Program Planning Report
San Jose State University

Department of Anthropology

B.A. in Anthropology
B.A. in Behavioral Science
B.A. in Organizational Studies
M.A. in Applied Anthropology
Minor in Anthropology
Minor in Native American Studies
Minor in Values, Technology, and Society

College of Social Sciences
www.sjsu.edu/anthropology

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Submissions: Reports are to be submitted electronically via email. Please email the program plan, request for external reviewer (if applicable), and external reviewer’s report to programplanning@sjsu.edu. In addition, please cc the above email on all communications with the dean, external reviewer, Program Planning Committee, and UGS on matters pertaining to your program plan.
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1. PROGRAM DESCRIPTION

The Department of Anthropology administers three undergraduate major programs, one graduate program, and three undergraduate minor degree programs. The undergraduate major programs include a B.A. in Anthropology, a B.A. in Behavioral Science (an interdisciplinary major co-offered with the Departments of Psychology and Sociology), and a B.A. in Organizational Studies (a pilot undergraduate interdisciplinary program co-offered with the Departments of Communication Studies, Economics, History, Political Science, Psychology, and Sociology). The graduate program includes an M.A. in Applied Anthropology. The three undergraduate minor programs include the Minor in Anthropology, the Minor in Native American Studies, and the Minor in Values, Technology, and Society. None of these programs is subject to external accreditation. The Department of Anthropology's offices are located in Clark Hall and the main office is in Clark Hall 469. Its Integrative Anthropology Laboratory is located in Washington Square Hall (WSQ 002/004). The department's URL is: www.sjsu.edu/anthropology/.

1a. Program mission and goals

The Department of Anthropology’s mission is to provide high-quality education in Anthropology, Behavioral Science, and Organizational Studies. We seek to prepare students to enter many occupations and professions in academic, non-profit, government, and business and industry settings.

Goals of B.A. in Anthropology. Anthropology is the study of humankind's past, present, and future. Our department provides students with an integrated anthropological experience through coursework in archeology, cultural anthropology, and physical anthropology. This broad training prepares our students for a wide range of careers in diverse fields including project management, health care, education, immigrant services, heritage management, museum curation, business and industry, and much more. Anthropology majors learn many useful skills including cultural competency, critical thinking, research design, and professional writing—skills that are increasing in demand in private, public, and non-profit organizations.

Goals of B.A. in Behavioral Science. Behavioral science majors develop an interdisciplinary perspective on human behavior and an understanding of the psychological, social and cultural dimensions to being human in a complex society. Offered cooperatively by the Departments of Anthropology, Psychology and Sociology, this program prepares graduates for a variety of jobs that require working with social science data and with people. Many of our alumni have pursued careers in human resources, social work, counseling, sales and marketing, and law enforcement.

Goals of B.A. in Organizational Studies. Organizational Studies majors develop skills for careers in a variety of organizations including small businesses, multinational corporations, non-profit organizations, and local, state, and national government agencies. Organizational Studies courses give students skills for real-world problem solving. Students have the opportunity to take courses across a wide range of social science disciplines including anthropology, communications studies, economics, political science, psychology, and sociology. Organizational studies is ideally suited for students who want careers where knowing how organizations work is a key to success.
Goals of M.A. in Applied Anthropology. The M.A. in Applied Anthropology is designed to help students develop skills in applying or using anthropological knowledge which can be used across a wide range of careers. Specifically, its mission is to enable students to build on their knowledge of cultural anthropology, physical anthropology and archaeology to address real world problems and issues. The program seeks to provide a structure through which students can develop as practitioners by working closely with faculty on projects that are often done in collaboration with regional organizations. Graduates of our program have secured positions in public, private, and non-profit organizations as researchers, designers, administrators, and program developers. The M.A. program is built around three broad sets of research skills: (1) ethnographic methods for understanding how social systems, including organizations and communities, function in the regional environment; (2) assessment and evaluation skills, especially those based on qualitative methods that complement quantitative methods; and (3) the planning and design of programs, organizations, services, and artifacts.

Goals of the Minor in Anthropology. An anthropology minor complements any career in which understanding human behavior is important. It is especially relevant to business majors and pre-professional students preparing for careers in law, medicine, or social work. Anthropology minors learn many useful skills including cultural competency, critical thinking, research design, and professional writing—skills that are increasing in demand in private, public, and non-profit organizations. Many students minor in anthropology simply because they find that learning about the human species is interesting and enjoyable.

Goals of the Minor in Native American Studies. With a minor in Native American Studies, students can gain a deeper knowledge of the rich cultural heritage of our continent’s indigenous peoples. Over the years our students have had the opportunity to work and study in collaboration with the Muwekma Ohlone, the Paiute, and other descendant communities. The Native American minor is particularly well suited for those seeking careers in heritage management, government, or tribal affairs.

Goals of the Minor in Values, Technology, and Society. This interdisciplinary minor groups existing courses from a number of departments into an integrated study of the interaction of values, technology, and society. The minor focuses on the increasing recognition of the need to assert human values (in particular, moral, social, aesthetic and political values) given the accelerating development of modern technology and the associated increasing complexity and interconnectedness of our lives. Courses in the minor examine these themes as they are reflected in such issues as war and peace, the environment, health, modern science and technology, our use of computers, and the expression of values in our technological society through ethics, art, design and religion.

1b. Curricular content of degrees and minors

See Appendix B.
1c. Service Courses

The major and minor programs offered by the Anthropology Department do not provide courses for other programs. However, the Anthropology Department provides the following General Education/SJSU Studies courses: ANTH 011 Cultural Anthropology (Area D1); ANTH 012 Human Evolution (Area B2); ANTH 025 (Area E); ANTH 100W (Area Z); ANTH 115 Emerging Global Cultures (Area V); ANTH 140 Human Sexuality (Area S); ANTH 146 Culture and Conflict (Area V); ANTH 160 Reconstructing Lost Civilizations (Area R).

2. SUMMARY OF PROGRESS, CHANGES, AND PROPOSED ACTIONS

2a. Progress on action plan of previous program review

The previous program review included a six-point action plan. Here we summarize our progress towards the goals outlined in that plan.

(i) Number of majors

- **B.A. in Anthropology.** The previous action plan established a goal of 25% increase in the number of anthropology majors. Between Fall 2013 and Fall 2017, the number of majors increased from 78 majors to 88 majors (a 12.8% increase).

- **B.A. in Behavioral Science.** The previous action plan established a goal of maintaining the same number of majors. Between Fall 2013 and Fall 2017, the number of majors decreased from 262 majors to 173 majors (a 34.0% decrease). Although the reasons for this are not completely clear, it is likely that the phasing out of the Behavioral Science double majors (due to circumstances beyond the department's control) may be the primary reason.

- **B.A. in Organizational Studies.** The previous action plan established a goal of 50 majors by the end of the five-year period. Between Fall 2014 (when the program began) and Fall 2017, the number of majors increased from 0 majors to 35 majors.

- **M.A. in Applied Anthropology.** The previous action plan established a goal of 15-20 new students admitted into the program each year. With the exception of one year (AY 2016-17, in which an unusually small pool of applicants applied for admission), the department has succeeded in meeting this goal. As of Fall 2017 there are 43 majors.

(ii) Integration of curriculum

In the previous action plan, the department proposed integrating different subdisciplinary approaches (cultural anthropology, archaeology, physical anthropology) within undergraduate and graduate courses by using innovative approaches such as workshops, guest lectures, integrative projects, etc. We did so in the following ways:

- **Undergraduate courses.** Perhaps the clearest example of interdisciplinary integration is the development of ORGS 101 (developed by the Anthropology Department and staffed by a member of the Psychology Department faculty), ORGS 102 (developed and taught by faculty from the Communication Studies Department), and ORGS 103 (developed and taught by the Anthropology Department). Apart from the Organizational Studies program, we
incorporated guest lectures in a number of different undergraduate courses. For example, in ANTH 131 Theories of Culture, which has traditionally been taught as a course in cultural anthropological theory, guest lectures were given by a lecturer who is an archaeologist by training. She worked closely with the instructor of record to ensure that the material she presented was consistent with the other course materials. Another example was in ANTH 149 Ethnographic Methods, a course that focuses on cultural anthropological field methods but which was designed to help develop a museum exhibit in Fall 2016, a task that is generally conducted by people with expertise in material culture (archaeology). Yet another example is the new course ANTH 107 Eating Culture, which explicitly integrates biocultural expertise requiring readings and exercises drawn from archaeological, biological, and cultural sources. The course is taught with global partners as collaborators in an applied research project.

- **Graduate courses.** The department has undergone significant staffing changes over the past five years, and as a result it has been challenging to experiment with interdisciplinary collaborations and integration under such circumstances. However, there are several examples of curricular integration that have occurred over the past five years. For example, ANTH 230 Theory in Practice (once taught exclusively as a course on cultural anthropological theory) has been redesigned to incorporate readings that include current theoretical topics in physical anthropology and archaeology. Another example of the department's integrative approach to graduate courses can be seen in staffing graduate courses: for several years, an archaeologist has been the instructor of record for ANTH 234 Ethnographic Methods, and in Fall 2018 another archaeologist will be the instructor of record for ANTH 233 Domains of Application, which has historically been taught by cultural anthropologists. Finally, ANTH 232 Applications Core I, taught by a cultural anthropologist, integrates readings and projects from historical archaeology.

(iii) Integration of projects

The previous action plan stated that the department would like to encourage fuller integration of projects, particularly graduate student projects that cross subdisciplinary lines (that is, integrating cultural anthropology, archaeology, and physical anthropology). We suggested that a goal of 10-20% of all completed M.A. projects should demonstrate interdisciplinary integration, and we succeeded in meeting this goal: a review of M.A. project reports (Plan B) indicates between 2013 and 2018, 4 out of 27 (14.8%) of all applied anthropology projects crossed subdisciplinary boundaries. A review of M.A. theses (Plan A) indicates that between 2013 and 2018, 4 out of 15 (26.7%) of all applied anthropology theses crossed subdisciplinary boundaries.

Perhaps more significantly, a number of faculty members successfully developed integrated projects spanning subdisciplinary lines since this was established as a goal five years ago. In all of these cases, students participated in the projects as researchers and received course credit for their work. Here we cite three examples: (1) in Fall 2014, two cultural anthropologists taught ANTH 149 Ethnographic Methods in which more than 40 students conducted research aimed at helping curators from the Oakland Museum of California plan a museum exhibit; (2) in Fall 2016, ANTH 149 Ethnographic Methods students and faculty conducted research on disaster vulnerability and preparedness in San
Jose’s historic Japantown, and this data was used by students and faculty in the ORGS 103 capstone course to develop disaster preparedness programs with a community-based disaster preparedness organization, Japantown Prepared; (3) in Fall 2017, an archaeologist taught ANTH 195 Practicum in which 5 students were involved in a project on mortuary analysis of Bay Area Native American burial sites, combining elements of physical anthropology and archaeology; (4) in Fall 2016, a team consisting of an archaeologist and two cultural anthropologists involved students in a project sponsored by the New Museum of Los Gatos and done in collaboration with Native Americans who live in the San Jose/Silicon Valley region that resulted in a major museum exhibit entitled "Cement Prairie: The History and Legacy of the 1952 American Indian Relocation Program," and the production of a 20-minute documentary video that became part of the exhibit.

(iv) Incorporation of appropriate technology

The previous action plan stated that the department would produce one or two short video talks highlighting the work of individual faculty, and then post these to the departmental website. The department has exceeded this goal by producing four of these short videos, which are posted here: http://www.sjsu.edu/anthropology/Resources/umbrellas/index.html

Another goal articulated in the previous action plan was to post student presentations from at least one of its capstone courses on the department’s website so that potential employers might view the capabilities of graduating seniors. The department met this goal by posting student presentations (videos) by students in ANTH 191 Frontiers of Anthropology, a senior-level capstone course: http://www.sjsu.edu/anthropology/Resources/courseumbrellas/index.html

The department has made additional use of appropriate technology including: the acquisition of transcription software and hardware (foot pedals), qualitative data analysis software, and other equipment. Finally, the department hosted a February 2016 workshop on X-ray fluorescence in partnership with Bruker Scientific Instruments. The workshop was a success, with 25 participants from various Bay Area universities.

(v) Diversifying the programmatic portfolio

The department has continued to expand its range of programs through curricular and programmatic development as noted above. Specifically, the faculty have: (1) embarked upon a process of integrating anthropology projects across subdisciplinary lines; (2) committed themselves to administering and supporting the Behavioral Science program; and (3) developed and administered the rapidly growing pilot program in Organizational Studies.

(vi) Investing in the future

The previous action plan indicated that portions of a $100,000 gift that was bequeathed to the department in 2012 would be used in support of integrative projects that would benefit the department as a whole. As it turns out, integrative projects have developed organically in our department at little or no cost, due in large part to the cross-disciplinary interests of the department's faculty, particularly new faculty hires.
Consequently, the Anthropology Department has decided to invest in the future in a different way: after extensive discussion, the departmental standing committee elected to transfer $50,000 from the gift account described above into a departmental endowment to me administered by the Tower Foundation. This arrangement was finalized in May 2017, and although we have not yet received monetary benefits, the department’s broader goal is to have a steadily growing stream of income to support graduate research and integrative faculty projects over the long term.

2b. Significant changes to the program and context

The Anthropology Department has undergone two significant program changes since the last review was conducted. The first occurred in 2011, when three interdisciplinary double-major programs administered by the Anthropology Department were terminated. These double-majors (Behavioral Science/Anthropology, Behavioral Science/Sociology, and Behavioral Science/Psychology) were popular, and it seems likely that as students who declared those double-majors have graduated, the overall number of Behavioral Science majors has decreased. The second significant change that has occurred with programs administered by the Anthropology Department is the creation of a new interdisciplinary pilot undergraduate major degree program, Organizational Studies, which was offered for the first time in Fall 2014. The new major has increased rapidly, and to some degree it has helped the Anthropology Department offset the decline in Behavioral Science majors.

3. ASSESSMENT OF STUDENT LEARNING

3a. Program learning outcomes (PLOs)

See Appendix C.

3b. Maps of PLOs to ULGs

See Appendix D.

3c. Matrices of ULGs to courses

See Appendix E.

3d. Assessment Data

The Anthropology Department collects assessment data on all four of its major degree programs by following a multi-year assessment schedule in which a subset of each program's PLOs are assessed each academic year. This assessment schedule was implemented beginning in AY 2016-17, and should provide comprehensive assessment data for all PLOs by the end of AY 2019-2020. All faculty members participate in the collection of assessment data and cooperate actively in assessment processes. It has been integrated into the culture of the department, and both permanent and temporary faculty are expected to contribute to assessment activities. For each major degree program, several courses are used to determine how often the PLOs are assessed, and in which classes. The assessment schedule for each of the four major degree programs follows:
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3d.(ii) Assessment schedule for B.A. in Behavioral Science

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3d.(iv) Assessment schedule for M.A. in Applied Anthropology

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It should be noted that each of the four major degree programs is assessed using different courses and assessment instruments. For example, PLOs for the B.A. in Anthropology are typically assessed in upper-division ANTH courses using a variety of methods, including term papers, individual and group projects, questions embedded in exams and quizzes, lab work projects, presentations, and reading synopsis assignments. By contrast, PLOs for the B.A. in Behavioral Science and Organizational Studies are typically assessed in capstone courses (ANTH/PSYC/SOCI 193 and ORGS 103, respectively). For the B.A. in Behavioral Science, assessment instruments include term papers, group projects, written responses to readings, and perhaps most importantly comprehensive portfolios for professional development. For the B.A. in Organizational Studies, assessment instruments are almost embedded within the framework of hands-on application projects conducted in collaboration with community-based organizations ("clients") and include the following: fieldwork-based ethnographic reports, a stakeholder analysis, a formal project proposal, and a culminating event consisting of a final project report and group presentation. Finally, PLOs for the M.A. in Applied Anthropology are assessed in the program's six core graduate seminars using a range of assessment tools including project reports, group projects, completion of critical application scenarios, topical meta-studies, annotated bibliographies, major term papers, and multi-week ethnographic projects. Appendix F includes a representative sample of the Anthropology Department's assessment activities--its latest assessment reports. These reports include detailed descriptions of the assignments and/or instruments used by the department to assess whether or not students met specific PLOs in each of the major degree programs, and an analysis of the assessment data.

3e. Assessment results and interpretation

In this section we interpret the assessment results for our major degree programs in terms of the WASC Program Learning Outcomes rubric.
3e.(i) B.A. in Anthropology

The B.A. in Anthropology is viewed as ranging from Developed to Highly Developed depending on specific measures against the WASC Program Learning Outcomes rubric. Under the category Comprehensive List the PLOs are Developed. The list of PLOs is both grade and discipline appropriate in content and of expectations for student performance. Learning outcomes are articulated across the curriculum (as measured by annual Program Assessments and are specified with sub goals at measurable scales. For example, PLO 3 (Recognize significant findings in archeology, cultural anthropology, and physical anthropology, and demonstrate familiarity of the important issues in each subdiscipline) has two operationalized criteria for assessment: (1) Demostrable literacy of world ethnographic, archaeological, and physical anthropological findings; and (2) Ability to synthesize information from different areas of anthropology. Each of the ten PLOs are provided with comparable levels of specificity.

In terms of Assessable Outcomes the Anthropology major is viewed as Highly Developed. Students are provided with specific ways in which learning will be assessed and how mastery of skills can be demonstrated. The Department has not instituted uniform rubrics in measuring outcomes owing to the unique quality of the discipline that cannot easily conform to a rubric. Individual PLO assessment is the practice during annual reviews through a representative sampling of course offerings using specified assessment instruments (see Appendix C for an example).

In terms of Alignment the Anthropology program is viewed as Highly Developed. The curriculum and pedagogy are interdisciplinary in scope and fully integrated. The curricular foci that were developed
during the period under review (Knowledge in Action, Health and Wellness, Human Adaptability and Material Culture) define a plan that extends further the intersections of assessment, department research themes, and sustainable improvement of student learning.

In terms of **Assessment Planning** the Anthropology programs is viewed as Highly Developed. A fully articulated multi-year plan is in place which guides assessment. The Department has a specific faculty member with the responsibility of coordinating assessment and has taken steps to ensure alignment of assessment between programs and the varied layers of assessment, such as GE assessment, course learning outcomes, and program learning outcomes. During the period under review, the department initiated a new coordination and streamlining of assessment.

Under the criterion **The Student Experience** the Anthropology major is viewed Highly Developed. Students have a strong grasp of program outcomes in each of the sub-fields. Over the past few years new courses have been developed to increase the depth of the program, including ANTH 107 Eating Culture, ANTH 129 Environmental Anthropology, and ANTH 190 Designing Research. Students are provided with comprehensive curriculum plans and widely available open advising. Outcomes are generally provided in all syllabi and the department’s interactive website, which offers easy access (in accessible format) to all relevant course related information, syllabi, and policies. Directories provide students with access to University advising and resources.

**3e.(ii) B.A. in Behavioral Science**

The major in Behavioral Science is viewed as ranging from Developed to Highly Developed depending on specific measures against the WASC PLO rubric. In terms of **Comprehensive List**, the program goals are Developed. The list of PLOs is appropriate in content and expectations of student performance and is articulated with the other disciplines (psychology and sociology) in this interdisciplinary program. The curriculum, as measured by annual program assessment, provides specified learning objectives and contains specific sub-sets of learning objectives at measurable scales. For example, students are expected to demonstrate the ability to apply perspectives from behavioral sciences to their own career plans. A capstone course helps students synthesize and reflect on their learning across the three disciplines that constitute the Behavioral Science degree.

In terms of **Assessable Outcomes** the Behavioral Science major is viewed as Developed. The PLOs specify that students will synthesize perspectives within the varied disciplines covered by this major and a capstone course provides opportunities for application, including developing career plans.

In terms of **Alignment** the Behavioral Science program enjoys the same pedagogical support as the Anthropology major (see section 3b.(i) above). Although students take courses in other departments, the alignment of PLOs with course assignments are viewed as Developed.

In terms of **Assessment Planning** the Behavioral Science programs is viewed as Highly Developed. A fully articulated multi-year plan is in place which guides assessment. The Department has a specific faculty member with the responsibility of coordinating assessment and has taken steps to ensure alignment of assessment between programs and the varied layers of assessment, such as GE courses, Course Learning Outcomes, and Program Learning Outcomes.
Under the criterion **The Student Experience** the Behavioral Science major is viewed as Developed. Based on past assessment the department took positive and strategic steps to strengthen the major’s capstone course by focusing on (1) helping students to develop a clear understanding of the ways in which anthropological, psychological, and sociological approaches can be integrated for real-world problem solving; (2) sharpening students' professional development by building portfolios and resumes tailored to specific career objectives; and (3) encouraging and fostering a culture of professional "networking" by inviting Behavioral Science alumni to serve as guest speakers in the capstone course. As is the case with Anthropology majors, Behavioral Science students are provided with comprehensive curriculum plans and widely available open advising.

3e.(iii) B.A. in Organizational Studies

Under the category **Comprehensive List** the Organizational Studies major is viewed as Developed. The list of PLOs is both grade and discipline appropriate in content and of expectations for student performance. Learning Outcomes are articulated across the curriculum. Beginning in AY 2018-2019, we seek to further develop the Comprehensive List category by creating sub-goals for each of the six PLOs associated with Organizational Studies using measurable scales. For example, PLO 2, "Use quantitative and qualitative research methods to understand organizations and their environments," might have three operationalized criteria for assessment with clearly defined outcomes, such as: Recognize and define a range of quantitative and qualitative social science methods; Ability to use SPSS or other programs for analyzing quantitative data; Conduct ethnographic research to help an organization meet its goals. Each of the six PLOs will eventually be provided with this level of specificity.

In terms of **Assessable Outcomes** the Organizational Studies program is viewed as Developed. Students are provided with specific ways in which learning will be assessed and how mastery of skills can be demonstrated. The Department has not instituted uniform rubrics in measuring outcomes owing to the unique quality of this interdisciplinary program that cannot easily conform to a single rubric. Individual CLO assessment is conducted during annual assessment reviews of each of the three core courses (ORGS 101, ORGS 102, and ORGS 103) using specialized assessment instruments. ORGS 103, a capstone course, helps students synthesize and reflect upon their learning across the disciplines that constitute the Organizational Studies degree.

In terms of **Alignment** the Organizational Studies program is viewed as Developed. The curriculum and pedagogy are interdisciplinary in scope and highly integrated. The PLOs define a plan that will extend further the intersections of assessment, department research themes, and sustainable improvement of student learning. During the next academic year, the Anthropology department, working in collaboration with other disciplines involved in the Organizational Studies program, plans to create a curricular map as suggested by WASC's PLO Rubrics.

In terms of **Assessment Planning** the Organizational Studies program is viewed as Developed. A fully articulated multi-year plan is in place which guides assessment. The department has a specific faculty member with the responsibility of coordinating Assessment and has taken steps to ensure alignment of assessment between programs and the varied layers of assessment including individual Course Learning Outcomes and Program Learning Outcomes.
In terms of Student Experience the Organizational Studies program is viewed as Highly Developed. Students have a strong grasp of program learning outcomes as reflected by assessment instruments. Results of a survey distributed to Organizational Studies alumni and graduating seniors indicates that the program is exceeding their expectations. Students are provided with comprehensive curriculum plans and widely available open advising in the Anthropology Department. Outcomes are generally provided in all syllabi and the new department’s interactive website, which offers easy access (in accessible format) to all relevant course related information, syllabi, and policies. Online directories provide students with access to University advising and resources. For more information related to students’ academic experience, refer to the next section (3f. Placement of Graduates).

3e.(iv) M.A. in Applied Anthropology

Under the criterion Comprehensive List the Program in Applied Anthropology is Highly Developed. The seven PLOs for the program are clear and professionally applicable. Expectations are distinct and faculty are in agreement concerning mastery.

Owing to the variable and often idiosyncratic nature of Anthropological research in domains of application no single rubric is deemed satisfactory, nonetheless, under the criterion Assessable Outcomes the program is viewed as Highly Developed. Expectations of graduates far exceed the rubric in the PLO matrix and these outcomes are defined by faculty within each student's research efforts.

The Applied Anthropology program has clearly established academic standards and programmatic requirements structured to facilitate learning among a diverse and non-traditional clientele. Curriculum is designed to steadily increase student skill sets relevant to anthropological perspectives and applications. Consequently, the program is considered to be Highly Developed under the criterion Alignment.

Assessment Planning is viewed as Highly Developed. A fully articulated multi-year plan is in place which guides assessment. The department has a specific faculty member with the responsibility of coordinating Assessment and has taken steps to ensure alignment of assessment between Course Learning Outcomes and Program Learning Outcomes.

For the criterion The Student Experience, the M.A. program in Applied Anthropology is viewed as Highly Developed. Students have a strong grasp of PLO and are guided in their own learning not only in seminars, but also in workshops, advising and mentoring sessions with members of the graduate faculty, high-impact practices such as hands-on application projects and structured research experiences, and abundant networking and professional development opportunities. During the period under review, the Anthropology Department launched a graduate student and graduate alumni listserv to disseminate information about career opportunities, research projects, fellowships, grants, and internships. Beginning in AY 2017-18, graduate students have been given the opportunity to apply for Graduate Research and Development Grants (GRAD Grants) funded by a new departmental endowment.
3f. Placement of graduates

In Spring 2018, the Anthropology Department chair conducted an informal survey of recent alumni of the Anthropology major and gathered data about these students' perceived preparedness for work and their comments on the curriculum. The department chair contacted approximately 15 alumni. The vast majority were satisfied with the curriculum and suggested that the department's methods courses (ANTH 149 Ethnographic Methods in particular) and the capstone course (ANTH 191 Frontiers of Anthropology) were especially helpful in preparing them for careers. Students who had the opportunity to participate in the numerous archaeological field schools offered by the department were transformed by the experience—one student described a field school in Nevis as "life-changing." Students commented favorably upon the project-oriented nature of several courses offered by the Anthropology Department. The alumni surveyed by the department chair have job titles that include the following, which are a good representation of the diverse career paths of SJSU Anthropology majors: Student Development Division Assistant (DeAnza College); High School Social Studies Teacher (San Jose Unified School District); Service Coordinator at Satellite Affordable Housing Associates; Cultural Outreach Coordinator at the Croatian American Cultural Center of San Francisco; Executive Assistant at SAP's Seattle headquarters; Transportation Security Officer at TSA (San Jose); Special Education Teacher at Alum Rock Union School District; and Anthropological Consultant for the Muwekma Ohlone Tribe. During the period under review a significant number of Anthropology majors have been admitted to Master's degree programs.

In Spring 2018, graduating seniors of the Behavioral Science program who were enrolled in the major's capstone course were contacted via email and were invited to participate in a survey designed to gather feedback of their perceived preparedness for work and the BEHS curriculum. More than 20 students responded. The responses were overwhelmingly positive, indicating that students appreciated the interdisciplinary nature of the program (see Appendix G for more information). The responses also indicate that students are planning careers in such diverse fields as social services and social work, youth counseling, project management, health administration, behavioral therapy, law enforcement (specifically as probation officer), and human resources. In recent months, the Anthropology Department has been contacted by several alumni of the Behavioral Science program who work as full-time employees for non-profit organizations (Alliance Credit Union), public sector agencies (Santa Clara County CalWorks), and for-profit corporations (Facebook). During the past five years, a significant number of alumni have completed graduate degrees in Applied Anthropology, Marriage and Family Therapy, Counseling Education, and Social Work.

In Spring 2017 and Spring 2018, graduating seniors and alumni of the Organizational Studies program were contacted via email and were invited to participate in a survey designed to gather feedback on their perceived preparedness for work, and comments on curricular content. In some cases, the alumni and graduating seniors communicated important information about their overall academic experience in the program. Overall, the responses were positive, indicating that students benefitted greatly from the experiential learning in the core courses (see Appendix G for more information). Most respondents recognized that their major gave them a much deeper understanding of organizations. The responses indicate that graduates have attained a wide variety of positions, ranging from a "Customer Experience Portfolio Manager" at Tesla Motors to an...
Beginning in Spring 2016, the Anthropology Department began documenting the post-graduate careers of its M.A. in Applied Anthropology alumni. This was done by reaching out to alumni via email and by monitoring their professional profiles on LinkedIn. Since the M.A. program was launched in 2007, 73 students have completed the degree. The Anthropology Department has collected career placement data on more than half of these alumni. The results indicate several things: (1) there is clearly a demand for applied anthropologists across a wide range of public sector, private sector, and non-profit organizations; (2) the graduate program curriculum is providing students with research and analytical skills that can be used to help these organizations meet their goals; and (3) the project-oriented nature of the M.A. program allows graduate students to create professional networks that often provide them with post-graduate career opportunities. Beginning in 2016, the department began profiling a select group of graduate alumni on its website. A partial list of job titles of M.A. in Applied Anthropology alumni includes: Director of Santa Clara County’s Office of LGBTQ Affairs; Regional Manager for Disaster Preparedness with the American Red Cross of New York; Research Assistant at the Institute for Scientific Analysis (Oakland); US Forest Service Archaeologist; UX Customer Success Mentor at UserZoom; Program Director at Compass Family Services (San Francisco); Savings Program Coordinator at The Opportunity Fund (San Jose); SaaS Implementation Coordinator at Brown and Brown (San Francisco); Human Resources Generalist at Suning Commerce R&D Center (Palo Alto); UX Researcher at Facebook (Menlo Park); Community Manager at Reddit (San Francisco); and Senior Scientists and Ethnobotanical Specialist at Northwest Anthropology LLC (Richland, Washington).

4. PROGRAM METRICS AND REQUIRED DATA
(The required data elements discussed in this section are attached as Appendix A of this report.)

4a. Enrollment, retention, graduation rates, and graduates

During the period under review, first-time freshman enrollments increased from 10 (Fall 2013) to 23 (Fall 2017); new transfer enrollments remained steady, from 35 (Fall 2013) to 36 (Fall 2017). See Exhibit 5 for more information.

For Fall 2011-Fall 2015 cohorts, 1st year retention rates decreased slightly for first-time freshmen (from 78.6% to 72.7%). These retention rates do not appear to have deviated significantly from COSS and University averages. For URM students, rates ranged from 60.0% in Fall 2012 to 80.0% in Fall 2013, while for non-URM students, this rate varied from 83.3% in Fall 2011 to 100.0% in Fall 2012, 2013, and 2015. See Exhibit 9 for more information.

For new transfer students, 1st year retention rates decreased slightly for Fall 2011-Fall 2015 cohorts (from 83.3% to 79.5%). These retention rates do not appear to have deviated significantly from COSS and University averages. For URM students, rates ranged from 72.0% in Fall 2014 to 100.0% in Fall 2012, while for non-URM students, this rate varied from 70.0% in Fall 2015 to 91.3% in Fall 2011, 2013, and 2015. See Exhibit 9 for more information.
For first-time graduate students (Fall 2011-Fall 2015 cohorts), 1st year retention rates increased slightly from 90.0% to 92.3%. With the exception of Fall 2014, these rates were slightly greater than COSS and University averages. For URM students, rates were 100.0% every year except Fall 2014 (no URM students were admitted to the MA Program in Applied Anthropology that year). For non-URM students, rates varied from 75.0% (Fall 2014) to 100% (Fall 2012 and 2015). See Exhibit 9 for more information.

Graduation rates fluctuated significantly. For first-time freshmen, a 6th year graduation analysis indicates that graduation rates increased from 57.1% (Fall 2006 cohort) to 72.7% (Fall 2010 cohort). For URM students, rates varied from 50.0% to 75.0%. For non-URM students, rates varied from 50.0% to 75.0%. In most cases these rates were better than COSS and University averages, and for the Fall 2010 cohort (the most recent for which statistics are available), University targets were exceeded for total, URM, and non-URM students. See Exhibit 10 for more information.

For new transfer students, a 3rd year graduation analysis indicates that graduation rates decreased from 70.0% (Fall 2009 cohort) to 57.1% (Fall 2013 cohort). For URM students, rates varied from 31.6% to 85.7%. For non-URM students, rates varied from 47.8% to 75.0%. In most cases these rates were better than COSS and University averages. See Exhibit 10 for more information.

For first-time graduate students, a 3rd year graduation analysis indicates that graduation rates decreased from 20.0% (Fall 2009 cohort) to 8.3% (Fall 2013 cohort). For URM students, rates varied from 16.7% to 100.0%. For non-URM students, rates varied from 12.5% to 55.6%. Due to the relatively small size of each cohort (approximately 10-15 students each year), it is difficult to compare these rates with COSS and University averages. See Exhibit 10 for more information.

From AY 2011-12 to AY 2015-16, the number of degrees awarded increased in the Behavioral Science program (from 57 to 81), decreased in the Anthropology program (from 32 to 22), and remained nearly steady in the M.A. program in Applied Anthropology (from 10 to 9). See Exhibit 8 for more information.

4b. Headcount in sections

Average headcount per section remained relatively constant for most of the period between Fall 2013 and Fall 2016 (ranging from 27.3 to 30.6), then dropped significantly in Fall 2017 to 21.7. The reasons for this are not entirely clear, but it seems likely that decreased enrollments in the Anthropology Department’s many SJSU Studies sections (probably resulting from the elimination of graduation bottlenecks in AY 2016-17) may be significantly impacting section size. From Fall 2014 to Fall 2016, the departmental headcount in sections were slightly greater than COSS and University averages. See Exhibit 2 for more information.

4c. FTES, Induced load matrix

From Fall 2013 to Fall 2017, total FTES enrollment for the Anthropology Department’s four degree programs increased slightly (from 247.9 to 250.8). Headcount enrollment for freshmen more than doubled during the period under review, from 18 to 40.
From Fall 2013 to Fall 2017, headcount enrollment by major for the Anthropology Department's four degree programs decreased slightly (from 317 to 304). For the period under review, trends can be summarized as follows: (1) in the Anthropology major, headcount enrollment increased slightly (from 62 to 80); (2) in the Behavioral Science major, headcount enrollment decreased significantly (from 220 to 156); (3) in the Organizational Studies major, headcount enrollment increased significantly (from 0 to 35); and (4) in the M.A. in Applied Anthropology program, headcount enrollment remained nearly constant (from 35 to 33). See Exhibit 7 for more information.

4d. FTEF, SFR, Percentage of T/TT faculty

Average FTEF has undergone a very slight increase from AY 2013-14 to AY 2017-18 (from 9.2 to 10.2). The percentage of T/TT Faculty as of March 20, 2018 was 62%. This is higher than COSS and University percentages, which are at 43% and 44% respectively. See Exhibit 11 for more information.

SFR remained relatively constant for most of the period between Fall 2013 and Fall 2016 (ranging from 28.1 to 31.9), then dropped in Fall 2017 to 23.7. The reasons for this are not entirely clear, but it seems likely that decreased enrollments in the Anthropology Department's many SJSU Studies sections (probably resulting from the elimination of graduation bottlenecks in AY 2016-17) may be significantly impacting section size. From Fall 2013 to Fall 2016, the Anthropology Department's SFR was slightly greater than COSS and University averages. See Exhibit 3 for more information.

5. PROGRAM RESOURCES

5a. Faculty

The Anthropology Department's faculty members are classified as archaeologists, cultural anthropologists, physical anthropologists and more recently, applied anthropologists. Historically the department has had a permanent faculty consisting of one or two archaeologists, four or five cultural and/or applied anthropologists, and one physical anthropologist. This mix of expertise is driven by the interests of students majoring in anthropology and by our participation in the Behavioral Science and Organizational Studies programs, where there is a premium on cultural and applied anthropology. The department has long enjoyed the support of a stable and experienced pool of lecturers.

Among the permanent faculty, Roberto Gonzalez (cultural) and Elizabeth Weiss (physical) began and ended the period under review as tenured full professors. Chuck Darrah (cultural-applied), who also began the period under review as a tenured full professor and Department Chair, transitioned to the Faculty Early Retirement Program (FERP) in Fall 2015, at which time Roberto Gonzalez began a four-year term as Department Chair. Jan English-Lueck (cultural-applied), who began the period under review as Associate Dean of the College of Social Sciences, returned to the department as a tenured full professor in Fall 2015, and Marco Meniketti (archaeology) was promoted to full professor, also in Fall 2015. William Reckmeyer, who began the period under review in the FERP program, officially retired at the end of the Spring 2015 semester. Charlotte Sunseri (archaeology) began the period under review as Assistant Dean of the College of Social Sciences, returned to the department as a tenured full professor in Fall 2015, and Marco Meniketti (archaeology) was promoted to full professor, also in Fall 2015. William Reckmeyer, who began the period under review in the FERP program, officially retired at the end of the Spring 2015 semester. Charlotte Sunseri (archaeology) began the period under review as an assistant professor, then was tenured and promoted to associate professor in Fall 2015. At that time, she assumed the duties of Graduate Coordinator (which had previously been carried out by Roberto Gonzalez). During the period under review, the Anthropology Department also hired two new faculty members at the assistant professor level, A.J. Faas (cultural-applied) in
Fall 2014 and Ana Pitchon (cultural-applied) in Fall 2015. A.J. Faas began serving as Graduate Coordinator in Spring 2018. Ana Pitchon resigned in December 2017 to pursue a career in the private sector. Since the last program review, another permanent faculty member, Guadalupe Salazar (cultural) left the department after the Spring 2014 semester.

The department began the period under review with six "entitled" lecturers (Jennifer Anderson, Sandra Cate, Karen Fjelstad, Jonathan Karpf, Lorna Pierce, and Robert Simpkins). Since that time two have retired and one has accepted a full-time tenure-track position at another university. Currently, the Anthropology Department has five "entitled" lecturers (Jennifer Anderson, Jonathan Karpf, John Marlovits, Quincy McCrary and Lorna Pierce). Through careful enrollment management and good fortune, the department has met the entitlements of all of these lecturers, providing it with a stable pool of highly competent and dedicated instructors. It has also been supported by 3-4 "unentitled" lecturers whose responsibilities have varied according to the needs of the department.

During the period under review the department offered an average of 39.0 sections per semester (ranging from 35 in Spring 2018 to 42 in Fall 2016). Variance in offerings reflects a number of factors, including: staffing fluctuations due to sabbaticals and other leaves; shifting budgets and enrollment constraints; and University requests to provide Core GE and SJSU Studies sections to improve graduation rates.

In summary, the department had 7-8 permanent faculty members each academic year during the period under review. It began the period under review with three full professors, two associate professors, two assistant professors, and a FERPing faculty member; it currently has four full professors, one associate professor, one assistant professor, and a FERPing faculty member. The department anticipates hiring two new assistant professors (cultural-applied anthropologists) over the next two years (to join the faculty in AY 2019-2020 and AY 2020-21).

5b. Support staff

During most of the period covered by this report (AY 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18), our programs were supported by two staff members employed by the Anthropology Department: a full-time Administrative Analyst and a half-time Administrative Support Coordinator I. They have a wide range of functions and responsibilities, including (but not limited to) the following: creating, maintaining, and updating student records; processing faculty appointments; monitoring program and course enrollments; scheduling classrooms; maintaining the department's website and advising forms; providing students with answers to basic academic advising questions; and projecting budgetary scenarios. These two staff members are helped by a half-time student assistant. It is important to recognize that our staff are responsible for conducting these tasks not only for the B.A. in Anthropology, but also for the department's three other major degree programs (B.A. in Anthropology, B.A. in Behavioral Science, M.A. in Applied Anthropology) and its three minor degree programs (Anthropology, Native American Studies, and Values, Technology, and Society).

At this point, the full-time Administrative Analyst and half-time Administrative Support Coordinator have provided sufficient support for program operations, but if the Organizational Studies program continues its growth pattern, then our department would almost certainly need to seek full-time status for the Administrative Support Coordinator to manage the increased work load.
5c. Facilities

Program operations are conducted largely in the Anthropology Office and faculty offices, in which student records are kept and where student advising takes place. Anthropology courses, the capstone courses for Behavioral Science and Organizational Studies (ANTH/PSYC/SOCI 193 and ORGS 103), and two Organizational Studies core courses (ORGS 101 and ORGS 102) are typically scheduled in one of the Anthropology Department's three classrooms (all of which have wireless access and A/V capability).

In 2012, one of these classrooms, Washington Square Hall 002/4, was converted into an attractive and functional mixed use laboratory space. After it was remodeled, the department designated it as the Integrative Anthropology Laboratory (IAL) and it has become a vital research space for undergraduate and graduate students and faculty researchers. The IAL has multiple computers, wireless Internet access, and an interactive Eno board which students may use to project images, slide presentations, online resources, etc. The IAL also has desks and tables mounted on casters (Steelcase "Node Chairs" and mobile tables); these allow students to quickly and easily organize themselves into groups. The IAL is a state of the art research and learning space that can be adapted to the changing needs of the department and its researchers.

6. OTHER STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND CHALLENGES

The Anthropology Department and its programs have a number of strengths that may not be adequately captured in previous sections of this report. For example, high-impact practices have been integrated into many courses. In the Anthropology major, students have ample opportunities to engage in real-world collaborative projects. During the period under review, ANTH 149 Ethnographic Methods has been structured around collaborative projects undertaken with "clients" (community partners) including the Oakland Museum of California, SJSU CommUniverCity, the New Museum of Los Gatos, San Jose Japantown Prepared, and Nissan Research Center-Silicon Valley. Another course, ANTH 169 Archeological Site Excavation, integrated students into summer fieldwork projects in three locations: Mono Mills (in the Sierra Nevada, near Mono Lake), The Forest of Nisene Marks State Park (in Santa Cruz County), and on the island nation of Nevis (in the Caribbean Ocean). There are other anthropology courses that incorporate high-impact practices, including ANTH 176 Indians of California (in which students conduct research in support of a Native American's petition for federal recognition by the U.S. government), ANTH 190 Designing Research (in which students develop their own research projects and prepare grant proposals), and various sections of ANTH 195 Anthropology Practicum (an S-factor course in which students work with faculty researchers on actual projects). In the Organizational Studies program, the three core courses (ORGS 101, ORGS 102, and ORGS 103) employ high-impact practices, mostly in the form of experiential education. These practices include: (1) service learning; (2) independent research; (3) team research; (4) peer review in colloquium presentation; and (5) public partnerships. The M.A. program in Applied Anthropology has been designed to incorporate high-impact practices, most notably a structured research experience (similar in some respects to an internship but with important differences) and "Plan B" (project) option in which graduate students complete an applied anthropology project in collaboration with a "client" or community partner. Faculty and students in ORGS 101 Organizational Studies Capstone have provided services to a number of non-profit community partners in San Jose, including Sacred Heart Community Service, Third Street Community Center, and Sunday Friends.
Faculty and students in ORGS 103 have provided research and project implementation (organizational development) services to community partner Japantown Prepared.

The Anthropology Department has benefitted greatly from more than a decade of careful strategic planning that among other things has resulted in state-of-the art facilities that support student learning and research as well as the scholarly productivity of the faculty. For example, the department curates collections of Native American remains and artifacts in a secure curational facility located in the basement of Washington Square Hall, in compliance with federal NAGPRA legislation (Native American Graves Protection and Repatriation Act). Some of these collections are being held at the request of the Muwekma Ohlone tribe, with whom the Anthropology Department has a close collaborative relationship. The Integrative Anthropology Laboratory (see Section 5c. above) is another vital space that has fostered a fertile exchange of ideas and has served as an incubator for cutting-edge faculty and student research projects since its reconfiguration in 2012.

During the period under review, the Anthropology Department's faculty and staff have engaged in a high level of research productivity. From 2013 to 2018, the faculty published five single-authored and four co-authored peer-reviewed books, three edited or co-edited peer-reviewed volumes, and two documentary films. Two additional peer-reviewed books are under contract. Since 2013, the faculty have published many peer-reviewed articles as well as commentaries and opinion pieces for broader audiences. Faculty members have been interviewed by local, national, and international media organizations about a wide range of topics. One faculty member secured an external grant of $20,000 from the National Science Foundation during the period under review. Over the past five years, Anthropology Department faculty have also been recognized for their many accomplishments (research, teaching, and service), within the University and beyond.

Students majoring in Anthropology, Behavioral Science, Organizational Studies, and the M.A. program in Applied Anthropology have also excelled during the period under review. Since 2013, the Anthropology Department has granted 15 Laura Good undergraduate research grants (totaling more than $5,000) to support student projects and travel to professional conferences. During the same time period, the department has granted four Columbia Vecchi Fellowships (totaling more than $2,000) to students pursuing research related to Native American culture. And beginning in Fall 2017, the department has earmarked funds for Graduate Research and Development (GRAD) grants which are available exclusively to students in the M.A. program in Applied Anthropology. The department's commitment to providing financial support to undergraduate and graduate students has accelerated dramatically during the period under review.

Over the past five years, many students and alumni have been recognized for the high quality of their academic work and their commitment to community. For example, M.A. students in Applied Anthropology won the campus-wide SJSU Outstanding Thesis award in 2015 and 2016, and the College of Social Sciences Outstanding Thesis award four years in a row (from 2014 to 2017). For three consecutive years (from 2016 to 2018), alumnae of the M.A. program in Applied Anthropology have won the COSS Social Entrepreneurship and Social Change Alumni award. And the department’s undergraduate researchers have been recognized with numerous awards, including many COSS awards (Charles Burdick Scholarship, SJSU Alumni Association Scholarship, Dudley Moorhead Scholarship, Dean's Study Abroad Scholarship) and the Southwestern Anthropological Association's
Student Poster Competition. This is by no means an exhaustive list of all the awards the department's students and alumni have received, but simply a sample of highlights.

Also important to mention is the fact that the Anthropology Department's administrative staff have been recognized for their excellence: they were awarded the Staff Excellence award two consecutive years (in 2014 and 2015).

The Anthropology Department is facing two challenges in the months ahead. The first has to do with a declining number of students in the Behavioral Science major. As noted in Section 2a.(i) above, the number of majors in this program decreased from 262 in Fall 2013 to 173 in Fall 2017. Although the reasons for this decline are undoubtedly complex, it seems likely that the termination of three interdisciplinary double majors (BEHS-PSYC, BEHS-SOCI, and BEHS-ANTH) beginning Fall 2012 has been an important factor. (The double majors were terminated because it was discovered that they were not clearly distinguishable from the conventional double majors provided for in the SJSU catalog.) It has taken several years for those students who had declared these Behavioral Science double majors to complete their degree requirements, but it appears likely that we are now seeing the effects of that change, which was beyond the control of the Anthropology Department.

The departmental standing committee has discussed this challenge at length over the past year, and it is taking a number of measures to counteract this trend and to adapt to it, including: (1) reaching out to advisors in COSS's ACCESS Center and to academic advisors in the Sociology and Psychology Departments so that students who are "shopping around" can be informed about the Behavioral Science major; (2) creating a plan to boost the profile of the major on the department's website and advising materials; (3) exploring possibilities for increasing the number of Anthropology and Organizational Studies majors, for example by converting ANTH 013 Introduction to Archaeology into a Core GE course as a means of recruiting more freshmen and sophomores into the ANTH major.

A second challenge--also due to circumstances largely beyond the Anthropology Department's control--has to do with what appear to be lower enrollments in SJSU Studies courses, which for many years had extraordinarily high enrollments and provided the department with a mechanism for closely managing FTES and for compensating for relatively low-enrolled upper-division major courses. In AY 2017-2018, it appears that this has led to smaller average headcounts per section and student to faculty ratios (see Appendix A, Exhibits 2 and 3). The reasons for low enrollments this academic year in the Anthropology Department's Area R, S, and V courses are undoubtedly complex, but it appears likely that this phenomenon may be connected with the University's Fall 2016 infusion of $2.8 million to create extra sessions of SJSU Studies and other "bottleneck" courses to improve graduation rates. If this effort has in fact cleared out graduation "bottlenecks," then it could ironically have an adverse impact on the Anthropology Department's average headcounts per section and student to faculty ratio, since it will have decreased demand for SJSU Studies courses.

For nearly a year the Anthropology Department has discussed this changing environment and is developing a three-pronged strategy for addressing the potential challenge: (1) expanding its Core GE offerings (by for example converting ANTH 13 Introduction to Archaeology into a Core GE course) which appear to have not been negatively impacted; (2) redoubling its efforts to recruit new majors into the ANTH, BEHS, and ORGS programs through new outreach efforts including recruitment of
individual students who show interest and aptitude in these fields of study and maintaining contact with undergraduate and graduate alumni to provide them with support as they embark upon their post-SJSU careers; and (3) aggressively marketing its SJSU Studies and Core GE courses in different ways, including: outreach to academic advisors in the ACCESS Center and other SJSU colleges; taking advantage of new technology such as SJSU's "Sammy" App to profile department events; and organizing a series of "open houses" to inform students about the ANTH, BEHS, and ORGS majors.

Although these changes are being experienced as challenges at the present moment, the Anthropology Department has a long history of transforming challenges into opportunities. The departmental faculty are committed to developing creative and flexible solutions to meet the two challenges described above. In short, the faculty view these as opportunities to strategically refine its curriculum, its student recruitment efforts, and its networks in order to build an even stronger department in the years ahead. Finally, the Anthropology Department anticipates the successful recruitment of two tenure-track applied/cultural anthropologists at the assistant professor level—one to begin in AY 2019-20 and the other in AY 2020-21. This is a significant opportunity to continue strengthening the department for years to come.

7. DEPARTMENT ACTION PLAN

This section outlines goals that the Anthropology Department has set for itself over the next five years. It includes a Five-Year Action Plan with measurable objectives or "metrics."

1. Number of majors. The Anthropology department currently offers three undergraduate majors, a B.A. in Anthropology and two interdisciplinary majors, a B.A. in Behavioral Science and a B.A. in Organizational Studies. In addition, the department offers a graduate major, an M.A. in Applied Anthropology. The department views these undergraduate and graduate programs as essential components in its efforts to promote unbounded learning. Over the next five years, the department plans to increase the number of students in these majors as follows:

   (a) **B.A. in Anthropology.** We plan to increase the number of Anthropology undergraduate majors by 10%.

   (b) **B.A. in Behavioral Science.** We plan to maintain approximately the same number of majors in Behavioral Science.

   (c) **B.A. in Organizational Studies.** We plan to have approximately 65 majors in this new degree program by the end of the five-year pilot period, although doing so will depend upon the availability of course offerings beyond our control.

   (d) **M.A. in Applied Anthropology.** We plan to admit 15-20 new students into the graduate program during each of the next five years.

To help realize these objectives, the Anthropology Department will seek new tenure lines as appropriate, especially to support the Organizational Studies major, the cultural anthropology curriculum, and a growing number of interdisciplinary research projects. The addition of new faculty will be necessary for maintaining the integrity, quality, and growth of the undergraduate and graduate major programs. In other words, the department's goals will be reflected in departmental faculty staffing, since achieving the goals will require skills that are specific to the anthropology of organizations, applied anthropology, and physical anthropology.
2. **Integration of curriculum.** The Anthropology Department has increasingly sought to foster greater connections between its component subdisciplines of applied anthropology, archaeology, physical anthropology, and cultural anthropology. To maintain focus and coherence, the departmental faculty have developed three broad based conceptual foci: Human Adaptability and Material Culture, Anthropology of Wellness, and Knowledge in Action. Yet another significant step has been taken with improvements to the Integrative Anthropology Laboratory, which provides an evolving space for cross-disciplinary collaboration and experimentation. Over the next five years, the Anthropology Department seeks to continue this trajectory by further integrating different subdisciplinary approaches in undergraduate and graduate courses through the use of integrative workshops in which faculty members with different subdisciplinary expertise engage students in courses they normally do not staff:

(a) **Undergraduate courses.** We plan to incorporate at least three integrative workshops into one or two undergraduate courses during the next five years. For example, ANTH 131 "Theories of Culture" (traditionally taught by a cultural anthropologist) might incorporate guest lectures from a physical anthropologist, an archaeologist, and an applied anthropologist. Assignments and readings would be modified to reflect a more integrated approach.

(b) **Graduate courses.** We plan to incorporate at least three integrative workshops into three core graduate-level seminars during the next five years. For example, ANTH 233 "Domains of Application" (traditionally taught by a cultural anthropologist) might incorporate guest lectures from a physical anthropologist, an archaeologist, and an applied anthropologist. Assignments and readings would be modified to reflect a more integrated approach. The integrative workshops may take the form of interactive discussions or conversations between students and the guest faculty member in order to enhance and personalize the quality of the encounter, as well as conversations between “guest” and “host” faculty members.

3. **Integration of projects.** Another step that the Anthropology Department would like to continue developing over the next five years is a fuller integration of student projects, particularly graduate student projects. The department has succeeded in doing this during the past few years, and the faculty wish to maintain this trajectory. Within the next five years, the department would like to have 20% of all completed M.A. projects integrate two or more of the anthropological subdisciplines.

4. **Improving and streamlining the graduate student experience.** Beginning in 2017, the Anthropology Department developed and formalized a First-Year Review Policy that was approved by the University and posted to the department’s website in early 2018. Among other things, the new policy requires first-year graduate students to develop a project proposal and (in most cases) to submit an IRB proposal in support of their projects. The graduate faculty hope that the new policy will help at least 20% of incoming graduate students complete their M.A. degrees within two years after beginning the graduate program.

5. **Investing in the future.** As noted in Section 2a.(v) above, the Anthropology Department received a $100,000 gift in 2012. In 2017, approximate $83,000 remained in that account. After much
deliberation, the department decided to convert $50,000 of the remaining balance into an endowed account. The faculty are committed to using the annual income from this endowment to fund integrative graduate research in the months and years ahead. We hope to increase the endowment by at least 10% during the next five years. Finally, the Anthropology Department is exploring the possibility of developing a certificate program focused on heritage management that would link anthropology to STEM practices. Though this idea is still in the preliminary stages, the faculty believes that it could be successful if partnerships are formed with state and federal agencies (such as California State Parks, US Forest Service) and other institutions (such as museums).

8. APPENDICES

See attached appendices.