Anthropology Program Review 5/16/17

I. Overview

a. Narrative

1) State the purpose of the program and any contributions to the community.

The purpose is to offer an AA degree with the goal of successfully preparing students for transfer to a 4-year anthropology program. Contributions are a broadening of Gen Ed offerings meeting the contemporary Global/ International Awareness, Ethnic/Race/Gender Awareness, and Writing Intensives.

2) Define what sets this program apart from other similar programs.

This is a developing program which centers on community and global support and appreciation for diversity and activism within an applied focus.

3) State how long has the program existed.

This is only our second program review and the first year we've had a full-time faculty in the program. Courses in anthropology have at least been offered since 2009 if not earlier.

4) State when the last program review was completed: 5/16/2012

5) Provide a summary of changes since last program review.

Created full-time position for anthropology beginning Fall/2016, began the Anthropology Club in Spring of 2017, and working toward Summer field school in summer of 2017. Due to HLC concerns there have been some staffing changes and we are currently hiring for a physical anthropologist.

6) Summarize any initiatives the program has taken on since the last program review.

Developing a more viable and sustainable program geared around student success and development in the field of anthropology and general social sciences.

b. Program Goals

1) List the program goals clearly and concisely.

Building a strong, professional, and attractive field of interest at CCC for students.

The AA in Anthropology lists the following program Student Learning Outcomes:

Upon completion of the program, students will:

- recognize human diversity, specifically differences within and between peoples;
- describe core research methods and theories employed within the discipline of anthropology;
- examine the concept of holism as it relates to the discipline of anthropology;
- define and apply key terms, concepts and theories of anthropology;
- demonstrate critical thinking skills through application and expression;
- and describe the relationship between globalization and the discipline of anthropology

2) Describe how the program goals are tied to the institutional mission statement.

CCC's mission statement is "[a]s a learning-centered college, Coconino Community College enriches lives by embracing diversity and transforming the future through quality education." The Anthropology program promotes diversity and quality education through its program goals and course offerings.

C. Staffing of the program

1) Provide a summary of overall staffing organization of the program.
Full-time faculty: Lisa Doskocil

Part-time faculty: Jerry Bacon, Lisa Becker

D. Decision Making:

1) Describe the decision making process within the program.
It is a group effort whenever applicable including vetting within the department and with the guidance as needed from the Dean and Provost.

2) Describe how the program gathers input and responds to those inputs.
Team meetings throughout the academic year or scheduled separately as needed.

3) Define any outside agencies that inform decision making and their scope.
We adhere to the American Anthropological Association core values.

E. Summary of student assessment results

1) Define the types of assessment used in the program.
Fall of 2016 and Spring of 2017 has seen the department and college working more diligently with the Critical thinking projects and gen. ed. Learning outcomes. This is beginning the process for greater alignment within and across departments regarding assessment and transparency.

2) Summarize changes made due to assessment results about student learning outcomes.
None at this time

F. Statement of Program's accomplishments in support of the current strategic plan
1) Provide the goals from the strategic plan that the program contributes to.
Access, retention and completion for students

2) Provide evidence on how the program has been contributing to the strategic plan.
Access by having no enrollment caps and removing unnecessary prerequisites. Retention by having supportive and competent faculty. Completion by being responsive to the needs of the students and changing the capstone course (per the last program review in 2012) in response to low enrollment.

G. Description of current facilities needed to conduct program, including space and equipment

1) Describe any designated space that is provided to support the program since the last program review. Classroom space, ITV access, computers, projectors, maps, and a locked cabinet for lab materials have been provided. Working with the AOCs to find appropriate classroom space for sound and activity requirements of neighboring classes.

2) Describe any designated equipment purchased to support the program since the last program review.
Annual purchasing of skulls and bones have occurred since 2012 but funds are being reallocated to incorporate more experiential opportunities in classes as well, particularly with regards to field trips and speakers.

3) Observations on how the facilities and equipment contribute to the goals of the program.
It would be great to have nicer/ more professional cabinet space and general equipment to add more respectability and professionalism to our department.

II. Teaching and Learning

a. Program requirements and course offerings

1) Provide a review of the courses and class descriptions.

2) Provide degree and certifications that the program contributes to (Appendix A).

3) Provide the outcomes of the degrees and certifications (Appendix B).

4) Insert a table of courses, sections, enrollments, and tuition (Appendix F and G).

5) Elaborate on any patterns or outlying data contained within the table.
Lisa is working with NAU to ensure that programs offered here at CCC will not need to be repeated at NAU under a different course number. This is in progress.

6) Relate any closely related industry market trends or university/college enrollments if applicable.
N/A

B. Industry standard certifications for students (if applicable)
N/A

C. Course outlines reviewed and updated
While there is no set schedule for course outline reviews, the college attempts to review course outlines every five years. As a department, faculty review the course outlines, make necessary changes, and submit the revised course outlines to Curriculum Committee for approval. ANT 101, ANT 102, and ANT 103 were all last revised in the spring of 2015. It has been longer since the other courses were revised: ANT 250 was last revised in 2010. ANT 110 and ANT 241 were last revised in 2009. ANT 230 was last revised in 2008. It is not know whether or not these courses were reviewed since these last revision dates.

D. Curriculum

1) Describe any curricular changes since the last program review: None

2) Note any impending course changes: None

3) Describe the effects on the program that these curricular changes have made: N/A

e. Articulation

1) Provide an introductory paragraph detailing how the courses transfer within Arizona.
The majority of our higher level courses transfer as electives while the 100s tend to transfer as specific course requirements (see appendix C).

2) Note any concerns of courses that are only transferable as electives or non-transferable.
Our courses are currently under review within the department due to the fact that some of our programs which transfer to (in particular NAU) as electives are required to be retaken (with a different course number) by our students. Examples: People of the Southwest and Peoples of the World

3) Provide a transfer table of the courses within the certificates and degrees offered in the program (Appendix C).

f. Program accreditation: N/A

g. Teaching workloads and delivery methods

1) Provide a percentage breakdown of course loads for full-time and part-time faculty.
Full-time faculty teaches 5 classes each semester, ranging from 15-17 credit hours.
Part-time faculty has had high turnover and have been affected by recent HLC adjustments. Before the 2016-2017 academic year, all anthropology courses were taught by part-time faculty. The hiring of a full-time faculty member has added stability and direction to a successful program.

2) Discuss the responsibilities and workloads of the full-time faculty.
Full-time faculty is teaching 5 classes, required to participate in committee work (though this only began in the spring semester 2017 with the student success project), is lead mentor of the Anthropology club, and has offered an anthropology internship in the spring semester (2017) and will be conducting field research in summer 2017 for 2018 summer field school.

3) Discuss the responsibilities and workloads of the part-time faculty.
Teaching 3-9 credits per semester

4) Discuss the delivery methods of the courses.
In person and online courses are available.

5) Discuss any release time of the full-time faculty.
N/A

h. Faculty Credentials

1) State the basic credentials needed for faculty of this program.
With new HLC credentials, the four fields of anthropology have been divided, requiring:
Cultural anthropology: 6 master's credits (in progress) or a masters
Archaeology: 12 master's credits (in progress) or a masters
Physical anthropology: 6 master's credits (in progress) or a masters
Linguistic anthropology: 6 master's credits (in progress) or a masters

2) Note any concerns regarding faculty credentialing.
Due to recent HLC credentialing requirements, full-time faculty currently cannot teach archaeology and physical anthropology despite having a master's degree in anthropology. This also means that a PhD candidate also cannot teach courses outside of their direct field. Anthropology degrees tend to specialize after Bachelor's programs end (while most Bachelor's programs tend to offer 4-field training) which thus leaves us limited in our faculty teaching abilities.

3) Include a table of instructors and credentials or certifications (Appendix).

III. Staff, resources, facilities, and funds

a. Internal strengths of the program

1) Discuss the internal strengths of the program. Provide evidence and data to support answers.
This is a growing program in students and majors enrolled in anthropology classes. We now have dedicated full-time faculty available for advising and general student support. Our new anthropology club

make it grow. The club will also be working in collaboration with the NAU anthropology club to build relationships and ease the transition to university for our majors. We offer an AGEC lab science and have an applied focus which students can take with them to the university of their choice.

b. Internal weaknesses of the program

1) Discuss the internal weaknesses of the program. Provide evidence and data to support answers.
With the high turnover in our department (particularly related to the HLC changes) and the difficulty in finding qualified and interested faculty, our students may suffer from having that broader support. An additional full-time faculty specializing in archaeology and physical anthropology is recommended. It would also be nice to have an advisor in advising who had an anthropology background for degree seeking student support. However, this is an aspect that is being addressed within the anthropology club itself.

c. List recommendations received since last program review or program advisory committee

1) List recommendations that were received at the last program review.
Recommendation was for full-time faculty within the program, ensuring academic rigor, and increasing retention and program completers. An increase in connection with NAU was also recommended.

2) List any recommendations from Program Advisory Committees (if applicable). N/A
3) Elaborate on any actions taken on recommendations and effect on the program.
This is the first year with full-time faculty which has helped the program in its efficiency, transparency, and support of our students. Academic rigor is still a concern but HLC requirements and the critical thinking projects are creating the space for dialogue and change. Having full-time faculty will help with completion rates and retention of students and we are building relationships with NAU for student transfers.
4) If no action was taken on a recommendation, describe why no action was taken.
N/A

IV. Analysis and Recommendations
a. Description of needs to conduct program, including space and equipment
1) Provide the specific structures and supports (technology, facilities, etc.) the students need to be successful in the courses.

Students need more hands-on opportunities to experience the diversity and culture of the SW and the world. Lisa is working with the Dean to reallocate funding to provide greater experiential possibilities for all anthropology classes. Our classroom supplies are sufficient though we are purchasing new/better maps to better connect students with ways of seeing the world. Technology at this time seems sufficient.

2) Elaborate on future needs of the program detailing how this will lead to student success in the program.
We need to provide our students with field school experience to have real-world opportunities to test out our classroom theories and experience anthropology as an applicable and important scientific endeavor. This is currently in progress of development in collaboration with the Fiji Museum. This type of experience will provide students with the ability to see whether anthropology (and which field of anthropology) might be better suited for them and directions in future careers. This also offers deeper experience in the world itself and the effects of globalization on others of different cultures.

1) Provide detailed descriptions on types of assessment used to measure student learning.

The college has taken new directions in assessing student learning through the critical thinking assessment and the general outcomes assessment. See appendix E.

2) Describe any course-level and/or program-level assessments that were conducted and results since the last program review.

Due to organizational changes within the college, institutional assessment and program assessment stopped around 2013. As part of a college-wide effort to reestablish a culture of assessment, the general education committee and the assessment committee launched a Critical Thinking assessment. In the 2016-2017 academic year, Jerry and I collaborated on general education assessments of critical thinking within anthropology courses. Assessments and the discussion will continue

3) Report any shared assessments within the program and data gathered from those assessment.

We've found that within the department, the measurability of our student assessments are not unified. Further work remains on these procedures.

4) Record any observations or trends found within the student assessment data.

N/A

c. Challenges

1) Provide any challenges that the program has faced since the last program review and the results

We've experienced a high turnover of part-time faculty due to hiring full-time and HLC requirements, which has put the quality of some of our course offerings at risk and challenges our academic rigor.

2) Provide any challenges the program is facing now and provide the current plan of action

Due to these faculty challenges it is recommended that we hire another full-time faculty of archaeology/physical background to ensure effective continuation and quality course offerings within our department.

3) Discuss any challenges for the students completing a certificate or degree

Challenges seem to stem from advising—some students have been misadvised and it has required them to stay an additional semester to earn required certifications/requirements for their programs. Working students are challenged to finish their degrees on-time as we don't offer more online/evening courses. And one student has requested an Anthropology Major TAG program for ASU so other students can take classes at CCC for their bachelors and have financial aid cover it.

d. Summary of Significant Developments

1) Provide a clear summary of the program as a whole (successes, challenges, and future actions).

As this program is developing, with new full-time faculty (success!), there are many opportunities to be developed for student success. While we are challenged by HLC requirements and current concerns with part-time faculty, there is a lot of room for growth, improved measurements, and experiential opportunities to come. Having the support of the Provost has been immensely helpful for the program as he has a deep background in anthropology and understands what a healthy anthropology program has to offer. Future actions: with continued growth of our anthropology club, the development of our summer research opportunities, and work to improve our course transferability (particularly to NAU so that students when transferring do not need to repeat a course), we will have a vibrant anthropology department. This will continue to increase our numbers of majors and provide them with greater opportunities for their own future success.

V. Appendices

Appendix A

Anthropology (AA Degree)

Last Updated: 22 June 2016 Minimum

credits Required: **60 Description**

The Associate of Arts degree in Anthropology is designed as and offers the student comprehensive preparation for transfer to the Anthropology bachelor's degree at all Arizona public universities. This degree provides a comprehensive introduction to the discipline and all its subfields. Students completing this degree will transfer a minimum of 60 credits to all Arizona publicuniversities.

CORE coursework		
Course	Course Title	Hours
ANT 102	Introduction to Cultural Anthropology	3
ANT 103	Culture and Language	3
ANT 110	Exploring Archaeology	3
ANT 230	Peoples of Southwest	3
ANT 241	Anthropology of Religion	3
ANT 250	Peoples of the World	4
Any 6 credit hours of transferable coursework. The following are recommended:		
MAT 160 or PSY 230	Introduction to Statistics	3
AGEC coursework		
Course	Course Title	Hours
Composition (6)		
ENG 101	College Composition I	3
ENG 102	Collge Composition II	3
Mathematics (3)		
MAT 140 (5) or higher (3)	College Math with Algebra Review (5) or higher (3)	3
Arts and Humanities (6)		

	Two courses from different disciplines	6
Social and Behavioral Sciences (6)		
	Two courses from different disciplines. Recommended: SOC 101 (3)	6
Physical and Biological Sciences (8)		
ANT 101	Introduction to Physical Anthropology	4
One course	One additional course	4
Options (3-6)		
Second Semester proficiency in any foreign language, excluding English to complete 35 AGEC credit hours		3-6
Special Requirements		
Must be met within the AGEC or degree requirements by a minimum of 2 courses.		
Intensive Writing/Critical Inquiry		"W"
Ethnic/Race/Gender Awareness		"E"
Contemporary Global/International Awareness or Historical Awareness		"C"

Program Outcomes

Upon completion of the program, students will:

- recognize human diversity, specifically differences within and between peoples;
- describe core research methods and theories employed within the discipline of anthropology;
- examine the concept of holism as it relates to the discipline of anthropology;
- define and apply key terms, concepts and theories of anthropology;
- demonstrate critical thinking skills through application and expression;
- and describe the relationship between globalization and the discipline of anthropology

Colorado Plateau Studies (AA Degree)

Last Updated: 22 June 2016 Minimum

credits Required: **60 Description**

The Associate of Arts in Colorado Plateau Studies degree is designed for transfer to all Arizona public universities. This is an inter-disciplinary degree that includes courses from the Arts, Humanities, and Sciences in its core.

CORE coursework		
Course	Course Title	Hours
ANT 230	Peoples of the Southwest	3
CPS 100	Overview of the Colorado Plateau	3
CPS 290	Capstone Seminar	3
GLG 102 or GLG 232	Historical Geology or Geology of the Colorado	4

CORE Electives (12 credits)		
Any transferable coursework to complete 12 credit hours.		
Course	Course Title	Hours
Recommended		
ANT 101	Introduction to Physical Anthropology	4
ANT 102	Introduction to Cultural Anthropology	3
ART 201	Art History I	3
ART 202	Art History II	3
BIO 105	Environmental Biology	4
ENG 270	Creative Writing: Fiction	3
ENG 271	Creating Writing: Poetry	3
ENG 272	Creating Writing: Non-Fiction	3
ENV 111	Local Environmental Issues	3
GLG 101	Physical Geography	4
GLG 102	Historical Geology (4)	4
GLG 112	Geology of the Grand Canyon	2

GLG 232	Geology of the Colorado Plateau	4
HIS 131	U.S History to 1877	3
HIS 132	U.S. History from 1877	3
HUM 241	Humanities I	3
HUM 242	Humanities II	3
PHY 253	Archeoastronomy	4
SOC 101	Introduction to Sociology	3

AGEC coursework

Course	Course Title	Hours
Composition (6 credits)		
ENG 101	College Composition I	3
ENG 102	Collge Composition II	3
Mathematics (3 credits)		
MAT 140 or higher.	College Mathematics	5
Arts/Humanities (6 credits)		
ART 221	Art History of the Southwest	3
ENG 238	Literature of the Southwest	3
Social/Behavioral Sciences (6 credits)		
ANT 110	Exploring Archeology	3
SOC 215	Race & Ethnic Relations	3
Physical/Biological Sciences (8 credits)		
Two courses, excluding BIO 100. ***Recommended***: BIO 109 Natural History of the Southwest or a higher BIO course		8
General Education Options (0-6 credits)		
Any AGEC coursework to complete 35 credits.	0-6	
Special Requirements		
Must be met within the General Education requirements by a minimum of 2 courses.		
Intensive Writing/Critical Inquiry	"W"	
Ethnic/Race/Gender Awareness	"E"	

Contemporary Global/International	"C"

Program Outcomes

The outcomes identified below define the knowledge and skill sets that graduates will possess at the end of their program of study.

- To give students an inter-disciplinary overview of the people, arts, and ecology of the Colorado Plateau.
- Transfer to academically relevant university degree programs.
- Professional and occupational preparation and workforce development.
- New levels of qualified, educated personnel in the regional workplace.
- To give students the opportunity for collaboration with public and private entities, organizations, and agencies (i.e. The Museum of Northern Arizona, Northern Arizona University, Grand CanyonTrust, National Park Service, Grand Canyon River Outfitters Association, local artists and scientists, United States Geological Survey, etc., per development and suggested membership of CPS advisory council).

Environmental Studies (AA Degree)

Last Updated: 15 June 2016 Minimum

credits Required: **61 Description**

The Associate of Arts in Environmental Studies is designed to prepare students for entry level employment as environmental technicians and for continued academic work in an environmentalfield.

CORE coursework

Course	Course Title	Hours
ANT 102 or ANT 110	Intro to Cultural Anthropology or Exploring Archaeology	3
ANT 230	Peoples of the Southwest	3
BIO 109	Natural History Southwest	4
BIO 289	Internship	3
CTM 120	Building the Human Environment	3
ENV 113	Global Environmental Issues	3
GEO 133	World/Regional Geography	3
GLG 102 or GLG 232	Historical Geology or Geology of the Colorado Plateau	4

AGEC coursework

Course	Course Title	Hours
Composition (6 credits)		
ENG 101	College Composition I	3
ENG 102	College Composition II	3
Mathematics (3 credits)		
MAT 140 or higher.	College Mathematics	5
Arts/Humanities (6 credits)		
ENG 238	Literature of the Southwest	3
HUM 205	Technology & Human Values	3

Social/Behavioral Sciences (6 credits)		
ECN 204	Macroeconomic Principles	3
POS 233	Global Environmental Politics	3
Physical/Biological Sciences (8 credits)		
BIO 105	Environmental Biology	4
CHM 151	General Chemistry I	5
Options (6 credits)		
CIS 120	Intro to Computer Info Systems	3
CPS 100	Overview of the Colorado Plateau	3
Special Requirements		
Must be met within the General Education requirements by a minimum of 2 courses.		
Intensive Writing/Critical Inquiry		"W"
Ethnic/Race/Gender Awareness		"E"
Contemporary Global/International Awareness or Historical Awareness		"C"

Program Outcomes

The outcomes identified below define the knowledge and skill sets that graduates of this program will possess at the end of their program of study.

- Demonstrate competence in assessing environmental parameters both in the field and in the lab.
- Write, edit and analyze environmental documents.
- Analyze environmental data sets through the construct of graphs, tables and mathematical modeling.
- Work in governmental and non-governmental agencies to evaluate proposed environmentally related projects and offer solutions to potential environmental problems;
- Communicate in a clear, articulate, unbiased manner with both professionals and non-professionals the essence of environmental controversies, hearings, speeches, documents or relevant media.
- Develop the managerial skills necessary to deal with both ecological impacts and the human built environment.
- Prepare students for advanced degrees in environmental studies, science, engineering or environmental justice.

Appendix B

Degrees and Certificates

Last Updated: 18 August 2016

The Degrees & Certificate programs offered at Coconino Community College are a diverse and comprehensive line of study, laying the groundwork for a bright and successful future for any students attending CCC. Listed below is a complete list of all degrees and certificates available here at CCC.

Degrees

Associate Degrees (AA)	**REQUIRED**	**ELECTIVE**
Administration of Justice		ANT 101, 102, 103, 110, 230, 250
Business		ANT 101, 102, 103, 110, 230, 250
Colorado Plateau Studies	ANT 110, 230	ANT 101, 102
Construction Technology Management		ANT 101, 102
Environmental Studies	ANT 102 or 110, 230	
General Studies		ANT 101, 102, 103, 110, 230, 250
Hotel and Restaurant Management		ANT 101, 102
Psychology		ANT 101, 102, 103, 110, 230, 250
Sociology		ANT 101, 102, 103, 110, 230, 250
Vocational Technology Education		ANT 101, 102, 103, 110, 230, 250

Associate in Applied Science Degrees (AAS)	**REQUIRED**	**ELECTIVE**
Administration of Justice		ANT 101, 102, 103, 110, 230, 250
American Sign Language (ASL) Interpreting		ANT 102
Business		ANT 101, 102, 103, 110, 230, 250
Computer Software Technology		ANT 101, 102, 103, 110, 230, 250
Construction Technology		ANT 101, 102, 103, 110, 230, 250
Environmental Technology: Alternative Energy Technician		ANT 101, 102, 103, 110, 230, 250
Fire Science		ANT 101, 102, 103, 110, 230, 250
Hospitality Management		ANT 101, 102, 103, 110, 230, 250
Medical Office Management		ANT 101, 102, 103, 110, 230, 250
Network Engineering		ANT 101, 102, 103, 110, 230, 250
Nursing		ANT 102
Paramedic Studies		ANT 101, 102, 103, 110, 230, 250
Pre-Health Careers		ANT 102
Sustainable Green Building		ANT 101, 102, 103, 110, 230, 250

Associate of Business Degree (ABus)	REQUIRED	ELECTIVE
Associate of Business		ANT 101, 102, 103, 110, 230, 250

Associate of Fine Arts Degree (AFA)	REQUIRED	ELECTIVE
Visual Arts		ANT 101, 102, 103, 110, 230, 250

Associate of General Studies Degree (AGS)	REQUIRED	ELECTIVE
Associate of General Studies		ANT 101, 102, 103, 110, 230, 250

Associate of Science Degree (AS)	REQUIRED	ELECTIVE
General Studies		ANT 101, 102, 103, 110, 230, 250

Certificates

Certificates

*Complete GE information per 34 CFR 668.6 can be found by clicking on each certificate designated with a * . Also, * certificates are eligible for Federal Financial Aid.*

Certificates	REQUIRED	ELECTIVE
AGEC-A		ANT 101, 102, 103, 110, 230, 250
AGEC-B		ANT 101, 102, 103, 110, 230, 250
AGEC-S		ANT 101, 102, 103, 110, 230, 250

Appendix C

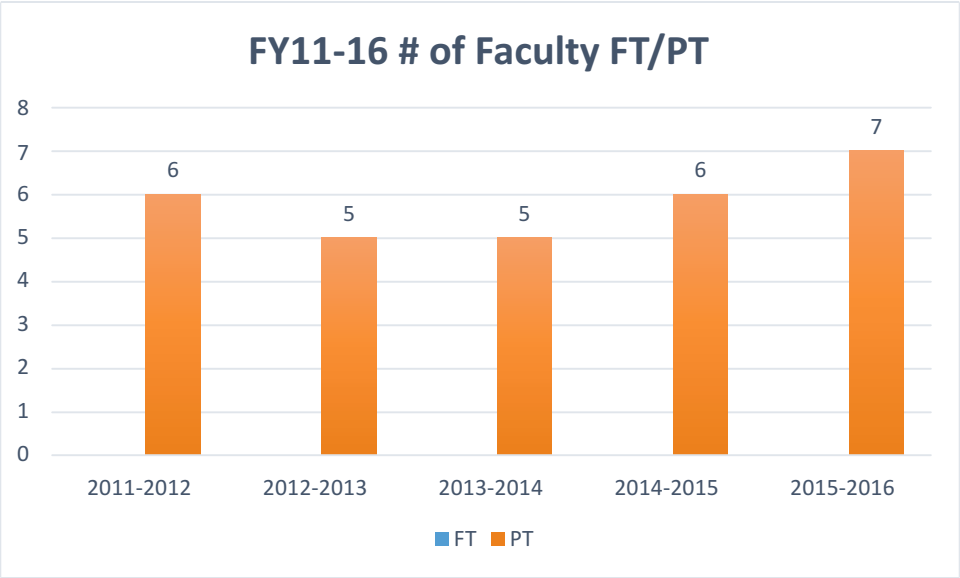
Coconino Community College

Coconino Course	ASU	NAU	UA
ANT 101 (4) *Intro to Physical Anthropology*	ASM 104, Natural Science - General (SG), Social-Behavioral Sciences (SB)	Elective Credit --and-- ANT 101; Science & Applied Science [SAS]	ANTH 265
ANT 102 (3) *Intro to Cultural Anthropology*	ASB 102, Social-Behavioral Sciences (SB), Global Awareness (G)	ANT 102; Cultural Understanding & Global [CUG]	ANTH Dept Elective, Tier 1 & 2 Individuals & Societies (IS)
ANT 103 (3) *Culture and Language*	ASB 275	ANT 103; Cultural Understanding & Global [CUG]	ANTH 150A1; Tier 1 Indv & Societies (INDV) --or-- ANTH 150A1; Gen Ed Div Emphasis (DE)
ANT 110 (3) *Exploring Archeology*	Spring 2016 and beyond: ASB 222, Humanities, Arts & Design (HU), Social-Behavioral Sciences (SB), Historical Awareness (H)	ANT 104; Social & Political Worlds and Global [SPWG]	ANTH Dept Elective, T1 Trads & Cultures/ T2 Hum (TH)
ANT 230 (3) *Peoples of the Southwest*	AIS Dept Elective, ASB Dept Elective	ANT Departmental Elective; Social & Political Worlds and Ethnic [SPWE]	ANTH Dept Elective, Tier 1 & 2 Individuals & Societies (IS)
ANT 241 (3) *Anthropology of Religion*			
ANT 250 (4) *Peoples of the World*	ASB Dept Elective	ANT Departmental Elective; Social and Political Worlds [SPW]	ANTH Dept Elective, Tier 1 & 2 Individuals & Societies (IS)
ANT 298 (1) *Special Topics*			
ASB Dept Elective		ANT Departmental Elective	ANTH Dept Elective, Tier 1 & 2 Individuals & Societies (IS)
Elective Credit		ANT Departmental Elective	ANTH Dept Elective

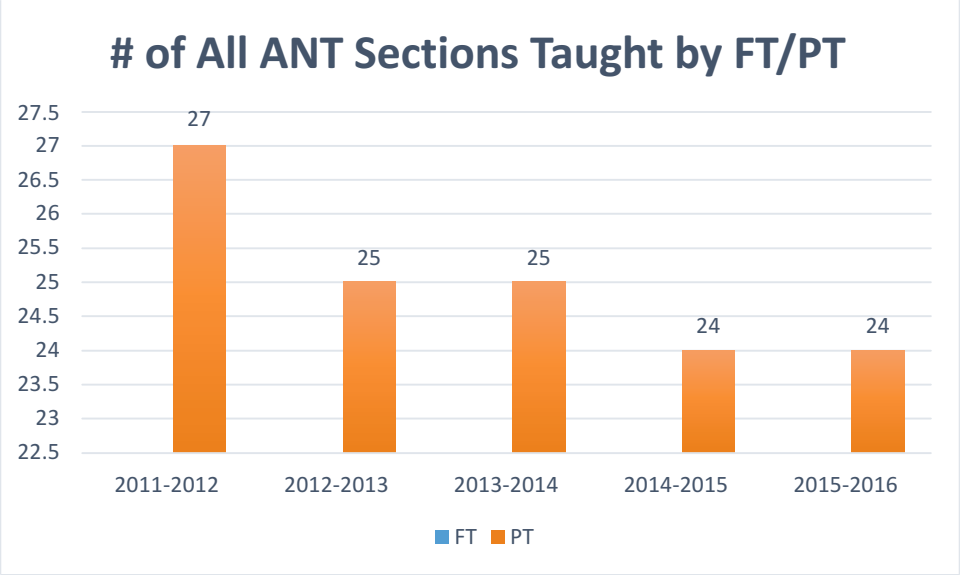
Appendix D

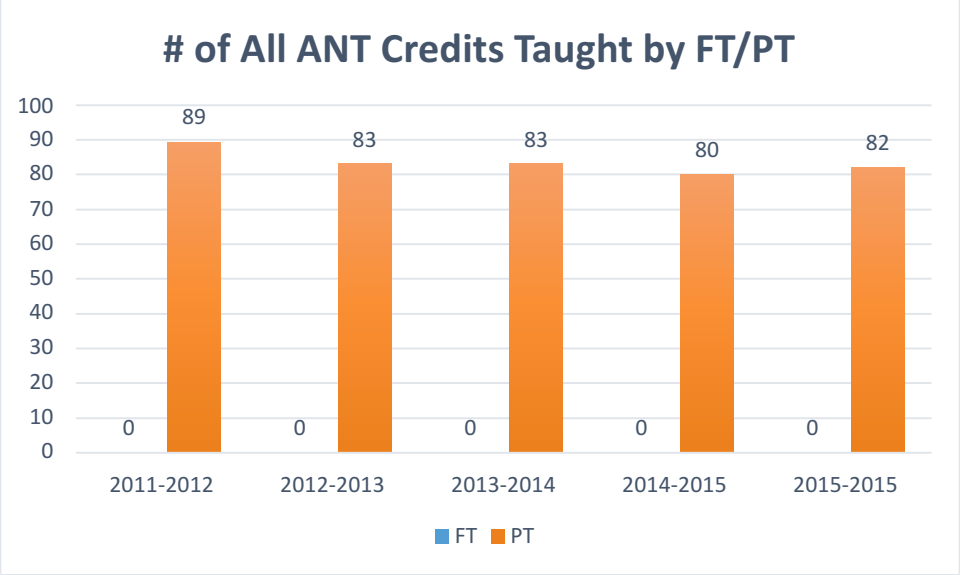
FT_AF	INST_ID	INSTRUCTOR	Notes	Instructor Graduate Degree	Instructor Undergraduate Degree
PT	@00024397	Rickli, Robin	no longerteaching	MAAnthropology	BAAnthropology
PT	@00024105	Bacon, Gerald	provisionally qualified only for ANT 110 beginning	MA History	BS BusinessAdmin
PT	@00024385	Spencer, Victoria	no longerteaching		
PT	@00024687	Copeland-Glenn, Lauren	no longerteaching		
PT	@00026741	Sucha, Dobromila	no longer teaching ANT beginning	JD Criminal Law	MA Public Policy
FT	@00065441	Doskocil, Lisa		MA Cultural Anthropology	BAAnthropology
PT	@00077966	Hulen, Elizabeth	no longerteaching		
PT	@00109114	Hatcher, Alexandra	no longerteaching		
PT	@00112207	Myers, Jordan	no longerteaching	MAAnthropology	BSAnthropology
PT	@00002192	Eaves, Emery	no longerteaching	PhD Anthropology	
PT	@00114706	West, Katherine	no longerteaching	MS Archaelogy	BAAnthropology

Appendix E



	FT	PT
2011-2012		6
2012-2013		5
2013-2014		5
2014-2015		6
2015-2016		7




# of All ANT Credits Taught by FT/PT
100
90
80
70
60
50
40
30
20
10
0
89
83
83
80
82
0
0
0
0
0
2011-2012
2012-2013
2013-2014
2014-2015
2015-2015
FT
PT

pendix F

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 101	174	71.8%	173	72.8%	171	77.2%	160	75.0%	155	78.1%	833	74.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 102	298	74.2%	288	76.0%	296	76.0%	305	78.7%	282	80.5%	1469	77.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 103	21	71.4%	23	73.9%	25	96.0%	24	70.8%	28	71.4%	121	76.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 110	19	73.7%	15	73.3%	15	80.0%	21	71.4%	22	72.7%	92	73.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 198									6	83.3%	6	83.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 230	18	100.0%	25	72.0%	14	78.6%	29	58.6%	32	75.0%	118	74.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 241	25	84.0%	13	76.9%	13	84.6%	26	76.9%	16	81.3%	93	80.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
urse SuccessRate	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Success
ANT 250	7	85.7%	12	75.0%	14	71.4%	16	75.0%	19	68.4%	68	73.

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 101	174	71.8%	173	72.8%	171	77.2%	160	75.0%	155	78.1%	833	74.9%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 101		174	71.8%	173	72.8%	171	77.2%	160	75.0%	155	78.1%	833	74.9%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 101	In Person	99	81.8%	104	79.8%	101	84.2%	102	82.4%	84	83.3%	490	82.2%
	Online Web Class	75	58.7%	69	62.3%	70	67.1%	58	62.1%	71	71.8%	343	64.4%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 101	FALL	71	71.8%	74	71.6%	69	82.6%	81	79.0%	79	81.0%
	SPRING	77	79.2%	80	76.3%	78	78.2%	65	73.8%	55	80.0%
	SUMMER	26	50.0%	19	63.2%	24	58.3%	14	57.1%	21	61.9%

Course	Session	Instructional Method	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successfu	Attempted	% Successful	Attempted	% Successful
ANT 101	FALL	In Person	49	81.6%	51	76.5%	49	85.7%	56	85.7%	55	78.2%
ANT 101	FALL	Online Web Class	22	50.0%	23	60.9%	20	75.0%	25	64.0%	24	87.5%
ANT 101	SPRING	In Person	50	82.0%	53	83.0%	52	82.7%	46	78.3%	29	93.1%
ANT 101	SPRING	Online Web Class	27	74.1%	27	63.0%	26	69.2%	19	63.2%	26	65.4%
ANT 101	SUMMER	In Person	50	82.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ANT 101	SUMMER	Online Web Class	53	62.3%	19	63.2%	24	58.3%	14	57.1%	21	61.9%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 102	298	74.2%	288	76.0%	296	76.0%	305	78.7%	282	80.5%	1469	77.1%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 102	Flagstaff Lone Tre	286	74.1%	276	75.4%	290	75.9%	302	78.5%	278	80.2%	1432	76.8%
	Page	12	75.0%	12	91.7%	6	83.3%	3	100.0%	4	100.0%	37	86.5%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 102	In Person	150	78.7%	164	82.3%	177	76.8%	191	81.7%	137	76.6%	819	79.4%
	ITV Originator	42	73.8%	27	74.1%	24	87.5%	27	70.4%	28	89.3%	148	78.4%
	ITV Receiver	12	75.0%	12	91.7%	6	83.3%	3	100.0%	4	100.0%	37	86.5%
	Online Web Class	94	67.0%	85	62.4%	89	70.8%	84	73.8%	113	82.3%	465	71.8%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 102	FALL	114	76.3%	117	74.4%	120	76.7%	124	76.6%	114	79.8%
	SPRING	115	72.2%	117	74.4%	125	75.2%	118	82.2%	118	78.8%
	SUMMER	69	73.9%	54	83.3%	51	76.5%	63	76.2%	50	86.0%

Course	Session	Instructional Method	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successfu	Attempted	% Successful	Attempted	% Successfu l
ANT 102	FALL	In Person	92	77%	86	78%	91	75%	98	81%	86	74%
ANT 102	FALL	Online Web Class	22	73%	31	65%	29	83%	26	62%	28	96%
ANT 102	SPRING	In Person	58	81%	52	85%	63	76%	60	88%	31	71%
ANT 102	SPRING	ITV Originator	19	47%	27	74%	24	88%	27	70%	28	89%
ANT 102	SPRING	ITV Receiver	9	78%	12	92%	6	83%	3	100%	4	100%
ANT 102	SPRING	Online Web Class	29	69%	26	46%	32	63%	28	79%	55	76%
ANT 102	SUMMER	In Person	0	0%	26	92%	23	87%	33	73%	20	95%
ANT 102	SUMMER	ITV Originator	23	96%	0	0%	0	0%	0	0%	0	0%
ANT 102	SUMMER	ITV Receiver	3	67%	0	0%	0	0%	0	0%	0	0%
ANT 102	SUMMER	Online Web Class	43	63%	28	75%	28	68%	30	80%	30	80%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 103	21	71.4%	23	73.9%	25	96.0%	24	70.8%	28	71.4%	121	76.9%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 103	Flagstaff Lone Tre	15	66.7%	23	73.9%	20	95.0%	24	70.8%	23	65.2%	105	74.3%
	Fredonia	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3	100.0%
	Page	6	83.3%	0	0.0%	2	100.0%	0	0.0%	5	100.0%	13	92.3%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 103	Hybrid	0	0.0%	0	0.0%	0	0.0%	24	70.8%	0	0.0%	24	70.8%
	In Person	1	100.0%	23	73.9%	0	0.0%	0	0.0%	0	0.0%	24	75.0%
	ITV Originator	14	64.3%	0	0.0%	20	95.0%	0	0.0%	23	65.2%	57	75.4%
	ITV Receiver	6	83.3%	0	0.0%	5	100.0%	0	0.0%	5	100.0%	16	93.8%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 103	FALL	20	70.0%	23	73.9%	25	96.0%	24	70.8%	28	71.4%
	SPRING	1	100.0%								
	SUMMER										

Course	Session	Instructional Method	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successfu	Attempted	% Successful
ANT 103	FALL	Hybrid	0	0%	0	0%	0	0%	24	71%	0	0%
ANT 103	FALL	In Person	0	0%	23	74%	0	0%	0	0%	0	0%
ANT 103	FALL	ITV Originator	14	64%	0	0%	20	95%	0	0%	23	65%
ANT 103	FALL	ITV Receiver	6	83%	0	0%	5	100%	0	0%	5	100%
ANT 103	SPRING	In Person	1	100%	0	0%	0	0%	0	0%	0	0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 110	19	73.7%	15	73.3%	15	80.0%	21	71.4%	22	72.7%	92	73.9%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 110	Flagstaff Lone Tre	19	73.7%	15	73.3%	15	80.0%	21	71.4%	22	72.7%	92	73.9%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 110	In Person	19	73.7%	0	0.0%	15	80.0%	21	71.4%	22	72.7%	77	74.0%
	ITV Originator	0	0.0%	15	73.3%	0	0.0%	0	0.0%	0	0.0%	15	73.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 110	FALL	19	73.7%	15	73.3%	15	80.0%	21	71.4%	22	72.7%
	SPRING										
	SUMMER										

Course	Session	nstructional Metho	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 110	FALL	In Person	19	74%	0	0%	15	80%	21	71%	22	73%
ANT 110	FALL	ITV Originator	0	0%	15	73%	0	0%	0	0%	0	0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 198									6	83.3%	6	83.3%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 198	Flagstaff Lone Tree									6	83.3%	6	83.3%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 198	In Person									6	83.3%	6	83.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 198	FALL									6	83.3%
	SPRING										
	SUMMER										

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 230	18	100.0%	25	72.0%	14	78.6%	29	58.6%	32	75.0%	118	74.6%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 230	Flagstaff Lone Tre	18	100.0%	18	72.2%	14	78.6%	26	61.5%	32	75.0%	108	75.9%
	Page	0	0.0%	7	71.4%	0	0.0%	3	33.3%	0	0.0%	10	60.0%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 230	In Person	18	100.0%	0	0.0%	14	78.6%	0	0.0%	32	75.0%	64	82.8%
	ITV Originator	0	0.0%	18	72.2%	0	0.0%	26	61.5%	0	0.0%	44	65.9%
	ITV Receiver	0	0.0%	7	71.4%	0	0.0%	3	33.3%	0	0.0%	10	60.0%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu
ANT 230	FALL	18	100.0%	25	72.0%	14	78.6%	29	58.6%	32	75.0%
	SPRING										
	SUMMER										

Course	Session	Instructional Method	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ANT 230	FALL	In Person	18	100%	0	0%	14	79%	0	0%	32	75%
ANT 230	FALL	ITV Originator	0	0%	18	72%	0	0%	26	62%	0	0%
ANT 230	FALL	ITV Receiver	0	0%	7	71%	0	0%	3	33%	0	0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 241	25	84.0%	13	76.9%	13	84.6%	26	76.9%	16	81.3%	93	80.6%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 241	Flagstaff Lone Tre	25	84.0%	13	76.9%	13	84.6%	26	76.9%	16	81.3%	93	80.6%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 241	In Person	25	84.0%	13	76.9%	13	84.6%	26	76.9%	16	81.3%	93	80.6%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 241	FALL										
	SPRING	25	84.0%	13	76.9%	13	84.6%	26	76.9%	16	81.3%
	SUMMER										

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 250	7	85.7%	12	75.0%	14	71.4%	16	75.0%	19	68.4%	68	73.5%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 250	Flagstaff Lone Tre	7	85.7%	12	75.0%	14	71.4%	16	75.0%	19	68.4%	68	73.5%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 250	In Person	7	85.7%	12	75.0%	14	71.4%	16	75.0%	19	68.4%	68	73.5%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successfu	Attempted	% Successful
ANT 250	FALL										
	SPRING	7	85.7%	12	75.0%	14	71.4%	16	75.0%	19	68.4%
	SUMMER										

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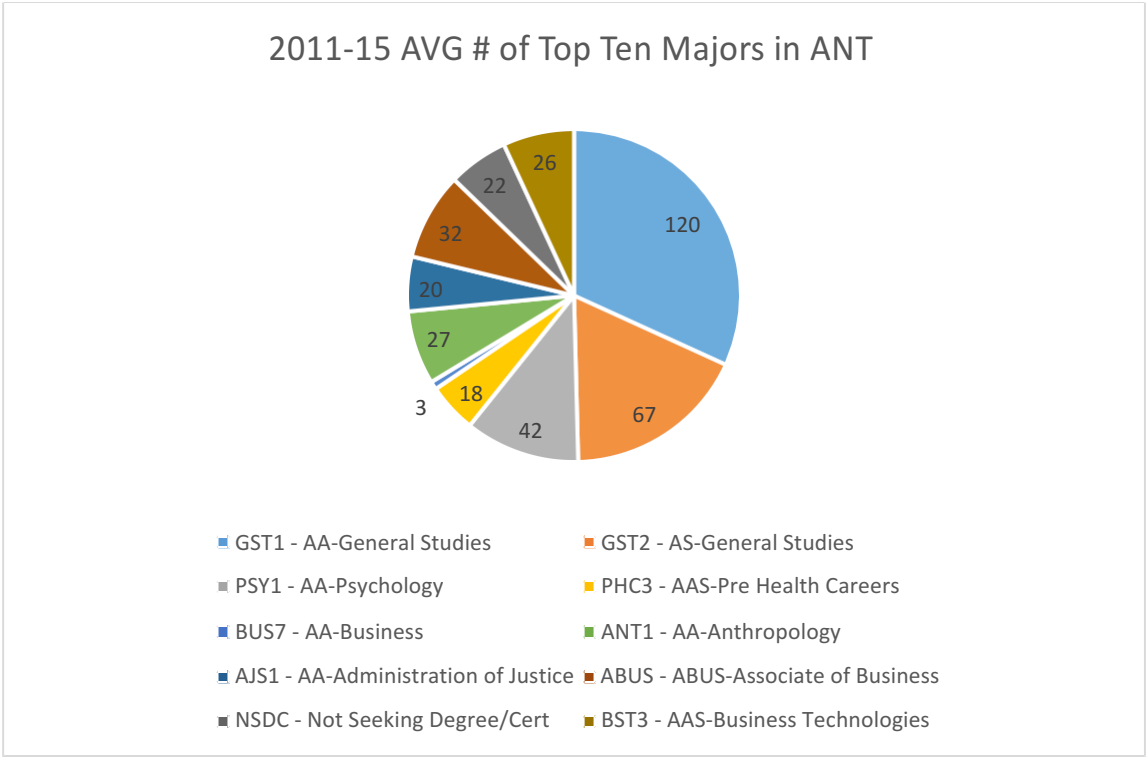
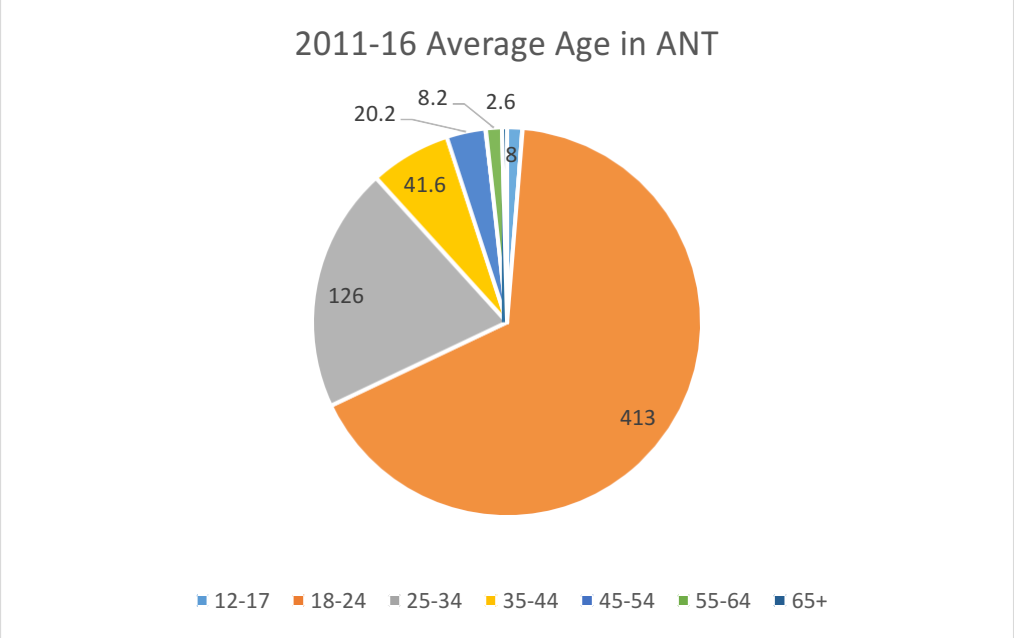
	2011-2012				2012-2013				2013-2014			
	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTION	ENROLLMENT	TUITION	FEES
101	7	193	$ 64,076.00	$ 3,860.00	7	195	$ 66,300.00	$3,900.00	7	203	$ 70,644.00	$ 4,060.(
102	13	337	$ 83,913.00	$ -	11	321	$ 81,855.00	$ -	11	319	$ 83,259.00	$ -
103	3	20	$ 4,980.00	$ -	1	27	$ 6,885.00	$ -	3	27	$ 7,047.00	$ -
110	1	21	$ 5,229.00	$ 315.00	2	20	$ 5,100.00	$ 300.00	1	16	$ 4,176.00	$ 240.(
198												
230	1	21	$ 5,229.00	$ -	2	29	$ 7,395.00	$ -	1	16	$ 4,176.00	$ -
241	1	27	$ 6,723.00	$ -	1	16	$ 4,080.00	$ -	1	15	$ 3,915.00	$ -
250	1	8	$ 2,656.00	$ -	1	12	$ 4,080.00	$ -	1	15	$ 5,220.00	$ -
Grand Total	27	627	$ 172,806.00	$ 4,175.00	25	620	$ 175,695.00	$ 4,200.00	25	611	$ 178,437.00	$ 4,300.(

	2014-2015				2015-2016				Totals			
	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTION	ENROLLMENT	TUITION	FEES
101	7	186	$ 66,216.00	$ 3,720.00	6	170	$ 62,560.00	$3,400.00	34	947	$ 329,796.00	$ 18,940.(
102	11	321	$ 85,707.00	$ -	11	307	$ 84,732.00	$ -	57	1605	$ 419,466.00	$ -
103	1	28	$ 7,476.00	$ -	2	31	$ 8,556.00	$ -	10	133	$ 34,944.00	$ -
110	1	23	$ 6,141.00	$ 345.00	1	24	$ 6,624.00	$ 360.00	6	104	$ 27,270.00	$ 1,560.(
198					1	6	$ 552.00	$ -	1	6	$ 552.00	$ -
230	2	29	$ 7,743.00	$ -	1	35	$ 9,660.00	$ -	7	130	$ 34,203.00	$ -
241	1	27	$ 7,209.00	$ -	1	17	$ 4,692.00	$ -	5	102	$ 26,619.00	$ -
250	1	17	$ 6,052.00	$ -	1	19	$ 6,992.00	$ -	5	71	$ 25,000.00	$ -
Grand Total	24	631	$ 186,544.00	$ 4,065.00	24	609	$ 184,368.00	$ 3,760.00	125	3098	$ 897,850.00	$ 20,500.(

MAJOR	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	AVG	Grand Total
GST1 - AA-General Studies	120	130	159	206	219	166.8	834
GST2 - AS-General Studies	67	74	49	48	38	55.2	276
PSY1 - AA-Psychology	42	45	35	52	34	41.6	208
PHC3 - AAS-Pre Health Careers	18	19	34	38	46	31.0	155
BUS7 - AA-Business	3	21	27	49	50	30.0	150
ANT1 - AA-Anthropology	27	35	26	25	32	29.0	145
AJS1 - AA-Administration of Justice	20	18	32	33	24	25.4	127
ABUS - ABUS-Associate of Business	32	25	14	6	15	18.4	92
NSDC - Not Seeking Degree/Cert	22	10	10	21	22	17.0	85
BST3 - AAS-Business Technologies	26	26	19	9	4	16.8	84
FAV1 - AFA-Visual Arts	22	18	16	7	7	14.0	70
SOC1 - AA-Sociology	17	12	12	14	10	13.0	65
EVS2 - AA-Environmental Studies	8	17	6	17	15	12.6	63
HRM1 - AA-Hotel/Restaurant Management	11	20	17	9	6	12.6	63
AGS - Associate of General Studies	16	15	11	7	9	11.6	58
EED1 - AA-Elementary Education	21	11	12	10	1	11.0	55
CSF3 - AAS-Computer Software Tech	7	15	14	7	8	10.2	51
AGS7 - CertComp-AGEC-S	7	8	17	7	10	9.8	49
NOC2 - Undecided	20	14	6	2	2	8.8	44
AGA7 - CertComp-AGEC-A	8	10	10	8	7	8.6	43
PPN7 - CC-Pre-Health Careers Cert	14	10	6	8	1	7.8	39
AGB7 - CertComp-AGEC-B	8	4	9	3	6	6.0	30
ECE3 - AAS-Early Childhood Education	7	9	9	4	1	6.0	30
AJS3 - AAS-Administration of Justice	10	6	5	2	4	5.4	27
FSC3 - AAS-Fire Science	5	4	4	7	5	5.0	25
MOA3 - AAS-Medical Office Assistant	9	4	11			8.0	24
PRM3 - AAS-Paramedic Studies	4	2	8	6	3	4.6	23
BST4 - AAS-Business				8	8	8.0	16
NEC3 - AAS-Network Engineering	4	3	4	4		3.8	15
CTM1 - AA-Construction Tech Mgmt	2	2	3	1	3	2.2	11
ETC3 - AAS-Electricity	4	4	2	1		2.8	11
HRM3 - AAS-Hotel/Restaurant Mgt		2	2	2	5	2.8	11
SGB3 - AAS - Sustainable Green Bldg	4	2	2	1	1	2.0	10
FSC5 - InterCert-Fire Science	2	1	2	2	2	1.8	9
AET3 - AAS-Alternative Energy Technol	2	2	2	1	1	1.6	8
CPA1 - AA-ColoradoPlateau-ArtsCulture	4		1	1	2	2.0	8
GWD7 - Cert-Graphics & Web Design	4	3		1		2.7	8
ADT3 - AAS-Architectural Design Tech	4	3				3.5	7
ASL3 - AAS - American Sign Lang Inter	2	4	1			2.3	7
FSC6 - AdvCert-Fire Science	1		5			3.0	6
COT3 - AAS-Construction Technology				2	2	2.0	4
ECE7 - Cert-Early Childhood Education	2	1	1			1.3	4
NEC4 - BasicCert-Network Engineer 1	1		2		1	1.3	4

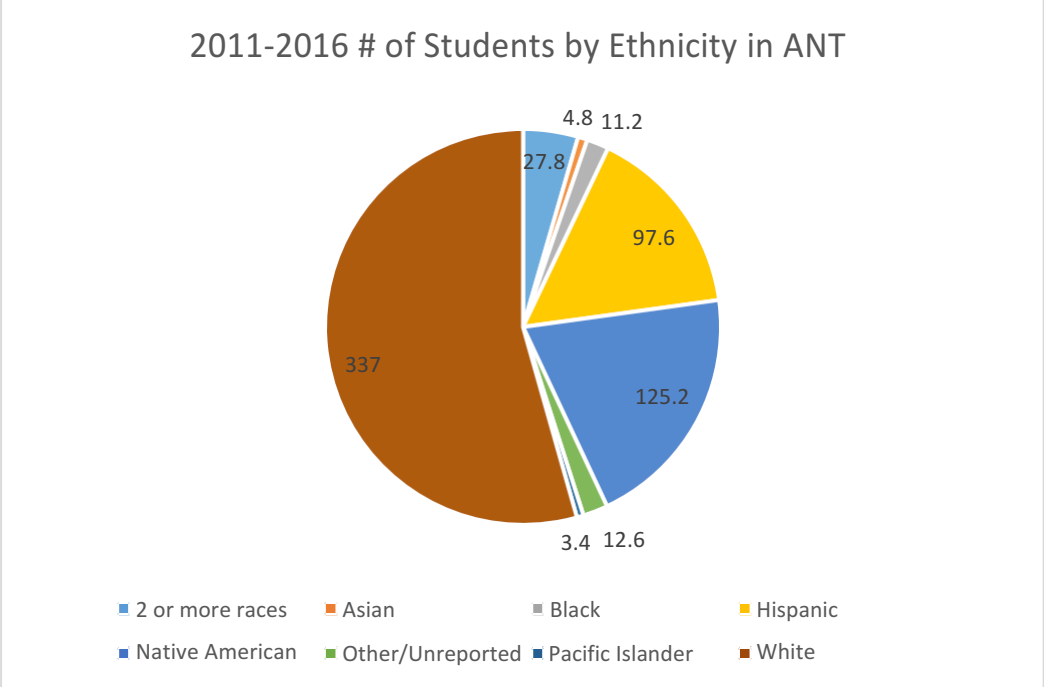
NUR3 - AAS-Nursing	2	1	1			1.3	4
PHL7 - CertComp-Phlebotomy	1	2	1			1.3	4
PSW1 - AA-Pre-Social Work	4					4.0	4
ATC7 - CertComp-Accounting	1				2	1.5	3
DAN3 - AAS- Dance	2	1				1.5	3
ETC5 - Cert-Electricity	1	2				1.5	3
AEC5 - IntCrt-Alternative Energy Tech		2				2.0	2
CTC7 - CertComp-Construction Tech	2					2.0	2
CTE7 - Cert-Computer Technician	1				1	1.0	2
FOR7 - Cert-Forensics			1	1		1.0	2
MAD1 - AAS-Medical Assistant				1	1	1.0	2
NAC7 - CertComp-Nursing Assisting	2					2.0	2
NCRE - Non Credit Only		1	1			1.0	2
CAD4 - BasicCert-Computer Aided Draft					1	1.0	1
CPS1 - AA-ColoradoPlateau-Science	1					1.0	1
ENV2 - AS-Environmental Science		1				1.0	1
MEA7 - CertComp-Medical Assistant			1			1.0	1
MOA4 - BasicCert-Med Front Off Assit	1					1.0	1
NUR2 - AS-Pre-Nursing		1				1.0	1
PAR3 - AAS-Paralegal Studies	1					1.0	1
UNDC - Undeclared	1					1.0	1
VTE1 - AA-Vocational Technology Ed			1			1.0	1
Grand Total	**627**	**620**	**611**	**631**	**609**		**3098**





	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	Grand Total
12-17	7	5	7	14	7	8	40
18-24	388	371	439	443	424	413	2065
25-34	153	157	99	112	109	126	630
35-44	52	47	40	31	38	41.6	208
45-54	17	23	17	23	21	20.2	101
55-64	8	11	6	8	8	8.2	41
65+	2	6	3	0	2	2.6	13

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Grand Total
Female	370	327	334	335	323	1689
Male	257	293	276	291	281	1398
Unreported			1	5	5	11

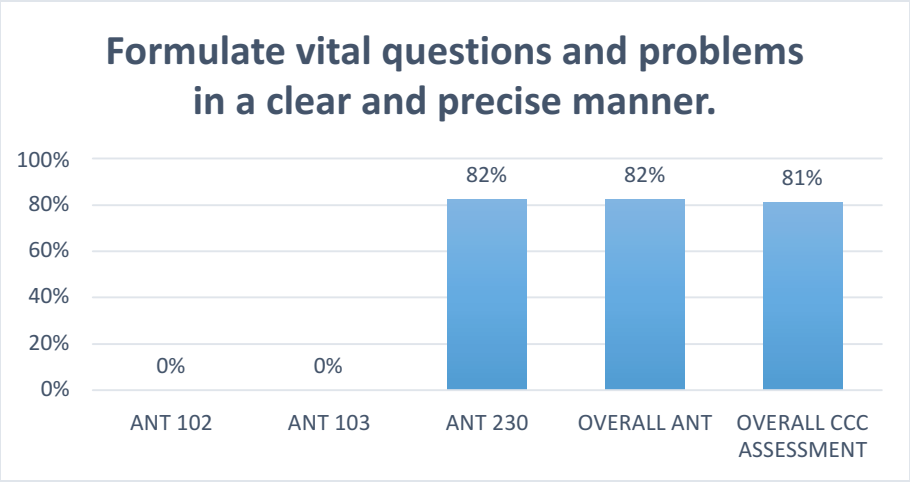


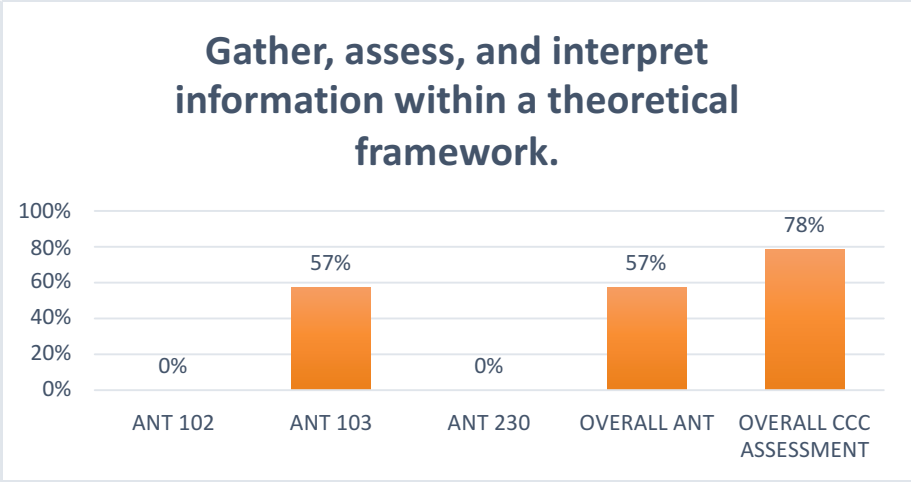
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	AVERAGE	Grand Total
2 or more races	20	34	23	29	33	27.8	139
Asian	2	10	3	2	7	4.8	24
Black	15	10	10	11	10	11.2	56
Hispanic	80	77	95	121	115	97.6	488
Native American	158	146	112	106	104	125.2	626
Other/Unreported	2	11	12	22	16	12.6	63
Pacific Islander	5	1	3	6	2	3.4	17
White	345	331	353	334	322	337	1685

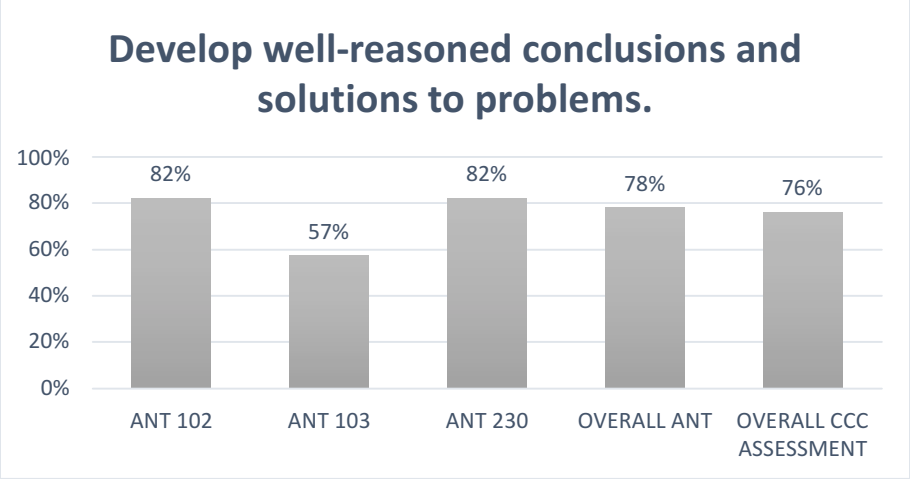
GENERAL EDUCATION CRITICAL THINKING

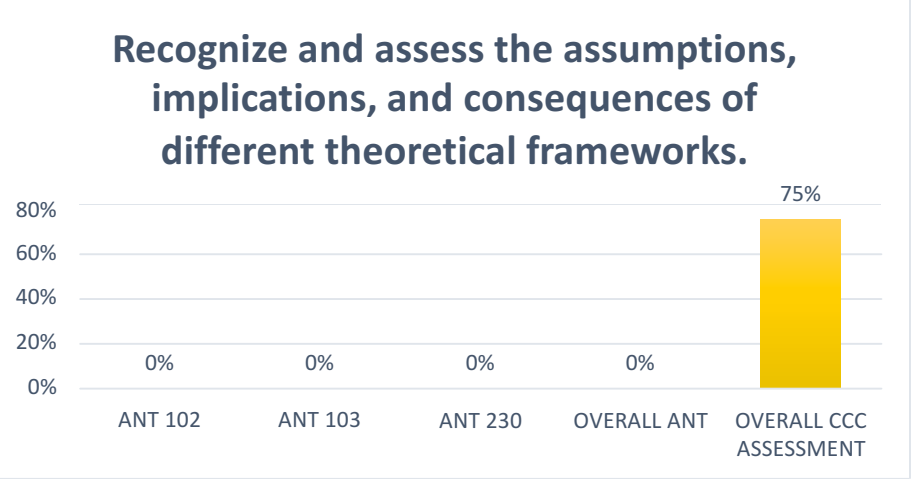
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

ANT Assessment Results Fall 2016









		Understand social values and the implications of those values.		Recognize the consequences and significance of one's actions.		A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values
	TOTAL # OF COURSE OUTCOMES BY COURSE	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Ethical and Civil Values
TOTALS BY COURSE						
ANT 101	6	6	100%	6	100%	
ANT 102	6	4	67%	4	67%	
ANT 103	8	4	50%	3	38%	
ANT 110	7	7	100%	7	100%	
ANT 230	5	2	40%	3	60%	
ANT 250	5	5	100%	5	100%	
OVERALL TOTALS FOR ALL COURSES						
6	6	6	100%	6	100%	
TOTAL # BY PREFIX BY COURSE						
TOTAL ANT	6	6	100%	6	100%	
OVERALL TOTALS FOR ALL COURSE OUTCOMES						
6	37	28	76%	28	76%	
TOTAL # BY PREFIX COURSE OUTCOMES						
TOTAL ANT	37	28	76%	28	76%	

	Evaluate the continuity of events/issues over time.		Describe the interaction between individuals, their culture, and the physical environment.		Analyze the complexity of humanity and its significance for the individual and for society.		An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives
	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Diversity and Global Awareness
TOTALS BY C							
ANT 101	6	100%	6	100%	6	100%	
ANT 102	4	67%	1	17%	3	50%	
ANT 103	7	88%	1	13%	6	75%	
ANT 110	7	100%	7	100%	7	100%	
ANT 230	3	60%	3	60%	2	40%	
ANT 250	5	100%	5	100%	5	100%	
OVERALL TO							
6	6	100%	6	100%	6	100%	
TOTAL # BY							
TOTAL ANT	6	100%	6	100%	6	100%	
OVERALL TO							
6	32	86%	23	62%	29	78%	
TOTAL # BY							
TOTAL ANT	32	86%	23	62%	29	78%	

	Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.		Develop well-reasoned conclusions and solutions to problems.		Gather, assess, and interpret information within a theoretical framework.		Formulate vital questions and problems in a clear and precise manner.		Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.
	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Thinking Skills
TOTALS BY C									
ANT 101	6	100%	6	100%	6	100%	6	100%	
ANT 102	0	0%	4	67%	3	50%	4	67%	
ANT 103	2	25%	3	38%	3	38%	4	50%	
ANT 110	7	100%	7	100%	7	100%	0	0%	
ANT 230	0	0%	2	40%	1	20%	1	20%	
ANT 250	5	100%	5	100%	5	100%	5	100%	
OVERALL TO									
6	4	67%	6	100%	6	100%	5	83%	
TOTAL # BY									
TOTAL ANT	4	67%	6	100%	6	100%	5	83%	
OVERALL TO									
6	20	54%	27	73%	25	68%	20	54%	
TOTAL # BY									
TOTAL ANT	20	54%	27	73%	25	68%	20	54%	

	Use appropriate technology for communication and information gathering		Demonstrate listening and comprehension skills for effective communications.		Communicate clearly and effectively, orally and in writing, at a college-level.		Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.		Conveying of ideas using one or more methods of expression (written, oral, signed)
	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Communication Skills
TOTALS BY C									
ANT 101	6	100%	0	0%	6	100%	6	100%	
ANT 102	5	83%	5	83%	4	67%	4	67%	
ANT 103	1	13%	4	50%	4	50%	3	38%	
ANT 110	7	100%	7	100%	7	100%	7	100%	
ANT 230	0	0%	0	0%	3	60%	2	40%	
ANT 250	5	100%	5	100%	5	100%	5	100%	
OVERALL TO									
6	5	83%	4	67%	6	100%	6	100%	
TOTAL # BY									
TOTAL ANT	5	83%	4	67%	6	100%	6	100%	
OVERALL TO									
6	24	65%	21	57%	29	78%	27	73%	
TOTAL # BY									
TOTAL ANT	24	65%	21	57%	29	78%	27	73%	

101: INTRODUCTION TO
SICAL ANTHROPOLOGY
omes

	2. Understand social values and the implications of those values.	1. Recognize the consequences and significance of one's actions.	**Ethical and Civil Values- A better understanding of oneself an dothers in order to clarify individual and societal responsibilities, needs, and values**	2. Describe the interaction between individuals, their culture, and the physical environment.	3. Evaluate the continuity of events/issues over time.	1. Analyze the complexity of humanity and its significance for the individual and for society.	**Diversity and Global Awareness- An understanding and appreciation of** diverse cultures, values, beliefs, and historical perspectives	4. Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.	3. Develop well-reasoned conclusions and solutions to problems.	2. Gather, assess, and interpret information within a theoretical framework.	**Thinking Skills- Using a variety of inquiry methods, resources, and reasoning** skills that support and promote lifelong learning.	1. Formulate vital questions and problems in a clear and precise manner.	4. Use appropriate technology for communication and information gathering	3. Demonstrate listening and comprehension skills for effective communications.	2. Communicate clearly and effectively, orally and in writing, at a college-level.	1. Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.	**Communication Skills- Conveying of ideas using one or more methods of** expression (written, oral, signed)
entify and describe physical ropology focus areas and iples of investigation	x	x		x	x	x		x	x	x	x		x		x	x
plore genetics (molecular ropology) as it relates to patterns heritance, mutation, and lation genetics	x	x		x	x	x		x	x	x	x		x		x	x
mmarize the principal ponents of contemporary	x	x		x	x	x		x	x	x	x		x		x	x
entify the various biological acteristics of the primate order he major biological and vioral trends in ate evolution	x	x		x	x	x		x	x	x	x		x		x	x
mmarize dating methods and stigative techniques used in the of hominid evolution and	x	x		x	x	x		x	x	x	x		x		x	x
d outline the significant physical behavioral adaptations of nids through time	x	x		x	x	x		x	x	x	x		x		x	x

rn to the SUMMARY PAGE

ANT 102 - Introduction to Cultural Anthropology Outcomes	2. Understand social values and the implications of those values.	1. Recognize the consequences and significance of one's actions.	**Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values**	3. Evaluate the continuity of events/issues over time.	2. Describe the interaction between individuals, their culture, and the physical environment.	1. Analyze the complexity of humanity and its significance for the individual and for society.	**Diversity and Global Awareness- An understanding and appreciation of**	4. Recognize and assess the assumptions, implications, and consequences of diverse cultures, values, beliefs, and historical perspectives	3. Develop well-reasoned conclusions and solutions to problems.	2. Gather, assess, and interpret information within a theoretical framework.	1. Formulate vital questions and problems in a clear and precise manner.	**Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.**	4. Use appropriate technology for communication and information gathering.	3. Demonstrate listening and comprehension skills for effective communications.	2. Communicate clearly and effectively, orally and in writing, at a college-level.	1. Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.	**Communication Skills- Conveying of ideas using one or more methods of expression (written, oral, signed)**
1. describe anthropology and the tools and approaches utilized by anthropologists when working with communities worldwide				x									x	x		
2.investigate the concept of culture and the diversity between and within communities with an understanding of ethnocentrism, relativism, and	x	x				x		x	x	x			x	x	x	x
3.explore and apply the various theoretical and methodological perspectives used in cultural anthropology, including applied					x	x		x	x	x			x	x	x	x
4. describe various aspects of culturally diverse social systems, including kinship, social stratification, economic, and political systems;	x	x		x		x		x	x	x			x	x	x	x
5. investigate the diversity of human expression in the areas of belief systems language, and art;	x	x		x				x		x			x	x	x	x
impacts of globalization on contemporary cultural communities. Standard Written English;	x	x		x												

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ANT 103-Culture and Language Outcomes	Understand social values and the implications of those values.	Recognize the consequences and significance of one's actions.	**Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values**	Evaluate the continuity of events/issues over time.	Describe the interaction between individuals, their culture, and the physical environment.	Analyze the complexity of humanity and its significance for the individual and for society.	**Diversity and Global Awareness- An understanding and appreciation of** diverse cultures, values, beliefs, and historical perspectives	Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.	Develop well-reasoned conclusions and solutions to problems.	Gather, assess, and interpret information within a theoretical framework.	Formulate vital questions and problems in a clear and precise manner.	**Thinking Skills- Using a variety of inquiry methods, resources, and** reasoning skills that support and promote lifelong learning.	Use appropriate technology for communication and information gathering.	Demonstrate listening and comprehension skills for effective communication.	Communicate clearly and coherently, appropriately, and in writing, at a college-level.	Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.	**Communication Skills- Conveying of ideas using one or more methods** of expression (written, oral, signed)
1.describe the range and importance of linguistic expression within the evolution of the human species																	
2. define human language within the larger context of communication				x		x				x	x		x	x	x	x	
3. explore specific sound systems and systems of meaning within specific human Languages				x		x			x					x	x		
4. demonstrate knowledge of key concepts and theoretical perspectives related to human language	x			x		x		x	x		x			x			
5. explain the role of culture, performance and power in language				x	x	x				x	x			x	x		
6. demonstrate an understanding of the origin of written language and	x	x		x				x									
7. describe the role of culturally specific dialects, and genderlects in human communication	x	x		x		x				x						x	x
8. describe the impacts of globalization on monolingualism, multilingualism, and language endangerment.	x	x		x		x			x		x						x

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ANT 110-Culture and Language Outcomes	Understand social values and the implications of those values.	Recognize the consequences and significance of one's actions.	**Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values**	Evaluate the continuity of events/issues over time.	Describe the interaction between individuals, their culture, and the physical environment.	Analyze the complexity of humanity and its significance for the individual and for society.	**Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives**	Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.	Develop well-reasoned conclusions and solutions to problems.	Gather, assess, and interpret information within a theoretical framework.	**Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.**	Formulate vital questions and problems in a clear and precise manner.	Use appropriate technology for communication and information gathering.	Demonstrate listening and comprehension skills for effective communications.	Communicate clearly and effectively, orally and in writing, at a college-level.	Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.	**Communication Skills- Conveying of ideas using one or more methods of expression (written, oral, signed)**
1. List and describe the major events in the history of archaeology	x	x		x	x	x		x	x	x		x	x	x	x		
2. Contrast the different approaches to the study of archaeology	x	x		x	x	x		x	x	x		x	x	x	x		
3. Describe the purposes for conducting archeological research	x	x		x	x	x		x	x	x		x	x	x	x		
obtaining and interpreting archeological data	x	x		x	x	x		x	x	x		x	x	x	x		
5. Describe methods used to date archaeological finds	x	x		x	x	x		x	x	x		x	x	x	x		
6. Identify and analyze the methodologies archaeologists use to reconstruct human behavior	x	x		x	x	x		x	x	x		x	x	x	x		
7. Explain the relevancy of archaeology to contemporary societies	x	x		x	x	x		x	x	x		x	x	x	x		

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ANT 230-PEOPLES OF THE SOUTHWEST Outcomes	Understand social values and the implications of those values.	Recognize the consequences and significance of one's actions.	**Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values**	Evaluate the continuity of events/issues over time.	Describe the interaction between individuals, their culture, and the physical environment.	Analyze the complexity of humanity and its significance for the individual and for society.	**Diversity and Global Awareness- An understanding and** appreciation of diverse cultures, values, beliefs, and historical perspectives	Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.	Develop well-reasoned conclusions and solutions to problems.	Gather, assess, and interpret information within a theoretical framework.	**Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.**	Formulate vital questions and problems in a clear and precise manner.	Use appropriate technology for communication and information gathering.	Demonstrate listening and comprehension skills for effective communications.	Communicate clearly and effectively, orally and in writing, at a college-level.	Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.	**Communication Skills- Conveying of ideas using one or more methods of expression (written, oral, signed)**
1. Distinguish unique characteristics of human history within the Southwestern Culture Area	x	x		x	x	x			x	x				x	x		
2. Briefly define the discipline of anthropology, what anthropologists mean by culture, and how anthropologists work in Southwestern		x															
3. Explain the fundamental differences between various Southwestern peoples and their ancestry. SBS				x	x									x	x		
4. Specify how Southwestern native groups have resisted or adapted to several centuries of cultural	x	x		x	x	x		x		x				x			
5. Analyze and compare how numerous Southwestern societies, indigenous and historical,																	

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ANT 250 -Peoples of the World Outcomes	Understand social values and the implications of those values.	Recognize the consequences and significance of one's actions.	**Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values**	Evaluate the continuity of events/issues over time.	Describe the interaction between individuals, their culture, and the physical environment.	Analyze the complexity of humanity and its significance for the individual and for society.	**Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives**	Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.	Develop well-reasoned conclusions and solutions to problems.	Gather, assess, and interpret information within a theoretical framework.	**Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.**	Formulate vital questions and problems in a clear and precise manner.	Use appropriate technology for communication and information gathering.	Demonstrate listening and comprehension skills for effective communications.	Communicate clearly and effectively, orally and in writing, at a college-level.	Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.	**Communication Skills- Conveying of ideas using one or more methods of expression (written, oral, signed)**
1. develop a personal and academic perspective that diminishes ethnocentrism and fosters cultural	x	x		x	x	x		x	x	x	x		x	x	x	x		
2. demonstrate an understanding of various theoretical and methodological approaches utilized by anthropologists when working with communities	x	x		x	x	x		x	x	x	x		x	x	x	x		
3. apply anthropological theories and methods to a broad range of student designed projects;	x	x		x	x	x		x	x	x	x		x	x	x	x		
4.analyze and compare holistically how diverse cultures function;	x	x		x	x	x		x	x	x	x		x	x	x	x		
5.develop writing and research skills pertinent to the field of anthropology	x	x		x	x	x		x	x	x	x		x	x	x	x		

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lorado Plateau ıdies ɔgram tcomes	To give students an inter-disciplinary overview of the people, arts, and ecology of the Colorado Plateau	Transfer to academically relevant university degree programs	Professional and occupational preparation and workforce development	New levels of qualified, educated personnel in the regional workplace	To give students the opportunity for collaboration with public and private entities, organizations, and agencies
ANT 110-Culture and Language Outcomes					
ist and describe the or events in the ory of archaeology					
Contrast the different roaches to the study rchaeology					
Describe the purposes conducting heological research					
Examine the cesses for obtaining interpreting heological data					
Describe methods d to date haeological finds					
Identify and analyze methodologies haeologists use to onstruct human avior					
Explain the relevancy rchaeology to temporary societies					
ANT 230-PEOPLES OF THE SOUTHWEST Outcomes					
Distinguish unique racteristics of human ory within the thwestern Culture					

lorado Plateau ıdies ›gram tcomes	To give students an inter-disciplinary overview of the people, arts, and ecology of the Colorado Plateau	Transfer to academically relevant university degree programs	Professional and occupational preparation and workforce development	New levels of qualified, educated personnel in the regional workplace	To give students the opportunity for collaboration with public and private entities, organizations, and agencies
ipline of ıropology, what ıropologists mean by ure, and how ıropologists work in ıthwestern ımunities.					
xplain the damental differences ween various ıthwestern peoples their ancestry. SBS					
pecify how ıthwestern native ups have resisted or pted to several turies of cultural emony.					
ıalyze and compare numerous ıthwestern societies, genous and historical,					

Environmental Studies	Demonstrate competence in assessing environmental parameters both in the field and in the lab	Write, edit, and analyze environmental documents	Analyze environmental data sets through the construct of graphs, tables, and mathematical modeling	Work in governmental and non-governmental agencies to evaluate proposed environemnetally related projects and offer solutions to potential environmental problems	Communicate in a clear, articulate, unbiased manner with both professionals and non-professionals the essence of environmental controversies, hearings, speeches, documents, or	Develop the managerial skills necessary to deal with both ecological impacts and the human built environment	Prepare students for advanced degrees in environmental studies, science, engineering, or environmental justice
ANT 102 - Introduction to Cultural Anthropology Outcomes							
1. describe anthropology and the tools and approaches utilized by anthropologists when working with communities worldwide							
2.investigate the concept of culture and the diversity between and within communities with an understanding of ethnocentrism, relativism, and reflexivity							
3.explore and apply the various theoretical and methodological perspectives used in cultural anthropology, including applied anthropology							
4. describe various aspects of culturally diverse social systems, including kinship, social stratification, economic, and political systems;							
5. investigate the diversity of human expression in the areas of belief systems							

Environmental Studies	**Demonstrate competence in assessing environmental parameters both in the field and in the lab**	**Write, edit, and analyze environmental documents**	**Analyze environmental data sets through the construct of graphs, tables, and mathematical modeling**	**Work in governmental and non-governmental agencies to evaluate proposed environemnetally related projects and offer solutions to potential environmental problems**	**Communicate in a clear, articulate, unbiased manner with both professionals and non-professionals the essence of environmental controversies, hearings, speeches, documents, or**	**Develop the managerial skills necessary to deal with both ecological impacts and the human built environment**	**Prepare students for advanced degrees in environmental studies, science, engineering, or environmental justice**
6. describe culture change and the impacts of globalization on contemporary cultural communities. Standard Written English;							
ANT 110-Culture and Language Outcomes							
1. List and describe the major events in the history of archaeology							
2. Contrast the different approaches to the study of archaeology							
3. Describe the purposes for conducting archeological research							
4. Examine the processes for obtaining and interpreting archeological data							
5. Describe methods used to date archaeological finds							
6. Identify and analyze the methodologies archaeologists use to reconstruct human behavior							

Environmental Studies	Demonstrate competence in assessing environmental parameters both in the field and in the lab	Write, edit, and analyze environmental documents	Analyze environmental data sets through the construct of graphs, tables, and mathematical modeling	Work in governmental and non-governmental agencies to evaluate proposed environemnetally related projects and offer solutions to potential environmental problems	Communicate in a clear, articulate, unbiased manner with both professionals and non-professionals the essence of environmental controversies, hearings, speeches, documents, or	Develop the managerial skills necessary to deal with both ecological impacts and the human built environment	Prepare students for advanced degrees in environmental studies, science, engineering, or environmental justice
7. Explain the relevancy of archaeology to contemporary societies							
ANT 230-PEOPLES OF THE SOUTHWEST Outcomes							
1. Distinguish unique characteristics of human history within the Southwestern Culture							
2. Briefly define the discipline of anthropology, what anthropologists mean by culture, and how anthropologists work in Southwestern							
3. Explain the fundamental differences between various Southwestern peoples and their							
4. Specify how Southwestern native groups have resisted or adapted to several centuries of cultural hegemony.							
5. Analyze and compare how numerous Southwestern societies, indigenous and							