

**Sonoma State University  
Department of Anthropology  
Undergraduate Program Review  
Self Study  
AY 2018-19**

**SSU Mission:** <http://sonoma.edu/about/mission>

**Program Name:** Anthropology B.A.

**Department:** Anthropology

**School:** Social Sciences

**Degrees and Academic Certificates Offered, with concentrations/tracks/subplans, where appropriate:** B.A. in Anthropology, B.A. in Human Development, Minor in Anthropology, Minor in Gerontology, M.A. in Cultural Resources Management

**Anthropology faculty as of Fall 2018:** Alexis Boutin,<sup>1</sup> Karin Enstam Jaffe, Andriana Foiles Sifuentes,<sup>2</sup> Margaret Purser, Richard Senghas, Thomas Whitley, John Wingard (see Appendix A for details)

## **Introduction**

This review of the Anthropology B.A. program is the successor to the one that occurred in AY 2012-13. According to SSU's five-year cycle, the current Program Review focuses on AY 2013-14 through AY 2017-2018. However, because it is being written in AY 2018-19, significant changes to the program that have occurred this year will be described in the footnotes.

The period under review was a challenging one for the Anthropology department. We experienced a great deal of turnover in tenured/tenure-track (TT) faculty members. Additionally, many of our TT faculty members had reduced teaching availability due to service to the department, School, and/or University, causing certain of the anthropological subfields to be impacted more negatively than others. At the same time, new B.A. and minor programs were added to the Anthropology department. Despite our resources being stretched so thin,

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<sup>1</sup> Anthropology department chair and point of contact for Program Review.

<sup>2</sup> On professional leave for AY 2018-19 and 2019-20.

we are proud that student- and instruction-related metrics such as majors/minors, degrees conferred, and percentage of School FTES held steady or only declined slightly. We are also gratified that we have been able to expand curricular offerings and research opportunities for students during this time.

Student-related metrics appear to be on a growth trajectory during the current academic year. To support this growth, we have identified eight programmatic goals that we hope to achieve during the next five-year review period. However, three major constraints are approaching that will potentially complicate our efforts: ongoing changes to the GE pattern (especially Areas D and E, where most of our GE courses are housed), the impending move of our department out of Stevenson Hall, and upcoming turnover in our TT faculty. Nevertheless, we plan to work toward achieving our goals to the best of our abilities and with the support of SSU's administration.

## **I. Program Overview**

### **Distinctiveness of degree(s) offered**

Of all the social sciences, anthropology is the broadest. Anthropologists study how human beings have come to be as they are, a physically distinct species, communicating through language, adapted to every habitat on earth, and living an amazing variety of lives. As anthropologists have become increasingly engaged with the contemporary world, they have led in the development of a global focus on how culturally different peoples interact in contexts of power and inequality, and how humans continuously transform their ways of life in response to environmental and social change. The distinctiveness of the Anthropology program at SSU issues from the distinctive nature of the discipline. This discipline remains today, as at its inception, in spite of many borrowings from and loans to adjacent disciplines, a unique social science in three respects.

First, it was founded upon (and continues to place its greatest emphasis on) the *comparative method*, which focuses on local and temporal particularities through cross-cultural comparisons covering all of human time and space. The comparative method also extends to

other species of primates – their social behaviors, life histories, evolution, and morphologies. The comparative approach dictates anthropology's unique corpora of data, its methodologies, and its theoretical frameworks. While the comparative method in ethnology and linguistics arose out of the study of diverse small-scale societies, that bias has long since been corrected. For at least the last fifty years, anthropologists have been equally concerned with the prehistory, history, and organization of complex, stratified, and First World societies, including our own, as part of the global sample of human behavior. No other social science rests so firmly upon cross-cultural and cross-species comparisons and is, consequently, so free from the limitations of methodological and analytical approaches that are primarily concerned with "civilized" and especially Western societies.

A second core principle of the discipline of anthropology is the concept of *holism*. Fundamental to the anthropological perspective is the necessity to understand the various aspects of human culture and societies within the context of the totality of their existence. While this ideal is rarely achieved, the essential need to simultaneously take into account the social and physical environment, economy, religion, kinship, gender relations, power inequalities, etc. when studying, explaining and interpreting the behavior and biology of any human group (past or present) is a guiding principle of anthropology. It is also the driving force behind the expectation that anthropologists have a fundamental grounding in each of the four subfields of anthropology (see below).

A third distinctive quality of anthropology as a social science is its *interdisciplinary* nature. Uniquely, it insists on the use of data, methods and theory from evolutionary biology, linguistics, archaeology and socio-cultural anthropology. This commitment is an outgrowth of anthropology's charge – the search for predictive statements regarding pan-human universals and local particularities, for the purpose of addressing human challenges. The integration of these diverse approaches and their results are expressed in the four traditional subfields of anthropology, which mark our discipline as internally interdisciplinary in origin and philosophy. The four primary subfields are defined as follows:

- Biological Anthropology deals with the evolution of human bodies, minds, and behaviors as inferred through study of fossils and human remains, as well as comparisons with the behavior and anatomy of other primate species.
- Archaeology examines past human ways of life (prehistoric and historic) through the interpretation of material remains, written records, and oral traditions.
- Socio-cultural Anthropology explores the diversity of existing human behaviors, beliefs and organizations – how they work, how they change, and how they interrelate in the modern world.
- Linguistic Anthropology examines the structure and diversity of language and related human communication systems, how these forms of communication interrelate with other sociocultural phenomena, and how these forms change over time.

In addition, Applied Anthropology emphasizes how the theories, techniques and methods of anthropology can be employed to facilitate stability or change, and to solve problems in real world situations, at both local and global scales.

### **Program mission**

The Department's Mission Statement reads:

*The Anthropology Department is an active, integrated, intellectual community that emphasizes (1) an informed, critical understanding of the diachronic and synchronic complexities of human cultural expression and its evolutionary antecedents, and (2) opportunities for hands-on application of that understanding in field and workplace contexts.*

### **Role of the program in the campus's educational mission, vision, values, and outcomes**

Sonoma State's mission is currently being guided by Strategic Plan 2025 (<https://strategicplan.sonoma.edu/>), whose core values are *diversity and social justice; sustainability and environmental inquiry; connectivity and community engagement; and adaptability and responsiveness*. The Anthropology faculty engage with these core values

on multiple levels in their teaching and research.

*Diversity* – as expressed in human biology, behavior, languages, and material culture – is fundamental to the cross-cultural, comparative perspective that guides the entire Anthropology curriculum. For example, in ANTH 201: Introduction in Biological Anthropology, students learn that the system of race with which they are most familiar is specific to this socio-historic moment. As the product of evolutionary processes, cultural traditions, and social ideologies, race is not static or universal but can be interrogated and even re-shaped. In both Fall 2016 and Fall 2017, Dr. Andriana Foiles Sifuentes hosted *Social Justice* Undergraduate Research Conferences that featured the work of students from her own Anthropology courses as well as those from across the university. Prize money was awarded for continuation of the student research projects that focused on social justice.

In regard to *sustainability and environmental inquiry* and *adaptability and responsiveness*, the destructive wildfires that recently struck Sonoma County and elsewhere in California highlight our increasing vulnerability to the effects of climate change, as well as the need to mitigate against and adapt to such threats. Anthropology faculty participated in a range of efforts in response to the October 2017 Sonoma and Napa county fires. Dr. Alexis Boutin aided the Coroner's office with the recovery and identification of human remains; Dr. Tom Whitley oversaw a student internship at the Anthropological Studies Center that assessed damage to archaeological sites; and Dr. Margaret Purser's Santa Rosa Neighborhood Heritage Mapping Project is capturing the stories of residents whose lives and communities were forever transformed by the fires.

Many of the Anthropology faculty members' research and teaching is founded on strong *community engagement*: Dr. Purser oriented her Fall 2017 ANTH 444: Material Culture Studies course around the just-mentioned Heritage Mapping Project, so that students were involved in mapping neighborhoods and interviewing Santa Rosa residents; Dr. Karin Jaffe regularly supervises Anthropology majors in conducting research on animal behavior in captive environments in Sonoma County and the greater Bay Area. In addition, some Anthropology majors intern (and often eventually gain employment at) local agencies and businesses such as the Sonoma County Sheriff-Coroner's Office, Museums of Sonoma

County, Community Action Partnership of Sonoma County, and Sonoma County Regional Parks.

### **Program goals and student learning outcomes**

During the period under review, the program's goals were subdivided into intellectual and curricular categories, all of which should have been mastered by the time an Anthropology major graduated.

#### Intellectual Goals for Majors

1. Comparative Perspective: The anthropology faculty feel it is crucial for anthropology graduates to grasp the importance of a cross-cultural or comparative perspective.
2. Four-Field Coverage: Our department adheres to the four-field approach, and the faculty believe that a solid grounding in all four fields—sociocultural, biological, archaeology and linguistic—is epistemologically essential for a major in anthropology.
3. Integration of the Four-Field Approach: Because of the faculty's belief in the importance of four-field coverage, faculty members in each subfield develop coursework to illustrate how different subfields approach a topic, noting their points of convergence and divergence.
4. Ethical Awareness: Finally, the anthropology faculty believes it is essential for anthropology graduates to have ethical awareness. To highlight this, courses utilize current anthropological ethical debates as part of their curriculum.

#### Curricular Goals for Majors

1. Intellectual Competence: This refers to students' grasp of key issues in anthropology and their ability to use these concepts appropriately and effectively.
2. Intellectual Relevance: This refers to students' capacity to relate anthropological perspectives to the issues and controversies of our time.
3. Critical Comprehension: This refers to the ability of students to read and comprehend scholarly and professional materials in anthropology.

4. Written and Oral Presentations: This refers to the capacity for critical written and oral presentations.
5. Bibliographic Search: This refers to the capacity to identify and use productively a variety of traditional and non-traditional bibliographic and archival resources.
6. Computer and Information Technologies: This refers to the capacity to use computer and information technologies in anthropological research.
7. Professional Ethics: This refers to the development of an understanding of the ethical issues involved in scholarly inquiry, publication, and professional and workplace practice.
8. Responsible Citizenship: This refers to the development of an understanding of the rights and obligations required for good professional and public citizenship.
9. Individual and Collaborative Work: This refers to experience gained through working individually and collaboratively with colleagues.

As part of the current Program Review cycle, and as an initial step in complying with the University mandate for all departments to create Assessment Plans by AY 2020-21, the Anthropology B.A. program has created six new Program Learning Outcomes (PLOs). The skills, knowledge, perspectives, and competencies that these PLOs represent are introduced in the lower division Anthropology curriculum, developed in the upper division major courses, and mastered in the upper division core courses. They are as follows:

1. An appreciation for the comparative perspective that uniquely allows anthropologists to explore the forms and foundations of human social, cultural, biological, and linguistic diversity, past and present.
2. An ability to integrate the four major subfields of anthropology – sociocultural, biological, archaeology and linguistic – via holistic and contextualized interpretations of evidence.
3. An understanding of how anthropological perspectives, methods, and theories came to be, and how their application can contribute to solving the issues and controversies of our time.

4. Competence in the qualitative and quantitative methods of at least one anthropological subfield, and the ability to apply these methods to real-world scenarios.
5. An awareness of the ethical issues involved in anthropological inquiry, scholarship, professional practice, and public citizenship, at the level of local communities and our increasingly globalized world.
6. An ability to critically locate, understand, evaluate, and synthesize anthropological scholarly materials, and to communicate resulting interpretations orally and in writing, individually and collaboratively.

As our Assessment Plan develops, we will ensure that the Student Learning Outcomes (SLOs) for each course articulate with the PLOs, so that mastery is achieved by graduation.

### **Overview of the program**

The Anthropology B.A. program provides a balanced grounding in anthropology as both a discipline and a practice. Anthropology draws on discipline-specific methods, theories, and modes of analysis to study the foundations and forms of human social and cultural diversity, past and present, via behavior and biology, language and material culture. As a practice, anthropology seeks to apply this knowledge to the solution of human problems. Anthropology majors learn about many different cultures throughout the world, how they developed, the significance of their differences, and how they change. Students are thus equipped with a broad perspective for viewing both themselves and others.

The Minor program in anthropology recognizes basic training in anthropology as a complement to a major in other subjects, including Human Development, Psychology, History, Women's and Gender Studies, Criminology and Criminal Justice Studies, Biology, and Geology. The minor consists of 20 units, at least 8 of which must be upper-division, chosen by the student in consultation with the faculty. Faculty usually recommend lower-division courses as prerequisites to upper-division courses, as well as upper-division courses that cover two or more of the four subfields. However, the faculty also consider a student's prior background in their major, emphases in course work most appropriate to their major, their special interests in anthropology, and the kind of contribution that anthropology may make to the student's broader academic and career goals.



The Anthropology department's emphasis on interdisciplinarity and collaboration has led it to oversee several affiliated undergraduate and graduate programs and facilities.

#### Affiliated undergraduate programs

The Human Development B.A. program was transferred to the Anthropology department in AY 2014-15. The Human Development program offers an interdisciplinary B.A. degree that focuses on human growth and development across the life span, the underlying processes and structures that support that development, and the relationships between the individual and the complex familial, social, and cultural environments in which development is situated. Dr. Jaffe became Coordinator of this impacted program and performed significant revisions to its structure and curriculum. In AY 2016-17, Dr. Benjamin Smith joined SSU's faculty as its first Assistant Professor of Human Development. Dr. Smith is trained as a linguistic anthropologist but received his Ph.D. in Comparative Human Development. Dr. Jaffe and Dr. Richard Senghas serve as advisors to the HD program.

The Gerontology minor program was transferred to the Anthropology department in Spring 2018, to be coordinated by Dr. Foiles Sifuentes.<sup>3</sup> The Gerontology program provides students with a broad, multidisciplinary perspective on the aging process in biological, social, cultural, psychological, and political contexts. It equips students to view aging as a normal part of the life cycle, to become aware of the aging process so that they may view it in others with understanding, and eventually in themselves with equanimity, and to consider work in the field of aging.

#### Master's program and affiliated facilities

The Anthropology department also offers a Master of Arts degree in cultural resources management (CRM), which involves the identification, evaluation, and preservation of cultural resources (e.g., archaeological sites and artifacts, historic architecture, oral traditions, traditional cultural properties and landscapes) as mandated by cultural resources legislation and guided by scientific standards in the planning process. The primary objective of the M.A. program in CRM is to produce professionals competent in the methods and techniques

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<sup>3</sup> In AY 2018-19 (and potentially AY 2019-20), Dr. Jaffe is the acting Coordinator for the Gerontology minor.

appropriate for filling CRM and related positions, and to provide the theoretical background necessary for research design, data collection, and analysis. The Coordinator of the CRM M.A. program is Dr. Laura Watt (Geography, Environment, and Planning). Anthropology department members Drs. Boutin, Purser, and Whitley comprise the remainder of the core graduate faculty.

The Anthropological Studies Center (ASC) is a critical component of the Anthropology program. It has been providing consulting services in CRM, heritage documentation, preservation planning, policy training, community engagement, public outreach, and interpretation since 1974. The ASC has three primary components. The Cultural Resources Facility works on contract to government agencies, private organizations, and individuals. It contributes to the cost of operating the David A. Fredrickson Archaeological Collections Facility, which houses archaeological materials from northern California as a public service and for scholarly research. The Office of Interpretive and Outreach Services interprets archaeology, history, and the ethnography of California populations to the public by means of events, digital media, museum displays, and presentations to school groups. CRM graduate and Anthropology undergraduate students may work as volunteers or paid staff, and enroll in internships for credit. Dr. Whitley is the Director of the ASC.

Another facility associated with the Anthropology department is the Northwest Information Center (NWIC). It is one of ten centers in the California Historical Resources Information System that acts as an official repository for historic resource information from 18 counties in California. CRM graduate and Anthropology undergraduate students may work at the NWIC as interns or paid staff to obtain experience with a variety of archival data and techniques related to historic resource management and preservation in the regulatory context. Information about historical resources archived at the NWIC is geographically based and maintained in its entirety in paper format and partially in electronic format. Students receive training in both inputting new information in the paper and electronic formats; and in retrieving information from either source to conduct records searches.

## **II. Outcome of the Previous Program Review**

### **Recommendations made at the conclusion of the previous review**

At the time of the last Program Review in 2012-13, the procedures for routing and permanent storage of Program Reviews were not as well-developed as they are today. Consequently, it has not been possible to locate recommendations beyond the level of the Anthropology department itself and the external reviewer (Dr. Cindi SturtzSreetharan, Professor of Anthropology, Sacramento State University). These two sets of recommendations are summarized as follows:

One of the biggest challenges observed during the last review period was a decline in the variety and number of sections of non-GE (specifically upper division major) courses offered. Students requested more courses in forensic and/or medical anthropology, in particular. This was attributed to a lack of resources for hiring lecturers and a lack of institutional support for mounting small courses.

Another recommendation was to expand the applied anthropology component of the program by enhancing opportunities for community-based student research, creating a formalized internship program, and adding service learning opportunities to the Anthropology curriculum. To achieve these steps, the External Reviewer recommended giving reassignment WTUs to a TT faculty member to act as Applied Anthropology coordinator for the department. This coordinator would build the new program, recruit students, and place them into service learning settings, research opportunities, and internships, and then monitor their progress. More internships at the ASC for undergraduates were also recommended.

### **Changes in the program since the last program review and the impact of those changes**

The Anthropology department's ability to respond effectively to the two primary recommendations has been mixed. The department has been able mount a somewhat productive response to the recommendation for greater variety in, and more sections of, courses. One forensic anthropology course was added to the curriculum (ANTH 315: Forensic Anthropology Theory and Practice, which pairs with the longer-established ANTH 415: Forensic

Anthropology Methods) and taught twice during the review period. The hiring of Dr. Foiles Sifuentes – whose research focuses on health in aging populations from the perspectives of gender, ethnicity, and inequality – has filled the gap in medical anthropology. The addition of Dr. Whitley to the faculty also resulted in two new courses (originally taught as ANTH 326: Topics courses but soon to be added to the catalog): Archaeology of Contact and Colonization, and New Technologies in Archaeology. The reduced availability of linguistic and cultural anthropology faculty during the review period (discussed further below) also meant that several upper division courses were taught in these subfields by lecturers as one-time offerings (e.g., “Religion, Magic, and Witchcraft,” “Languages and Cultures of the Middle East”). Offering additional course sections has been challenging: the teaching availability of TT faculty during the review period was reduced, so our priority was on ensuring that our core curricular needs were covered. However, in three semesters during the review period, we were able to offer two different methods courses simultaneously (e.g., ANTH 414: Observing Primate Behavior and ANTH 451: Applied Ethnographic Methods in Spring 2014).

The department’s response to the second recommendation was less successful during the review period. This was due, in large part, to the contraction of the TT faculty from AY 2013-15 to 2015-16, which meant that the focus had to be on delivering core curriculum rather than introducing new programs. Community-based student research did still occur during the review period (as described further below). It tended to be most widely available and most successful when it occurred as part of a regular course (e.g., Dr. Purser’s Fall 2017 offering of ANTH 444: Material Culture Studies, discussed above). Students conducted internships during the review period as well, but on an ad hoc basis. The goal of designating an Applied Anthropology Coordinator for the Anthropology department is still one we would like to aim toward, and is discussed further below under “Five Year Action Plan.”

### **III. Student Profile**

#### **Number of students in the program and trends during the last review period**

The number of Anthropology majors and minors during the review period varied from a low of 96 (Spring 2018) to a high of 109 (Fall 2013) (mean=101.4 students). In the two years

prior to the review period, majors and minors ranged from 103 to 112 (i.e., were more numerous). The department was reduced by one TT faculty member – and lacked consistent coverage of the cultural anthropology subfield – from AY 2013-14 to AY 2015-16 when Dr. John Wingard was serving as the Dean of Social Sciences. Consistent teaching in the linguistic anthropology subfield was also severely reduced in AY 2014-15 and 2015-16 when Dr. Senghas served as Chair of the Academic Senate. Despite these challenges, Appendix B, Table 1 shows that numbers of majors and minors actually held fairly steady during the period under review, around 100 students. Even more encouraging, the number of majors and minors has rebounded in Fall 2018 to 118 students. This is the highest figure that the Anthropology undergraduate program has seen since at least Fall 2011.

Although the slight decline in numbers of majors and minors during the review period – and in comparison to previous AYs – could ostensibly seem to reflect a decline in student interest, it is likely that the deficiency of consistent teaching and advising in the cultural and linguistic subfields limited our department's ability to recruit and retain majors effectively. As discussed further below, the large size of GE courses – and potentially their lack of consistent instruction by TT faculty members – seems to have resulted in higher-than-desirable DFW rates, which also would have hurt recruitment and retention efforts. However, the recent upswing in Anthropology majors is promising, and may reflect the fact that we became “fully staffed” with 5.5 TT faculty across all four subfields in AY 2016-17. In order to maintain these numbers, we will need to remain fully staffed in terms of numbers of TT faculty and subfield coverage.

#### **Number of degrees conferred in the program and trends over the last review period.**

As evident from Appendix B, Table 1 the number of Anthropology B.A. degrees conferred during the review period varies from a low of 24 (AY 2014-15 and 2017-18) to a high of 33 (AY 2015-16) (mean=27.6 students). Similar to the trend seen in numbers of majors and minors, a rebound seems to be evident in AY 2018-19, when 29 graduates are expected. On the whole, the numbers of students graduating with a B.A. in Anthropology has held fairly steady over the past five years. The slight decline that is observable may be attributed, in part,

to some of the staffing factors discussed above. The fact that this decline has recently begun to reverse itself is promising.

**Student demographic trend data that is relevant for the program.**

Females have long comprised a significantly higher proportion of Anthropology majors than males at SSU. During the review period, the percentage of student who self-identified their sex as male ranged from a low of 15% (AY 2014-15) to a high of 34.5% (AY 2017-18). This is similar to trends for majors in the School of Social Sciences, as well as for the University as a whole, where males have typically represented approximately 1/3 of all majors and students, respectively. It also mirrors national trends in gender (im)balance in Anthropology Ph.D. programs.

From AY 2013-14 to AY 2016-17,<sup>4</sup> students who self-identified their ethnicity as White ranged from a high of 56% (Fall 2013) of all Anthropology majors to a low of 44% (Fall 2016) (mean=50.4%). Anthropology majors of Hispanic ethnicity ranged from a high of 29% (Fall 2015) to a low of 17% (Fall 2013) (mean=22.4%). Students who self-identified as Other average 21.4% of all Anthropology majors. Less than ten Anthropology majors are African- or Asian-American at any one time.

Trends in ethnicity in the School of Social Sciences serve as useful comparanda from AY 2013-14 to AY 2016-17. Here, the percentage of majors who self-identified as White fell from 52.5% to 45.5%, while the percentage who self-identified as Hispanic rose from 26% to 34%. Percentages of other ethnic groups stayed fairly similar (African-American 2-3%, Asian-American 3-4%, Other 16%).

Clearly, the Anthropology major attracts and retains more White students compared to other majors in the School of Social Sciences, and fewer of Hispanic ethnicity. Interestingly, though, the percentage of students who self-identify as Other ethnicity is consistently higher than average. It is tempting to wonder whether students who resisted being “pigeonholed” based on their ancestry are more likely to major in

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<sup>4</sup> These data are drawn from the CSU Faculty Dashboard. The last complete AY for which data are available is 2016-17.

Anthropology (given its focus on human biological and cultural diversity, past and present) or whether students identified their ancestry as such after learning these core anthropological concepts. Either way, the Anthropology department could improve its outreach to students of Hispanic ethnicity. Given the research focus of several faculty members in Latin America, courses that focus on this region could be a growth area for the department. Having more TT faculty teach lower division GE courses – where many Anthropology majors are recruited – and lowering the DFW rates of these – may also help.

### **Educational trends of students in the program**

As seen in Appendix B, Table 2 the number of students entering the Anthropology B.A. program during the review period varies from a low of 27 (AY 2015-16) to a high of 38 (AY 2016-17) (mean=31.2 students). Of the 156 total students who entered the Anthropology major, 2/3 of them (n=103) are transfer students. Based on the available data (from CSU Faculty Dashboard, for “native” students who graduated in 2014, 2015, or 2016, n=33), approximately 36% of graduating Anthropology majors had entered as Anthropology majors when they arrived at SSU as first-years. Another 33% of graduating Anthropology majors declared Anthropology as their major after arriving at SSU as undeclared first-years. The remaining 31% of graduating Anthropology majors switched to Anthropology from – or added Anthropology to – another major. Conversely, of the 20 students who entered as Anthropology majors when they arrived at SSU as first-years from 2010-2012, 60% of them remained Anthropology majors until graduation, but 40% changed to other majors (mostly in the School of Social Sciences, but also to the departments of English and Business). Comparing the yearly number of students entering the Anthropology major (mean=31.2) to the numbers of Anthropology graduating (mean=27.6), reveals a net loss of students.

As the Anthropology department has long been aware, anthropology is a major that students tend to “discover” once they start attending college, rather than a field they plan to major in when they arrive. For this reason, recruitment efforts aimed at first- and second-year students are crucial to the program maintaining its numbers and, ideally, growing. Retention of

first- and second-year students who entered as Anthropology majors is equally key. As discussed further below under “Retention trends,” improvements could be made in this regard. Our four lower division GE courses (which comprise over 25% of all units required for the major) are central to both recruitment and retention efforts. In order to optimize their potential, at least half of these course sections should be taught by TT faculty members and steps should be taken to minimize DFW rates. But students transferring in to the Anthropology program are also essential to its success. It is important that advising for transfer students occur regularly and effectively, and that the program maintain its attractiveness by offering a variety of courses and opportunities for research and learning outside the classroom.

### **Reasons that students give for choosing the program**

As discussed below, Anthropology majors are required to take ANTH 491: Senior Seminar and complete an exit survey on the major as an ungraded component of the course. One question asks students to compare Anthropology courses to those in other departments. The responses from the Fall 2016 and 2017 semesters are summarized here.

Anthropology courses were described as being easier to enroll in than those in other departments. Students noted faculty members’ strong interest in students, and described them as caring and helpful in teaching style and outside of class. Several students used the word “community” to describe the Anthropology program – they characterized it as “close knit” and “diverse and accepting.” The courses were praised as well organized but also adaptive (i.e., not too rigid). Numerous students lauded the “hands-on approach” found in many courses, as well as the ways that professors provided ways to apply course material to the real world. One student wrote, “While other courses required a student to memorize knowledge, anthropology requires understanding “why” an event occurred and what that may mean to humanity.” The “big picture” approach taken in many Anthropology courses, as well as the broad applicability of the anthropological worldview, were cited by many. The words of one student sum it up nicely: “Anthropology is very structured, the classes have a clear progression, topics are current and easily applicable to other departments. Many other departments lack some of these qualities.”



## **Student/alumni achievements**

Anthropology majors achieved amazing things during the review period – both during their time at Sonoma State and afterward. Here are a few of their accomplishments:

- Kyle Runzel (class of 2015) served as a research assistant in Dr. Jaffe's SSUPER (Sonoma State University Primate Ethology Research) lab. He then attended a primatology field school in Costa Rica, where he collected observational data on black-handed spider monkeys. Kyle presented this research at the American Association of Physical Anthropology conference. He later graduated from the Primate Behavior and Ecology M.S. program at Central Washington University.
- Doshia Dodd (class of 2016) won the prize for best poster from the School of Social Sciences at the SSU Student Research Symposium for her paleoethnobotanical research at a Victorian-era archaeological site in San Francisco. She went on to present this research at the Society for California Archaeology meetings the following year. Doshia worked at Sugarloaf Ridge State Park and SSU's Anthropological Studies Center. She will be starting SSU's Cultural Resources Management M.A. program in Fall 2019.
- Kristina (Sayler) Armstrong (class of 2016) was a McNair Scholar at SSU. She worked with a professor in Women's and Gender Studies on a project about Hobby Lobby and women's reproductive rights. Kristina went on to complete a Master's in Public Health at U.C. Davis and is currently in the Human Development Ph.D. program there.
- Maria Nolasco Ramirez (class of 2018) was co-Chair of the SSU Undocu Scholars Coalition. She was chosen to be the student speaker at one of two School of Social Sciences graduation ceremonies in May 2018, where spoke about her experience as an undocumented student. She is now a Special Projects Assistant at Academic Talent Search (SSU).

## **IV. Faculty Profile<sup>5</sup>**

### **Faculty rank and tenure make-up in the program**

As of Fall 2018, the Anthropology department faculty consisted of 5.5 TT members, of whom four were tenured (three Professor, one Associate Professor). The two untenured faculty members have the ranks of Assistant and Associate Professor, respectively.

### **Demographic trends for faculty during the review period**

Of the seven TT faculty members in the Anthropology department, four are female and three are male. Six are of European ancestry and one is Latinx (our most recent hire, Dr. Foiles Sifuentes). Future hires will aim to increase diversity in our ranks, both to better embody the cross-cultural diversity of anthropological perspectives, and to improve our recruitment and retention of students of color.

### **Faculty specialization and alignment to program curriculum, mission, and quality**

In accordance with its emphasis on a comparative and integrative four-subfield approach, the Anthropology department prioritizes having TT faculty for each of the four subfields. Maintaining a successful M.A. program, with its associated facilities (such as the ASC), also requires adequate faculty coverage and expertise.

During the period under review, the Anthropology program experienced a great deal of turnover in TT faculty, as well as fluctuation in the availability of TT faculty (Appendix C). Between AY 2009-10 and 2012-13, the department maintained adequate staffing, with 5.5 TT faculty members.<sup>6</sup> However, it went down to 4.5 TT faculty members from AY 2013-14 to 2015-16 when Dr. Wingard became Interim Dean of the School of Social Sciences in Fall 2013 (a position that was made permanent in Spring 2016). It went back up to 5.5 faculty members with the arrival of cultural anthropologist Dr. Foiles Sifuentes as a Visiting Assistant Professor in Fall 2016, who then joined our TT faculty in Fall 2017. Most recently, Dr. Foiles Sifuentes has taken a professional leave for AY 2018-19 and 2019-20. Conversely, Dr. Wingard stepped down

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<sup>5</sup> See Appendix A for details.

<sup>6</sup> The Director of the ASC (Dr. Praetzellis through AY 2015-16, Dr. Whitley as of 2016-17) receives 6 units of release time. Therefore, we count him as 0.5 faculty member in terms of his teaching and advising load.

as Dean and returned full-time to the Anthropology department in AY 2018-19. Thus, as of Fall 2018, the Anthropology department remained at 5.5 faculty members active and available for teaching and advising.

The normal teaching load in the Anthropology department is 12 units. The Chair of the Anthropology department, the Coordinator of the Cultural Resources Management M.A. program, and the Coordinator of the Human Development program each receive one course release per semester. The ASC Director's 6 units of release time, coupled with WTUs earned from supervising internships, result in him teaching only one course per semester. Dr. Senghas's availability was reduced to one course in AY 2014-15 and 2015-16 when he served as Chair of the Academic Senate. Consequently, the number of TT with full availability (teaching 3 courses per semester) during the period under review ranged from zero (AY 2013-14, 2015-16) to two (AY 2016-17, 2017-18). We have benefitted from having a strong lecturer pool, which was refreshed in Spring 2015 and Spring 2018. However, particularly during the first three years of the review period, it was difficult to advise and teach across all four subfields of anthropology effectively.

The subfield of cultural anthropology suffered most acutely in this regard when Dr. Wingard served as Dean. Because only TT faculty serve as advisors, Anthropology majors lacked advising specific to cultural anthropology (in terms of academics and careers), as well as consistency in course offerings, during this time. This was remedied by the arrival of cultural anthropologist Dr. Foiles Sifuentes. Another major change occurred during the review period regarding the Directorship of the ASC. Dr. Adrian Praetzellis, who had served in this position (and as faculty member in the Anthropology department) since 1992, retired at the end of AY 2015-16. Dr. Whitley arrived to ably fill his shoes in Fall 2016.

The faculty and courses of the Anthropology department are well-integrated across the university. Anthropology courses contribute to academic programs in the Schools of Arts and Humanities, Science and Technology, and Social Sciences (Appendix D). All Anthropology faculty members also advise in other departments and programs. As mentioned above, Drs. Boutin, Purser, and Whitley serve on the CRM M.A. graduate committee, which involves teaching courses, advising students, and chairing Master's thesis committees. Dr. Wingard also serves on

CRM Master's thesis committees. Dr. Jaffe coordinates the Human Development program and is an adjunct faculty member in the Biology department, where she supervises M.S. students.<sup>7</sup> Dr. Senghas is an advisor for the HD B.A. program and for the Linguistics minor. Drs. Boutin and Jaffe serve as advisors in the Paleontology minor program. Drs. Boutin, Purser, and Senghas have all taught SSCI 299: How to Think Like a Social Scientist (the central component of the School of Social Science's version of the Sophomore Year Experience program). Dr. Purser teaches a team-taught course (ANTH 490: Shared Places, Contested Pasts) with faculty members from the Sociology, History, and Geography, Environment, and Planning departments. Collaboration on advising and curriculum across the disciplines is part of the ethos of the Anthropology department.

Anthropology faculty members are highly valued at SSU for their diverse and broadly-applicable expertise. We are active in University service and faculty governance: every tenured member of the faculty has served as Department Chair, Graduate Coordinator, Vice Chair of the Academic Senate, and/or Chair of the Academic Senate. However, all of these roles "spread us thin" in terms of resources and workload. The only reason that we have been able to perform these duties is that all reassignment time was returned directly to our department during the review period. As noted above, these lecturer WTUs filled the gaps left by the departure or reduced availability of TT faculty. It is imperative – if Anthropology faculty are to continue supporting other academic programs via teaching, advising, and coordinating – that reassignment time continue to be returned directly to the department in the future, so that delivery of the undergraduate curriculum and integrity of the program as a whole are not harmed.

### **Methods used by the department to assess teaching effectiveness**

Instructors (TT faculty and lecturers) are assessed for each course via the university-administered Student Evaluations of Teaching Effectiveness (SETEs). SETE scores are reviewed every semester by the Department Chair and follow-up discussions are held with instructors as needed. Student feedback on teaching effectiveness also is directed to the

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<sup>7</sup> In AY 2018-19, Dr. Jaffe is also Coordinator of the Liberal Studies Ukiah B.A. program. This program, which runs at Mendocino College in Ukiah, facilitates B.A. completion and is overseen by the School of Social Sciences.

Department Chair throughout the semester, both via email and in-person meetings. Again, follow-up discussions are held with individual instructors as needed.

Because three TT faculty members are in the Retention, Tenure, Promotion (RTP) process, they are evaluated more extensively and frequently, via peer observations of teaching and written recommendations by their RTP committees. Yet even tenured faculty members engage in professional development opportunities related to teaching. When a new LMS was being considered for adoption, Drs. Jaffe and Senghas participated in the pilot for Canvas in AY 2017-18. Once Canvas had been chosen, several faculty members attended introductory and intermediate workshops to become familiar with this new platform. All Anthropology instructors have now “made the switch” to this new LMS. Drs. Jaffe and Senghas have also taken the lead on being trained in online and blended course delivery: both of them have attended several SSU Faculty Center workshops on these topics, and Dr. Jaffe has also participated in longer-term programs through SSU’s School of Education and the CSU. The department’s longest-serving lecturers, Dr. Carlos Torres, also has taken advantage of several professional development opportunities related to blended and online instruction, including a year-long project run by the CSU Chancellor’s Office on “Course Redesign with Technology.”

Peer evaluations of lecturers occurred only on an ad hoc basis (or when lecturers requested them) during the review period. A goal of the department, discussed further below (“Five Year Action plan”), is to regularize the peer evaluation process for lecturers.

### **Faculty scholarship, external funding, and professional practice and service**

The Anthropology department highly values participation in research, scholarship, and professional service. It also recognizes that scholarship is one of many ways that faculty can contribute to the University, in addition to teaching, involvement in faculty governance, and participation in School and University administration. The research and professional service activities of select TT faculty members are summarized below:

- Dr. Boutin is co-Director of the Dilmun Bioarchaeology Project, which is analyzing and publishing an assemblage of human skeletal remains and mortuary artifacts from the

Dilmun civilization of the third–first millennia BCE Arabian Gulf (curated at UC Berkeley’s Hearst Museum of Anthropology). Seven Anthropology majors have served as research assistants for the DBP. The findings of the DBP have been shared in presentations at national conferences, San Francisco’s Asian Art Museum, and the Bahrain National Museum. The DBP also staged gallery exhibits at SSU, the Badè Museum of Biblical Archaeology, and at Sacramento State’s Anthropology Museum. Findings have been published in three peer-reviewed book chapters and two peer-reviewed journal articles, and presented at several national conferences. Dr. Boutin spent five years on the steering committee for a regional bioarchaeology conference (and hosted it at SSU in 2016) and recently co-founded the Bioarchaeology Interest Group of the Society for American Archaeology.

- Dr. Jaffe runs the Sonoma State University Primate Ethology Lab (SSUPER). The SSUPER Lab focuses on ethological (i.e., behavioral) research on non-human primates and other mammals and strives to involve Sonoma State graduate and undergraduate students in a variety of behavior research projects. She has supervised student research on the behavior of several primate species, antelopes, cheetahs, and sun bears at Santa Rosa’s Safari West, the Oakland Zoo, and the San Francisco Zoo. Historically, Biology M.S. and undergraduate students have participated in the highest numbers, although the project has involved Anthropology majors as well. She has co-authored presentations with students for several regional and national conferences. Dr. Jaffe has received funding from the International Primatological Society and the Association of Zoos and Aquariums for the SSUPER Lab’s research.
- Dr. Purser runs the Santa Rosa Neighborhood Heritage Mapping Project. The project is a broad-based community engagement program that works with the city’s existing neighborhoods to create an interactive digital map of sites, places and stories important to the people who live there. The project was featured in Santa Rosa’s sesquicentennial celebrations in September 2018, and in exhibits at the History Museum of Sonoma County and the Santa Rosa Arts Center. Several Anthropology majors have interned on this project. Dr. Purser also collaborates with faculty and students from SSU’s

departments of Computer Science and Geography, Environment, and Planning. Research findings have been presented at several national conferences. Dr. Purser serves as the vice-chair of the Cultural Heritage Board for the city of Santa Rosa, as a member of the History Committee for the Museum of Sonoma County, and as an occasional reviewer of project proposals for the city's "Art in Public Places" program.

- Dr. Whitley recently completed a project called "Modeling Climate Change Effects to Coastal Historic Landscapes and Cultural Resources: A Case Study at Point Reyes National Seashore, California." The project was funded through the ASC by the National Center for Preservation Technology and Training (part of the National Park Service). It examined 20,000 years of climatic change from the Last Glacial Maximum to 2,000 years into the future. The outcomes were a series of 3D models, GIS surfaces, and animations that explore the range of dynamic environmental variability and the effects on known archaeological sites and historic landscapes. Several CRM M.A. students who are employed at the ASC worked on this project. Publications are planned for *CSU Geospatial Review* and *California Archaeology*. Research findings have been presented at several regional, national, and international conferences. Dr. Whitley served on the board of the Australian Archaeological Association and helped organize the 2017 Computer Applications in Archaeology conference.

#### **Awards and recognition for faculty in teaching, scholarship, and service**

Dr. Jaffe received an Educational Experience Enhancement Award from SSU in 2015-2016 in recognition of her work with students on SSUPER. She also received the SSU President's Excellence in Scholarship Award in 2016. Dr. Senghas was nominated for an Excellence in Teaching Award in 2014. Drs. Purser and Senghas each received resolutions from the Academic Senate recognizing their terms as Chair (from AY 2012-14 and AY 2014-16, respectively).

## **V. Assessment**

### **Availability of Program Learning Outcomes**

As discussed above, during the period under review, the Anthropology department had four intellectual goals and nine curricular goals that its majors were expected to have achieved by graduation. These are available on the current Anthropology department website (<http://web.sonoma.edu/anthropology/home/knowledge.html>). However, the department website (like all others at SSU) is currently being updated as part of the move to Drupal for website creation and hosting. This redesigned website (which is expected to go live in Summer 2019) will feature the new department PLOs.

### **Explain the relationship of SLOs to WASC Core Competencies**

The new PLOs were crafted both to ensure competence in discipline-specific concepts, theories, and methods and to address the WASC Core Competencies (WASC CCs) (i.e., written and oral communication, quantitative reasoning, critical thinking, and information literacy). Written and oral communication, critical thinking, and information literacy are addressed in PLO #6. Quantitative reasoning is addressed in PLO #4. Specific assignments that address WASC CCs are discussed further below under “Pedagogical methods used in the program.”

### **Program curriculum map identifying in which required courses in the curriculum each PLO is introduced, demonstrated, and mastered**

See Appendix E.

### **How the program ensures alignment between learning outcomes for individual courses and PLOs**

Anthropology faculty are expected to use the SSU Accessible Syllabus template (<https://accessibility.sonoma.edu/what-can-i-do/accessible-syllabus-template>), which includes a section for SLOs. A review of Anthropology course syllabi from Fall 2018 (conducted in conjunction with the School of Social Science’s Assessment Coordinator) confirmed that they all contained Course Goals and/or SLOs. Part of the Assessment Plan



that the Anthropology department will create over the next few years will involve ensuring that *all* syllabi contain explicit SLOs that articulate directly with the new PLOs that we recently created.

### **Collection and analysis of data on student progress toward PLOs**

The Anthropology department is a student-focused department with a strong culture of faculty-to-faculty, faculty-to-student, and student-to-student interaction. Assessment (formal and informal) is an on-going process. The exit survey given in majors' last year, as well as a department-oriented course evaluation form, are important sources of feedback. Reflection on pedagogical goals and finding better ways to meet these goals is a common discussion in weekly faculty meetings. Faculty regularly seek feedback from students as part of class discussions, during advising sessions, and in informal conversations. A faculty retreat is held every year for the purpose of assessing the effectiveness of current practices and to make changes where necessary.

### **Formal Assessments**

As part of the Senior Seminar (ANTH 491), students are required to complete a survey on their experience in the major (Appendix F). This survey provides valuable information about the overall program that is used by the faculty in curriculum development, scheduling, and other departmental decisions. During the review period, the exit survey articulated directly with the department's intellectual and curricular goals. Formal assessment also occurs by means of a department-developed course evaluation form (Appendix G) which is administered with the University's SETEs for each course at the end of the semester.

### **Embedded Assessments in Classes**

In upper division anthropology courses, students provide written responses to course topics/and or readings to effect several outcomes: develop writing and analytical skills, document progress in transitioning from description to integration, and analyze and synthesize anthropological concepts. In term project assignments students, further develop their critical analytical skills on a specific class topic, permitting additional assessment and faculty and peer guidance in the development of written, analytical, and anthropological theoretical skills. These

regular writing assignments are also vehicles that the faculty use to assess the range of skills and competencies that the students are developing.

#### Faculty Meetings

Weekly departmental meetings are held during fall and spring semesters. TT faculty are expected, and lecturers are invited, to attend. Issues arising in the classroom, availability of resources, and thoughts about overall program effectiveness are regularly on the agenda. Topics related to GE curricula and advising are frequently addressed in these meetings as well.

#### Faculty Retreat

The department meets for at least one retreat annually (typically for several hours on a weekend) to determine the effectiveness of curricular content and delivery, as well as the “health” of the program as a whole. This is a time when scheduling of future course offerings is discussed, taking into account past schedules, enrollment figures, documented student demand, and current faculty research projects that may be integrated with the curriculum. Broader departmental concerns are also discussed. Conversations about faculty availability and status arise as well, in terms of planning for upcoming sabbaticals or retirements, as well as how to best support junior faculty members through the RTP process.

#### **Findings from assessment of student learning**

Anthropology majors are required to take ANTH 491: Senior Seminar and complete an exit survey as an ungraded component of the course, as mentioned above. The survey questions articulate with the four intellectual and nine curricular goals that the Anthropology department prioritized as PLOs during the review period. The responses from the Fall 2016 and 2017 semesters (N=50) are provided in Appendix H and summarized here. For all questions, a majority (74% or more) of students agreed or strongly agreed that program goals were being met.

As discussed in greater detail above (“Reasons that students give for choosing the program”), areas of strength include a close-knit Anthropology community, faculty support of students’ academic and personal success, well-organized program and course structures, and

the curricular focus on applicability and relevance. In their comments, also students described in greater detail other things they have gained from the Anthropology program: an ability to view the world, its cultures, and human behavior generally in a holistic manner; a better understanding of the social systems and structures that shape their daily lives; and ethical awareness and research techniques that can be directly applied to any career or course of study.

Areas for improvement identified in the exit surveys are listed below, with actual or potential changes made in response described.

### **Changes to curriculum as a result of assessment findings made during the review period**

Because these exit surveys are fairly recent, we are still working on making changes in response. Some are being tested currently or soon, while others are in the planning stages.

- More theoretical foundation provided in lower division and methods courses.
  - Actual response: Two sets of theory and methods courses in biological anthropology (ANTH 315: Forensic Anthropology Theory and Practice/ANTH 415: Forensic Anthropology Methods, and ANTH 313: Primate Behavioral Ecology/ANTH 414: Observing Primate Behavior) are now offered in successive Fall/Spring semesters
  - Potential response: Forthcoming standardization of lower division GE courses (discussed further below) could incorporate more theoretical foundations.
- More faculty of color and incorporating more work from anthropologists of color into curriculum
  - Potential response: This is an area of improvement in which the faculty are actively interested. Future hires will aim for diversifying the faculty along various axes of identity. Forthcoming standardization of lower division and upper division GE courses (discussed further below) could incorporate the work of more scholars of color.
- More hands on activities and interactive learning experiences, fieldwork in classes, field trips, and internships
  - Actual response: See below, “Relevant learning experiences outside the

- classroom offered to students in the program.” In addition, most methods courses involve collection of primary data in the field (e.g., ANTH 313: Observing Primate Behavior, ANTH 444: Material Culture Studies, ANTH 451: Applied Ethnographic Methods). Many of the upper division archaeology courses draw on artifact collections that are stored at the ASC’s Fredrickson Collections Facility. Several biological anthropology courses involve use of the department’s osteological teaching collection.
- Potential response: Additional changes can potentially be made to methods courses, although this will require that enrollment in them stay low (18 or fewer students). Another option would be to offer multiple sections of methods courses – faculty availability and workload permitting – which has only been done in three semesters during the review period. Finally, the department strongly desires to make its applied component more robust by adding an Applied Anthropology coordinator.
  - More varied course offerings and more classes offered per semester (specifically, more options in each subfield). In particular students suggested numerous topics in the cultural anthropology subfield (e.g., education, religion and belief systems, business and marketing, corporations and technology industry). More frequent offering of forensic anthropology courses was also requested.
    - Actual response: The addition of ANTH 315: Forensic Anthropology Theory and Practice has doubled the frequency of this topical offering in the curriculum.
    - Potential response: The department would like to increase the number and variety of courses offered. However, this depends on having adequate resources for hiring lecturers and sufficient institutional support for mounting small courses. Some of these topics could also be integrated more extensively into lower division offerings.
  - Anthropology core courses (e.g., ANTH 300, 491) be offered more than once per year
  - Anthropology courses that meet the Ethnic Studies or Writing Proficiency requirements
    - Actual response: ANTH 300 (Nature, Culture, and Theory: The Growth of Anthropology) is being offered in both Spring and Fall 2019. The Fall offering will be a Writing Intensive Curriculum course. If enrollment levels are sufficient, we will aim

to maintain this more regular offering, with a WIC version being offered at least once per year.

- Potential response: In coordination with the goal of attracting more majors of Hispanic ethnicity, the Anthropology department could create a course about people of the Latinx ethnicity and identity. If made permanent, this course could be put forth for Ethnic Studies designation.
- Undergraduate versions of courses in the Cultural Resources Management M.A. curriculum
  - Potential response: The Cultural Resources Management M.A. program will be undergoing review and revision in 2019-20. At this time, an undergraduate course that addresses this request (e.g., Introduction to Cultural Resources Management) will be proposed.

#### **Plans to develop or change assessment strategies over the next review period**

As discussed above, to comply with WASC mandates, SSU is requiring all departments to create Assessment Plans by AY 2020-21. The Anthropology's recent creation of six new PLOs is an initial step toward meeting that goal. We will continue working with the School of Social Science Assessment Coordinator to ensure that we create a sustainable and effective Assessment Plan. For further details, see below ("Five Year Action Plan.")

### **VI. Program Quality and Integrity**

#### **Program demand**

See above, "Number of students in the program and trends over the last review period," and below, "Data related to instruction."

#### **Retention trends and time to degree for first-time freshmen and transfer students**

Looking at retention trends for first-time first-year Anthropology majors, there was a drop-off between the first and second years during six of the eight semesters that can be evaluated during the review period (see Appendix I, Table 1). Part of this may be explained by the attrition that tends to occur across the University between students' first

and second years. But the Anthropology department can still identify potential remedies within our control. As discussed elsewhere, additional and improved advising for first- and second-year students (which should be enhanced by SSU's increasingly robust advising program) will be a first step. Anthropology majors are encouraged to take SSCI 299: How to Think Like a Social Scientist and get involved in the School's Sophomore Year Experience more generally (one of whose priorities is improving retention rates) – but this encouragement could be amplified further. When creating new guidelines for lower division courses, we plan to require instructors to include a day on careers in anthropology (discussed further below): this should make it clearer to majors (both prospective and actual) that job prospects for Anthropology majors post-graduation are numerous and exciting. For more on retention trends, see above, "Educational trends of students in the program."

Turning to time-to-degree, there are significant differences in outcomes for first-time first-years and transfer Anthropology majors who graduated during the review period (see Appendix I, Tables 2a and 2b). Between 11-25% (mean=18%) of first-time first-years who started in AY 2010-11 through AY 2013-14 graduated in four years. These rates are significantly lower than for the University at large, which range from 28-33%. However, 60% of Anthropology majors who started as first-time first-years in AY 2014-15 graduated in 4 years – far more than the 35% from the University at large. Six-year graduation rates for first-time first-year Anthropology majors who started in AY 2010-11 through AY 2012-13 are higher (38-50%, mean=43%), but still lower compared to the University at large (59-63%). Conversely, between 50-71% (mean=63%) of transfer students who started in AY 2013-14 through AY 2016-17 graduated in two years, which is higher than the University at large (52-63%, mean=58%). Four-year graduation rates for transfer Anthropology majors who started in AY 2012-13 through AY 2014-15 are slightly higher (76-93%, mean=82%) compared to the University at large (80-83%, mean=81%) as well. Improved advising for first- and second-year Anthropology majors should improve time-to-degree. Potentially adding courses that fulfill Ethnic Studies and WIC requirements within the major would help as well, and are discussed further below.

### **Student perceptions of the program**

See above, “Reasons that students give for choosing the program,” and “Findings from assessment of student learning.”

### **Student activities after graduation and program support for these**

Anthropology majors who graduated during the period under review work in a wide variety of professions. Some pursued further career-oriented training after graduation, through Americorps or an internship at the Presidio Trust archaeology lab. Several work in the non-profit sector for organizations such as Community Action Partnership of Sonoma County, Vision to Learn, Be the Match: National Bone Marrow Donor Program, and the Pan Atlantic Foundation. Numerous Anthropology alumni have become involved in education and outreach, at organizations including the Museums of Sonoma County, California Indian Museum and Cultural Center, Sonoma County Regional Parks, Diablo Valley College, Safari West, The Gorilla Foundation, and the San Francisco Exploratorium. Several alumni are involved in the beverage industry, at companies like Kobrand Wine and Spirits, William Grant & Sons Spirits, Southern Glazer’s Wine and Spirits.

Many Anthropology alumni who graduated during the review period have completed (or are currently pursuing) graduate degrees. These include M.A. or M.S. degrees from the following institutions: University of Massachusetts, Boston (Historical Archaeology), California Institute of Integral Studies (Traditional Chinese Medicine), CSU East Bay (Anthropology, Social Work), East Carolina University (Anthropology), San Francisco State (Anthropology), San Jose State (Library and Information Science), and SUNY Stony Brook (Anthropology). Two alumni were recently accepted to Ph.D. programs in Anthropology, at Washington University and at the University of Notre Dame.

The Anthropology faculty feel that the program structure and curriculum prepare our students well for professional life after graduation. The applied anthropology focus is particularly crucial here – both in terms of the skills and techniques that students learn in the required methods course, and the relevance of anthropological concepts to real world issues that our instructors emphasize. As discussed elsewhere, some students choose to participate in

internships that eventually lead to job opportunities. Others stay in the industry that they were in before or during college, but bring the newly enhanced perspective on human biological and cultural variation provided by training in anthropology.

ANTH 491: Senior Seminar also ensures that graduating seniors have the worldviews and information necessary to “hit the ground running” after graduation. In this course, students work in groups to explore one topic from the perspectives of all four subfields, with an emphasis on integration and ethical awareness. In addition, Anthropology faculty members deliver lectures such as “Applying to Graduate School,” “Writing a Cover Letter and Résumé/CV,” “Post-Baccalaureate Options Other than Grad School,” and “Cultural Heritage Jobs and Working Abroad.” One class session per semester features a panel of alumni, which includes graduated students both in the work force and those pursuing further education.

## **VII. Instruction, Advising, and Resources in the Program**

### **Data related to instruction**

Between AY 2013-14 and AY 2016-17,<sup>8</sup> the number of Anthropology majors varied from a low of 82 (Spring 2015) to a high of 99 (Fall 2013) (mean=88.2 students). When compared to the numbers of majors in the School of Social Sciences in the same timeframe, Anthropology majors represented, on average, 3.6% of all of those in the School. This represents a slight decline from the two AYs prior to the review period, when Anthropology majors comprised 4.0% of all majors in the School.

Between AY 2013-14 and AY 2015-16,<sup>9</sup> the number of full-time equivalent students (FTES) enrolled in Anthropology courses averaged 309. This represents 6.5% of the School of Social Science’s FTES in the same timeframe. By comparison, in AY 2011-12, Anthropology’s

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<sup>8</sup> These data are drawn from the CSU Faculty Dashboard. The last complete AY for which data are available is 2016-17.

<sup>9</sup> These data are drawn from version 2 of the SFR/FTES/FTEF Dashboard provided by SSU’s Senior Associate Vice President for Academic Resources, Elias Lopez. Although data are provided through 2016-17, numbers for the Anthropology and Human Development programs have been mistakenly combined. Therefore, this year is omitted from calculations.



FTES comprised 6.8% of the School's FTES – again, a slight decline is evident since that time.

As discussed elsewhere, the department was reduced by one TT faculty member from AY 2013-14 to AY 2015-16 when Dr. Wingard served as the Dean of Social Sciences but before Dr. Foiles Sifuentes arrived. Consistent teaching was lacking in cultural anthropology due to Dr. Wingard's absence, and in linguistic anthropology for two of those years, while Dr. Senghas served as Chair of the Academic Senate. These factors likely contributed to the decline in majors and FTES in the Anthropology department during this timeframe.

Although Anthropology faculty members had occasionally offered courses in online or blended mode during Winter or Summer intersessions, these had never been offered during the semester until Spring 2018. At this time, Dr. Torres (a lecturer) offered an online section of ANTH 203 (Introduction to Cultural Anthropology) that enrolled 69 students. By comparison, the face-to-face version of the same course that semester enrolled only 47 students. In Fall 2018, Dr. Torres's online section of ANTH 203 enrolled 67 students, while the face-to-face version enrolled 69. As discussed above, Dr. Torres has received extensive training in blended and online instruction from SSU and the CSU. Demand for blended and online courses at SSU has proven strong (in Anthropology and other departments): SSU students are the most frequent consumers of CSU Fully Online courses. Given the upcoming changes to SSU's GE pattern (discussed further below), the Anthropology department needs to make its GE courses (especially in lower division Area D) as attractive as possible. Accordingly, the Anthropology plans to expand its offerings of blended and online courses on an experimental basis. This is discussed further below in the "Five Year Action Plan."

### **Participation of faculty in delivery of General Education**

Three of the Department's four lower division major courses (ANTH 200, 201, and 203) are also GE courses, as are three upper division courses (ANTH 318, 340, and 341). All TT faculty members except Dr. Whitley (due to his limited teaching load) teach at least one GE course (lower and/or upper division). However, when a faculty member's teaching load is reduced (most often due to service), they are more likely to teach a non-GE course in their area of expertise than to teach a GE course (Appendix J, Table 1).

Some courses are more likely to be taught by lecturers than others (Appendix J, Table 2). Lower division GE courses are more frequently taught by lecturers than are upper division GE. ANTH 203 (Introduction to Cultural Anthropology) was never taught by a TT cultural anthropologist from AY 2013-14 to AY 2016-17 because the department lacked one. When the DFW rates for GE courses during this period are considered, there seems to be a correlation between class size and the likelihood of students receiving a D, F, NC, or WU grade. Less certain is the relationship between frequency of TT teaching a course and DFW rates; this may be more a matter of individual instructors' grading policies. Nevertheless, the Anthropology department would optimally have at least 50% of its GE sections taught by TT faculty, for the sake of consistency and for recruiting and retaining students in the program.

### **Pedagogical methods used in the program and their relationship to learning outcomes**

Anthropology students complete a variety of assignments in lower and upper division courses that engage WASC CCs and articulate with the department's new PLOs. A few of these assignments are described briefly below:

- In ANTH 201: Introduction to Biological Anthropology, students survey one another to collect frequency data for Mendelian traits. They then create hypothetical scenarios that could account for changes in the frequencies of these traits in a population (i.e., evolution) according to different evolutionary forces. (PLO #4, WASC CCs quantitative reasoning, critical thinking)
- In ANTH 329: Bioarchaeology, students write an osteobiographical narrative about a skeletal individual from the past. This requires them to identify and synthesize osteological and archaeological data, and to incorporate historical, iconographic, and ethnographic data as relevant. The resulting narrative combines creative writing with evidence-based inferences. (PLO #2 and #6, WASC CCs written communication, information literacy, critical thinking)
- In ANTH 324: Archaeology and the Bible, students choose one of three articles on the topic of inferring ethnicity from material culture to read. They are given questions to discuss with their peers and must then, as a group, deliver a brief

presentation to the class on their findings. One of the topics they address is why debates about ancient ethnicity in the archaeological record are relevant to modern geopolitics in Israel and the Palestinian Territories. (PLO #3, #5, #6, WASC CCs oral communication, critical thinking)

- In ANTH 415: Forensic Anthropology Methods, students learn about the biological data that can be used to estimate ancestry from skeletal remains and the extent to which these data do (or do not) map onto cultural concepts of “race.” Students then estimate stature for an unknown decedent by measuring long bone length and applying regression formulae. Because the latter are tailored to ancestral/“racial” groups, students must think critically about the ethical uses of osteological data in medicolegal contexts. (PLOs #1, #3, #4, #5 and WASC CCs quantitative reasoning, critical thinking)
- In all upper division subfield courses, students are required to complete a research project. They must choose a topic, locate and read relevant peer-reviewed sources, and synthesize them to support their thesis statement or argument. The outcome may be a poster, paper, and/or oral presentation. (PLO #6, WASC CCs written and oral communication, information literacy, critical thinking).

### **Relevant learning experiences outside the classroom offered to students in the program**

Many Anthropology faculty create opportunities for students to learn outside the classroom, especially via internships and research projects. Undergraduates regularly intern at the ASC. In the Collections Management internship (which up to 2 students per semester can pursue), students bring collections that have been in the Fredrickson Collections Facility for decades up to modern curatorial standards, by conducting inventory, analysis, and rehousing. Opportunities for archaeology fieldwork internships at the ASC are rarer: CRM M.A. students are prioritized, but advanced undergraduates may be able to join if space permits. Anthropology majors have also completed internships with community partners including the Sonoma County Sheriff-Coroner’s Office, Museums of Sonoma County, Community Action Partnership of Sonoma County.

Student research projects may originate in courses and continue to grow after the semester has ended. Undergraduate and graduate students from Dr. Whitley's ANTH 326: New Technologies in Archaeology course created an augmented reality app to enhance public interpretation of the Spanish-era archaeological resources at the Presidio of San Francisco. They presented a poster on their research at the 2018 Society for Historical Archaeology meetings. In Dr. Purser's Fall 2017 ANTH 444: Material Culture Studies course, one group of students quickly reoriented their research project after the Tubbs fire to create a StoryMap-based map of signs (e.g., "Sonoma Strong," "The Love in the Air is Thicker than the Smoke") posted in Santa Rosa for several weeks after the fire. They documented over 200 signs keyed to a digital map of the city, which enabled them to track the emergence of new slogans and change over time. Two of the students continued data analysis after the semester ended and presented a poster on their findings at the SSU Student Research Symposium in Spring 2018.

Students also may conduct research with faculty members unrelated to any single course. Two Anthropology faculty received Koret Foundation Awards of \$10,000 each to support involving students in research. Dr. Jaffe's project in 2016-17 focused on applied primate ethology research, while students working with Dr. Foiles Sifuentes's 2017-18 project conducted a nutritional anthropology study of college dining hall food. Dr. Boutin worked with an undergraduate student on a bioarchaeological analysis of a skull from the Bronze Age Palestinian site of Hebron, which had been donated to the Anthropology department. Supported by an award from the SSU Office of Undergraduate Research and Creative Experience, this student presented her research at a regional conference, and later co-authored (with Dr. Boutin) a peer-reviewed book chapter and journal article on the project. Dr. Senghas supervised the research of a McNair Scholar studying undocumented students in higher education and how the pressure of systematic discrimination towards marginalized groups of people affect their interpersonal relationships. This student is currently pursuing a Ph.D. in Communication at UC Santa Barbara.

### **Program curriculum compared to three other CSU Anthropology departments**

The Anthropology major consists of 40 units. Its core curriculum, in outline, consists of four introductory lower-division courses covering the four subfields: linguistic anthropology (ANTH 200), biological anthropology (ANTH 201), archaeology (ANTH 202) and cultural anthropology (ANTH 203). The three lower division GE courses required for the major are offered every semester (and sometimes in multiple sections). ANTH 202 (which is not a GE course) is offered in Spring only. Students must take all four of these to fulfill major requirements and, ideally, prior to beginning upper division coursework.

All upper division students are required to take ANTH 300 (Nature, Culture, and Theory: The Growth of Anthropology) which covers the history and development of anthropological theory. Students are also required to take one upper division course in each of the four subfields, for which numerous options exist. To maximize the ability of students to complete the major in a timely fashion, one upper division course is offered in each subfield per semester at non-conflicting times. Within each subfield, courses are offered on a rotating basis. The goal, though not always achievable for various reasons (reassignment time, faculty leaves, etc.), is to offer each course on a two-year cycle. Students must also take a methods course, which covers at least one of the four subfields. The topics of methods courses are also rotated on a regular basis and according to student demand. All students are required to take the capstone ANTH 491: Senior Seminar in the Fall semester before they graduate. Students may complete the remaining 3 units with electives in the Anthropology major. These may consist of upper division GE courses (ANTH 318, 340, 341), SSCI 299: How to Think Like a Social Scientist, special studies (ANTH 495), or internships (ANTH 496/497).

The three CSU Anthropology departments chosen for comparison to SSU are Humboldt State, CSU Long Beach, and CSU Stanislaus. The comparative data are available in full in Appendix K, and a few observations are presented here. SSU and Stanislaus both require 40 units in the major, while Humboldt requires 43 and Long Beach 45. SSU and Long Beach are the only departments that require courses in all four subfields at both lower and upper division levels. This is quite an achievement for our department, considering Long Beach has nearly twice as many TT faculty as we do! SSU is different from the other programs in not allowing

students to choose a subfield concentration (it is required at Humboldt and optional at the other two campuses). Instead, the emphasis at SSU is on breadth: we advise students that the 3 elective units in our major can be put toward taking additional upper division courses in their subfield of greatest interest, as can the 30-32 elective units required for the B.A. The 3 upper division GE courses (in the biological, archaeological, and cultural subfields) that we offer can be double-counted toward both the major elective requirement and the GE requirement – this provides another way for students to “dig deeper” into their subfield of greatest interest. All campuses require majors to take a methods course; Humboldt is unique in requiring two (again, SSU’s majors can take additional methods courses as electives). In terms of drawing inspiration from other programs, Stanislaus’s requirement that the writing proficiency course be taken within the major is intriguing: it could prove to be a good option if we decide that the WIC offering of ANTH 300 is successful in Fall 2019. SSU’s capstone requirement is also fairly minimal compared to those of other campuses: Humboldt’s capstone course is 4 units, and the other two campuses offer the option of a senior thesis. While a senior thesis option has been discussed by SSU’s Anthropology faculty members, no faculty member has had the availability in their teaching workload to permit it. There also has not been any demonstrated student demand for a senior thesis project, like there has been for more interactive learning experiences, fieldwork in classes, field trips, and internships. Hence, the latter – ideally via a department Applied Anthropology coordinator – is a higher priority should resources become sufficient in the future.

#### **Adequacy of faculty to maintain program quality, based on student-faculty ratio for teaching and advising**

The student-faculty ratio for advising (calculated as TT faculty/majors and minors) varied from a high of 23.6 (AY 2013-14) to a low of 17.5 (AY 2017-18) during the review period (mean=20.9). The student-faculty ratio for teaching (calculated as FTEF/FTES) varied from a high of 27.5 (AY 2015-16) to a low of 25.8 (AY 2014-15) (mean=26.6). Both of these ratios are manageable and students rarely report having trouble gaining access to an advisor or to an instructor during office hours. These aspects likely contribute to the “community”-like atmosphere of the Anthropology department.

### **Adequacy of faculty to maintain program quality, based on faculty workload**

Per the University RTP criteria, all faculty are expected to exhibit strong performance in the realms of teaching, research and professional development, and service to the department, school, university, and community. While the Anthropology faculty aspire to excellence in all of these realms, it is difficult to devote equal time and effort to them, especially given the significant teaching load at SSU. Developing new courses, in response to our majors' request for more variety in course offerings, is especially time-consuming (although made easier for the junior faculty by their receipt of one course release for their first two years). As described above, several Anthropology faculty members performed intensive service to the School and in faculty governance during the review period. The only reason this was sustainable was because reassignment time was returned directly to the department. While the strategy of involving students in faculty members' research projects has been successful, it comes at the cost of additional, uncompensated workload – and sometimes less research productivity. The latter would be far more sustainable if course releases were available regularly to support faculty research, especially when it involves students.

### **Student support offered in the program and at the institutional level, including:**

#### **Advising system**

All TT faculty members in the Anthropology department serve as advisors. Anthropology majors and minors do not have assigned advisors, nor must they identify any one faculty member as a primary advisor (although they may choose to do so). The Anthropology program is designed to expose students to all four anthropological subfields and the intersections between them. Therefore, to require students to see just one advisor – who may teach and conduct research in just one subfield – would negate the program's ethos.

Students are encouraged to seek advising at least once per semester, ideally prior to registration for the following semester. A group advising session is also held once per semester prior to registration. During both individual and group sessions, students are advised about major requirements, course sequencing, prerequisites in the major, current and upcoming schedules, and other issues of note. The Anthropology department also provides a "forward

planner” that lays out the courses we plan to teach two semesters in the future, so that students have more information about upcoming course topics and availability prior to registration. Information regarding deadlines, field schools, internship opportunities, employment opportunities, etc. are regularly sent to all majors and minors via an email listserv. Additionally, they are encouraged to read the online SSU catalog and to consult the department website.

Advising usually occurs during faculty office hours. In Spring 2018, the department formalized an office hours policy. Key tenets include: holding one office hour per course taught; posting a sign-up sheet (either electronically or as a hard copy) where students can secure an appointment; holding one office hour per week in an Anthropology department office or the Anthropology lab; and holding four additional office hours in the weeks prior to and during registration for the following semester.

This advising strategy seems to be effective. In the exit surveys administered to Senior Seminar students in Fall 2016 and 2017, 84% of seniors reported having sought major advising 1-3 times per semester. However, as discussed above, the Anthropology program is currently suffering a net loss of students between those who declare our major and those who graduate with an Anthropology degree – especially, it seems between first-time first-years’ first and second years at SSU. Therefore, increased and improved advising aimed at key groups will be crucial for retaining majors.

### **Availability and need for tutoring, supplemental instruction, and writing support**

Some faculty members choose to enlist the help of student assistants in their courses, especially when they teach large enrollment GE courses. The Anthropology department has a Teaching Praxis course (ANTH 400) which can be taken for 1-3 units so that these assistants can receive academic units. There is also an expectation that some instruction on pedagogical methods will be delivered to Teaching Praxis students, and that these students will, in turn, perform duties such as attending class, holding office hours, and helping with scoring assignments. In addition, until Spring 2018, faculty members could apply for money to hire instructional student assistants to assist with scoring only. Since that time, these programs have come under scrutiny from the labor unions that represent student employees and they may



need to be revised.

As part of the Anthropology department's plan to reduce DFW rates in GE courses, and to increase retention and recruitment of first- and second-year students in the major, we plan to explore the feasibility of requiring some form of student assistantship in all lower division GE courses. The titles and duties of these student assistants would depend on the model created by the School of Social Sciences. But possibilities could include continuing the Teaching Praxis course, looking at the peer mentor component of the First-Year and Sophomore Year Experience programs, and increasing our collaboration with SSU's Tutoring Center.

### **Department space, instructional space, and laboratories**

The Anthropology department currently has use of faculty offices and a student lounge (in Stevenson 2054) as well as a laboratory space (Stevenson 2061). The arrangement of all faculty offices in the northwest, second-floor corner of Stevenson Hall, and the fact that all of these open into a shared common space (which is used as a student lounge), is extremely conducive to the sense of department "community" that our students and faculty value so highly. Every day, Anthropology faculty members can be found standing in one another's doors or sitting in one another's offices, sharing news or talking over department business informally. Students know that the "Anthro lounge" is a safe space where they can hang out between classes or hold small meetings and working groups. Faculty will often conduct informal group advising sessions in the lounge as well. The lounge and layout of faculty offices contribute greatly to the cohesive culture that exists in the Anthropology department.

The David A. Fredrickson Anthropology Laboratory in Stevenson 2061 is another crucial area where department business and instruction takes place. Located just down the hall from the faculty offices and lounge, the "Lab" has small moveable tables and ample storage space for teaching collections (primarily archaeological and osteological). This lab space is shared with the Geography, Environment, and Planning department: faculty member Dr. Michelle Goman stores samples and equipment here for her paleoenvironmental research project, and her research assistants can frequently be found here conducting analyses. The Anthropology department also uses the Lab for convening faculty meetings and more formal

business/committee meetings, and for holding small classes (such as ANTH 500: Graduate Proseminar). The Lab adjoins a larger and more traditional teaching classroom, Stevenson 2065, where additional osteological materials are stored. Many of the upper division archaeology and biological anthropology courses (including methods) are taught in Stevenson 2065 because of its adjacency to the Lab. The rooms' proximity to one another makes it possible to incorporate teaching collections into lectures and hold the lab practicals that are essential to methods courses. In sum, the Lab is another crucial piece of the department's strong interpersonal cohesion and curriculum.

## **VIII. Summary and Conclusion**

### **Program strengths**

The Anthropology department's strengths are varied and numerous. Our department exemplifies interdisciplinarity and collaborative engagement in our teaching and research. Our faculty members make substantive contributions to faculty governance and to the intellectual life of both the School and University. We have a close-knit faculty that prioritizes supporting students in achieving their goals – and it shows in our students' impressive accomplishments while at SSU and after graduation. The culture of community that exists in the Anthropology department promotes intellectual curiosity, critical thinking, and supportive inquiry. The applied focus that permeates our research and curriculum gives students opportunities to apply the skills and concepts they have learned to the solution of real world problems.

### **Program's opportunities for improvement**

The Anthropology department also has areas for improvement. One set of challenges clusters around the recruitment, retention, and success of Anthropology majors. First- and second-year students pose the greatest challenge in terms of recruiting students to join the major and keeping them once they have declared. These students also take longer to earn their degrees compared to those in other majors. We have a disproportionately low number of students of Hispanic ethnicity, as well as other students of color, in our major. Another set

of challenges relates to instruction and curriculum. The DFW rates for GE courses are higher than is optimal. Too few of our courses are taught in blended or online modalities – particularly those GE courses that could assist with the recruitment challenge. Finally, the applied anthropology component of the curriculum, while strong, could be made more robust and systematic.

### **Achievement of PLOs at the expected level**

Based on our existing methods of assessment, the PLOs in place during the review period were being achieved. We anticipate that the new PLOs also will be achieved over the next five years – and we hope that the new Assessment Plan will improve our ability to track this progress. However, it is difficult to measure achievement vis-à-vis any one “expected level” because WASC’s mandates for assessment were only recently handed down, and because the implementation plan for Strategic Plan 2025 is still being finalized. The Anthropology department plans to add these new expectations to our existing strategies once they cease to be “moving targets.”

### **Program’s action plan for the next five years**

Any goals that the Anthropology department sets for itself over the next five years will be tempered by three major factors: ongoing changes to the GE pattern, the impending move out of Stevenson Hall, and impending turnover in TT faculty. In writing this Self Study, we have been asked to consider what internal improvements are possible with existing resources. But it must be remembered that many of our existing resources will become unavailable (either temporarily or permanently) during the next review period – and it remains to be seen how they will be replaced.

First, SSU is currently grappling with changes to the GE pattern mandated by Executive Orders 1100 and 1110. An entirely new system has been created by our campus’s GE Revision Subcommittee, which the Educational Policies Committee was in the process of reviewing and approving at the time of writing. As noted above, the Anthropology department offers six GE courses (three lower division, three upper division), whose large sizes we rely upon to meet the enrollment targets set for us. The new GE pattern will have

two significant impacts on our curriculum. First, due to the elimination of the upper division Area E requirement, one of our current upper division Area E courses (ANTH 318: Human Development: Sex and the Life Cycle) will be moving to Area B, while the other (ANTH 340: Living in Our Globalized World) will be revamped into a lower division Area E course. Second, students will now only have to take 3 units of lower division Area D courses (outside of the statutory American Institutions requirements) rather than the 9 that are currently required. This is expected to detract from demand for two of our lower division Area D courses (ANTH 200: Introduction to Linguistic Anthropology and ANTH 203: Introduction to Cultural Anthropology) significantly, with enrollment dropping by up to two-thirds. On a more positive note, our current upper division Area D course (ANTH 341: Emergence of Civilizations) should experience higher enrollment due to the new requirement for students to take one of their upper division GE courses in Area D. Demand for ANTH 201: Introduction to Biological Anthropology should continue to remain high. Even though ANTH 318 and 340 are the only courses that will be subjected to major revision, the other four will still need to be “recertified” to remain in their current (but newly defined) GE areas. These revision and recertification processes offer us the opportunity to introduce more standardization into the GE courses (described further below), which we hope will have positive effects on DFW rates, as well as recruitment and retention in the major. However, revising and recertifying GE courses must be undertaken by the faculty as uncompensated workload, and we still do not know how our enrollment targets will be adjusted to account for the expected drop in demand for Area D. In sum, the Anthropology department is in an extremely transitional phase in terms of its GE curriculum.

Second, at the end of AY 2019-20 (i.e., just over one year from the time of writing), the Anthropology department will be moved out of Stevenson Hall so that a long-anticipated renovation can begin. The renovation will be extensive and is expected to take two years. Therefore, we can only expect to be located in Stevenson Hall for three non-consecutive years of the next five-year review period (i.e., AY 2019-20, AY 2022-23, AY 2023-24) – assuming that there are no major construction delays. This will represent a

significant disruption to the Anthropology program – our teaching, our research, and our students – both physical and cultural. Faculty will each receive a desk in the SSU library, and office hours will be conducted in soundproof booths. Our access to the lab materials that we use for teaching upper division and methods courses (e.g., artifacts, skeletal remains) will be significantly curtailed, if not cut off altogether. The lounge in which our students currently hang out between classes, and in which informal group advising occurs, will be gone. Because the plan for the newly remodeled Stevenson Hall is still in process, we do not know the extent to which our current layout – especially the proximate faculty offices, student lounge, and Lab with adjacent classroom – will be replicated in the new building.

Third, at the end of AY 2020-21 (i.e., just over two years from the time of writing), Dr. Purser is planning to retire and Dr. Wingard is planning to enter the Faculty Early Retirement Program (FERP). Dr. Senghas is also likely to enter FERP during in the next review period. Thus, the availability of 3 of the 5.5 TT faculty members who currently constitute the department will be either significantly reduced or eliminated altogether. If Dr. Foiles Sifuentes returns from her two-year professional leave, then any potential gap in cultural anthropology will be filled. If she does not, however, we will have major gaps in cultural anthropology, linguistic anthropology, archaeology, and the graduate program – effectively reducing our currently four-subfield department to two subfields (archaeology and biological anthropology). It is imperative that these faculty members be replaced, and in a timely fashion, in order to maintain the success of both our undergraduate and graduate programs. Ideally, these three faculty members would be replaced one-for-one. However, if that is not possible, we would advocate for hiring at least two people whose expertise cross-cuts the subfields currently covered by Drs. Purser, Wingard, and Senghas: this would include material culture studies, tangible and intangible heritage, cultural landscapes, and language emergence, change, and revitalization – all from a strongly applied perspective.

Thus, while we intend for the plans laid out below to be accomplished efficiently and effectively, the upcoming curricular, logistical, and personnel changes described above will present significant challenges.

## Goals

The goals that the Anthropology department hopes to achieve over the next five years are as follows:

1. Maintain our current excellence in teaching and research
2. Improve recruitment and retention of first- and second-year students in our major
3. Lower DFW rates in our GE courses
4. Reduce time-to-degree for students “native” to SSU
5. Make our major more appealing and inclusive for students of color
6. Increase blended and online instruction to maintain enrollments under the new GE pattern
7. Make the applied anthropology component of the curriculum even more robust and systematic
8. Create an Assessment Plan to comply with WASC’s mandate

## How goals will be accomplished

### Discontinue the Gerontology minor program (Goal #1)

As discussed above, the Gerontology minor program only came to the Anthropology department at the end of the review period, and it did not arrive in good “health.” At the time of writing, there are only three students in the minor (all of whom were recruited recently by Dr. Foiles Sifuentes); two of them are graduating in Spring 2019. This low demand is not an aberration: only 3 students per year (on average) have graduated with a Gerontology minor throughout the program’s 12 year history. Course offerings in the minor mostly come from Psychology, Sociology, Anthropology, and Human Development. Because Psychology and Sociology are impacted and undergoing their own revisions due to GE reform, most of the courses from these departments will no longer be available to Gerontology minors. In other words, extensive revamping is needed in order to keep the Gerontology program viable.

Unfortunately, the Anthropology department is not in a position to undertake such revamping at this time, especially without the provision of additional resources. Instead, we have decided to prioritize maintaining the excellence of, and ideally improving, our current programs (Anthropology B.A. and minor, Human Development B.A., and Cultural Resources

Management M.A.). Given the upcoming changes in curriculum, personnel, and logistics (described above), it seems especially important to focus our attention on the programs with proven success. Therefore, the Anthropology has decided to begin the Discontinuance process for the Gerontology minor program in its current form. If faculty interest is sufficient, it could return at a future time as a track within the Human Development major, or potentially a standalone Certificate program. But for the time being, moving forward with discontinuance seems to be the best way for the Anthropology department to achieve Goal #1.

#### Maintain quality of departmental space and faculty (Goal #1, 5)

The upcoming changes in Anthropology department faculty and spaces for offices, instruction, and labs introduces uncertainty into the next five years, but also presents new opportunities. We would like to see the current configuration of proximate faculty offices, student lounge, and Lab with adjacent classroom reproduced as Stevenson Hall is renovated. We would be happy to continue sharing space with the Geography, Environment, and Planning department as we are currently, if that presents the best option for meeting both departments' needs.

The Anthropology department also needs to maintain the consistency in four-subfield advising and instruction that it has only recently regained. When current faculty members retire, it is imperative that their areas of specialization be replaced promptly. As part of the hiring process, our goal is to hire more faculty of color and other diverse identities to create a more welcoming and inclusive climate for students of all backgrounds.

#### Increase and improve advising for first- and second-year students (Goals #2, #4)

While current advising practices in the Anthropology department are strong, they are also rather "laissez-faire." While this approach works for some first- and second-year students – and for many transfer students – it seems to be less successful for others. Several options exist for increasing and improving advising practices aimed at first- and second-year students. One would be to make advising mandatory, whether performed individually or in groups. Another would be to provide incentives for attending group advising sessions such as free food. We might also roll out this initiative by beginning with students whose GPAs are

below 2.0. At advising sessions, we could identify students' personal and professional goals and plan how they can best be achieved at SSU in a reasonable timeframe. This would also be an optimal opportunity to recommend that they take SSCI 299: How to Think Like a Social Scientist. We anticipate that new advising tools such as LoboConnect will be of great assistance, and we look forward to being trained in its use. The recently increased staffing at SSU's Advising Center will also be helpful here. On the whole, this is a highly achievable goal that should pay high dividends.

#### Create a departmental policy for lecturer peer evaluations (Goals #1, #2, #3)

Historically, peer evaluation of lecturers has only occurred on an ad hoc basis (unless the lecturer was eligible for a new or continuing three year contract). In order to ensure that teaching excellence is maintained in the Anthropology department, we plan to create a policy that will result in the more regular and productive peer evaluation of lecturers. This will include evaluating all lecturers once per year (whether they have an annual or semester appointment). We are currently reviewing different versions of peer observation forms prior to selecting one for adoption (or creating our own). Some Anthropology faculty members are also planning to attend a workshop on peer evaluation to be held in April 2019. Another aspect of the policy will be to ensure that the workload of conducting peer evaluations is distributed equitably, and in mind of the RTP evaluation process to which we are also committed for our tenure-track faculty members. Because lecturers teach many of our GE courses, the peer evaluation process will also help us make progress toward Goals #2 and #3, especially if the peer evaluations assess the extent to which the newly-developed guidelines for GE courses are being adhered to.

#### Create guidelines for GE courses (Goals #5, 6)

Potentially the most productive step that the Anthropology department can take to achieve our goals is the creation of guidelines for our six GE courses. Guidelines for each course are mandated as part of the GE recertification process, so those that we create will be directed toward satisfying the requirements of respective GE areas. But the guidelines will also aim to address many of the departmental goals outlined above. Among the guidelines



currently under consideration are: appropriate topics to be covered (including theoretical foundations relevant to the respective subfield for lower division GE courses); appropriate assessment types; appropriate textbooks or course materials; inclusion of one class session on information literacy; inclusion of one class session on career opportunities in the respective subfield; and inclusion of research by scholars of color or other diverse identities. These guidelines must lead to SLOs that articulate with the department's new PLOs, and they must be measurable according to the department's forthcoming Assessment Plan. The guidelines also must be consistent with the existing descriptors that the CSU uses to articulate courses for purposes of transfer. Finally, the guidelines must be applicable regardless of teaching modality (face to face, blended, or online). The Anthropology faculty plan to cohere into working groups based on teaching and research subfields.

#### Maximize GE courses' potential for retention and recruitment (Goals #2, 3)

Engagement is a powerful indicator of students' success in a GE course. The quality of engagement is enhanced two factors: first, students having more than one point of contact for instruction and advising, and second, courses being taught by TT faculty members (who have a permanent presence in the department and on campus). With regard to the first factor, the Anthropology department plans to explore implementation of a requirement to have some sort of student assistantship or peer mentorship in all GE courses. Depending on the model that results from current planning in the School of Social Sciences, these could be Teaching Praxis students, Instructional Student Assistants, tutors in the SSU Tutoring Center, or some combination of all three. The student assistants could track attendance and contact students who are not attending class regularly; be available for additional office hours; and lead study sessions. Such a program would be especially valuable during the Stevenson renovation, when faculty offices and classrooms are scattered across campus. We hope that the result would be lower DFW rates for GE courses.

In terms of the second factor, there seems to be a loose correlation between DFW rates and whether a course is taught by a TT faculty member or a lecturer. We would like to see whether having at least 50% of GE sections taught by TT faculty leads to an improvement in DFW rates. This could also increase recruitment to the Anthropology major and minor, if

students have a better sense of their instructor's permanent connection to, and availability at, SSU.

#### Add courses to the major that fulfill University requirements (Goals #4, #5)

The Anthropology major currently does not offer any courses that fulfill statutory or University overlay requirements. Adding these could decrease our students' time-to-degree, by allowing students to double-count courses toward both statutory/University overlay requirements and the Anthropology major. We are experimenting with offering one of the major core courses (ANTH 300) as a Writing Intensive Course (to fulfill the statutory writing proficiency requirement) in Fall 2019. If it is successful, we could continue to offer it as an option at least once per year. Further, in coordination with the goal of attracting more students of color (and especially Hispanic ethnicity) to the major, the Anthropology department could create a course about people of Latinx ethnicity and identity (e.g., the social organizations and cultural traditions of Latinos in the U.S. or perhaps an anthropological perspective on Latin American immigration to the U.S.). If successful, this course could be put forth for Ethnic Studies designation, thus counting toward both the major and this University overlay requirement.

#### Expand offerings of blended and online courses during the semester (Goals #2, #4, #6)

The Anthropology department plans to expand its offerings of blended and online courses on an experimental basis, with the goals of maintaining enrollments in our courses, reducing time-to-degree for "native" students, and recruiting more students to the major. Unmet demand for blended and online courses currently exists at SSU, especially for students who commute and/or work part- or full-time. We will begin by offering one blended and/or online section (along with one face-to-face section) of at least one lower division GE course every semester. For example, in Fall 2019, we are planning to teach one section of ANTH 201 online and one face-to-face. If this model is successful (i.e., the two sections have comparable enrollments and DFW rates), we may expand to multiple GE courses each semester. Although some Anthropology faculty members have already completed professional development training to learn about blended and online instruction – and have

offered to act as a working group to lead our department through this process – the others will need additional training in best practices.

#### Designate a faculty member as Applied Anthropology coordinator (Goal #7)

The department strongly desires to make its applied component more robust and systematic by designating a faculty member as Applied Anthropology coordinator. However, the Coordinator will need to receive a temporary reduction in teaching workload to design an applied anthropology program that is sustainable and effective. This person will also need to receive WTUs for holding the Coordinator position once the program is established.

As discussed above, many opportunities exist for growth in community-based student research and internships. With regard to the latter, relationships with potential community partners already exist thanks to the internship requirement in the CRM M.A. program. Undergraduate students have also conducted internships periodically with organizations such as the Museum of the American Indian and the Hearst Museum – but the resources have not existed to make this relationship more sustained. Internship opportunities could also be expanded at the ASC. Because the ASC has to fund these internships independently, they are currently limited in number (and mostly to graduate students). The internships currently offered (e.g., in collections management, site survey and recording, faunal analysis, and GIS) would ideally be open to a larger number of undergraduate students. In addition, new types of internships could be offered, in topics such as oral history and linguistic heritage, to better leverage areas of crossover between Anthropology faculty and ASC staff. More financial support from the University (e.g., a reduction in the indirect costs that the University obtains from ASC grants) would stabilize the offering of these internships and expand their availability for undergraduates.

#### Create Assessment Plan to comply with WASC's mandate (Goal #8)

The Anthropology department will work with the School of Social Sciences Assessment Coordinator to create an Assessment Plan by the WASC-mandated deadline of AY 2020-21. This plan will include, but not be limited to, ensuring that all course syllabi contain explicit SLOs that articulate with PLOs, ensuring that assessment strategies for PLOs

are embedded in Anthropology core courses (namely, ANTH 300 and 491), and updating the major exit survey and department-developed course evaluation forms administered with SETEs to reflect the new PLOs. Another goal of the new Assessment Plan will be to create forms of direct assessment for the Anthropology major, as those that currently exist are all indirect. Possibilities could include entry and exit exams for majors (which could be administered as part of newly-mandatory advising for first-years and new transfers, as well as during ANTH 491: Senior Seminar), and/or signature assignments in GE courses required for Anthropology majors.

## **Conclusion**

This Self Study has identified numerous strengths in the Anthropology department as well as some opportunities for improvement. We have articulated eight goals as well as the steps we hope to take to achieve them over the next five years. Notably, few additional resources will be necessary (although current resource levels must be maintained). The upcoming period of curricular, personnel, and logistical transition may present challenges to the achievement of these goals, and we expect that these challenges will be taken into account at the time of the next Program Review. But we are optimistic that the ethos of collaboration, community, and evidence-based problem solving that currently strengthens the Anthropology department will provide a firm foundation from which to begin.

### Appendix A: Tenured/Tenure-Track Anthropology Faculty as of Fall 2017

Name	Terminal Degree	Rank	Teaching Area	Research focus
Alexis Boutin	Ph.D., Univ. of Pennsylvania, 2008	Associate Professor	Archaeology, Biological Anthropology, Graduate	Bioarchaeology, human skeletal biology, mortuary and gender archaeology; Ancient Near East, Gulf, Eastern Mediterranean
Karin Enstam Jaffe	Ph.D., UC Davis, 2002	Professor	Biological Anthropology	Primatology, applied ethology, human and primate behavioral ecology, human evolutionary biology
Andriana Foiles Sifuentes <sup>1</sup>	Ph.D., Univ. of Massachusetts Amherst, 2014	Assistant Professor	Cultural Anthropology	Political economy, inequality, aging, im/migration, North American retirees, tourism
Margaret Purser	Ph.D., UC Berkeley, 1987	Professor	Archaeology, Graduate	Historical archaeology, gender studies, archaeological theory, material culture studies; Western US, Pacific
Richard Senghas	Ph.D., Univ. of Rochester, 1997	Professor	Linguistic Anthropology	Linguistics of signed and spoken languages, social anthropology, deaf studies; Nicaragua, North America
Thomas Whitley	Ph.D., Univ. of Pittsburgh, 2000	Associate Professor (non-tenured)	Archaeology, Graduate	GIS, remote sensing, and spatial analysis, contact and colonization, industrial archaeology, cultural resource management, California prehistory; North America, Europe, Australia

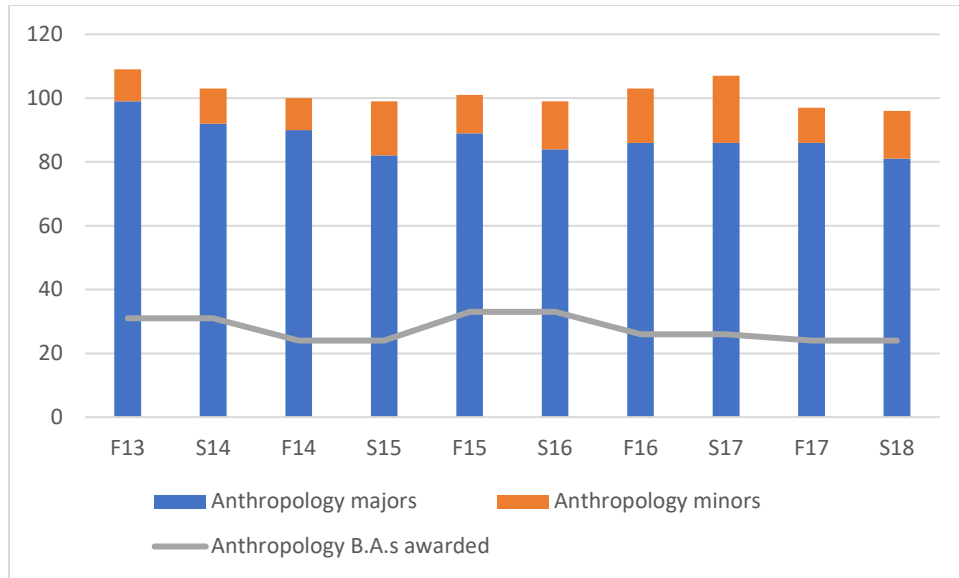
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<sup>1</sup> On professional leave for AY 2018-19 and 2019-20.

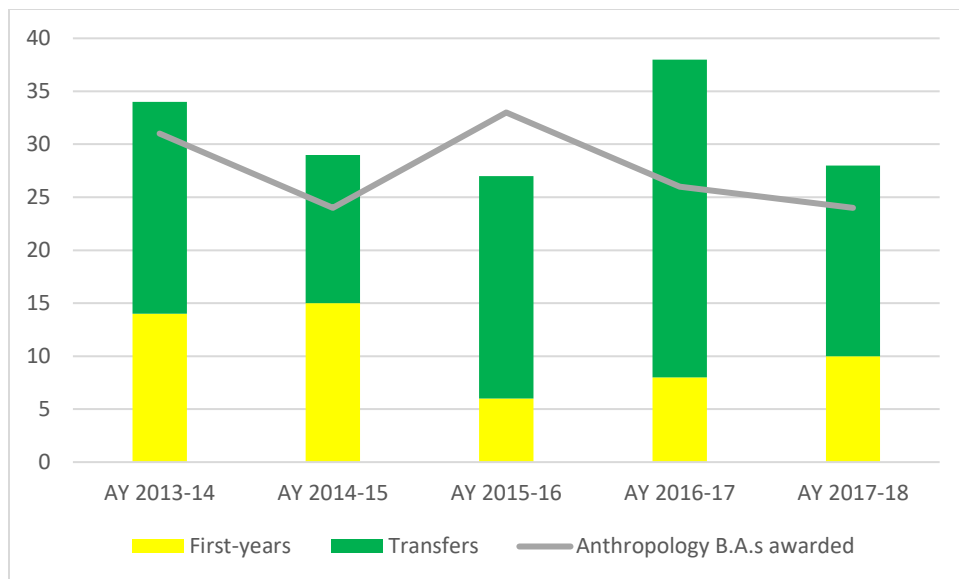
**Appendix A: Tenured/Tenure-Track Anthropology Faculty as of Fall 2017**

John Wingard	Ph.D., Pennsylvania State Univ., 2000	Professor	Cultural Anthropology	Ecological anthropology, resource management, heritage management, applied anthropology, ethnographic methods, archaeology, tourism, globalization
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## Appendix B: Student profile



**Table 1: Anthropology majors, minors, and degrees conferred during review period (by semester)**



**Table 2: Students entering, and graduating from, Anthropology major during review period (by academic year)**

### Appendix C: Anthropology Department Tenure/Tenure-Track Faculty Availability During Review Period

		2013-14	2014-15	2015-16	2016-17	2017-18
Alexis Boutin	Archaeology, Biological Anthropology, Graduate	2 (Grad Coord.)	2 (Grad Coord.)	2 (Grad Coord.)	2 (Grad Coord.)	3
Karin Enstam Jaffe	Biological Anthropology	2 (Chair)	2 (Chair)	2 (HD Coord.)	2 (HD Coord.)	2 (HD Coord.)
Andriana Foiles Sifuentes	Cultural Anthropology				3	2 (new faculty course release)
Adrian Praetzellis	Archaeology, Graduate	1 (ASC Director)	1 (ASC Director)	1 (ASC Director)		
Margaret Purser	Archaeology, Graduate	1 (Chair of Academic Senate)	3	2 (Chair)	2 (Chair)	2 (Chair)
Richard Senghas	Linguistic Anthropology	2 (Vice Chair of Academic Senate)	1 (Chair of Academic Senate)	1 (Chair of Academic Senate)	3	3
John Wingard	Cultural Anthropology, Graduate	0 (Dean)	0 (Dean)	0 (Dean)	0 (Dean)	0 (Dean)
Thomas Whitley	Archaeology, Graduate				1 (ASC Director)	1 (ASC Director)
<b>TT faculty availability</b>		<b>4.5</b>	<b>4.5</b>	<b>4.5</b>	<b>5.5</b>	<b>5.5</b>

- Excludes semester-long sabbaticals, one-time course releases, and family leaves
- Red: teaching 0 courses per semester; yellow: teaching 1 course per semester; green: teaching 2 courses per semester; blue: teaching 3 courses per semester



## Appendix D: Contribution of Anthropology courses to other academic programs at SSU

	<i><b>Anthropology courses in Program</b></i>
<b>School of Arts and Humanities</b>	
American Multicultural Studies major	ANTH 327, 451
Art History major	ANTH 327
English major	ANTH 480
Jewish Studies minor	ANTH 358
Linguistics minor	ANTH 200, 380, 382, 383, 386, 480
<b>School of Science and Technology</b>	
Biology major	ANTH 301, 302, 318, 345, 414
Earth Science major	ANTH 201, 202, 301, 322, 325
Paleontology minor	ANTH 301, 329, 412, 415
<b>School of Social Sciences</b>	
Geography, Environment, and Planning major	ANTH 326, 352
Global Studies major	ANTH 203, 352
Human Development major	ANTH 200, 203, 302, 303, 318, 340, 342, 380, 383, 386, 451, 480
Women's and Gender Studies major	ANTH 302, 318
<b>Interdisciplinary Studies</b>	
German Cultural Studies major	ANTH 200, 203, 380, 382, 480

### Appendix E: Anthropology Department Curriculum Map

	<i><b>Program Learning Objectives</b></i>					
<i><b>Course Number</b></i>	Comparative Perspective	Integration of four subfields	History and application of anthrop. theory and methods	Methodological competence	Ethical awareness	Critical research and communication skills
<b>Lower Division Requirements</b>						
200	I	I	I	I	I	I
201	I	I	I	I	I	I
202	I	I	I	I	I	I
203	I	I	I	I	I	I
<b>Upper Division Area</b>						
UD Archaeology (322, 324, 325, 326, 327, 329, 392)	D	D	D	D	D	D
UD Biological (301, 302, 303, 305, 313, 315)	D	D	D	D	D	D
UD Cultural (342, 345, 352, 354, 358)	D	D	D	D	D	D
UD Linguistic (380, 382, 383, 384, 386)	D	D	D	D	D	D
<b>Methods</b>						
Methods (412, 414, 415, 420, 444, 451, 454, 480)				M		
<b>Upper Division Core Courses</b>						
300	M	D	D			M
491		M	M		M	

I- Students are introduced to the outcome. D - Students have the opportunity to develop the outcome. M - Students can demonstrate mastery of the outcome.



**SONOMA STATE UNIVERSITY**  
**DEPARTMENT OF ANTHROPOLOGY**  
**ACADEMIC YEAR \_\_\_\_\_ EXIT SURVEY**

We constantly strive to improve the Anthropology program at Sonoma State University. To make sure we are doing a good job of meeting the goals we have as teachers and mentors, that we are keeping the program heading in the directions we want, and to identify areas of improvement, we need to hear from you.

Please read the questions and instructions carefully. You do not need to identify yourself, but if you choose, you can write your name at the bottom of the form. Thank you very much for your help.

~The Anthropology Faculty

**BACKGROUND INFORMATION**

Sex:            Male    Female    Decline to state

Race/Ethnicity: \_\_\_\_\_ Decline to state

If double major, give second major: \_\_\_\_\_ Minor (if any): \_\_\_\_\_

Date of Graduation: \_\_\_\_\_ How many years did you spend at SSU? \_\_\_\_\_

Which item below best describes your career plans?

Continue in my present job. If employed, what is your present job? \_\_\_\_\_

Pursue a higher education degree (select appropriate degree below).

M.A.                          Ph.D                          J.D.                          M.D.                          Other: \_\_\_\_\_

Seek a job in my chosen field. What is your chosen field? \_\_\_\_\_

How often did you seek advising for the major?

Regularly (1-2 times a semester)    Sometimes (less than once a semester)

Rarely (1-2 times throughout my time at SSU)    Never

**EVALUATE THE ANTHROPOLOGY PROGRAM**

Based upon your participation in the Anthropology major please answer the following questions.

**NOTE:** Some questions ask for only one answer and others allow for multiple answers.

1. My degree in anthropology helped me understand meanings of symbols, values, and human behavior in different cultures.

Strongly Agree                          1                          2                          3                          4                          5                          6                          7                          Strongly Disagree

2. If given anthropological materials,

- a. I could understand how the following subfields contribute to an understanding of human behavior and cultural practices (**choose all that apply**).

Archaeology (such as transformations of cultures over time)

Biological anthropology (such as biological sex differences versus gender differences)

Socio-cultural anthropology (such as symbolic meanings, global interactions)

Linguistic anthropology (such as use of language to authorize status, to construct social identities)

- b. I could discuss a culture using theory and concepts from each of the following subfields (**choose all that apply**).

Archaeology

Biological anthropology

Socio-cultural anthropology

Linguistic anthropology

- c. I could discuss the ethical issues involved in conducting anthropological research.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

- d. I could conduct bibliographic searches, using traditional and non-traditional sources, to conduct further research on a culture or a field of anthropology.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

- e. I could use computer and other information technology (internet, word processing, databases, spreadsheets, powerpoint, digital cameras, sound and video recording, etc.) to research, analyze, write up, and present aspects of a culture or other anthropological issues.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

- f. I could summarize, evaluate, and critique the professional and scholarly materials on a culture including aspects across the four-fields (such as interpretations of a culture's past and present material artifacts, importance of cultural site, biological indications of adaptation, difficulties in using biological "race," importance of native linguistic terms, etc.).

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

- g. I could present information about a culture or other anthropological issues in writing and oral presentations.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

- h. I could critically evaluate (**choose all that apply**):

the ethics involved in scholarly inquiry on cultures.

the ethics involved in publication of research findings.

the ethics involved in maintaining a professional anthropological practice.

the ethics involved in maintaining appropriate workplace practices.

the ethics involved in maintaining an appropriate worksite (such as archaeological or primate sites).

3. The curriculum has stimulated me intellectually and given me a grasp of the issues in the field.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

4. The curriculum has given me the capacity to use anthropological perspectives to understand the issues and controversies of our time. (Circle ONE)

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

5. I have developed an understanding of the rights and obligations required for good professional and public citizenship, such as:

a. critically evaluate the global condition.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

b. make connections between global and local contexts (including primate habitats).

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

c. be aware of the issues of cultural relativism in global and local contexts.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

d. utilize anthropological concepts to critically evaluate pertinent social issues.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

e. identify appropriate community contacts with whom to work in addressing social issues.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

f. engage in respectful treatment of human remains.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

g. engage in respectful work with living human and non-human primate populations.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

6. I have gained experience working individually and collaboratively with colleagues.

Strongly Agree      1      2      3      4      5      6      7      Strongly Disagree

## GENERAL PROGRAM QUESTIONS

1. How might the Anthropology program at SSU be improved?
2. Please compare your experiences in Anthropology courses with courses taken in other departments.
3. What did you gain from majoring in Anthropology that you believe you could not have gained from another major?
4. I believe the curriculum would benefit from specific courses devoted to the following topic(s):

**Appendix G: Anthropology department-developed course evaluation questions (administered with University SETE)**

1. What is your class standing?
  - Lower division
  - Upper division
  - Graduate
2. What is your major?
3. About how many times during the semester did you confer with the instructor about the course?
  - Never
  - Once
  - 2 or 3 times
  - 4 or 5 times
  - More than 5 times
4. How many courses have you taken in this Department?
5. What was (were) the most valuable course assignments?
6. In what ways might course content or assignments be improved?
7. Rate the overall effectiveness of the instructor:
8. Please describe the instructor's strengths:
9. Please describe the instructor's weaknesses:
10. Please comment on the strengths and weaknesses of this questionnaire and ways that it might be improved:

## Appendix H: Responses to Anthropology Department Exit Survey, Fall 2016 and Fall 2017

Question	Program goal referenced	Responses
My degree in anthropology helped me understand meanings of symbols, values, and human behavior in different cultures.	Intellectual goal #1: Comparative perspective	84% agreed or strongly agreed
If given anthropological materials, I could understand how the following subfields contribute to an understanding of human behavior and cultural practices	Intellectual goal #2: Four-field coverage	94% agreed for Archaeology and Cultural Anthropology 92% agreed for Biological Anthropology 88% agreed for Linguistic Anthropology
If given anthropological materials, I could discuss a culture using theory and concepts from each of the following subfields...	Intellectual goal #2: Four-field coverage	96% agreed for Cultural Anthropology 86% agreed for Linguistic Anthropology 76% agreed for Archaeology and Biological Anthropology
If given anthropological materials, I could discuss applications of method and theory from each of the following subfields...	Intellectual goal #2: Four-field coverage	90% agreed for Cultural Anthropology 84% agreed for Archaeology 74% agreed for Biological and Linguistic Anthropology
If given anthropological materials, I could summarize, evaluate, and critique the professional and scholarly materials on a culture including aspects across the four-fields	Intellectual goal #3: Integration of the four-field approach; Curricular goal #3: Critical comprehension	78% agreed or strongly agreed



If given anthropological materials, I could critically evaluate the ethics involved in [examples given]	Intellectual goal #4: Ethical awareness; Curricular goal #7: Professional ethics	Depending on the scenario, 84-94% agreed or strongly agreed
The curriculum has stimulated me intellectually and given me a grasp of the issues in the field.	Curricular goal #1: Intellectual competence	78% agreed or strongly agreed
The curriculum has given me the capacity to use anthropological perspectives to understand the issues and controversies of our time.	Curricular goal #2: Intellectual Relevance	84% agreed or strongly agreed
If given anthropological materials, I could present information about a culture or other anthropological issues in writing and oral presentations	Curricular goal #4: Written and oral presentations	84% agreed or strongly agreed
If given anthropological materials, I could conduct bibliographic searches, using digital and nondigital sources, to conduct further research on a culture or a field of anthropology	Curricular goal #5: Bibliographic search	82% agreed or strongly agreed
If given anthropological materials, I could use computer and other information technology (internet, word processing,	Curricular goal #6: Computer and information technologies	82% agreed or strongly agreed

databases, spreadsheets, powerpoint, digital cameras, sound and video recording, etc.) to research, analyze, write up, and present aspects of a culture or other anthropological issues		
I have developed an understanding of the rights and obligations requires for good professional and public citizenship [examples given]	Curricular goal #8: Responsible citizenship	Depending on the scenario, 82-100% agreed or strongly agreed
I have gained experience working individually and collaboratively with colleagues	Curricular goal #9: Individual and collaborative work	84% agreed or strongly agreed

## Appendix I: Retention Rates and Time to Degree for Anthropology Majors

Year Term	Majors	First-years	Sophomores
Fall 2013	99	18	15
Spring 2014	92	13	10
Fall 2014	90	21	n<10
Spring 2015	82	14	n<10
Fall 2015	89	13	13
Spring 2016	84	n<10	15
Fall 2016	86	13	11
Spring 2017	86	11	n<10
Fall 2017	86	11	n<10

Table 1: Retention Rates for First- and Second-year Anthropology Majors during Review Period. Colors used to distinguish cohorts' progress.

Start term for cohort	4 year grad. rate	SSU 4 yr	6 year grad. rate	SSU 6 yr
Fall 2010	15%	28%	38%	61%
Fall 2011	11%	29%	50%	59%
Fall 2012	25%	30%	42%	63%
Fall 2013	21%	33%		
Fall 2014	60%	35%		

Table 2a: First-time First-year Students' Time to Degree during Review Period

Start term for cohort	2 year grad. rate	SSU 2 yr	4 year grad. rate	SSU 4 yr
Fall 2012			77%	80%
Fall 2013	59%	52%	76%	81%
Fall 2014	71%	55%	93%	83%
Fall 2015	50%	60%		
Fall 2016	70%	63%		81%

Table 2b: Transfer Students' Time to Degree during Review Period

## Appendix J: Analysis of Anthropology department GE courses

	<b>AY 2013-14</b>	<b>AY 2014-15</b>	<b>AY 2015-16</b>	<b>AY 2016-17</b>	<b>AY 2017-18</b>
TT faculty with a full teaching load	0	1	0	2	2
% of GE course sections taught by TT faculty	21.4%	21.4%	21.4%	50.0%	52.9%

Table 1: TT faculty teaching availability and percentage of GE courses taught by TT faculty, AY 2013-14 to AY 2017-18<sup>1</sup>

	<b>Anth 200</b>	<b>Anth 201</b>	<b>Anth 203</b>	<b>Anth 318</b>	<b>Anth 340</b>	<b>Anth 341</b>
Course cap (mean)	66	82	100	43	47	52
% sections taught by TT faculty	25%	27%	0%	50%	36%	50%
Mean DFW rates	9.8%	15.5%	14.5%	4.8%	10%	11.5%

Table 2: Average GE course caps, percentage of sections taught by TT faculty, and DFW rates, AY 2013-14 to AY 2016-17<sup>2</sup>

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<sup>1</sup> Data based on Anthropology department records.

<sup>2</sup> These data are drawn from the CSU Faculty Dashboard. The last complete AY for which data are available is 2016-17.

**Appendix K: Comparison between curricula of SSU Anthropology department three other CSU campuses**

<b>CSU campus</b>	<b>Number of majors AY 2016-17</b>	<b>Number of units in major. Number LD/HD</b>	<b>Required subfield coverage (LD, UD, or both)?</b>	<b>Tracks/ emphases? If so, how many units?</b>	<b>Additional UD Anthropology requirements</b>	<b>Methods reqt? If so, how many units?</b>	<b>Capstone course/ culminating project</b>	<b>Courses outside major?</b>	<b>Honors Program?</b>	<b>Other notes</b>
<b>Sonoma State</b>	86	40 (12 LD, 28 UD)	Archy, Bio, Cult, Ling in LD and UD	No	ANTH 300: Nature, Culture, and Theory: Growth of Anthropology	Yes, 4 units	ANTH 491: Senior Seminar (1 unit)	None	No	
<b>Humboldt State</b>	125	43 (9 LD, 34 UD)	Archy, Bio, Cult in LD. Archy, Bio, Cult, Ling in UD	Required, 9 units	ANTH 310: Theory and History in Anthropology; Breadth course; Regional course; two Seminars	Yes, 8 units	ANTH 410: Anthropology Capstone (4 units)	None	No	
<b>CSU Long Beach</b>	281	45 (12 LD, 33 UD)	Archy, Bio, Cult, Ling in LD and UD	Optional, maximum 15 units	ANTH 401: Foundations of Anthropology	Yes, 3 units	Anthropology capstone course; optional senior thesis	Introductory statistics reqd	Yes	
<b>CSU Stanislaus</b>	46	40 (9 LD prereq, 31 UD)	Archy, Bio, Cult in LD; Archy and Bio in UD	Optional, minimum 12 units	ANTH 4500: Growth of Anthropology (capstone course)	Yes, 4 units	Anthropology capstone course (ANTH 4500); optional senior thesis	3 units from outside major may be applied as elective	Yes	Writing proficiency course must be taken within the major