropology Program Learning Outcomes (PLOs)

Anthropology Program Learning Goals (PLGs)	Anthropology Program Learning Outcomes (PLOs)
Competence in Anthropology (PLG #1)	CLS students should be able to understand and apply fundamental concepts relevant to the field. (PLO #1)
Critical Thinking (PLG #2)	CLS students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion (PLO #2)
Inquiry and Analysis (PLG #3)	CLS students should be able to systematically explore issues, objects, or works relevant to the field. (PLO #3)
Written Communication (PLG #4)	CLS students should be able to communicate effectively in writing about topics relevant to the field. (PLO #4)

DETAILED PROGRAM LEARNING OUTCOMES FOR ANTHROPOLOGY

PLG # 1: Competence in Anthropology

PLO #1: Anthropology students should be able to understand and apply fundamental concepts relevant to the field. Students will be able to:

- 1.1: Effectively use anthropological concepts, frameworks and/or theories to analyze, explain and address the diversity in human experience.
- 1.2: Demonstrate how anthropological scholarship contributes to, and in turn is influenced by, theories from other disciplines.
- 1.3: Compare and contrast anthropological theories and/or perspectives.

PLG # 2: Critical Thinking

PLO#2: Anthropology students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion. Students will be able to:

- 2.1: Critically evaluate issues through an anthropological lens and articulate the ways in which nature, culture and/or society intersect and inform human experience.

- 2.2: Engage in and synthesize on-going debates and discussions in the field through the development of strong analytical skills and arguments.
- 2.3: Identify appropriate sources and/or data.
- 2.4: Synthesize and comprehend the sources and/or data.
- 2.5: Critically assess and evaluate the quality of the arguments, issues, or ideas.

PLG #3: Inquiry & Analysis

PLO #3: Anthropology students should be able to systematically explore issues, objects, or works relevant to the field. Students will be able to:

- 3.1: Identify and investigate issues and objects of inquiry drawing from anthropologically relevant evidence.
- 3.2: Systematically analyze anthropological topics or issues.

PLG # 4: Written Communication

PLO #4: Anthropology students should be able to communicate effectively in writing about topics relevant to the field. Students will be able to:

- 4.1: Explain key theoretical concepts and debates within anthropology clearly and effectively.
- 4.2: Identify and cite appropriate scholarly sources.
- 4.3: Write in a clear, organized, and grammatically correct manner.

CURRICULUM MAPS FOR ANTHROPOLOGY PROGRAM

Table 3. Outcomes Matrix for Anthropology Program

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ALL MAJORS				
Lower division	I	I	I	I
Core: Ethnography	I	I	I	I
Core: Language	I	I	I	I
Core: Prehistory	D	D	D	D
Core: Bioanth	D	D	D	D
CLS Concentration				
Theory	D	D	D	D
Methods	D	D	D	D
Practicum	D/P	D/P	D/P	D/P
Breadth	D/P	D/P	D/P	D/P

I: Introduce, D: Develop, P: Proficiency

ASSESSMENT TIMELINE

Each year the faculty will focus explicitly on one program learning outcome. Based on the assessment data, the faculty will determine if any changes need to occur and what changes would best benefit our department and students. Once agreed upon, the changes would then be implemented the following year. **Academic year – 2015/2016 – develop assessment plan for new major.**

	PLO #1 – Comp Anth	PLO #2 - Critical Th	PLO #3 - I & A	PLO #4 - Writing
2016/2017	x			
2017/2018		x		
2018/2019			x	
2019/2020				x

Appendix #4

Anthropology Department
Assessment Plan for BA in Anthropology
Concentration: General Anthropology
(Effective Fall 2016)

The Anthropology Department offers a core set of foundation courses followed by the choice of one out of three concentrations: 1) Culture, Language and Society (CLS), 2) Archaeology and Biological Anthropology (ABA), or 3) General Anthropology (GA).

Anthropology Department Mission Statement

The mission of the Anthropology Department is to provide students with an educational experience and environment that promotes grounding in disciplinary knowledge and methods, the ability to proceed to discipline-related graduate programs and careers, and the skills and values needed for citizenship in our diverse culture and the world.

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Intellectual and Practical Skills Integrative Learning	Inquiry and Analysis (PLG #3)
Intellectual and Practical Skills Integrative Learning	Written Communication (PLG #4)

CORE ANTHROPOLOGY PROGRAM LEARNING OUTCOMES

All three concentrations will contain the following four **Program Learning Outcomes (PLOs)** directly related to the Program Learning Goals.

Table 2. Anthropology Program Learning Goals (PLGs) linked to Anthropology Program Learning Outcomes (PLOs)

Anthropology Program Learning Goals (PLGs)	Anthropology Program Learning Outcomes (PLOs)
Competence in Anthropology (PLG #1)	Anthropology students should be able to understand and apply fundamental concepts relevant to the field. (PLO #1)
Critical Thinking (PLG #2)	Anthropology students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion (PLO #2)
Inquiry and Analysis (PLG #3)	Anthropology students should be able to systematically explore issues, objects, or works relevant to the field. (PLO #3)
Written Communication (PLG #4)	Anthropology students should be able to communicate effectively in writing about topics relevant to the field. (PLO #4)

DETAILED PROGRAM LEARNING OUTCOMES FOR ANTHROPOLOGY

PLG # 1: Competence in Anthropology

PLO #1: Anthropology students should be able to understand and apply fundamental concepts relevant to the field. Students will be able to:

- 1.1: Effectively use anthropological concepts, frameworks and/or theories to analyze, explain and address the diversity in human experience.
- 1.2: Demonstrate how anthropological scholarship contributes to, and in turn is influenced by, theories from other disciplines.
- 1.3: Compare and contrast anthropological theories and/or perspectives.
- 1.4: Demonstrate an understanding of evolutionary theory and processes relevant to anthropological issues.
- 1.5: Demonstrate an understanding of scientific methods and inquiry.
- 1.6: Demonstrate an understanding of human/primate biological and behavioral variation.

PLG # 2: Critical Thinking

PLO#2: Anthropology students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion. Students will be able to:

- 2.1: Critically evaluate issues through an anthropological lens and articulate the ways in which nature, culture and/or society intersect and inform human experience.
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- 2.3: Identify appropriate sources and/or data.
- 2.4: Synthesize and comprehend the sources and/or data.
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CURRICULUM MAPS FOR ANTHROPOLOGY PROGRAM

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Core: Prehistory	D	D	D	D
Core: Bioanth	D	D	D	D
GA Concentration				
CLS Breadth	D/P	D/P	D/P	D/P
ABA Breadth	D/P	D/P	D/P	D/P

I: Introduce, D: Develop, P: Proficiency

ASSESSMENT TIMELINE

Each year the faculty will focus explicitly on one program learning outcome. Based on the assessment data, the faculty will determine if any changes need to occur and what changes would best benefit our department and students. Once agreed upon, the changes would then be implemented the following year. **Academic year – 2015/2016 – develop assessment plan for new major.**

	PLO #1 – Comp Anth	PLO #2 - Critical Th	PLO #3 - I & A	PLO #4 - Writing
2016/2017	x			
2017/2018		x		
2018/2019			x	
2019/2020				x

HUMBOLDT STATE UNIVERSITY

Department of Anthropology

TO:

Amy Wallace
Associate Vice President for Academic Excellence
Sacramento State University
Sacramento, CA 95819

FROM:

Dr. Henry D. Delcore
Professor and Chair
Department of Anthropology
California State University, Fresno
Fresno, CA 93740

Dr. Mary Scoggin
Professor
Department of Anthropology
Humboldt State University
Arcata, CA 95521

RE: External Review of Department of Anthropology at Sacramento State

Dear Ms. Wallace:

April 9, 2020

It has been our pleasure to review the Department of Anthropology at Sacramento State. Our findings are below.

Contents

Department Governance
Resources
Assessment
General Education
Curriculum
Advising
Graduate Program

Introduction

The Anthropology Department at CSUS is a strong department with a healthy number of majors that allows for both specialization and a sense of common mission. The reviewers see no need for major changes over the next period of review

in five years or so. Faculty is active and engaged, and students are enthusiastic about the discipline of anthropology, willing to collaborate in productive ways with each other, and optimistic about their prospects as anthropology majors. Major curricular changes have been made over the past decade, and the resulting configuration is sensible and deserves a period of stability for careful review in the next round of review.

In what follows we make a number of recommendations, some relatively minor yet pressing, others friendly suggestions in the spirit of looking forward and making reasonable predictions about challenges to come. The primary areas for improvement are: advising and actively preparing students to fully engage in the opportunities around them, resource management in a time of shortfall, faculty governance, and structure and support for the graduate program. The general atmosphere at CSUS is generally good for students, who are nevertheless very pressed for time and in need of support in certain areas. Faculty are also productive and collaborative, and, while not openly fractious, do experience some unevenness in workload and friction in governing processes that need attention. The following sections summarize our findings.

Department Governance

Overall, the Department has a sound committee structure and capable leadership, with evidence that the Chair enjoys a good deal of respect.

Recommendation 1: Institutionalize Sound Governance

We recommend the Department focus on the following areas to emphasize and strengthen.

- **Transparency and Accountability:** The Chair, and other relevant Department leaders, should always inform faculty how and why actions, especially those that affect everyone, are being undertaken. Structures of accountability should be in place to ensure that Department leaders, and all faculty, are accomplishing important Department service tasks.
- **Deliberation:** Important decisions that fall outside the Chair's authority should be subject to open deliberation by the entire faculty. All faculty deserve to participate knowing that such deliberations matter. Seek consensus when possible.
- **Democratic Decision-Making:** Chairs have some decision-making power of their own. Outside that range, if there is no consensus, then important questions should be put to a vote. With transparency and accountability, the will of the majority must be respected.
- **Clear Policies and Procedures:** Unclear expectations, policies, and procedures can produce stress, especially among junior faculty. We encourage the Department to seek ways to codify policies and procedures whenever possible, using the means outlined above. This process will bear fruit for future chairs and faculty, who will benefit from added clarity and be freed from re-inventing processes.

Recommendation 2: Revise the Curriculum Development/Revision Process

The Department can improve the way it handles curriculum development and revision. Currently the Department has one central curriculum committee, but all action is structured to initiate from the Chair position. While faculty are free to direct suggestions to the Chair anytime, there is no regular channel to encourage periodic review and build consensus from the sub-disciplinary groups. For example, the CLS and ABA faculties could host their own curriculum meetings (perhaps involving all section faculty), with issues and ideas brought forward to the Department curriculum committee. This way

important gaps (such as primatology training) could be identified and vetted, and, if warranted, brought forward for review.

Recommendation 3: Develop a Program of New Hires

A steady pace of new hires, without large gaps or bunches, brings many benefits: senior faculty can support new faculty and socialize them to Department norms; faculty of varying ranks are available for different kinds of department and university service; different programs within the Department can maintain continuity by the steady arrival of new colleagues. However, there have been some recent long gaps in hiring new faculty. For example, several recent ABA hires were the first since 2003. Therefore, we urge the Department to develop (through open deliberation) a hiring plan for the next ten years that ensures that the benefits listed above are maximized. The College should support this plan, when possible, as the entire College will benefit from a stable department.

Recommendation 4: Develop a Faculty Mentoring Program

We recognize that the College has experimented with models for mentoring new faculty. However, mentoring of new Department faculty appears to be a pressing need. We urge the Department, in consultation with the College, to develop a faculty mentoring policy. Other departments on campus have viable models from which to learn.

Resources

The Department has a number of resources at its disposal, but the resource situation is also in flux. We make the following recommendations in hopes that the Department can continue to use its resources to maximum benefit. (NB We conducted our review before the COVID-19 crisis and we do not address possible budgetary implications of that.)

Recommendation 1: Develop/Support a Department Field School

Until recently, the Archaeological Research Center (ARC) provided opportunities for students to gain field experience. With the ARC gone, there is an urgent need for campus support for an archaeological field school operated by the Department of Anthropology. This field school should be faculty-developed and led, offered consistently every year, and preferably repeated in the same area to reduce planning and administrative needs. The College and/or campus will need to support this field school with resources to ensure that Department students have a consistent experience that does not rely solely on faculty constantly seeking external support. The course could be part of faculty course load by offering it as a course for spring registration but holding grade submission until the summer field school is complete.

Recommendation 2: Expand Lab Space

We had several discussions about the appropriate uses of Mendocino 4009, also known as the “computer lab.” Some uses we discussed with faculty:

- A gathering place for graduate students
- A space for scholarly and intellectual community building across the Department
- A lab space for some faculty (two have designated areas there now)

These hopes for the space are far more than the space itself can accommodate. We urge the Department to deliberate about the best use of the space, and choose one or two uses that are realistic and compatible.

Whatever the result of those deliberations, the use of Mendocino 4009 as a faculty lab space is not at all ideal. Indeed, the Department is critically short of lab space to support faculty research. Several new faculty have been hired without providing them with adequate lab space. One faculty member is borrowing lab space from a colleague in another department. This situation is not sustainable and places inordinate stress on junior faculty who have research aspirations and requirements for tenure. The Department will not be able to address these needs alone. It will require a commitment on the part of the College and campus to adequately support these junior faculty with the lab space they need.

Recommendation 3: Support for Graduate Thesis Supervision

See below, “Graduate Program.”

Recommendation 4: Develop a Storage Plan

The closing of the ARC has also left some equipment storage questions. Among the pressing needs:

- Disposition or storage plan for three trailers of ARC equipment: The equipment in these trailers has been built up over a long time and represents both dollar value and opportunities for future field school or consulting activities. We recommend that the Department, with College and campus support, maintain these trailers and the equipment in them.
- Some collections held by the ARC may need long term storage.
- Consulting reports produced by the ARC need a storage facility, or investment by the College or campus to digitize.

The Archaeological Curation Facility is at capacity and also engaged in NAGPRA work, so it is not a good candidate for solving storage needs.

Recommendation 5: Reevaluate and Reinvigorate the Museum Space

The museum space presents many opportunities for student training and public interface, an important goal of the Anchor University concept. However, the facility is currently underused. Faculty have many other duties that prevent consistent attention to the space. Hence, we see this as a resource issue. We urge the Department to deliberate about what course of action they want to take. Possibilities include:

- faculty buyout to manage exhibits and ensure a consistent use and presence
- hiring a staff person to work on curation and exhibits under faculty supervision

Recommendation 6: Refresh Current Biological Anthropology Teaching Lab

The Department’s biological anthropology teaching lab (Mendocino 4011) hosts Anth 1A, the lab component of a high demand GE course (Anth 1). However, the lab needs a refreshed computer equipment, projector, and boards. Any expansion in biological anthropology GE offerings must be accompanied by more lab space.

Recommendation 7: Archaeological Curation Facility Software

Archaeological Curation Facility would benefit from access to curation management software.

Assessment

We examined assessment reports from 2010-11 through 2017-18, plus the Department’s revised curriculum and assessment plans post-2016. Based on these documents, we find that the assessment plans are well-conceived and the

program outcomes reflect the most important aspirations of our discipline. The assessment reports consistently show that the Department works on assessment together and takes action when the process reveals room for improvement. Reports tended to revisit the actions from previous years to provide updates. In fact, the findings from the assessment reports leading up to and including 2013-14 contributed to the Department's decision to undertake a major revision of the curriculum (see Appendix 1, p. 7, 13). We do not have assessment data about the new curriculum but we agree that it is too soon for a program review to effectively assess that curriculum. That will be a task for the next review. If curricular oversight is restructured as recommended in section X then it would make sense to divide preliminary assessment work, such as selection of assignments and outcomes to assess, at the sub-disciplinary level and funnel up to the department level along with curriculum review.

General Education

The Department is integrated with the rest of the university in a number of ways, some of which could be more intentional and streamlined. General Education is one of the most structurally robust integrations. Anthropology is an important GE service provider for CSUS, with 21 courses taught across each area general education area. This means that many students across the university are introduced to the range of disciplines through the tools and concepts of anthropology. GE is, in turn, very important to the Department, since it generates a level of FTES that is an important factor in the distribution of faculty workload, providing significant flexibility for tenure-track faculty to organize assigned time for research and teaching at the MA level.

Given this synergy, there are opportunities to regularize relations across the university. University-based Interdisciplinary Centers (such as the new Social Justice Center) and some departments, including Sociology, Psychology, and Biology may have interest in cross-advising or at least communicating about projects and activities going on in Anthropology. Even within Anthropology, particularly since the Department now has three different concentrations, cross communication can be used to show off opportunities like field schools, applied work and identify interest and capacity for collaborative certificates or internships. Possible models for this cross communication and advising are listed below under advising. The point should be made here that nurturing potential ties to other majors and programs across the university, and recognition of these robust anthropological capacities is vital to the health of the Department. (See recommendation below, "Advising.")

Curriculum

Significant changes both at the department and college level impact the way students complete their degrees in Anthropology. Following recommendations from previous reviews the Department has made continual changes in the curriculum culminating in a significant redesign completed in 2016. The Department has created three subdivisions: Archaeology and Biological Anthropology (ABA), Culture, Language and Society (CLS) and General Anthropology (GA) which may include a combination of both OR professional and applied foci. The program offers a good balance of core subjects, methodological training, and specialties, and also provides opportunities for field studies.

As with all anthropology programs, field opportunities can be spotty, based as they are on the changing research directions and projects of faculty members, and the often difficult accessibility of far flung and expensive field schools. There may be opportunities for involving students in work already conducted on campus in the form of internships or class based study of the ACF and the campus museum, for example. According to the ACF director, some students do volunteer there, but there is no regularly offered experience. The museum space in particular, as mentioned in the resource section, is underutilized for student exposure. Student experiences in these hands-on facilities translate most readily to job experience.

Recommendation 1: Internship Opportunities

Offer a campus internship program for anthropologists that includes the faculty research and the facilities on campus.

Advising

As most anthropology majors transfer from community colleges and are only at CSUS for two years, advising is of critical importance, and the Department has instituted mandatory and individual advising, shifting focus to student learning and success. Because of the short time to degree, the complexities of the different concentrations offered in anthropology, and the expectation of full service student advising, the mission of advising in anthropology is now clear, but the implementation is still working out some kinks. Currently advising is tracked through a physical system of paper records, and depends upon students personally delivering the paper records to the Department office.

It seems inevitable that this process will give way to an electronically automated system. It is laudable and necessary to track each student through the process. However, in the process, there is also an opportunity to the different concentrations of anthropology, job and career possibilities, and volunteer or internship opportunities during their short careers as anthropology majors at CSUS. First generation students and students who come from under-represented backgrounds, who make up a significant portion of the Department's students, could benefit immensely from such a guided tour, and possibly seniors, alumni, or students returning from a field project could participate or intern in such a setting.

Recommendation 1: Advising Course

The Department might consider creating a one-unit or no-unit course shell online to facilitate advising, professionalization tools, and the intradisciplinary and interdisciplinary opportunities mentioned in the sections above. This shell could be an on-going orientation to the major, where advisors could guide students, and students could continually refer to look up practical needs, such as rotation schedules, degree pathways and prerequisites, but also see and learn to imagine themselves in future classes, projects, and careers.

Graduate Program

The Graduate Program in Anthropology mirrors the undergraduate program's original full service four field program with a culminating thesis conferring the Master of Arts degree. Both curriculum and program outcomes are relatively minimalist. As reflected in application numbers, the self-study, and in faculty-level expressed concern, this is a program in jeopardy. A university wide committee has already detailed gaps in funding and support for graduate programs and graduate teaching at CSUS, some of which are reflected in the Department's self-study as well. This program is supported entirely by the flexibility in faculty load afforded by the rich offerings that the Department shoulders in GE at the undergraduate level, and the dedication of a subset of willing faculty members in the Department, who teach classes, advise graduate students, and one faculty member who coordinates the program. In design, advising, and teaching, the weight of the work required to support this program falls unevenly on the faculty, with supervision falling most heavily on junior faculty.

Despite the significant challenges, we heard and observed that the MA program is very important to the faculty who serve it. The opportunities for research collaboration and advances in the field are a prime attraction for core faculty, and especially for junior faculty and for the recruitment of new faculty. Despite these significant advantages, some of the

newest faculty are reluctant to recruit or encourage graduate students and new research because of the current lack of resources.

Recommendation 1: Support for Graduate Program and Supervision

Only the local administration can make the decision to support graduate programs or not. Whatever conclusion is reached, a decisive approach is better than the current state of uncertainty, which could harm incoming retainment most painfully. Right now, faculty who supervise graduate theses do so on a voluntary basis. This is unfair to those faculty and the students they work with. The Department should work, in conjunction with the College, to develop a way to resource this important work. There are models available elsewhere on campus, including those that make graduate student supervision part of faculty course load.

Recommendation 2: Reevaluate Breadth of Program

No one program can achieve everything. If this program is supported it could benefit from some streamlining of specialties that match the faculty that participate. Outcomes and assessments would need revision accordingly, and faculty coordination and advising loads should be examined for equity, not only to prevent burnout and department tension but also to make sure each disciplinary standard offered is sufficiently supported.



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Internal Review Report:	Department of Anthropology
Degrees:	BA Anthropology, MA Anthropology
College:	College of Social Science and Interdisciplinary Studies
Internal Review:	Teiahsha Bankhead, Ph.D., L.C.S.W., Internal Program Review Chair, Division of Social Work
Date:	July 7, 2020

Anthropology Self-Study

The Anthropology Self-Study was submitted in the Spring of 2019 to the Program Review Oversight Committee (PROC) as a critical departmental reflective review and essential step in the overall program review process.

The self-study covers the academic period from the 2006 review until the present and consists of 54 pages of narrative and an additional 54 pages organized into 4 distinct appendices (Please see attachment). The self-study document also lists the 12 recommendations made in the 2006 program review and offers clear responses or resolution to those areas of concern on pages 25-28 of the self-study manuscript. The remaining document focuses primarily on factors influencing student learning and success for its degree granting programs.

The Anthropology Department offers 5-degree programs including a; BA in Anthropology with Archaeology & Biology Anthropology Concentration (ABA), BA in Anthropology with Culture, Language & Society Concentration (CLS), BA in Anthropology with General Anthropology Concentration (GA), Minor in Anthropology, and an MA in Anthropology. More specifically, major BA course content follows general tracks of biological, archaeological and cultural anthropology. Most undergraduate students transfer from community colleges and only complete the last two years of undergraduate education at a 4-year institution. The MA academic program in Anthropology requires 30 units.

General Findings of Focused Inquiry

Curriculum Redesign

The Anthropology Self-Study references recommendations from the 2006 program review for its area of Focused Inquiry that requested the department align its mission statement with increased flexibility requirements in the undergraduate curriculum. The program and the reviewers concur that such efforts

have been made since the last formal review and are being continuously implemented and assessed. More assessment continues to be needed as some of the major structural program changes have been recently adopted, in Spring 2016, and their implementation requires time before full review is appropriate.

Student Learning

The Self-Study is organized into sections evaluating; student demographics, graduation rates, retention, the graduate program, and faculty and staff. A full 75% of students transfer from a community college with an associate's degree. Another 56% of students identify as a minority and 46% identify as an underrepresented minority. About 68% of anthropology students identify as female. Almost 55% come from low income families and 23% are the first generation in their families to be college educated. The 5-year graduation rate is 29%, the 4-year graduate rate is 10%, and 55% of students take 6 years to graduate. Graduation rates for transfer students are lower and require immediate action. One-year retention rates are quite high, especially for transfer students at 64% and 84% respectively.

The graduate program had enrollment of 15 students and conferred 6 degrees in 2016, the last year for which data was reported. In terms of faculty full time equivalents (FTEs), the self-study reports 16 tenure track faculty and 9 FTE non-tenure track faculty members. The FTE weighted percentages result in 46% tenure track faculty and 56% non-tenure track faculty.

External Consultant Report

The External Consultant Review was conducted on February 13th and 14th, 2020 by two anthropology faculty members from California State University degree programs at sister schools, they are; Dr. Henry Delcore, Professor and Chair, Department of Anthropology, CSU, Fresno and Dr. Mary Scoggin, Professor, Department of Anthropology, Humboldt State University. Their joint report is a 7-page narrative review where seven substantive areas are identified and discussed as areas that required attention, change or improvement.

Their report acknowledges the CSUS Department of Anthropology as being “strong” and “healthy” with a number of majors allowing for both specialization as well as a shared departmental sense of mission. They suggested no major changes are needed between this time and the next period of review, particularly in view of the fact that major curriculum changes were made in the last decade and such changes deserve review after fully being implemented over a number of years. Faculty were viewed as actively engaged and students as enthusiastic about the discipline.

Central Challenges

In the external consultants' report the following 7 areas were summarized as facing challenges; 1) departmental governance, 2) resources, 3) assessment, 4) general education, 5) curriculum, 6) advising and 7) graduate program.

Key Recommendations

The key recommendations for improvement were somewhat overlapping across these areas but are as follows;

1. Develop/Support a Department Field School
2. Expand Lab Space
3. Support Graduate Thesis Supervision
4. Develop a Storage Plan
5. Reevaluate and Reinvigorate the Museum Space
6. Refresh Current Biological Anthropology Teaching Lab
7. Adopt Archaeological Curation Facility (ACF) software

Recommendations from Internal Review

The findings from the Internal Reviewer's evaluation include 23 recommendations. These recommendations are resulting from a combination of information gathered by the self-study document, interviews with faculty, staff and students, discussions with the external reviewers and review of the external reviewers' joint written report.

The recommendations are organized into 9 broad categories, they are; 1) community, 2) space allocation, 3) research, 4) field school, 5) faculty structure, 6) BA program, 7) MA program, 8) Archeological Curation Facility (ACF) and, 9) Archeological Research Center (ARC).

The 9 areas that may benefit from improvement are listed below with their accompanying suggested action items.

1. Finding 1: Challenges in Community

- a. Underrepresentation of women and people of color on faculty
- b. Gender diversity in faculty needed in biology and archeology teaching areas
- c. Student advising and orientation improvements needed for transfer students
- d. More faculty deliberation and input in departmental decision-making

2. Finding 2: Space Allocation Issues

- a. Teaching lab – modernization needed, optimal usage exploration needed, space needs exceed availability
- b. Faculty research – space needs limit faculty research
- c. Museum – underutilization of museum for exhibition, teaching and community engagement should be explored as integrated uses for museum space, museum exhibition support is inadequately resourced

3. Finding 3: Research Resource Support Needs

- a. Lab space – is critically reduced for student and faculty research evidenced by the ARF closure
- b. Inadequate resources for the needs of a modern anthropology program
 - i. Lab, financial and assigned time resources needed
- c. Graduate student recruitment

- i. Faculty reluctance to recruit to the MA program because they are concerned about inadequate resources to support necessary student research and field training

4. Finding 4: Field School Viability Challenges

- a. Limited opportunities for summer and University faculty supported Field School experiences for students
- b. Risk for future employment opportunities for graduates who have limited Field School practice experience

5. Finding 5: Faculty Engagement with Curriculum Development & Self-Governance

- a. Continuous curriculum improvement with faculty self-governance seems to be in very good shape and could benefit from more input by line faculty in Chair decisions
- b. Faculty to be more involved in continuous curriculum review for regular and systematic program improvement

6. Finding 6: Anthropology Undergraduate Program Needs

- a. Improvements needed in advising support orienting transfer students
- b. Advising is too heavily dependent on automation and clerical and administrative support staff
- c. Course flow charts and plans are published and distributed to students; more faculty-to-student conversations about navigating the curriculum for majors is needed
- d. Consider a 1 to 2 unit advising course

7. Finding 7: Anthropology Graduate Program Needs

- a. Limited field research and Field School possibilities
- b. Graduate program models the undergraduate program in many ways
- c. More specificity and clarity needed
- d. More robust recruitment efforts and institutional supports needed for MA students

8. Finding 8: Archeological Curation Facility (ACF) Utilization

- a. ACF is isolated from the rest of the Anthropology Department and appears underutilized with respect to its potential for greater impact on teaching and learning
- b. Considerations for NAGPRO commitments of maintenance standards for respectful storage and transfer of human remains
- c. Museum space underutilization by ACF

9. Finding 9: Archeological Research Center (ARC) Closure

- a. ARC is in the process of being evacuated after being closed
- b. The ARC closure has raised legitimate concerns for the department regarding uncertainty about its collections and results in stress for many faculty
- c. There is a need for long term digitization of reports produced to be stored and maintained
- d. Develop a comprehensive plan for maintenance, storage and/or disposal of equipment
- e. Consider more integration of documents, materials and storage capacities with the ACF

- f. Develop realistic and robust Field School opportunities as closure of ARC has further limited student and faculty research opportunities

Suggested Coordination with CSUS Resources

This section is presented to offer suggestions for use of CSUS resources to offer solutions and address concerns described in the recommendation sections above.

1. Finding 1: Challenges in Community

- a. Underrepresentation of women and people of color on faculty;
 - i. Consultation and support from Office of Inclusive Excellence and University Diversity, Diana Tate Vermeire, J.D., Vice President;*
 - ii. Consultation with Office of Inclusive Excellence Learning, John Johnson, Ph.D., Director;*
- b. Gender diversity in faculty needed in biology and archeology teaching areas;
 - i. Consultation and support from Office of Inclusive Excellence and University Diversity, Diana Tate Vermeire, J.D., Vice President;*
 - ii. Consultation with Office of Inclusive Excellence Learning, John Johnson, Ph.D., Director;*
- c. Student advising and orientation improvements needed for transfer students;
 - i. Departmental consultation with Academic Advising Center, 1013 Lassen Hall;*
 - ii. Coordination and consultation with SISS Advising, Student Success Center;*
- d. Increase faculty deliberation and input in departmental decision making;
 - i. Faculty should survey other college and University programs to explore an array of models for optimizing such faculty engagement;*

2. Finding 2: Space Allocation Issues

- a. Teaching lab – modernization needed, optimal usage exploration needed, space needs exceed availability;
 - i. Consult with Director of Space Management; consider University service on Space Planning Advisory Group;*
- b. Faculty research – space needs limit faculty research;
 - i. Explore issue with Office of Research, Innovation & Economic Development, Leah Vargas, Research Integrity & Compliance Officer;*
- c. Museum – underutilization of museum for exhibition, teaching and community engagement should be explored as integrated uses for museum space, museum exhibition support is inadequately resourced;
 - i. Faculty should survey other college and University programs to explore an array of models for optimizing museum utilization;*

3. Finding 3: Research Resource Support Needs

- a. Lab space – is critically reduced for student and faculty research evidenced by the ARF closure;
 - i. Explore increased space allocation needs with SISS Dean;*

- ii. *Consult with Director of Space Management; consider University service on Space Planning Advisory Group;*
 - b. Inadequate resources for the needs of a modern anthropology program;
 - i. Lab, financial and assigned time resources needed;
 - 1. *Explore increased resource allocation needs with SISS Dean;*
 - 2. *Consult with Director of Space Management; consider university service on Space Planning Advisory Group;*
 - c. Graduate student recruitment;
 - i. Faculty reluctance to recruit to the MA program because they are concerned about inadequate resources to support necessary student research and field training;
 - 1. *Consult with Office of Graduate Studies;*
 - 2. *Explore recruitment solutions with successful and growing graduate programs with other Graduate Program Directors;*

4. Finding 4: Field School Viability Challenges

- a. Limited opportunities for summer and University faculty supported Field School experiences for students;
- b. Risk for future employment opportunities for graduates who have limited Field School practice experience;
 - i. *Consult with the College of Continuing Education for local, national and international Field School and development opportunities;*

5. Finding 5: Faculty Engagement with Curriculum Development & Self-Governance

- a. Continuous curriculum improvement with faculty self-governance seems to be in good shape and could benefit from more input by line faculty in chair decisions;
- b. Faculty to be more involved in continuous curriculum review for regular and systematic program improvement;
 - i. *Consult with other college and University departments to explore alternative methods of soliciting faculty engagement for increased levels of self-governance.*

6. Finding 6: Anthropology Undergraduate Program Needs

- a. Improvements needed in advising transfer students
- b. Advising is too heavily dependent on automation and clerical and administrative support staff
- c. Course flow charts and plans are published and distributed to students; more faculty-to-student conversation about navigating the curriculum for majors is needed
 - i. *Departmental consultation with Academic Advising Center, 1013 Lassen Hall,*
 - ii. *Coordinate and consult with SISS Advising, Student Success Center*
- d. Consider a 1 to 2 unit advising course
 - i. *Confer with Anthropology Department Curriculum Committee faculty to determine course of action regarding departmental advising program;*
 - ii. *Explore 1 to 2 unit advising course with college and university level curriculum committees;*

iii. Consider offering online only options as a pilot

7. Finding 7: Anthropology Graduate Program Needs

- a. Limited field research and field school possibilities;
 - i. Consult with the College of Continuing Education for local, national and international Field School and development opportunities.*
- b. Graduate program models undergraduate program in many ways;
- c. More specificity and clarity needed;
- d. More robust recruitment efforts and institutional supports needed for MA students;
 - 1. Consult with Office of Graduate Studies*
 - 2. Explore recruitment solutions with successful and growing graduate programs with other Graduate Program Directors*

8. Finding 8: Archeological Curation Facility (ACF) Utilization

- a. ACF is isolated from the rest of the Anthropology Department and appears; underutilized with respect to its potential for greater impact on teaching and learning;
- b. Considerations for NAGPRO commitments of maintenance standards for respectful storage and transfer of human remains;
- c. Museum space underutilization by ACF;
 - i. After in-depth and continuing consultation with SISS Dean, the Library Special Collection and University Archives (SCUA) develop and implement a long-term plan for greater integration of teaching, learning and museum space utilization with the ACF.*

9. Finding 9: Archeological Research Center (ARC) Closure

- a. ARC is in the process of being evacuated after being closed;
- b. The ARC closure has raised legitimate concerns for the Department regarding; uncertainty about the legacy of its research and collections. This results in stress for the program;
- c. There is a need for long term digitization of reports produced to be stored and maintained;
 - i. Consult with Library Collection Services to explore long-term storage and maintenance of the collections, research manuscripts and reports;*
 - ii. Consider The Donald & Beverly Gerth Special Collections and University Archives (SCUA) Office to explore maintenance of the materials at lib-scua@csus.edu);*
 - iii. Consult with SISS Dean regarding resources to support this effort.*
- d. Develop a comprehensive plan for maintenance, storage and/or disposal of equipment;
- e. Consider more integration of documents, materials and storage capacities with the ACF;
 - i. Consult with SISS Dean for more resource support for this effort;*
- f. Develop realistic and robust Field School opportunities as closure of ARC has further limited student and faculty research opportunities;
 - i. Consult with the College of Continuing Education for local, national and international Field School and development opportunities.*



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MA Anthropology

MOU/Action Plan

The Anthropology Department submitted its Self-Study to the Program Review Oversight Committee in Spring 2019, along with the names of several individuals qualified to serve as External Program Reviewers. Subsequent arrangements brought two external and one internal reviewers to campus in February 2020 to meet with department faculty, students, staff, and representatives from Academic Affairs to discuss the anthropology program and the concerns and hopes of faculty and students alike. External reviewers Drs. Henry Delcore (CSU, Fresno) and Mary Scoggin (Humboldt State) submitted their report on April 9, 2020 with the internal reviewer, Dr. Teihsha Bankhead, furnishing her report on July 7, 2020.

Both internal and external reviewers and the department's Self-Study paint a generally positive picture of the Anthropology Program, although arguably greater concern was expressed for the continued viability of the MA Program. As the external reviewers note, many of the issues plaguing the graduate program are of an institutional nature, with graduate programs in general suffering from decades of financial neglect. With that in mind, the following action plan is divided into two parts, the first of which deals with Graduate Program needs and the second with more generic matters of department governance and faculty support raised by the program reviewers and Self-Study.

Graduate Program Needs

Areas identified for improvement of the MA in Anthropology fall into three overlapping categories: 1) program scope; 2) student recruitment; and 3) instructional equity. All share a nexus with the limited institutional support furnished to most graduate programs that has been historically mediated in Anthropology by a culture of faculty volunteerism and support from the now defunct Archaeological Research Center, Anthropology Museum, and Archaeological Curation Facility.

Action: Continue work as a department to develop more cross-disciplinary, paired graduate/undergraduate, and GWI graduate seminars to more equitably share teaching responsibilities and internally reduce program costs. Reassess current four-field approach in light of the in-depth, research-focused CSUS program that cannot compete directly with the recently expanded number of online MA programs within the state and elsewhere.

Action: Work with College of SSIS, Graduate Studies, and University Advancement to explore financial support for graduate studies, e.g., research stipends, out of state tuition waivers, financial aid for part-time students. Collaborate with outside agencies and private partners to explore work-study and research opportunities for existing and incoming students.

Action: Continue three-unit support of Graduate Coordinator position and explore with College of SSIS the possibility of faculty development, summer stipend, or similar reward/recognition for supervision of graduate students who reach graduation. Continue practice of requiring that individual faculty commit to the supervision of specific students entering the MA Program and encourage all but probationary faculty to mentor one or more graduate students.

Department Governance and Faculty Support

Among the recommendations offered with regard to department governance and faculty support were: 1) the need for more consistent and diverse faculty hiring; 2) greater faculty involvement and transparency in curricular and other department decisions; 3) more equitable distribution of graduate supervision and other service activities; and 4) improved mentoring of incoming faculty.

Action: With faculty hiring on hold, annually revise 5 year hiring plan to reflect degree program needs. Work with the Division of Inclusive Excellence to recruit historically under-represented groups with more inclusive job descriptions and recruitment processes.

Action: Expand involvement/transparency in governance by requiring that: 1) every standing committee include two or more members of both CLS and ABA foci; 2) every committee meet at least once a semester; 3) general faculty meetings increase from once a month to minimally five times a semester; 4) there be a Vice Chair elected from either the junior faculty or opposing program focus to set priorities in consultation with the Chair. Implement, assess, and revise agreed upon improvements after two years.

Action: Require all but junior faculty in their first two years to annually serve on two or more standing committees and that all but the Graduate Committee Chair rotate biannually.

Action: Continue to encourage new faculty to participate in the Faculty Fellows Program to gain familiarity with department and university degree requirements. Have Chair and/or senior faculty meet bimonthly with newly hired faculty during their first two years.

In closing, the Anthropology Program appreciates all of the reviewers and Academic Affairs assistance and their collective acknowledgment that many of the suggested changes have been initiated as part of the Program's 2016 restructuring that will continue to be assessed and revised over the next six years.

Michael Delacorte

[Michael Delacorte \(Nov 17, 2020 13:58 PST\)](#)

Michael Delacorte, Chair
Department of Anthropology

Nov 17, 2020

Date

Dianne Hyson

Dianne Hyson, Dean
College of Social Sciences and Interdisciplinary Studies

Nov 18, 2020

Date