

relevant to the career goals of our students.

Place more of our courses in the university's General Education offerings as a means of increasing the number and diversity of majors in each of our programs.

Increase the visibility of our department, and thus steer transfer students to our programs, by fostering ties with the region's community colleges.

Increase the breadth and depth of our faculty by seeking a new ~~tenure~~ position that emphasizes the ties between environment, culture, and everyday life in California in general and the San Francisco Bay Area in particular.

B. Progress Toward FiveYear Review Planning Goals

Report on your progress toward achievement of the 5r Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Gpeti

Anthropology, Geography and Environmental Studies for a rapidly evolving work environment has been and continues to be an AGES imperative. A significant problem encountered in recent years, and made all the more apparent in AY 2017-18, has been the inadequate quantitative skills of incoming students. The mitigation has been to spend additional time teaching what should have been learned previously. The extra time afforded by semesters will help.

Goal #2. AGES programs used the semester conversion process to restructure the respective curriculums to enhance the undergraduate experience for majors and minors alike. The curricular design was informed by workforce imperatives. Anthropology was converted into a program that reflects the academic strengths of current and (it is hoped) future faculty. The Archaeology and Biological Anthropology Concentration now better represents the academic expertise of current faculty. A more intellectually rigorous capstone course (ANTH 431: Advanced Anthropological Theory) was added to the core requirements. Geography in the semester system will consist of the BS program only (the BA having been allowed to expire with the close of the quarter system). Concentrations were created, one of which includes a cluster of courses that were the backbone of the BA. More emphasis will now be placed on developing quantitative and graphical skills that have workforce applicability. Environmental Studies was transformed with the goal of preparing our students for careers in sustainability and environmental justice; developing enhanced problem-solving skills through multidisciplinary approaches; and to take advantage of potential synergies arising from having three academic programs in one department.

Goal #3: With the moratorium on curricular changes still in effect during 2017, opportunities to place more AGES courses in the university's GE program did not exist. But on semesters, AGES programs will have a wide ap1.3 (r)13-4.6(r 23.913 0 Td [(n [(G)05 Tc -0.016 Tw 11.326 0 Td [(.)2.7 (o)5 Td (n)21(2)S)-2 (ee 6 (

tenuretrack searches campuswide, this position was not one of the four advanced by the CLASS Dean. It will be resubmitted in 2018.

Position: Environmental Anthropology (brid)

The preferred candidate will have expertise in some combination of cultural ecology, conservation, urbanism, and sustainability. There is no regular faculty member at present. Courses currently existing and

designed the Museum's widely praised 2018 exhibition. AGES Chair Professor Davidson continued his service as the Faculty Athletics Representative, appointed by the President to represent the university in its relationship to the NCAA and the California Collegiate Athletic Association.

Contributing to faculty governance is an annual goal for AGES faculty. The Academic Senate included two representatives from AGES: Prof. Garbesi served on the Executive Committee as the Vice Chair of the Senate and Lecturer David Matsuda was one of the four elected Lecturer representatives. Prof. Gonzalez was a member of Committee on Research. Prof. Larson was the CLASS representative on UARC (University Administrative Review Committee) and continued his service as the CLASS rep on the FAC subcommittee charged with revising the RTP document for the semester system. With the exception of Prof. Gonzalez, all will return to those faculty governance roles in AY 2018-19.

As has been noted in previous reports, the awards, sabbaticals, and appointments of regular faculty, not all of which are detailed above, amount to a significant amount of release time from teaching. And so the part-time faculty in AGES received more opportunities than ever to make contributions to all three programs. Strategic class scheduling coupled with the flexibility of part-time faculty resulted in a 19.3% increase in part-time faculty in AY 2018-19.

aligned with the schema for the transfer degree in those majors. The LD core in ENVT now consists of courses that articulate with those commonly offered by California community colleges

Students: Institutional Research, Analysis and Decision Support data for Fall 2017 shows there were 97 undergraduate majors in AGES programs; this is down from 104 in Fall 2016 and 121 in Fall 2015. The loss of undergraduate majors in ANTH over the three years is largely attributable, the faculty feels, to the sociocultural area of the discipline being without a regular faculty member. The entire curriculum in this area is taught by part-time faculty. Geography has fallen by 6 majors and Environmental Studies by 6.

The overall decline in the total number of students in AGES programs extending back to Fall 2011 (170 then, 100 in Fall 2017) is in significant part a result of the department making the decision, after consultation with the CLASS Dean, to allow the two MA programs (Anthropology and Geography) to expire with the end of the quarter system. At the time serious planning for semester conversion began, a carefully considered decision was made to convert the two graduate programs. In the years

percentage of the total classes taught

II. SUMMARY OF ASSESSMENT

Program Learning Outcomes (PLO) for *ANTHROPOLOGY*

PLO 1: identify, summarize and sequence the basic schools of anthropological thought in all four academic subfields of the discipline.

PLO 2: apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills.

PLO 3: describe, compare and relate human cultures across different regions of the globe.

PLO 4: examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, "race," and human biological variation.

PLO 5: identify pragmatic uses of anthropological methods and perspectives in approaching real solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally.

PLO 6: communicate information clearly in written and oral forms.

Program Learning Outcome(s) Assessed

PLO 3: describe, compare and relate human cultures across different regions of the globe

Summary of Assessment Process

Instrument(s): An assessment assignment in ANTH 3800 (Language and Culture)

Sampling Procedure: The sample included all the students who took ANTH 3800 (Language and Culture) in Spring 2018. ANTH 3800 (Language as a social and cultural phenomenon) is a required course for ANTH majors. The structured nature of language, key approaches to the study of language and culture, and historical anthropological research on language-related social issues.

Sample Characteristics: 21 of the 34 students who took ANTH 3800 in Spring 2018 were ANTH majors or minors.

Data Collection: In Week 10, students were asked to complete this assessment assignment: "Upon completion of the BA Program in Anthropology, students are expected to be able to 'describe, compare, and relate human cultures across different regions of the globe. Discuss with examples how this course has helped you achieve this objective. Your answer should be about 300 words in length."

Data Analysis: I used a rubric (see attached) to grade the essays and tabulated the scores.

Summary of Assessment Results

Main Findings: 29 of the 34 students in ANTH 3800 completed the assignment. They all received a passing grade (50% or over) and achieved this PLO, but some did better than others. Here's the distribution of their scores:

90%-100%: 14

80%-89%: 0

70%-79%: 10

60%-69%: 0

50%-59%: 5

Under 50%: 0

All 29 students were able to discuss how the course helped them achieve the objective of being able to “describe, compare, and relate human cultures across different regions of the globe.” The majority of them provided concrete examples, but some (i.e., the ones in the 75% range) had trouble relating the examples to concepts, theories, and methods (e.g., cultural relativism, participant observation) discussed in the course.

Recommendations for Program Improvement: Core anthropological concepts, theories, and methods (e.g., participant observation, cross-cultural comparison, cultural relativism, holistic approach) that help students describe, compare, and relate human cultures across different regions of the globe should be introduced in the lower-division core courses (e.g., ANTH 130). Students should then be given ample opportunity to apply them in a variety of upper-division core and elective courses.

Next Step(s) for Closing the Loop: I will clarify in lectures and class discussions how these anthropological concepts, theories, and methods help us describe, compare, and relate human cultures across different regions of the globe.

Other Reflections: Many students appreciated the opportunity to learn about other cultures and compare them with their own.

Novice

Competent

Pttth theih-10.9 (s).002 Tc -0.002

Assessment Plans for Next Year
In Spring 2019,

Summary of Assessment Process

Instrument(s): Practical assignments in GEOG 3410-Photo Interpretation

Inot

Aro

ex4.61sne26

(roi

to 1.5 suggests a preponderance of developing or lacking development scores and thus the lower designation (SLO not attained by the student) is warranted. Table1 shows that all six majors completing the class in the Fall Quarter of 2017 met the overall standards of the SLO articulated in the rubric with three showing proficiency, capable of supervised work in a professional environment (minor errors in procedure or outcome), and three showing clear mastery, capable of independent work in a professional environment (no or very occasional minor errors). Overall, the students showed the best learning outcomes for CLO 1 Ab

help students who are mathematically challenged. In addition, it is recommended that a special lecture on

Summary of Assessment Process

Instrument(s): A Consultant's Report that results from each student's 9-week field notebook for Environmental Studies 4300 (Environmental Field), the senior capstone. The report includes reworked field notes of problems and solutions associated with each field site, plus reflections of lessons learned and knowledge gained. Writings from each of the field days must include attempts to link what the student learned at that site(s) with PLO 5. The Consultant's Report must be accompanied by a

PLO 5 - Understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional processes ~~critical~~ to sustainable development

ENVT 4300
Environmental
Consultant's Report

Mastery of CLO



This course is expected to require a few threat identification and assessment assignments, a term paper and exams. Using a yet-to-be-developed rubric, students' ability to identify and scientifically explain threats to global and regional water

2-year colleges throughout the state. In the quarter system, our programs may have looked much different than the semester programs of the other Bay Area CSUs and it probably cost us students.

AGES will make a concerted effort to offer additional sections of lower division survey courses on semesters to better expose its programs to undeclared division students. It is uncommon for entering freshmen to have had exposure to disciplines prior to arriving at the university.

Anthropology, Geography and Environmental Studies/Science are not subjects commonly found in high school curriculum. In order to grow the three majors from within, AGES plans to promote the subjects through more frequent offerings of large introductory survey classes. This process has already begun with Anthropology and to a lesser extent with Environmental Studies. More frequent offerings of LD Cultural Geography is the plan for AY 2019 and beyond.

The addition of archaeologist Dr. Albert Gonzalez to the faculty in 2015 has, we believe, contributed to the robust increase in Hispanic students in the Anthropology major. He has embraced the reality that he is in fact a role model by force of example and so requests to teach a large intro anthropology class every term. The results thus far have been pleasing for the department. Conversely, the loss of two tenured female anthropologists in recent years (one to U.C. Berkeley and the other to retirement) has negatively impacted the program overall and the cultural concentration in particular.

togylor. t, ll be.3-46 (m)19.1 piro y.95/P < .3-3MC(4)9.2 (r)-4 (123.91 (l)-41.7 (u)1)852 (s i)-256 (n0)

Proposal projected to be Submitted in 2019:

CATEGORY