



To:	Kimberly Greer, Provost
From:	Sari Miller-Antonio, Chair, Department of Anthropology, Geography, & Ethnic Studies Ellen E. Bell, Associate Professor Richard H. Wallace, Associate Professor S. Steve Arounsack, Associate Professor R. Jeffrey Frost, Assistant Professor
CC:	James Tuedio, Dean, College of the Arts, Humanities, and Social Sciences Shawna Young, Associate Vice President for Academic Affairs Erin Littlepage, Assessment Specialist
Date:	5/31/18
RE:	Anthropology Implementation Plan

Attached please find the Implementation Plan for the 2015-2016 Anthropology Academic Program Review revised following the Provost's Academic Program Review Meeting on 5/18/2018.

As we discussed in the meeting, with the strong support of the CAHSS Dean and Curriculum Committee we have accomplished PMO 6 and made significant progress on PMOs 1, 4, and 5 of the Draft Implementation Plan.

In the Revised Implementation Plan, which we seek to finalize by means of this memo, we have removed Draft PMO 6 and updated Draft PMOs 1-5 to reflect both progress and continuing need as outlined in the May 18 meeting.

As we discussed, our most critical needs are linked to investments in tenure-track faculty appointments to incorporate exciting directions in medical anthropology and global health linked to rapidly expanding professional opportunities for the students we graduate and to maintain vital expertise in biological and anthropology and forensics ahead of a FERP likely to occur during the next review cycle. We have also identified a pressing need for dedicated laboratory space to support local archaeological fieldwork activities and reinforce ties with the geospatial initiatives undertaken by our colleagues in the Geography program, which will greatly benefit our students.

We are exceedingly grateful for the collegiality and collaborative spirit with which the Academic Program Review has been conducted and sincerely appreciate the support we have received from the Office of Assessment, particularly Erin Littlepage, and the CAHSS, particularly Dean Tuedio, which has been instrumental in completing the Self-Study and the progress made to date on the Draft Implementation Plan.

We look forward to finalizing the Implementation Plan and working with you to complete the initiatives detailed within it.

Anthropology Academic Program Review, 2015-2016 Implementation Plan

Revised 5/31/2018 following the Provost's Academic Program Review Meeting on 5/18/2018

PMO 1: Technology Refresh for Anthropology Laboratory Classroom, Bizzini C-205

- Immediate priorities include:
 - Replacement of digital projector, console, and associated technology

Rationale and Immediate Needs

Bizzini Hall, Room C-205 was assigned as a dedicated anthropology laboratory classroom at the beginning of AY 2017-2018. The existing and new storage facilities now house the ethnographic, archaeological, forensic, and fossil cast collections we currently hold and we are currently able to schedule the room for our lab class activities. The most pressing need in this laboratory classroom currently is a refresh on the technology for data and video projection, including a white board that can also function as a projection screen or a screen located to one side so that it's possible to write on the board while showing slides. The existing equipment is rapidly aging and often requires trouble-shooting and intervention from OIT.

Bizzini C-205 plays multiple roles as a classroom, laboratory and curatorial space for material culture and the Anthropology Program's applied anthropology, hands-on approach to both classroom teaching and lab work across the four subfields—archaeology, biological, cultural and linguistic anthropology—requires furniture that can be effectively and quickly adapted to lecture, small group work, and student-to-student collaborations. The current tables and chairs in C-205 are old, extremely heavy and very difficult to move into effective learning spaces. Along with the technology upgrade, a furniture upgrade to tables and chairs with locking castors is critical to maintain the multi-functionality of the classroom.

PMO 2: Critical Coverage in Cultural Anthropology

- Immediate priorities include:
 - Tenure-track faculty member with expertise in Medical Anthropology and Global Health.

Rationale and Immediate Needs

Cultural anthropology is the lynchpin in our program, providing both regional studies of human social behavior, institutions, and traditions (ethnography) and cross-cultural studies of practices important to the human experience, including, health, economics, politics, and other aspects of human behavior. Relying on locally available part-time faculty members to teach up to 45% of our annual FTES during the review period has also severely impacted our ability to provide the truly global anthropology curriculum and mentored research experiences that our students require, local employers demand, and the direction of our discipline impels.

We recently submitted the CAHSS Dean a position request for a cultural anthropologist with a specialization in Medical Anthropology and Global Health. This tenure-track request responds to current need and future demand, both in the State of California and globally, for health professionals with the critical skills and knowledge required to formulate an ethnically diverse understanding of health and illness. The position will broaden our course offerings for Anthropology majors and other related programs into the critical subfield of medical anthropology, one of the most rapidly growing subfields in cultural anthropology, and global health.

Our increasingly globalized world has resulted in greater global interconnectedness, most notably among peoples across the borders of modern nation-states. While international tourism drives part of this interconnectedness, lack of economic opportunities brought on by structural inequalities between the global north and south, natural disasters, and regional conflicts and wars have increased the permanent movement of populations across borders, bringing health issues and, more specifically, health disparities, to the forefront at both global and local scales. The increasing movement of disease across borders, such as zika, ebola, malaria, influenza and, most recently, yellow fever alerts in Florida, attest to the need for a global response. As populations move across borders, as refugees, or as workers, the complexity of the health response required increases: populations are poor, often undocumented, lack critical social networks, speak different languages and hold different cultural understandings of disease and illness, often based in belief systems and folk medicine foreign to healthcare workers. This is particularly true in the Central Valley of California, a melting pot of diversity, with significant proportions of the migrant population from Mexico, Portugal, India, Southeast Asia—principally Laos, Cambodia and the Philippines—and refugees from the Middle East, including Iraq, Iran and Syria.

Medical anthropology plays a critical role in healthcare at both global and local levels. Medical anthropology brings a holistic understanding to healthcare policy and practice, recognizing the bio-cultural complexity of healthcare and the diverse social factors that can influence exposure to disease and illness and access to care. Medical anthropologists recognize the structural inequalities that often inhibit access to healthcare and that disease and transmission are products of larger socio-economic and political structures. Medical anthropologists contribute to an understanding of the roles that diverse stakeholders play in complex healthcare delivery systems at local levels. Medical anthropologists appreciate that there can be multiple approaches to healthcare, and that healthcare workers must recognize and value local understanding and beliefs of illness to ensure positive healthcare outcomes. In an increasingly globalized world, an anthropological approach to healthcare at local levels is critical.

If we are successful in getting the approval for this tenure-track assistant professor position, it would largely eliminate our need for part-time faculty lines in cultural anthropology and reduce the number of part-time faculty lines in archaeology as Frost and Bell re-direct their teaching energies into the archaeology curriculum, including developing a Cultural Resource Management (CRM) and/or Museum Studies curriculum.

PMO 3: Critical Coverage in Biological Anthropology

- Immediate priorities include:
 - Full-Time Lecturer to provide coverage during Dr. Miller-Antonio's FERP
 - Tenure-track hire following Dr. Miller-Antonio's retirement

Rationale and Immediate Needs

This item formed part of the last APR Self-Study (2007-2008) and has yet to be addressed.

Biological anthropology is a critical component of both the discipline and our program. Some of the most vibrant research in the field is being conducted in biological anthropology and our program serves the large (and growing) number of Criminal Justice majors with an interest in forensic anthropology. Our sole biological anthropologist, Dr. Sari Miller-Antonio, carries a heavy administrative load (CAHSS Associate Dean, 2007-present; Department Chair or Program Coordinator 2001-present) and it has not been possible to attract faculty members with the requisite expertise and experience as part-time lecturers. As a result, we have been unable to offer our non-human primate classes or newly

developed courses, such as ANTH 3030: World on a Plate, on a regular basis. These limitations on course offerings make it impossible for majors to concentrate in biological anthropology (the concentration requires 12 units of upper division coursework; we are able to offer 9 units—two 3 unit courses and a 1 unit class that can be repeated 3 times) unless they choose the interdisciplinary track in biological anthropology. While this track, and its predecessor, the forensic track, has been a popular choice, our students need to be able to pursue other areas of biological anthropology to make them competitive in graduate school and emerging fields that rely on expertise in biological anthropology.

- It is therefore vital that we acquire funding to hire a full-time faculty member who can teach courses in areas of biological anthropology that complement Dr. Miller-Antonio's expertise (i.e. Primate Studies, Human Adaptability, Molecular anthropology).
 - At minimum we require:
 - Full-Time Lecturer to provide coverage during Dr. Miller-Antonio's FERP
 - Tenure-track hire following Dr. Miller-Antonio's retirement

PMO 4: Build Teaching Collections and Curate Current Holdings

- Immediate priorities include:
 - Acquiring a 3-D scanner and tethered tablet to digitize forensic teaching collections on loan for the duration of Dr. Sari Miller-Antonio's tenure as an anthropology faculty member

Rationale and Immediate Needs

As noted in the previous Self-Study document, our teaching collections, especially fossil casts and skeletal materials, as well as archaeological materials, are sparse. Through ad-hoc funding streams such as the CAHSS Dean's Teaching Initiative Grant and the FCTL Mini-Grant programs and donations we have worked to build our fossil cast and archaeological collections through opportunistic means, but have been unable to acquire additional skeletal materials. New technologies are making fossil casts accessible more quickly and economically than ever before, with high resolution 3-D scans of recent finds (i.e. *H. naledi*, http://morphosource.org/index.php/Detail/ProjectDetail/Show/project_id/124) being made freely available for 3-D printing. We recently purchased a 3-D printer to build fossil cast collections for biological anthropology and archaeology and we'll continue honing our skills and building our holdings in this technology.

We hope to purchase a 3-D scanner and tethered tablet to digitize forensic teaching collections on loan for the duration of Dr. Sari Miller-Antonio's tenure as an anthropology faculty member. Multiple copies made possible by 3-D scanning and printing would also increase student access to these specimens before the collection is returned.

PMO 5: Develop Anthropological and Ethnographic Field Programs for Students

- Immediate priorities include:
 - Increase field and lab work opportunities linked to methods courses in the curriculum
 - Continue support for the operating costs of the KVAL:
 - Continue to support ANTH 4040 student research with local farmers' markets
 - Acquire resources necessary to curate ethnographic collections for student use
 - Expand short-duration workshops and field programs
 - KVAL summer workshops

- SNF archaeology workshops
- Fieldwork opportunities attached to faculty research projects
- Dedicated laboratory space for local archaeological research projects

Rationale and Immediate Needs

Establishing viable archaeological and ethnographic field programs for undergraduates is vital to fulfilling the program mission and to respond to student requests for more practical, hands-on training. These field programs also allow faculty members to continue to be active field researchers while teaching. We believe so strongly in the importance of these programs that we are working to approach them through a three-pronged initiative:

- Fieldwork opportunities offered as part of courses that fulfill the Methods requirement proposed in the Draft Program Revision (see below). Courses that currently incorporate these opportunities include:
 - ANTH 4040 - Crossing Cultural Boundaries: The Field Work Process
 - ANTH 4030 - Visual Anthropology
 - ANTH 4605 - Archaeological Field Methods
 - ANTH 4625 - Directed Lab Research

To expand and intensify these experiences, it is vital that we acquire the funding necessary to cover the costs incurred in their completion. These include:

- Creating an archaeology laboratory space for student and faculty use
 - Continuing to support the operating costs of the KVAL
 - Continuing to support travel subsidies for research with local farmers conducted by ANTH 4040 students
 - Acquiring the faculty resources, storage facilities, conservation supplies, and museum collections management software (i.e. PastPerfect) ANTH 4605 students need to stabilize and re-house current collections for classroom use.
- Short-Duration Workshops and Field Programs offered during the Summer terms and/or Winter Intersession
 - Stanislaus National Forest Archaeological Field School
 - KVAL summer workshops
- Fieldwork opportunities attached to faculty research projects

We have found some success in and will continue to pursue intra- and extramural support for these initiatives. Many have been supported through CAHSS Dean's Teaching Initiatives Grants, Service-Learning Mini-Grants, SERSCA UG Research Assistantships, SERSCA Mini-Grants, Faculty Development Center Mini-Grants, and department O&E funds. Faculty members have been successful in securing grants to outfit (Keck Foundation) and refresh (Sony Electronics Faculty Award) the KVAL and support faculty research (RSCA grants, Fulbright IEE, Dumbarton Oaks Fellowship, NEH Summer Stipend, INSTAP Research Grant). Thanks to collaborative support from the Biology Department, COS, and CAHSS, Jeff Frost successfully created a "mock" archaeological site on campus in the Bioag for ANTH 4605: Archaeological Field Methods student use. The site is "refreshed" each year and backfilled so that it is ready for the next group of ANTH 4605 students.

In the time since the APR Self-Study was submitted, we have identified a critical need for laboratory space that can be utilized by students participating in local archaeological fieldwork projects, such as the Stanislaus National Forest Archaeological Field School, and faculty members leading those research efforts. Space dedicated to the cleaning, curation, documentation, and analysis of artifacts and ecofacts recovered in the course of excavation is vital to both the successful completion of these research projects and the laboratory techniques students need to learn in order to secure positions with Cultural Resource Management (CRM) firms, one of the two largest employers of archaeologists in the region (the other is the National Park Service).

Completion of PMO 2 (Critical Coverage in Cultural Anthropology) will make it possible for Frost and Bell move forward with plans to develop course in CRM archaeology and museum studies, which will dramatically increase the number of courses, and enrolled students, that require access to space in which they can work with finds brought in from the field. As the CRM program develops, it will also be possible to incorporate student research into the activities of the Institute of Archaeological Resources (IAR) housed in the Department of Anthropology, Geography, and Ethnic Studies. The IAR was founded to support archaeological research in the Central Valley and beyond. Recent activities have focused on student research (in person and through digital data collections) abroad, but, as part of this initiative, it will be possible to return to its founding mission of serving as a not-for-profit educational research center within the Central Valley so that students could gain the CRM experience they need to secure employment after graduation.

A full proposal for an archaeological laboratory will be developed as the initiative moves forward, but, as was discussed in the Provost's APR Meeting (5/18/2018), it would be exceedingly beneficial to take advantage of the surge space that will be constructed for the Library renovation to house this facility. The Geography program has been allocated space for the KECK Lab focused on GIS in the surge space and, as proficiency with GIS and other geospatial applications are vitally important skills for archaeologists, locating the archaeology lab in the same facility would further support collaborations currently underway.

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California State University, Stanislaus
Seven Year Implementation Plan—Revised May, 2018

College: CAHSS

Program: ANTHROPOLOGY

Next APR Year: AY 2024-2025

Mission Statement: The goal of the Anthropology program, appropriate to the discipline, is to teach students to understand and appreciate the origin, evolution, and present diversity of human biology and culture. This is achieved by using a holistic approach covering basic subject areas, namely, archaeology, cultural, physical/biological, and applied anthropology to fulfill the Anthropology Program's Learning Objectives.

Program Learning Outcomes:

Anthropology majors will be able to:

- PLO 1: Master key concepts within the field of anthropology by acquiring an understanding of and an appreciation for the holistic relationship between culture and biology that is central to the 4-field discipline of anthropology.*
- PLO 2: Develop key general and specific skills including writing, research, analytical reasoning, critical thinking, public speaking, and computer skills as demonstrated in coursework and co-curricular activities, such as field work, service learning projects, and public presentation of research results.*
- PLO 3: Cultivate a global awareness through the study of diversity within and across geographic regions to demonstrate a nuanced awareness of the increasing interdependency among societies around the world.*
- PLO 4: Demonstrate competency in specific skills required to produce meaningful research results in one or more of the subfields of anthropology. These skills encompass both qualitative and quantitative data collection and analysis techniques and may include research methods appropriate to ethnographic/participant observation, data analysis, statistical analysis, forensics, and archaeological fieldwork.*
- PLO 5: Understand and apply anthropological theories and methods to real world problems through the internships, service learning projects, field work, research projects, or study abroad experience required of all majors.*
- PLO 6: Demonstrate a sophisticated understanding of the theoretical orientations and history of anthropological thought.*

Program Maintenance Outcomes:

- PMO 1: Technology Refresh for Anthropology Laboratory Classroom, Bizzini C-205*
- PMO 2: Critical Coverage in Cultural Anthropology*
- PMO 3: Critical Coverage in Biological Anthropology*
- PMO 4: Build Teaching Collections and Curate Current Holdings*
- PMO 5: Develop Anthropological and Ethnographic Field Programs for Students*

Where are these outcomes published? Office of Assessment webpage: http://catalog.csustan.edu/preview_entity.php?catoid=19&ent_oid=748#anthro

Please attach the most current program curriculum map.

—See attached curriculum maps (detailed and summary)—

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SEVEN YEAR IMPLEMENTATION PLAN TEMPLATE				
INITIATIVE/TASK	APR CYCLE YEAR	ASSESSMENT METHODS/ACTIVITIES	ASSESSMENT PROCESS: COLLECTION/ANALYSIS/ DISCUSSION	RESOURCES NEEDED (IF APPLICABLE)
Program Learning Outcome (PLO)				
<i>PLO 1: Master key concepts within the field of anthropology by acquiring an understanding of and an appreciation for the holistic relationship between culture and biology that is central to the 4-field discipline of anthropology.</i>	2	Indirect Assessment: Exit Survey Direct Assessments of PLO in APR Cycle Year 2	Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students. Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 1. Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.	Faculty time and willingness to collaborate
<i>PLO 2: Develop key general and specific skills including writing, research, analytical reasoning, critical thinking, public speaking, and computer skills as demonstrated in coursework and co-curricular activities, such as field work, service learning projects, and public presentation of research results.</i>	4	Indirect Assessment: Exit Survey Direct Assessments of PLO in APR Cycle Year 4	Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students. Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 2. Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.	Faculty time and willingness to collaborate
<i>PLO 3: Cultivate a global awareness through the study of diversity within and across geographic regions to demonstrate a nuanced awareness of the increasing interdependency among societies around the world.</i>	6	Indirect Assessment: Exit Survey Direct Assessments of PLO in APR Cycle Year 6	Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students. Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 3.	Faculty time and willingness to collaborate

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			Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.	
<i>PLO 4: Demonstrate competency in specific skills required to produce meaningful research results in one or more of the subfields of anthropology. These skills encompass both qualitative and quantitative data collection and analysis techniques and may include research methods appropriate to ethnographic/participant observation, data analysis, statistical analysis, forensics, and archaeological fieldwork.</i>	5	Indirect Assessment: Exit Survey Direct Assessments of PLO in APR Cycle Year 5	Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students. Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 4. Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.	Faculty time and willingness to collaborate
<i>PLO 5: Understand and apply anthropological theories and methods to real world problems through the internships, service learning projects, field work, research projects, or study abroad experience required of all majors.</i>	3	Indirect Assessment: Exit Survey Direct Assessments of PLO in APR Cycle Year 3	Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students. Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 5. Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.	Faculty time and willingness to collaborate
<i>PLO 6: Demonstrate a sophisticated understanding of the theoretical orientations and history of anthropological thought.</i>	1	Indirect Assessment: Exit Survey Direct Assessments of PLO in APR Cycle Year 1	Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students. Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 6. Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.	Faculty time and willingness to collaborate

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Program Maintenance Objective (PLO)				
<p>PMO 1: Technology Refresh for Anthropology Laboratory Classroom, Bizzini C-205</p> <p>Immediate priorities include:</p> <ul style="list-style-type: none"> Refresh on the technology for data and video projection (including re-oriented screen) Movable tables and chairs 	1	<p>Indirect Assessment: Exit Survey Direct Assessments of PLOs 1-6 on a rotating basis (see above)</p> <p>PLO 4 direct assessment measures will likely provide the data related most directly to this PMO.</p>	<p>Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students.</p> <p>Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 4.</p> <p>Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.</p>	<p>Replacement projector, sound equipment, screen</p> <p>Replacement of current tables and chairs (year 1)</p>
<p>PMO 2: Critical Coverage in Cultural Anthropology</p> <p>Immediate priorities include:</p> <ul style="list-style-type: none"> Tenure-track faculty member with a research focus on Medical Anthropology and Global Health and a regional specialization outside the Americas and SE Asia 	2	<p>Indirect Assessment: Exit Survey Direct Assessments of PLOs 1-6 on a rotating basis (see above)</p> <p>PLO 1 direct assessment measures will likely provide the data related most directly to this PMO.</p>	<p>Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students.</p> <p>Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 1.</p> <p>Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.</p>	<p>Approval and support for tenure-track assistant professor appointment, office space (year 1-2)</p>
<p>PMO 3: Critical Coverage in Biological Anthropology</p> <p>Immediate priorities include:</p> <ul style="list-style-type: none"> Full-Time Lecturer to provide coverage during Dr. Miller-Antonio's FERP Tenure-track hire following Dr. Miller-Antonio's retirement 	2-3; 6-7	<p>Indirect Assessment: Exit Survey Direct Assessments of PLOs 1-6 on a rotating basis (see above)</p> <p>PLO 1 direct assessment measures will likely provide the data related most directly to this PMO.</p>	<p>Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students.</p> <p>Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 1.</p> <p>Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.</p>	<p>Approval and support for full-time lecturer appointment; office space (year 2-3)</p> <p>Approval and support for tenure-track assistant professor appointment (year 6-7)</p>
<p>PMO 4: Build Teaching Collections and Curate Current Holdings</p> <p>Immediate priorities include:</p>	1-3	<p>Indirect Assessment: Exit Survey Direct Assessments of PLOs 1-6 on a rotating basis (see above)</p>	<p>Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students.</p>	<p>Access to or funding to purchase a 3-D scanner and tethered tablet (year 1-3)</p>

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<ul style="list-style-type: none"> Acquire or gain access to a 3-D scanner and tethered tablet to digitize forensic teaching collections on loan for the duration of Dr. Sari Miller-Antonio’s tenure as an anthropology faculty member 		<p>PLO 4 direct assessment measures will likely provide the data related most directly to this PMO.</p>	<p>Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 4.</p> <p>Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.</p>	<p>Funding for printing media (ongoing)</p>
<p>PMO 5: Develop Anthropological and Ethnographic Field Programs for Students</p> <p>Immediate priorities include:</p> <ul style="list-style-type: none"> Increase field and lab work opportunities linked to methods courses <ul style="list-style-type: none"> On-campus archy site, ANTH 4605 Fund KVAL costs Fund ANTH 4040 student research with local farmers Fund object curation needs for student use Expand short-duration workshops and field programs <ul style="list-style-type: none"> KVAL summer workshops SNF archaeology workshops Expand fieldwork opportunities attached to faculty research projects Acquire Dedicated laboratory space for local archaeological research projects 	<p align="center">1-7</p>	<p>Indirect Assessment: Exit Survey Direct Assessments of PLOs 1-6 on a rotating basis (see above)</p> <p>PLO 1, 4, 5 direct assessment measures will likely provide the data related most directly to this PMO.</p>	<p>Indirect Assessment: Anthropology Exit Survey is administered to graduating seniors and upper-division students.</p> <p>Direct assessment: Anthropology faculty evaluate a course assignment or activity using a 3-tiered rubric to assess PLO 1, 4, 5.</p> <p>Results are tabulated, distributed, and discussed by anthropology faculty during program meetings, annual retreat, informal conversations, and via email.</p>	<p>Funds for KVAL software, equipment, and staffing (on-going)</p> <p>Funds for cultural anth fieldwork, ANTH 4040 (ongoing)</p> <p>Funds for continuing object curation (ongoing)</p> <p>Funds for KVAL and SNF workshops (ongoing; fee-based structure possible in later years)</p> <p>Support for student participation in faculty research (ongoing)</p> <p>Dedicated archaeology lab space, preferably in the surge space next to the GIS lab following library renovation (year 3-5)</p>