

# **Sociology/Anthropology Department**

Anthropology and Behavioral Science Programs  
Sociology/Undergraduate

Program Review

2005 - 2006 Academic Year

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(Submitted October 15, 2007)

## Executive Summary

The Department of Sociology and Anthropology offers undergraduate majors in anthropology and behavioral sciences that are covered in this report, as well as sociology and criminology majors which are not covered here. The anthropology major requires students to complete 46 units from classes offered by the Sociology and Anthropology Department, and the behavioral science major requires students to complete 44 units from classes offered by the Sociology and Anthropology and Psychology Departments. The unit requirements for each major include a 4-unit internship and a 12-unit research sequence culminating in an original empirical research project. The anthropology major requires two (2) lab courses and offers an optional international field school option for its majors. About two thirds of classes in the Sociology and Anthropology Department are taught by full time faculty, all of whom have Ph.D.'s from major research universities, with the remaining third taught by part time faculty who are highly qualified and have been teaching for the department for several years. The expertise of the two anthropology faculty members covers all of the discipline's four fields.

The anthropology and behavioral science majors make up approximately 15% of the students in the Sociology and Anthropology Department. About 80% of majors are female and about 84% are minority students. About 74% of behavioral science majors are traditional age and about 26% are older students, while about 11% of anthropology majors are older students. Just over half (57%) are the first in their families to graduate from college. More than three fourths plan to continue their education in graduate/professional schools. Full time faculty and a recently-added professional Advising Coordinator share advising duties. Average class sizes are small, ranging from about 8 students in Senior Projects classes to 15-30 in other classes.

Learning outcomes for majors include knowledge and skills in: basic perspectives, concepts, and theories; cross-cultural, humanistic and social justice perspectives; the research process; and critical thinking and writing. Other outcomes include: understanding the relation between individual and society; comfort with different kinds of diversity in a wide variety of contexts; and how to function as an ethical professional.

Assessment techniques included: a senior exit survey; an alumni survey; analysis of a sample of course syllabi; informal interviews with faculty; an interview with the Internship Coordinator and evaluation of internship course evaluations; an analysis of student course evaluations for anthropology courses and an analysis of senior theses. Findings included the following points:

- Majors get a good foundation in the basic perspectives, concepts, and theories of their discipline(s), and are very satisfied with their preparation in this area.
- Majors get a critical and diverse introduction to cross-cultural, humanistic and social justice perspectives, and are also very satisfied with their preparation in this area.
- Majors get an extensive introduction to the relation between individuals and their cultural, social and historical contexts, which operates across the curriculum.

- Majors acquire substantial knowledge about the consumer side of the research process in the both substantive courses and the research sequence, and experience in producing original research in doing their Senior Project, and are satisfied with their preparation in this area.
- Majors acquire significant experience in critical thinking and scholarly writing across the whole department curriculum, and are very satisfied with their preparation in this area.
- Majors get substantial exposure to diversity issues in the department, and feel comfortable, competent, and satisfied with their preparation in this area.
- Majors learn to function as ethical professionals through instruction across the curriculum and modeling by faculty, and are very satisfied with their preparation in this area.

**Recommendations for action include:**

1. Update mission statement to focus more on diversity, cross-cultural and multicultural issues that are so well represented in the anthropology program.
2. Improve conditions in the Archaeology Lab so that it is an appropriate space for classroom use and collection storage.
3. Remove the dedicated anthropology classroom from the scheduling pool and use it only for anthropology courses.
4. Acquire a budget for lab equipment and supplies for a minimum of three labs with room for expansion as the criminology and anthropology lab course offerings expand.
5. Provide resources in the form of course release time for recruiting transfer students for the anthropology major from local community colleges and setting up articulation agreements for transfers.
6. Convert the Advising Coordinator position into a permanent staff position in order to improve the quality and accessibility of advising services.
7. Create a tracking system for gathering and organizing data on basic aspects of the program, including characteristics of students, class enrollments, etc.
8. Consider changing the Senior Thesis requirement to an Honors-only course, for those students planning to attend graduate or professional schools.
9. Consider creating a new course on professionalization to help seniors learn how to apply to graduate/professional schools, jobs, etc.
10. Provide more advising services to students related to graduate and professional schools (preparation for exams, information on the graduate education process).

## **I. Program Mission**

The mission of the Sociology and Anthropology Department is to provide education in the fields of sociology, criminology, anthropology and behavioral sciences consonant with the mission of the University. The Department is committed to providing a liberal arts education with high standards of excellence using a humanistic, interdisciplinary approach that integrates theory, research, and practice. The mission of the anthropology program is to provide excellent education in all four fields of anthropology (cultural, linguistic, archaeology and physical anthropology) emphasizing both academic and applied perspectives. The mission of the behavioral science program is to provide a broad-based interdisciplinary educational experience about the human condition rooted in the disciplines of anthropology, sociology and psychology. Anthropology majors have the opportunity to join Lambda Alpha the national honor societies for anthropology. Behavioral science majors have the opportunity to join Lambda Alpha, Alpha Kappa Delta and/or Psi Chi, the honor societies of anthropology, sociology and psychology, respectively, depending on the coursework they choose within the major.

## **II. Program Goals and Learning Outcomes for Anthropology and Behavioral Science Majors**

1. Graduates will understand the basic perspectives, concepts, methods and theories of their discipline(s).
2. Graduates will understand the basic ideas of cross-cultural, humanistic and social justice perspectives.
3. Graduates will understand the relation between individuals and their cultural and historical contexts.
4. Graduates will apply the scientific research process from the perspectives of both producers and consumers of research.
5. Graduates will be able to think critically and clearly communicate their ideas in writing.
6. Graduates will be comfortable with diversity in its various manifestations.
7. Graduates will learn to function as ethical professionals in a multi-cultural world.

## **III. Program Description**

### **A. Organization**

The Department of Sociology and Anthropology is housed within the College of Arts and Sciences (CAS), and offers undergraduate degrees in anthropology, sociology, criminology, and behavioral sciences (with an optional concentration in ethnic studies). The anthropology,

sociology and criminology degrees are discipline-specific programs, while the behavioral science program is an interdisciplinary option that is particularly popular among non-traditional and transfer students.

The Department also oversees several other programs delivered at regional centers and/or other locales and administered through ULV Regional Campuses Administration. Only the anthropology and behavioral science programs offered on the Main Campus are included in the current review.

## **B. Anthropology and Behavioral Science Program Faculty**

The Department has six full-time faculty members, including four tenured Full Professors, one tenured Associate Professor, and one tenure track Associate Professor. Also fully participating in most department functions is a Senior Adjunct Faculty member (a retired Professor Emeritus from Pitzer University). All department faculty teach exclusively at the undergraduate level. The anthropology faculty members have complementary training that spans all four fields within the discipline. Felicia Beardsley is responsible for archaeology, physical anthropology and forensics, while Kimberly Martin teaches and advises in the fields of cultural, linguistic and psychological anthropology. Both sociology and anthropology faculty teach in the research sequence. Appendix A includes academic and biographical information on full time faculty, including their highest degrees (all have PhD's from major research universities).

Anthropology majors take classes exclusively from the Sociology and Anthropology Department. Just over one third of classes in the department are regularly taught by adjunct faculty, a proportion that is pretty much typical for the College of Arts and Sciences. Most adjunct faculty hold the Ph.D. degree, and most have been teaching for the department for a number of years. During 2006-07, forty-three anthropology classes appeared in the class schedules, and sixteen (37%) were taught by adjunct faculty. Adjunct faculty mostly teach classes outside the required research sequence and required emphasis courses, which are taught almost entirely by full time faculty. Overall, the dozen or so faculty (full time and adjunct) regularly teaching Anthropology classes are a highly qualified and talented group, and consistently work well together to carry out the mission of the department.

Behavioral science majors take courses from both the Psychology and the Sociology and Anthropology Departments, the proportions of which depend on the focus selected by the student. In addition to the faculty in the Sociology and Anthropology Department, behavioral science major courses are taught by ten full-time and five part-time psychology faculty members who teach at the undergraduate level. The ten full-time faculty members consist of three tenured full professors, two tenured associate professors, four tenure-track associate professors and one tenure-track assistant professor. All ten of the full-time psychology faculty members have Ph.D. degrees from research institutions. Twenty-six (45%) of the 58 undergraduate psychology courses offered in the 2006-2007 academic year were taught by adjunct faculty members.

Anthropology faculty teaching effectiveness was summarized in a content analysis of course evaluations of 39 anthropology courses offered between Fall 2004 and Spring 2006. In addition to statistical summaries of student opinions regarding the effectiveness of the anthropology

faculty, three students who had responded to all four open-ended questions in a particular course were randomly selected for inclusion. Negative and positive themes about the instructors and the courses were identified. Tables 1-5 summarize the results of this analysis.

Table 1

Percentage of total **positive** and **negative** themes in the evaluation of courses in the Anthropology program at the University of La Verne.

	Number of Thematic responses	%
Positive	295	65
Negative	161	35
Total	456	100

*Note.* Of the total responses, nearly two-thirds were positive.

Table 2

Percentage of **positive** themes related to the **satisfactory aspects of the course** in the evaluations of courses in the Anthropology program at the University of La Verne.

Themes	# of Responses	%	% of Grand Total
Enjoyed learning about different cultures	28	19	6
Valued the process of personal growth and exploration	13	9	3
Appreciated interactions with other students	3	2	1
Professor's personal qualities including teaching style, caring manner, and availability	41	28	9
The way in which the class was structured including small class size, discussions assignments, activities	43	29	9
The supplemental course material used including films, guest speakers, field trips	19	13	4
Total	147	100	32

*Note.* Overall, the most positive characteristics regarding the course are the way in which the class was structured, professor's personal qualities, and exposure to different cultures.

Overall, 65% of the themes indicated a positive experience with the courses and professors. The most positive characteristics regarding the courses were the way in which the classes were structured (29%), the professors' personal qualities (28%) such as teaching style and personality traits, and exposure to different cultures (19%) which students valued highly.

When asked how the course could be improved, most themes (34%) indicated that they would not change anything. Other themes (13%) indicated the courses' workload was too demanding and preferred less work. In addition, there was a sense (19%) that more discussion and visual aids were preferred over the heavy reading load.

Almost one fifth (18%) of the themes regarded the professor's knowledge and informative manner as the main satisfactory teaching attributes. Additionally, 10 themes (61 %) attributed to the professors' personality traits such as caring, passionate, as related to teaching satisfaction.

Over 50% of the themes stated “change nothing” indicating satisfaction with the current teaching of the course. The second major theme (13%) was for increased professor clarity regarding the understanding of course assignments and tests, as well as increased clarity in professor expectations of grading assignments and tests.

Table 3

Percentage of **negative** themes related to **course structure and presentation** in the evaluations of courses in the Anthropology program at the University of La Verne.

Themes	# of Responses	%	% of Grand Total
Nothing/keep it the same	30	34	7
Better clarity of course content	6	6	1
Learn more about and include other ethnic groups	3	3	1
Textbook, including price, and more textbook discussion	5	5	1
Did not feel safe expressing my views	2	2	.4
Too much work/information, including material that is too dense, too much reading, too many videos	12	13	3
Better organization of content and structure including more closely relating lab to lecture, more feedback to incorrect answers	17	18	4
Expanding parameters of class			

	including more activities, visual aids, more discussion time	18	19	4
Total		93	100	20.4

*Note.* Most respondents would not change anything. Other respondents felt the course's workload was too demanding and preferred less work. Overall, there was a sense that what was preferred was more discussion and visuals than reading.

Table 4

Percentage of **positive** themes related to the **satisfactory teaching attributes** in the evaluations of courses in the Anthropology program at the University of La Verne.

Themes	# of Responses	%	% of Grand Total
Professor was knowledgeable and informative	26	18	6
Professor was enthusiastic/energetic /passionate about teaching	15	10	3
Professor was very approachable/helpful	16	11	4
Professor was able to use life experiences/ personal anecdotes in classroom learning/teaching	10	7	2
Receptive to listening to students/patient	12	6	3
Professor was respectful/professional/ positive attitude	7	5	2
Professor was inspiring/challenging/ interesting	6	4	1
Professor was humorous/spontaneous	4	3	1
Professor possessed great interest/ involvement in teaching this subject	5	3	1
Professor was nice//friendly/caring	3	2	1
Interaction with Professor			
Professor allowed students to discuss/ share, productive use of class discussions	13	9	3
Professor used various teaching methods such as films, PowerPoint, and emails	6	4	1
Professor made class fun while teaching	4	3	1
Professor created an atmosphere of and closeness	4	3	1
Professor covered a wide range of			



topics/readings	3	2	1
Class questions/examples expanded learning	3	2	1
Professor incorporated various types of teaching techniques	3	2	1
Professor was able to explain ideas and theories	3	2	1
Professor communicated lectures clearly and was organized	3	2	1
Professor put aside personal feelings in order to teach the subject	2	1	.4
Total	148	100	35.4

*Note.* Almost one fifth of the statements regarded the professor's knowledge and informative manner as the main satisfactory teaching attributes. Additionally, 10 themes (61 % of responses) attributed professor personality traits such as caring, passionate, as related to teaching satisfaction.

Table 5

Percentage of **negative** and **positive** themes related to **improving teaching effectiveness** in the evaluations of courses in the Anthropology program at the University of La Verne.

Themes	# of Responses	%	% of Grand Total
Change nothing, very satisfied with current teaching/course	38	56	8
Better clarity in the expectations for test and/or assignment grading criteria	9	13	2
Become more organized	5	7	1
More class discussions/student participation within lectures	5	7	1
Politic/biased opinion was inappropriate	4	6	1
More discussion of text and less videos	3	4	1
Plan field trips	2	3	.4
Present same information in a more appropriate way to undergraduates	2	3	.4
Total	68	100	14.8

*Note.* Over 50% of the responses stated “change nothing” indicating satisfaction with the current teaching of the course. The second major theme was for increased professor clarity regarding the understanding of course assignments and tests, as well as increased clarity in professor expectations of grading assignments and tests.

## C. Courses

***The Anthropology Major:*** Anthropology majors are required to complete 46 units from classes offered by the Sociology and Anthropology Department, including an internship and a 12 unit research sequence culminating in an empirical research project, the senior thesis. Anthropology minors are required to complete 20-21 units from classes offered by the department. Appendix B includes catalog requirements for the anthropology major and minor, and course descriptions from the current online catalog.

The archaeology, physical anthropology and forensic investigations courses should have lab components in order to meet national academic standards. One-unit labs are currently required for ANTH 360 (Archaeology) and ANTH 350 (Physical Anthropology), and a one unit lab is being developed for ANTH/SOC 362 (Forensic Investigations). We have been given two lab spaces on campus, including a fenced space for an archaeology lab in the basement of the Maintenance Building and a “designated classroom” with a storage room and sink in Hoover Building. While the dedication of these spaces on a campus with serious space problems is laudable, the spaces themselves are, for different reasons, not appropriate for laboratory use.

The archaeology lab space is not secure. The chain link fencing that separates the lab from the university storage area is seven feet high in a space that has high ceilings, leaving plenty of room for someone to climb over the top. In addition there are open drains in the lab and instructors and students frequently find rat droppings in the space. On occasion there are rat traps set in the area as well. The lab has no heating or cooling and is therefore unusable at times for students and is not climate controlled for collections.

The “dedicated” classroom is an appropriate space, but is not actually dedicated, as it remains in the scheduling pool for all university classes. Setting up and dismantling labs sessions requires significant time before and after class, and this room is in frequent use by non-anthropology classes, preventing it’s use for designated activities. The faculty has been successful in working around these problems to date, but the situation is certainly not optimal.

Elsewhere anthropology labs are funded as natural science courses and meet general education requirements for lab sciences. At ULV, the Natural Sciences Division has consistently denied requests to allow the physical anthropology course and its lab component to meet science general education requirements. In addition, the administration has ignored requests for funding for labs. The department has been trying to acquire laboratory equipment and supplies slowly, using left-over department budget funds at the end of the past several years. At present we have some of the basic requirements for labs, including ten microscopes and some materials for osteology labs, however we do not have a budget for our labs and have not been able to provide disposable lab supplies as well as other essential equipment. Support for labs remains a serious problem that affects existing anthropology and criminology courses and prevents the growth of the programs into the areas of forensic anthropology and forensic criminology.

In addition to the laboratory component to the major, anthropology and sociology students have the opportunity to attend a 10 day field school in Oaxaca, Mexico on an annual basis, with additional individualized directed coursework possible during January or the summer months.

The field school experience includes a four-unit fieldwork practicum course and a focused research project designed to give students experience in observing and analyzing one aspect of life in another culture. Several anthropology majors have based their senior theses on data collected in Oaxaca during one or more of these field schools and at least one has gone on to graduate school to continue work begun during the Oaxaca Field School. The field school experience is under the direction of the cultural anthropologist in the department.

***The Behavioral Science Major:*** Behavioral science majors are required to complete 44 units from classes offered by the Sociology and Anthropology and/or the Psychology Departments, including an internship and a 12-14 unit research sequence culminating in an empirical research project, the senior thesis. No behavioral science minor is offered. Courses in the two departments require specific coursework that covers introductory and theoretical aspects of all three of the disciplines, and electives are selected to follow a theme developed by the student in consultation with an academic advisor. Appendix C includes catalog requirements for the behavioral science major. See Appendix B for anthropology courses, and the documentation for sociology and criminology majors and that for the psychology department for course descriptions from those programs.

#### **D. Majors**

The anthropology major is one of the smaller majors at ULV, with numbers of students fluctuating between 8 and 14 over the past six years. In Fall of 2007, there were 11 traditional age majors and three (3) CAPA majors. This included eleven (11) females and three (3) males, with an ethnic breakdown of eight (8) hispanic, three (3) other, one (1) Caucasian and two (2) unknown. In Fall of 2006, the number of majors was equivalent to those in music, philosophy, economics and marketing. See Table 6 for a listing of unduplicated major headcounts for the last five years for ULV majors with 20 or less students as of Fall of 2006. Table 6 shows that the anthropology major is one of the more consistent among those with less than 20 students, never falling below eight (8) students. The majority of anthropology majors in Fall 2006 were main campus students (7) with one (1) CAPA major.

The behavioral science major has consistently healthy numbers of students ranging between 34 and 50 between 2002 and 2006. In Fall 2007, there were eight (8) traditional age majors and 23 CAPA majors. This included seven (25) females and one (6) male, with an ethnic breakdown of 14 Hispanic, eight (9) Caucasian, four (4) Black, one (1) Pacific Islander, one (1) other and two (2) unknown. The behavioral science major is particularly appealing to CAPA students, who represented 25 of the total 34 majors in Fall of 2006. This has generally been the case because this major allows students to choose from a wider variety of courses than most majors, facilitating ease of scheduling for adult students who want to complete a degree as quickly as possible.

**Table 6**

**Unduplicated Fall Semester 2001-2006 undergraduate headcounts for undergraduate Arts and Science and Business and Public Management majors with under 20 students in Fall 2006.**

	2002	2003	2004	2005	2006
<i>College of Arts and Sciences</i>					
<b>Anthropology</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>8</b>
Art History	1	1	4	5	11
Comparative Literature	0	0	1	1	2
Environmental Biology	4	2	4	1	3
Environmental Management	0	0	1	1	1
French	1	1	0	1	1
German	0	0	1	0	0
International Studies	5	2	5	5	3
<b>Music</b>	<b>14</b>	<b>14</b>	<b>16</b>	<b>13</b>	<b>9</b>
Natural History	0	0	2	0	0
<b>Philosophy</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>8</b>
Physics	1	5	5	7	6
Religion	14	12	8	5	6
Religion and Philosophy	6	3	6	5	1
Spanish	6	7	7	14	16
<i>College of Business and Public Management</i>					
E-Commerce	1	1	4	11	6
<b>Economics</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>
<b>Marketing</b>	<b>20</b>	<b>15</b>	<b>19</b>	<b>20</b>	<b>9</b>

Table 7 presents a comparison of the number of students majoring in Sociology and Anthropology Department programs. The anthropology major is the smallest in the department, followed by behavioral science major, which has declined in enrollment over the past few years. Criminology is consistently the largest major in the department, and the sociology major has increased substantially over the past seven to eight years from about 20 majors to the current level of 75 due to a concerted effort to increase enrollment. This, combined with the focus of the department on developing a Criminology Online Program over the past three years, has meant that no time and effort have been spend to date on recruiting students for the anthropology or behavioral science majors.

Tables 8 and 9 below summarize enrollment trends for anthropology and behavioral science majors respectively over the past five years. They include number of majors, degrees conferred, number of new traditional age students and number of traditional age transfer students for the years 2002 through 2006. New anthropology majors tend to be freshmen or students who have changed their major to anthropology after taking some coursework. Very few new majors in the

past five years were transfer students, a fact that is surprising in that there are several community colleges nearby with healthy anthropology programs.

**Table 7**

<b>Unduplicated Fall Semester 2001-2006 undergraduate headcounts for Sociology and Anthropology Department majors</b>						
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>% Change (2002-2006)</b>
<b>Anthropology</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>-11.1%</b>
<b>Behavioral Science</b>	<b>50</b>	<b>46</b>	<b>58</b>	<b>35</b>	<b>34</b>	<b>-32.0%</b>
Criminology	122	138	196	180	172	+29.7%
Sociology	48	51	70	79	75	+36.0%

While the number of majors in Anthropology is relatively fewer, Anthropology courses provide a significant service in helping students meet their General Education requirements. Overall, the number of units generated by the Anthropology program during the 2006-2007 academic year by majors and non-majors was 1061. Dividing this number by 30 (IPED criterion for a full-time student per year) shows that the Anthropology program is serving the equivalent of 35.4 full-time ULV students.

New behavioral science majors tend to be transfer students, with almost twice as many new major transfers over the past five years. Transfer students are able to use more of their previous coursework in an interdisciplinary program, and many choose behavioral science because it will allow them to graduate more quickly than other majors.

**Table 8**

**Enrollment and Graduation Trends in the anthropology program 2002-06**  
(Source: *ULV Factbook 2002-2006*)

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Number of Majors</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>8</b>
<b>Degrees Conferred</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>New Traditional Age Freshmen</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>New Traditional Age Transfers</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

**Table 9**

**Enrollment and graduation trends in the behavioral science program 2002-2006**  
(Source: *ULV Factbook 2002-2006*)

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Number of Majors</b>	<b>50</b>	<b>46</b>	<b>58</b>	<b>35</b>	<b>34</b>
<b>Degrees Conferred</b>	<b>17</b>	<b>10</b>	<b>11</b>	<b>20</b>	<b>19</b>
<b>New Traditional Age Freshmen</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>New Traditional Age Transfers</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>

Data from the 2006 Senior Exit Survey (see Appendix D) yields some more important demographic information about our majors. All students enrolled in the Spring 2006 senior thesis classes filled out the surveys so the data is fairly representative of our advanced majors.

- About three fourths of the students filling out the survey were female (31 of 42).
- The median age was 24, and 40% of the students were 21 or 22 (6 and 10 respectively). The age range was from 21 to 51.
- More than 60% of the students were Hispanic and about one-fourth were white.
- Eight (8) of the 42 students were behavioral science majors and two (2) were anthropology majors. The other 32 were criminology majors (19) and sociology majors (13).
- Less than ten percent of the students had a minor.
- Almost half were CAPA (20) and just over half were traditional age students (22).
- Fifty seven percent were the first members of their families to graduate from college.
- Almost half of the students (20) decided on their major before coming to ULV (most of these were criminology majors) and just over half (22) decided on their major after starting at ULV (most of these were sociology majors).
- About 80% planned to continue their education in the future and about 30% had already applied to graduate programs.

**The Senior Exit Survey also included a series of evaluative items regarding students' experiences at ULV.**

- More than 85% of the students were “Very Satisfied” or “Satisfied” with the variety of classes offered at ULV, faculty availability, feeling comfortable and competent in diverse settings, feeling comfortable in professional settings, and feeling comfortable using skills and knowledge in applied settings.
- The highest levels of dissatisfaction among the seniors related to advising (both academic and career advising) and scheduling of classes at ULV.

## **E. Course Enrollments**

Anthropology and sociology courses listed in Appendix B are usually offered at least once during academic years. Some courses are offered every semester, with a few being offered in multiple sections each term. Anthropology courses provide substantial general education service, with the majority of students enrolled for general education credits. Most sociology classes are made up primarily of majors from the Sociology and Anthropology Department.

Appendix E summarizes class enrollments for each term from Fall 2003 through Fall 2005. Both the number of classes offered by the department and overall enrollments increased during that time from 251 in Fall 2003 to 427 in Fall 2005. The main increases came with the addition of two new faculty in 2003. During Fall 2005, the department offered 30 classes/sections with a total enrollment of 427 students, an average of about 14 students per class. Excluding senior thesis classes which are intentionally capped at 7 or 8 students, the average enrollment is about 16 students. Other than senior thesis, very few classes have enrollments of less than 12 students.

## **F. Advising**

The department has 211 active advising files as of Fall 2007. This is an average of 35 advisees per full-time faculty member. Seeing 35 advisees in a single registration period is very difficult because of teaching, committee and other responsibilities. In 2005, full-time faculty began to share advising responsibilities with a full time department Advising Coordinator. Since the Advising Coordinator position was created only two years ago and is thus new, the details of sharing out advising have not been completely worked out, but a main duty of the Advising Coordinator is to do routine advising (class scheduling, liaison with Academic Affairs, etc.) while the faculty remain responsible for mentoring (career and graduate school aspirations, etc.). The rationale for creating the position is to make advising more available to students, more efficient, and more effective. The basic idea is that the Advising Coordinator, unlike faculty who have numerous other duties, will be available for appointments during business hours daily, will be able to better coordinate advising with the Academic Affairs office, and will provide more consistent and accurate registration information to students.

## **IV. Assessment Procedures**

**The following procedures were used to assess learning outcomes:**

### **A. Senior Exit Survey**

Forty two of our majors were surveyed while enrolled in Spring 2006 senior project classes. The main part of the survey included items about students' satisfaction with various aspects of their experiences at ULV and in the program. The survey also asked for their comments about strengths and weaknesses of the program and suggestions for improvements.

### **B. Alumni Survey**

Alumni who graduated with degrees in anthropology and behavioral science were surveyed. About 250 graduates were contacted by mail and asked to respond to the survey. Appendix F includes a copy of the survey sent to alumni.

The survey asked for basic demographic information about alumni, year of graduation, main campus attended, major, status at entry (freshman or transfer), what they have done subsequent to graduation (career, graduate school, etc.), and how well they were prepared for the next phase. A major part of the survey inquired into their satisfaction with their experiences in the program, including a number of items that related directly to program goals and objectives.

### **C. Analysis of course syllabi**

The College keeps syllabi on file for every course offered each semester. A representative syllabus was selected from each course offered over the last few years, and these syllabi were analyzed in relation to the Department learning outcomes.

### **D. Course Evaluation Analysis for Anthropology Courses**

Course evaluations of 39 Anthropology courses offered between Fall 2004 and Spring 2006 were used to conduct the content analysis of student comments. Three students who had responded to all four open-ended questions in a particular course were randomly selected for inclusion. Negative and positive themes about the instructors and the courses were identified.

### **E. Informal interviews with department faculty**

A number of informal interviews were done with department faculty in order to assess some of the more complex expected learning outcomes (critical thinking, ethics, professionalism, etc.) and to assess faculty perspectives on how the department approaches the task of realizing its mission and actualizing learning outcomes.

### **F. Internship**

In addition to the course syllabus, various other curricular materials, student products, and samples of course evaluations provided by the Internship Coordinator were collected and analyzed.

### **G. Senior Thesis**

Senior thesis grading rubrics from two senior thesis seminars during Spring 2007 were collected and analyzed.

## **V. Findings**

### **Learning Outcome 1. Graduates will understand the basic perspectives, concepts, and theories of their discipline(s).**

The analyses of department syllabi indicate that basic perspectives, concepts, and theories of anthropology are covered in a number of regularly offered anthropology classes. Issues in Anthropology (ANTH 250) addresses basic concepts and perspectives at the introductory level. Because so many of our courses are taken by individuals outside of the anthropology major, each of the four sub-discipline courses (Cultural Anthropology (330), Language and Culture (ANTH 340), Archaeology (ANTH 350) and Physical Anthropology (ANTH 350)) also covers basic concepts and perspectives of the whole discipline as well as focused work on the concepts and perspectives of the subdiscipline. Each of these five courses are theory based, however



Anthropological Theory (ANTH 400) is the course that exclusively focuses on the historical and theoretical perspectives in depth. Electives such as Culture and the Individual (ANTH 331) and Women Across Cultures (ANTH/SOC 333) are also theory-based, introducing interdisciplinary concepts and theories as well as those of the disciplines of anthropology and sociology.

Behavioral science majors are required to take three introductory courses, one from each of the three Behavioral science disciplines (ANTH 250, PSYCH 250 and SOC 250) each of which covers basic perspectives of that discipline. These majors are also required to take two of the three upper division theory courses (ANTH 400, PSYCH 400 and SOC 400) for a more advanced look at theory. Electives for Behavioral Science majors will vary, however those courses taken from the Sociology and Anthropology department all focus on conceptual and theoretical understanding and its application to different kinds of problems and issues.

The Senior Exit Survey indicated that students were very satisfied with their conceptual and theoretical understandings of the basics of their disciplines. About 98% of seniors (41 of 42) thought that coverage of this area was adequate or better than adequate.

The Alumni Survey showed that about 96% of anthropology and behavioral science graduates (29 of 31) were satisfied or very satisfied with their conceptual and theoretical training. Only one graduate was somewhat satisfied and one was not satisfied with this training. One hundred percent of graduates who attended graduate school said they were either equally or better prepared for graduate school (21 of 21) than other students. Ninety seven percent (30 of 31) of graduates were either satisfied or very satisfied with their overall major experience at ULV.

The analysis of senior theses (Table 10) shows high levels of student skills in the use of theory to address problems and to integrate information and theory.

In summary, coverage of basic perspectives, concepts, and theories is a key strength of the department, is thoroughly covered in a number of courses, and is meeting the needs of both anthropology and behavioral science majors.

### **Learning Outcome 2. Graduates will understand the basic ideas of humanistic and social justice perspectives.**

Since a humanistic approach is part of the basic mission of the department (see the Mission Statement above), humanistic and social justice perspectives are typically embedded in all of our courses and indeed play a central role in shaping the structure of the courses. In Anthropology courses, syllabi consistently indicated that the required courses presented both the origins/development and contemporary orientation of anthropology as a progressive perspective on the problems and issues of global, modern and traditional societies, emphasizing humanism and social responsibility. Analyses of anthropology syllabi indicated that faculty emphasized different approaches, which included mainstream “textbook” approaches, case studies and issues analysis so that students experienced a range of approaches to this area of study.

The Alumni Survey indicated that about 94% of our graduates (28 of 31) were “satisfied” or “very satisfied” with their understanding of humanistic and social justice perspectives as covered in their classes.

In summary, despite the different focal concerns of anthropologists in the department, and the different approaches among faculty primarily teaching anthropology, the shared commitment to the mission of the department and the commitment of all faculty to the basic values of humanism and social justice allow students to experience a variety of different (and often controversial) perspectives in a collegial environment where faculty respect each others’ views and respect academic freedom.

**Learning Outcome 3. Graduates will understand the relation between individuals and their social, cultural and historical contexts.**

The goal of anthropology is to understand the human condition, no matter when or where it exists. This includes the relationship between individuals, their cultures and the societies in which they live, whether modern and multicultural or traditional and more isolated. It also includes how societies are situated in the reality of globalization and the ways in which they have gotten there through patterns of colonization, migration, cultural diffusion, syncretism and acculturation.

The syllabus analysis indicated that every anthropology class is centrally concerned with these issues. ANTH 250 (Issues in Anthropology), 330 (Cultural Anthropology), 331 (Culture and the Individual), 333 (Women Across Cultures), 334 (Women, Culture and Society), and 340 (Language and Culture) are particularly focused on this goal, each focusing on an aspect of what it means to be human and how we go about studying individuals in cultural and historical context. ANTH 350 and

ANTH 360 address these same issues through the use of different kinds of evidence: material cultural remains and human skeletal remains. The goal is the same: to understand the human condition and the forces that have shaped it over time as individuals formed groups and groups molded individuals materially and physically. Finally, the senior thesis is the culminating activity that directs students to contemplate individuals in society as they collect data from individuals using survey, observation, participant observation, interviewing or experiments in order to make generalizations about the human condition.

In addition to the anthropology courses, the department offers a series of courses that address the historical under-representation of minorities and women in positions of status and power in the US. This six-course sequence of “experience” classes addresses the particular individual/historical situations women (both in the U.S. and globally), Blacks, Latinos, Asian Americans and Native Americans (Women Across Cultures, Women, Culture and Society, Black Experience, Latino Experience, Asian-American Experience, Native American Experience). These courses are cross-listed in Anthropology and Sociology and are interdisciplinary.

**Learning Outcome 4. Graduates will apply the scientific research process from the perspectives of both producers and consumers of research.**

The department offers an upper division research sequence culminating in a senior thesis involving an original empirical research project, a written thesis and a conference-type oral presentation. Courses in the sequence include: Statistics (ANTH/SOC 305), Research Methods (ANTH/SOC 390), and Senior Thesis (ANTH/SOC 499). The analysis of syllabi indicates that most of the other courses in the department include a major emphasis on research from the point of consumers of research. All courses have a significant written component that asks students to read, summarize and present research taken from the literature. The combination of studying research findings in the substantive classes and designing and carrying out their own projects in the research sequence is expected to be mutually reinforcing, so that students will understand the research process from both perspectives.

The Alumni Survey indicates that students are satisfied with this approach: more than 92% (25 of 27) reported being “Satisfied” or “Very Satisfied” with their research experiences in the department. Twenty-one of the 31 respondents went on to graduate school, including 17 to master’s programs, 3 to doctoral programs and one to a credential program in education. Of these 21 individuals, all stated that they were either equally prepared (52%) or better prepared (48%) than their peers in graduate school.

The analysis of senior theses (Table 10) shows high levels of student skills in applying the scientific research methods and evaluating scientific information.

In summary, the faculty in the department all have Ph.D.’s from major research universities and all have published significant research of their own. They emphasize research both in substantive courses and in the research sequence, providing an excellent introduction to the importance of research in understanding the social world as both citizens and social scientists.

**Learning Outcome 5. Graduates will be able to think critically and clearly communicate their ideas in writing.**

Critical thinking and the ability to communicate ideas clearly in writing are major emphases of the department and are regarded as “across the curriculum” givens. Critical thinking was explicitly mentioned in about half of the course syllabi, and every course required at least one significant writing assignment (a term paper, lengthy essay, or take home essay exams). Forensic Investigations (ANTH 362) requires students to complete critical thinking exercises, while all anthropology courses focus on ethnocentrism and cultural relativism as important components of how one approaches learning about the “other”. The analysis of senior theses (Table 5) show high levels of student skills in evaluating information, constructing logical arguments and research plans, distinguishing between judgment and fact, and using analytical techniques appropriately.

Most anthropology and sociology courses required multiple writing assignments, sometimes in the form of drafts of a term paper and other times in the form of multiple written assignments. The senior thesis course also entails a major writing component, a formal journal-length research

report with a significant literature review. Analysis of senior theses from Fall of 2007 shows that college writing skills are the lowest rated component in the senior thesis rubric, with an average score of 3.82 out of 5. This indicates that although writing is emphasized in the department, some students may be less successful in attaining an appropriate level of writing skills than they are in making strides in other areas of learning. It is noteworthy that although average writing score is the lowest in the rubric, it is still will above the median.

The Alumni Survey indicated that graduates were pleased with their experiences in this area, with 97% (30 of 31) “Very Satisfied” or “Satisfied” with both the critical thinking and writing skills learned in the program.

The Senior Exit Survey indicated similar levels of satisfaction in this area, with about 95% (40 of 42) agreeing that critical thinking had been encouraged in classes and 88% of those responding (15 of 17) commenting that their senior thesis project (in progress) was a positive experience.

In summary, critical thinking and sophisticated writing skills appear to be strongly encouraged in the program and students believe that they receive satisfactory instruction in this area. Writing is one area where, although students are performing adequately, there is room for improvement.

**Learning Outcome 6. Graduates will be comfortable with diversity in its various manifestations.**

Diversity is at the core of the discipline of anthropology. The syllabus analysis indicated that diversity is a major focus of all courses, with the domain of diversity covered varying according to the types of methods and evidence being studied, ie. physical diversity in the physical anthropology courses, cultural diversity in the cultural, linguistic and archaeological courses.

The Alumni Survey indicated that 81% (25 of 31) of graduates were “Very Satisfied” or “Satisfied” and almost 13% were somewhat satisfied with the understanding of diversity learned in major classes. The Senior Exit Survey indicated that 93% (39 of 42) of seniors felt comfortable in diverse settings, and 90% (38 of 42) felt competent in diverse settings.

In summary, the department appears to do a good job acculturating students to diversity and teaching students about diversity.

**Learning Outcome 7. Graduates will learn to function as ethical professionals in a multi-cultural world.**

The internship course deals explicitly with professional conduct and ethics in a variety of contexts depending on the internship placements of the students in the seminar. This course is required of all majors in both Anthropology and Behavioral Science, and, following the principles of androgogy, the department feels that this is the optimal way to teach about professionalization issues: in the context of the students’ own, in many cases first, professional experience.

The Research Methods course also has an explicit section on professional ethics as it relates to research. Both methods syllabi require students to take and pass the two certification tests required by the ULV Institutional Review Board for doing research on the ULV campus: the Department of Health and Human Services, Office of Human Research Protection Online Certification for Researchers and the University of La Verne Certification Test. Other syllabi in the department contained statements about plagiarism and ethics, but little else about professional ethics. Several faculty indicated that issues related to this complex topic were discussed in their classes in relation to ethical issues in research, issues involving inequality and power, issues involving demographic and other kinds of variation (gender, race and ethnicity, age, sexual orientation, etc.), and issues involving interpersonal relations in different contexts (the campus, the workplace, personal life, etc.). Moreover, the analysis of senior theses (Table 10) shows that students meet high levels of professional ethical standards in conducting research.

The Senior Exit Survey included several questions relating to this outcome, and student responses indicated that about 90% of seniors felt comfortable and competent in diverse and/or professional settings, and 100% (42 of 42) of seniors thought that ethical issues were adequately covered in their classes.

In summary, the department appears to be doing an adequate job of teaching and modeling ethical professionalism for a diverse world.

## **Internships**

Anthropology and behavioral science majors are required to complete a demanding four-unit one-semester internship consisting of a minimum of 96 hours working in an agency or position related to their field of study. Students are responsible for finding an off-campus placement with the assistance of the instructor and the “Internship Opportunity Notebook” maintained and regularly updated by the department.

In addition to weekly class attendance where students discuss their work experiences with each other and with the instructor, students are required to: keep a daily journal; write four “reflection statements” that set and evaluate personal goals for the internship; locate, read, and summarize two journal articles related to their academic area; complete an in-depth interview with a client or professional related to the internship; complete a culminating project related to their internship; and attend a fifteen-minute final conference with the instructor to discuss the whole internship experience.

The syllabus analysis indicated that internship requirements are clearly communicated to students, and the syllabus also includes important information about professional attitudes and behavior, academic integrity, and etiquette, there was not a specific section in the syllabi on how diversity relates to the internship experience.

The Exit Survey contained several questions about internships, and the responses were generally favorable: about 90% of students reported feeling comfortable and competent in diverse settings, and almost 90% reported feeling comfortable in a professional setting and that they were able to use their skills and knowledge in applied settings.

The Alumni Survey found that 83% (20 of 24) were satisfied or very satisfied with their internship experience. About 13% (3 of 24) were somewhat satisfied and only one (4%) was not satisfied.

### Senior Thesis

Senior theses from twenty-two graduating seniors in Spring of 2007 were analyzed using the departmental grading rubric. The rubric covers twelve different skills. Students were rated on a five point Likert scale that ranged from very poor (1) to excellent (5) for each of the twelve items. Appendix G contains a copy of the rubric.

Table 10 presents the minimum, maximum, means and standard deviations for all twelve items in the rubric. Mean scores ranged from 3.82 for writing at the college level to 4.73 for using professional ethics in the research process. All items but writing scored above a 4.0, with constructing a logical research plan (4.14) and summarizing information in oral form (4.18) at the low end, and distinguishing between fact, judgment and belief (4.68) and constructing arguments using evidence and logic (4.41) at the high end. Seven of the 22 students received all 5's in their evaluations and two additional students received eleven 5's and one 4 in their evaluations.

**Table 10**

**Minimum, Maximum, Mean and Standard Deviations for Senior Thesis Rubric Items**

	Min	Max	Mean	SD
<b>1. Gather and Evaluate Information</b>	2	5	4.27	1.12
<b>2. Use Theory to Address Problems</b>	3	5	4.32	.84
<b>3. Construct Arguments w/ Evidence &amp; Logic</b>	2	5	4.41	.91
<b>4. Distinguish between Fact and Judgment</b>	3	5	4.68	.65
<b>5. Integrate Information and Theory</b>	3	5	4.32	.89
<b>6. Write at the College Level</b>	1	5	3.82	1.47
<b>7. Construct a Logical Research Plan</b>	2	5	4.14	.94
<b>8. Use Professional Ethical Standards</b>	3	5	4.73	.63
<b>9. Apply analytical techniques appropriately</b>	2	5	4.32	.96
<b>10. Summarize Information in Oral Form</b>	1	5	4.18	1.14
<b>11. Create a Collegial Environment</b>	2	5	4.36	.90
<b>12. Manage the Overall Research Process</b>	2	5	4.32	.95

Overall, the analysis of senior theses indicates that students are prepared for their senior thesis experience and are able to demonstrate the knowledge and skills they have learned in both substantive and methods courses throughout their major in this sophisticated manner.

## **VI. Recommendations for Action**

1. Update mission statement to focus more on diversity, cross-cultural and multicultural issues that are so well represented in the anthropology program.
2. Improve conditions in the Archaeology Lab so that it is an appropriate space for classroom use and collection storage.
3. Remove the dedicated anthropology classroom from the scheduling pool and use it only for anthropology courses.
4. Acquire a budget for lab equipment and supplies for a minimum of three labs with room for expansion as the criminology and anthropology lab course offerings expand.
5. Obtain general education lab science credit for Physical Anthropology.
6. Provide resources in the form of course release time for recruiting transfer students for the anthropology major from local community colleges and setting up articulation agreements for transfers.
7. Convert the Advising Coordinator position into a permanent staff position in order to improve the quality and accessibility of registration advising services.
8. Provide more advising services to students related to graduate and professional schools (preparation for exams, information on the graduate education process).
9. Create a tracking system for gathering and organizing data on basic aspects of the program, including characteristics of students, class enrollments, etc.
10. Consider creating a new course on professionalization to help seniors learn how to apply to graduate/professional schools, jobs, etc.

**APPENDIX A: ACADEMIC AND BIOGRAPHIC INFORMATION ON  
FULL-TIME FACULTY MEMBERS**



## **Felicia Beardsley**

### **Associate Professor of Anthropology**

Dr. Beardsley received her Ph.D. in Anthropology from the University of Oregon. Over the last two decades, she has directed or co-directed important archaeological projects on Easter Island, Guam, Hawaii, Palau, the Federated States of Micronesia, and the Marshall Islands. Her research, particularly in the Western Pacific, has led to better models for understanding the migration of people into and through the Western Pacific, interpreting spatial relationships in monumental architecture, providing the first tangible evidence of coral fishhooks in the toolkits of early island settlers, identifying what may prove to be the earliest pottery-making site in Yap, establishing a more complete picture of early village organization and communication in Kosrae, and developing a more complete view of the history and relationship of the important stone complexes at Nan Madol and Leluh in Micronesia. Her published field reports and papers have become models for others working in the region.

She has served as a consultant to federal and local governmental agencies in Republic of Palau and Federated States of Micronesia, private organizations doing business in the Western Pacific, and the U.S. Park Service in connection with their support of government archaeology programs in former trust territories. She crafted the first historic preservation and conservation legislation for Pohnpei State, drafted policy guidelines and procedures for Kosrae and Yap state historic preservation offices, prepared nominations to the U.S. National Register of Historic Places for important cultural sites in Kosrae and Yap, and is part of a group of conservation scientists developing a preservation plan for the Leluh, Kosrae, in advance of its nomination for listing by the World Heritage Center, UNESCO. She has received commendations for her work from the governments of Japan, Yap and Kosrae, and from U.S. agencies. To many Pacific Islanders, she is the woman who knows how to "see," use a machete like a man, has no fear of ghosts, and in one instance received the title of "fine gentleman."

Dr. Beardsley teaches courses in archaeology, internship, forensics, cultural anthropology, ethnobotany, sex and gender issues, and issues in anthropology. For the past several years she has served as Secretary/Treasurer of the Society for Archaeological Sciences and is a member of several scholarly societies, including the Indo-Pacific Pre-History Association.

## **Sharon Kantorowski Davis**

### **Professor of Sociology and Chair of the Department of Sociology and Anthropology**

Dr. Davis received her Ph. D. in Sociology from the University of Southern California. Her dissertation was: A Qualitative Analysis of the National Evaluation of the De-institutionalization of Status Offender Programs. She received her B.A. and M.A. degrees in Sociology at San Diego State University. Her areas of expertise and interest include Criminology, Juvenile Delinquency, Deviance, Social Problems, Family Violence, Popular Culture, and Qualitative Research Methods. She has worked primarily in the fields of research and higher education.

Dr. Davis has authored several journal articles and regularly presents research papers (many co-authored with students) at regional, national, and international meetings of professional associations. Her current research interests include: the influence of the family on juvenile

delinquents, civil liberties and social justice after 9/11, child-free professional women, perpetrators and victims of crime and delinquency, and role models in ethnic communities. She is past vice president of the Pacific Sociological Association and was the recipient of the Excellence in Teaching Award at the University of La Verne.

Dr. Davis is active in the University community, serving as Chair of the Faculty Senate and on numerous committees and task forces including the Executive Committee of the Faculty Senate, the Faculty Salary Committee, the Faculty Personnel Committee, the Coalition for Diversity, and the Compensation Task Force. She has been a guest speaker and panel member at community events, on radio, and on television. She designed the undergraduate Behavioral Science internship program and the Criminology major at the University.

### **Hector L. Delgado**

#### **Professor of Sociology**

Dr. Delgado received his Ph.D. in sociology from the University of Michigan in 1990 and M.A. degrees in sociology and education from the University of Michigan and Rutgers University, respectively. He is the author of *New Immigrants, Old Unions: Organizing Undocumented Workers in Los Angeles* (Temple University Press, 1993) and several articles on unionization, immigrants, and race and ethnicity. His current research is on multi-union campaigns. In addition to introductory sociology courses, he teaches courses on race and ethnicity, Latinos in the United States, social issues, social class and inequality, and social movements and organizations.

Dr. Delgado is an active member of the American Sociological Association, having served as chair of the Latino/a Sociology section of the association and on several committees, including the C. Wright Mills Book Award Committee and the DuBois-Johnson-Frazier Award Committee. He is currently on the Latino Sociology Sections Council and serves on the editorial boards of the journal *Qualitative Research* and the Rose Book Series.

Dr. Delgado is also an active member of the university community. He is the chairperson of the Admissions Committee; a member of the Faculty Senate, the Coalition for Diversity, the President's Steering and Research committees of the Institute for Multicultural Research and Campus Diversity, the committee working on the creation of a Women's Studies program at the University of La Verne; and the faculty advisor for the Latino Student Forum. Prior to his arrival at the University of La Verne, he held joint appointments in Sociology and Chicano/Latino Studies programs at the Universities of California (Irvine) and Arizona. From 1971 to 1983, he worked in student services as an admissions officer, residence counselor, and associate director of an educational opportunity program at Rutgers University and as a Dean of Students at Princeton University.

### **Karen A. Donahue**

#### **Associate Professor of Sociology**

Dr. Donahue received her Ph.D. in Sociology from the University of California at Santa Barbara. For her dissertation, she did field study of imaging specialists, studying alienation and deskilling

in a high technology profession. She received her B.A. and M.A. degrees in Sociology at the University of California at Santa Barbara. Her areas of expertise and interest include Law and Society, Criminology, Urban Sociology, Medical Sociology, and Population and Environment.

Dr. Donahue has done field research in a California research hospital, survey research in four hospitals in Ireland, and field research on population and the environment in West Africa. One of her current research interests is the history of the law of the sea using a human ecological approach. Most of her work on ocean law was completed using the League of Nations Archives located in the Library of the United Nations Office at Geneva, in the *Palais des Nations*, Geneva, Switzerland, which is the world repository for international law of the sea materials. She is currently incorporating that research into a book on the history of the law of the sea.

### **Kimberly Porter Martin**

#### **Professor of Anthropology**

Dr. Martin was completing a B. A. in Psychology from Stanford University when she discovered the field of anthropology. She received her M. A. from the University of Hawaii in Biological Anthropology and her Ph.D. in Cultural Anthropology from the University of California, Riverside. Her areas of specialization include psychological and cognitive anthropology, intercultural communication, ethnic relations, evolutionary psychology, Mesoamerica, Polynesia and Western Europe.

Dr. Martin designed the Anthropology major at ULV and teaches courses in cultural, linguistic and psychological anthropology, human sexuality and research methods. She also teaches a general education course for which students travel to Mexico as part of the course requirements. She is very involved with undergraduate student research and regularly teaches the Senior Project Research Seminar. In 1996, she was awarded the University of La Verne Excellence in Teaching Award. In addition to academic courses, she also conducts multicultural workshops both on and off campus for educators, professional organizations and government agencies.

In 2005-2006 Dr. Martin was President of the SouthWestern Anthropology Association and was responsible for organizing the 2006 Annual Meeting of the association. She is currently on the Executive Board of SWAA and serves on the Editorial Committee of the association.

Dr. Martin's past fieldwork has included studying life trauma, anger and depression in Vietnamese Amerasian immigrants to the United States, exploring the impact of hazardous pollution in a multiethnic suburban neighborhood in California, and the investigation of the impact of immigration on health in the Samoan community in Hawaii. Her current research is focused on the nature of ethnic identity in U. S., European and Mexican societies.

### **Ernie Thomson**

#### **Professor of Sociology**

Dr. Thomson joined the Sociology/Anthropology faculty at the University of La Verne in 2001 after ten years of previous service as a faculty member at the University of Houston Clear Lake and Arizona State University West. He completed his Ph.D. in Sociology at the University of California at Santa Barbara in 1991, and M.A. and B.A. degrees in Sociology at the University of

Texas at El Paso. His teaching interests include criminology, criminal justice, social change, and social theory, and he recently taught sociology and criminology courses to long-term prisoners in a medium security prison in Texas.

Dr. Thomson has published a number of articles, essays, and book reviews in criminology, sociology, and philosophy journals. He is currently completing a book based on his doctoral dissertation on Karl Marx's discovery of the materialist conception of history (forthcoming in 2004) and his next major publishing project will be a textbook on the death penalty. He has also created and maintains an extensive website that supports his classes, including several online classes offered through the distance education program at ULV.

**APPENDIX B: CATALOG INFORMATION ON ANTHROPOLOGY MAJOR AND  
MINOR REQUIREMENTS**

## **Anthropology B.S.**

### **Core Requirements:**

ANTH 305 Statistics (4)  
ANTH 390 Research Methods (4)  
ANTH 497 Internship (4)  
ANTH 499 Senior Thesis, or  
ANTH 499A-B Senior Thesis (4 or 2,2)  
ANTH 400 Anthropological Theory (4)  
One SOC course (4)

### **Area of Emphasis:**

ANTH 330 Cultural Anthropology (4)  
ANTH 340 Language and Culture (4)  
ANTH 350 Physical Anthropology (4)  
ANTH 350L Physical Anthropology Lab (1)  
ANTH 360 Archaeology (4)  
ANTH 360L Archaeology Lab (1)

**Elective:** One course approved by the academic advisor (4)

## **Anthropology Minor**

### **Core Requirements:**

ANTH 330 Cultural Anthropology (4)  
ANTH 400 Anthropological Theory (4)  
One approved 300-400-level ANTH elective (4)

*Two of the following:*

ANTH 340 Language and Culture (4)  
ANTH 350 Physical Anthropology and (4)  
ANTH 350L Physical Anthropology Lab (1)  
ANTH 360 Archaeology and (4)  
ANTH 360L Archaeology Lab (1)

Anthropology Courses:

ANTH 250 - Issues in Anthropology Explores human biological and cultural diversity through a variety of anthropological perspectives and issues. Not challengeable.  
4.000 Credit Hours

Course Attributes:  
GESSa Behavioral Science

ANTH 299 - Independent Study An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional undergraduates may register for independent studies only during the normal registration period; CAPA and graduate students may register for them through the end of the "special course" registration period; RCA students, until the last day to withdraw from a course.  
1.000 TO 4.000 Credit Hours

ANTH 305 - Statistics Introduces basic concepts and applications of descriptive and inferential statistics. Not challengeable. Also SOC 305.  
4.000 Credit Hours

Course Attributes:  
GEM Math for RC Students

ANTH 305A - Statistics and Computer Data Analysis A Introduces basic concepts and applications of descriptive statistics. Teaches basics of computer programs in the statistical package for Social Sciences (SPSS). Emphasizes descriptive statistics in analyzing behavioral science data. Not challengeable. Also SOC 305A.  
4.000 Credit Hours

Course Attributes:  
GEM Math for RC Students

ANTH 305B - Statistics and Computer Data Analysis B Introduces basic concepts and applications of descriptive statistics. Teaches basics of computer programs in the statistical package for Social Sciences (SPSS). Emphasizes descriptive statistics in analyzing behavioral science data. Not challengeable. Also SOC 305B.  
4.000 Credit Hours

Course Attributes:  
GEM Math for RC Students

ANTH 314 - Sexuality and Gender Issues Explores human sexuality and gender issues from the

perspective of biology, psychology, sociology, and anthropology. Includes cross-cultural comparisons. Not challengeable. Also SOC 314.

4.000 Credit Hours

ANTH 315 - Race and Ethnicity Provides historical, theoretical, and empirical basis for understanding how and why systems of racial and ethnic social stratification emerge, are maintained and change. Emphasizing power, it analyzes and compares the experiences of different US racial and ethnic groups. Not challengeable. Also SOC 315. (Previously BHV 320)  
4.000 Credit Hours

Course Attributes:

GEC2b World Civ & Cultures, GEC2b Wrld Civ for RC Students, BS Organizationl Mgmt Elective, GESSa Behavioral Science

ANTH 330 - Cultural Anthropology Examines traditional and industrialized cultures, focusing on ethnographic methodology and cross-cultural analysis. Emphasizes conceptualization and adaptation through social, economic, political, and religious systems. Not challengeable.  
4.000 Credit Hours

Course Attributes:

GEC2b World Civ & Cultures, GEC2b Wrld Civ for RC Students, BA Liberal Studies Elective, GESSa Behavioral Science

Prerequisites:

Undergraduate level BUS 346 Minimum Grade of C- or Undergraduate level ENG 111 Minimum Grade of C- or Undergraduate level ENG 310 Minimum Grade of C- or Undergraduate level ECBU 346 Minimum Grade of C- or Undergraduate level MGMT 480 Minimum Grade of C- or Undergraduate level HSM 480 Minimum Grade of C- or Undergraduate level WRT 111 Minimum Grade of C- or TWE2 XXXX or ULV English 111 Certification CRD

ANTH 331 - Culture and the Individual Examines cross-cultural psychological issues in a sociocultural context. Includes perception, cognition, intellectual, and social development, sex differences, mental illness, and testing of psychological theories. Not challengeable.  
4.000 Credit Hours

Course Attributes:

GESSd Interdisc Social Science

Prerequisites:

Undergraduate level BUS 346 Minimum Grade of C- or Undergraduate level ECBU 346 Minimum Grade of C- or Undergraduate level ENG 111 Minimum Grade of C- or Undergraduate level ENG 310 Minimum Grade of C- or Undergraduate level HSM 480 Minimum Grade of C- or Undergraduate level MGMT 480 Minimum Grade of C- or Undergraduate level WRT 111 Minimum Grade of C- or TWE2 XXXX or ULV English 111 Certification CRD



ANTH 333 - Women Across Cultures Cross cultural exploration of women's experiences in traditional and industrialized societies worldwide. Focuses on cultural expectations for gender and their impact on women's lives. May be taken for letter grade only. Not challengeable. Also SOC 333.

4.000 Credit Hours

ANTH 334 - Women's Experience in the US An interdisciplinary survey course of women's experience in the United States, taught from a feminist perspective. Explores the cultural and social diversity found among women including gender, ethnicity, race, social class, age, physical disability, and women's movements. Not challengeable. Also SOC 334.

4.000 Credit Hours

ANTH 335 - Black Experience in the United States Examines the African-American experience in US society, including heritage, history, culture, and political movements. Not challengeable. Also SOC 335.

4.000 Credit Hours

ANTH 336 - Latino Experience Examines the Latino experience in US society, including heritage, history, culture, and political movements of a variety of Latino groups. Not challengeable. Also SOC 336.

4.000 Credit Hours

ANTH 337 - Asian-American Experience Examines the Asian-American experience in US society, including heritage, history, culture, and political movements of a variety of Asian-American groups. Not challengeable. Also SOC 337.

4.000 Credit Hours

ANTH 338 - Native American Experience Examines the Native American experience in US society, including history, culture, and political movements. Not challengeable.

4.000 Credit Hours

ANTH 340 - Language and Culture Explores the relationship between language and culture in cross-cultural context, including comparative and historical linguistics, ethnolinguistics, and sociolinguistics. Not challengeable.

4.000 Credit Hours

Course Attributes:

GESSd Interdisc Social Science

Prerequisites:

Undergraduate level BUS 346 Minimum Grade of C- or Undergraduate level ECBU 346

Minimum Grade of C- or Undergraduate level ENG 111 Minimum Grade of C- or

Undergraduate level ENG 310 Minimum Grade of C- or Undergraduate level HSM 480

Minimum Grade of C- or Undergraduate level MGMT 480 Minimum Grade of C- or

Undergraduate level WRT 111 Minimum Grade of C- or TWE2 XXXX or ULV English 111

Certification CRD

ANTH 350 - Physical Anthropology Studies human evolution and human population biology. Covers human acclimatization and environmental adaptation through genetic, anatomical, and physiological change and through the interaction of culture and biology  
4.000 Credit Hours

Course Attributes:  
GESSd Interdisc Social Science

Corequisites:  
ANTH 350L

Prerequisites:  
Undergraduate level BUS 346 Minimum Grade of C- or Undergraduate level ECBU 346 Minimum Grade of C- or Undergraduate level ENG 111 Minimum Grade of C- or Undergraduate level ENG 310 Minimum Grade of C- or Undergraduate level HSM 480 Minimum Grade of C- or Undergraduate level MGMT 480 Minimum Grade of C- or Undergraduate level WRT 111 Minimum Grade of C- or TWE2 XXXX or ULV English 111  
Certification CRD

ANTH 350L - Physical Anthropology Lab See ANTH 350 - Physical Anthropology.  
1.000 Credit Hours

Corequisites:  
ANTH 350

ANTH 360 - Archaeology Studies archaeological methods and theoretical approaches to understanding human societies through analysis of material remains. Includes ethnoarchaeology, experimental archaeology, and an overview of archaeological evidence for cultural evolution. Not challengeable.  
4.000 Credit Hours

Course Attributes:  
GEC2b World Civ & Cultures, GEC2b Wrld Civ for RC Students

Corequisites:  
ANTH 360L

ANTH 360L - Archaeology Lab See ANTH 360 - Archaeology.  
1.000 Credit Hours

Corequisites:  
ANTH 360

ANTH 362 - Forensic Investigations Covers forensic investigative techniques, analysis of

evidence, preservation of a crime scene, physical and trace evidence, and interpretations and reconstructions of a crime scene. Not challengeable. Also SOC 362  
4.000 Credit Hours

ANTH 363 - Archeology and the Bible Surveys archeological discoveries relating to the Bible. Focuses on Israelite settlement of Palestine, the Romanization of Palestine, and Greco-Roman cities visited by Paul. Also REL 311.  
4.000 Credit Hours

Course Attributes:  
GEHb Philosophy or Religion

ANTH 365 - Archeology Practicum Provides hands-on training in archaeological methods. Covers techniques and applications of survey, excavation, and laboratory work. May be taken twice for credit. Not challengeable.  
3.000 Credit Hours

ANTH 366 - Archaeology in Roman Palestine Field study in Israel. Focuses upon archeological methodology and its relation to disciplines such as ceramics and numismatics. Not challengeable. Also REL 339.  
4.000 Credit Hours

Course Attributes:  
GEHb Philosophy or Religion, GESSa Behavioral Science

ANTH 390 - Research Methods Methodology and research design in the behavioral sciences, including qualitative and quantitative methods. Not challengeable. Also SOC 390.  
4.000 Credit Hours

ANTH 390L - Computer-Statistical Applications for the Behavioral Sciences Teaches basics of computer programs in the Statistical Package for Social Science (SPSS). Emphasizes descriptive and inferential statistics in analyzing behavioral science data. May be taken for letter grade only. Not challengeable. Also SOC 390L.  
1.000 Credit Hours

ANTH 395 - Computer Data Analysis Teaches basics of computer programs in the Statistical Package for Social Science (SPSS). Emphasizes descriptive and inferential statistics in analyzing behavioral science data. Can be taken for letter grade only. Course may be taken as a directed study only. Also SOC 395  
1.000 OR 2.000 Credit Hours

Prerequisites:  
Undergraduate level ANTH 305 Minimum Grade of C- or Undergraduate level SOC 305 Minimum Grade of C- or Undergraduate level BHV 305 Minimum Grade of C-

ANTH 399 - Independent Study An independent study course is a course initiated and written by

a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional undergraduates may register for independent studies only during the normal registration period; CAPA and graduate students may register for them through the end of the "special course" registration period; RCA students, until the last day to withdraw from a course. 1.000 TO 4.000 Credit Hours

ANTH 400 - Anthropological Theory Covers major theoretical models, including neo-evolutionism, functionalism, psychological anthropology, cultural materialism, cultural ecology, ethnoscience, cognitive, and evolutionary psychology. Not challengeable. 4.000 Credit Hours

Prerequisites:

(Undergraduate level ANTH 250 Minimum Grade of C- or Undergraduate level ANTH 330 Minimum Grade of C-) and (Undergraduate level BUS 346 Minimum Grade of C- or Undergraduate level ECBU 346 Minimum Grade of C- or Undergraduate level ENG 111 Minimum Grade of C- or Undergraduate level ENG 310 Minimum Grade of C- or Undergraduate level HSM 480 Minimum Grade of C- or Undergraduate level MGMT 480 Minimum Grade of C- or Undergraduate level WRT 111 Minimum Grade of C- or TWE2 XXXX) or ULV English 111 Certification CRD

ANTH 401 - Theory and Research in Ethnic Studies Analyzes interpersonal, social, structural, and process models from psychology, sociology, anthropology, and ethnic studies for their usefulness in understanding particular ethnic experiences and US multicultural society as a whole. Not challengeable. Also SOC 401. 4.000 Credit Hours

Prerequisites:

(Undergraduate level ANTH 315 Minimum Grade of C- or Undergraduate level SOC 315 Minimum Grade of C- or Undergraduate level BHV 320 Minimum Grade of C-) and (Undergraduate level ANTH 335 Minimum Grade of C- or Undergraduate level ANTH 336 Minimum Grade of C- or Undergraduate level ANTH 337 Minimum Grade of C- or Undergraduate level BHV 325 Minimum Grade of C- or Undergraduate level SOC 335 Minimum Grade of C- or Undergraduate level BHV 326 Minimum Grade of C- or Undergraduate level SOC 336 Minimum Grade of C- or Undergraduate level BHV 327 Minimum Grade of C- or Undergraduate level SOC 337 Minimum Grade of C-)

ANTH 409 - Selected Topics in Anthropology May be taken twice with a different topic for credit. Not challengeable. 1.000 TO 4.000 Credit Hours

ANTH 497 - Internship Applies behavioral science theoretical principles and methods under supervision of working professionals. For majors in the behavioral sciences. Requires junior

standing. Not challengeable. Also ANTH 497.  
1.000 TO 4.000 Credit Hours

ANTH 499 - Senior Thesis Culminating activity required by all majors in all departments. Papers/theses/projects researched, prepared, and written under the guidance of a faculty member. Comprehensive exams or recitals required in some departments Academically, students must be in Good Standing to enroll in 499. Not challengeable. Also SOC 499.  
3.000 OR 4.000 Credit Hours

Prerequisites:

(Undergraduate level ANTH 305 Minimum Grade of C- or Undergraduate level SOC 305 Minimum Grade of C- or Undergraduate level BHV 305 Minimum Grade of C-) and (Undergraduate level ANTH 390 Minimum Grade of C- or Undergraduate level BHV 302 Minimum Grade of C- or Undergraduate level BHV 390 Minimum Grade of C- or Undergraduate level SOC 390 Minimum Grade of C-) and (Undergraduate level ANTH 395 Minimum Grade of C- or Undergraduate level SOC 395 Minimum Grade of C- or Undergraduate level BHV 395 Minimum Grade of C-)

ANTH 499A - Senior Thesis Culminating activity required by all majors in all departments. Papers/theses/projects researched, prepared, and written under the guidance of a faculty member. Comprehensive exams or recitals required in some departments Academically, students must be in Good Standing to enroll in 499. Not challengeable. Also SOC 499A.  
2.000 Credit Hours

Prerequisites:

(Undergraduate level ANTH 305 Minimum Grade of C- or Undergraduate level SOC 305 Minimum Grade of C- or Undergraduate level BHV 305 Minimum Grade of C-) and (Undergraduate level ANTH 390 Minimum Grade of C- or Undergraduate level SOC 390 Minimum Grade of C- or Undergraduate level BHV 390 Minimum Grade of C- or Undergraduate level BHV 302 Minimum Grade of C-) and (Undergraduate level ANTH 395 Minimum Grade of C- or Undergraduate level SOC 395 Minimum Grade of C- or Undergraduate level BHV 395 Minimum Grade of C-)

ANTH 499B - Senior Thesis Culminating activity required by all majors in all departments. Papers/theses/projects researched, prepared, and written under the guidance of a faculty member. Comprehensive exams or recitals required in some departments Academically, students must be in Good Standing to enroll in 499. Not challengeable. Also SOC 499B.  
2.000 Credit Hours

Prerequisites:

Undergraduate level ANTH 499A Minimum Grade of C- or Undergraduate level SOC 499A Minimum Grade of C- or Undergraduate level BHV 499A Minimum Grade of C-

**APPENDIX C: CATALOG INFORMATION ON BEHAVIORAL SCIENCE MAJOR  
REQUIREMENTS**

## **Behavioral Sciences - B.S.**

This major provides an opportunity to study human behavior from the perspectives of anthropology, psychology, and sociology. Two emphasis areas are available to students majoring in Behavioral Science: General and Ethnic Studies.

### **Core Requirements:**

ANTH 250 Issues in Anthropology or  
ANTH 330 Cultural Anthropology (4)  
PSY 101 Principles of Psychology (4)  
SOC 250 Introduction to Sociology (4)  
ANTH/SOC 305 Statistics (4)  
ANTH/SOC 390 Research Methods (4)  
ANTH/SOC 497 Internship (4)  
ANTH/SOC 499 Senior Thesis (4)

**General Concentration:** This concentration allows students to experience a broad range of behavioral science perspectives on human behavior. *Two of the following:*

ANTH 400 Anthropological Theory (4)  
PSY 400 History of Psychology (4)  
SOC 400 Sociological Theory (4)

**Electives:** 8 upper-division semester hours from PSY, SOC, and/or ANTH approved by the advisor.

**Ethnic Studies Concentration:** This concentration permits students to study the contemporary multiethnic society in the United States:

ANTH/SOC 315 Race and Ethnicity (4)

*Three of the following:*

ANTH/SOC 335 Black Experience in the U.S. (4)  
ANTH/SOC 336 Latino Experience (4)  
ANTH/SOC 337 Asian American Experience (4)  
ANTH/SOC 328 Native American Experience (4)  
SOC 330 Social Class and Inequality (4)

**Electives:** A minimum of four semester hours of upper-division units in any course approved by the advisor.

## **APPENDIX D: SENIOR EXIT SURVEY**



**APPENDIX E: FALL 2003-FALL 2005 CLASS ENROLLMENTS**

## **APPENDIX F: ALUMNI SURVEY**

Sociology and Anthropology Department Alumni Survey

Please tell us about yourself by circling the option that applies.

1. What year did you graduate from ULV?

- Before 2000
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006

2. What campus/center did you attend?

- Central Campus, La Verne
- Central Campus CAPA

A Regional Center

- Central Coast Campus
- Inland Empire Campus
- Kern County Center (Bakersfield)
- North Island Center
- Orange County Campus
- San Fernando Valley Campus
- Ventura County Campus

A Military Residence Center

- Pt. Mugu
- Vandenberg AFB

An Alaska Military Residence Center

- Eielson AFB
- Ft Wairwright AFB

3. What was your major?
  - Anthropology
  - Behavioral Science
  - Other
  
4. What was your status upon entry to ULV?
  - Freshman
  - Transfer
  
5. What is your gender?
  - Female
  - Male
  
6. Which of the following best describes your ethnicity?
  - African American
  - Asian American/Pacific Islander
  - Caucasian
  - Latino/Hispanic
  - Native American
  - Multiethnic/Multiracial
  - Other, please specify \_\_\_\_\_
  
7. Did you pursue further education after graduating from ULV?
  - Yes Please go to question 8
  - No Please go to question 11
  
8. What kind of post graduate work did you do?
  - Master's program
  - Doctoral program
  - Law program
  - Other, please specify \_\_\_\_\_
  
9. How well were you prepared for graduate/professional school compared to peers from other universities?
  - Less prepared than most
  - About equally prepared
  - Better prepared than most
  - Not applicable
  
10. Please circle any post graduate degree that you have earned since graduating from ULV.
  - Master's degree
  - Doctoral degree
  - Law degree
  - Other, please specify \_\_\_\_\_
  
11. Are you currently employed in a job related to your major?

- Yes
- No, employed in a job not related to my major
- No, not employed at this time

12. All things considered, If you had it to do all over again, what would you do?
- Attend ULV
  - Attend another private college/university
  - Attend a state college/university
  - Not go to college.

Please tell us what you think about your experiences in our department by circling the option that applies.

13. How satisfied are you with the critical thinking skills that you learned in your major classes?
- Not satisfied
  - Somewhat satisfied
  - Satisfied
  - Very Satisfied
14. How satisfied are you with the writing skills that you learned in your major classes?
- Not satisfied
  - Somewhat satisfied
  - Satisfied
  - Very Satisfied
15. How satisfied are you with the research skills that you learned in your major classes?
- Not satisfied
  - Somewhat satisfied
  - Satisfied
  - Very Satisfied
16. How satisfied are you with your understanding of basic concepts and theories learned in your major classes?
- Not satisfied
  - Somewhat satisfied
  - Satisfied
  - Very Satisfied
17. How satisfied are you with your understanding of humanistic and social justice perspectives learned in your major classes?
- Not satisfied

- Somewhat satisfied
- Satisfied
- Very Satisfied

18. How satisfied are you with your understanding of diversity learned in your major classes?

- Not satisfied
- Somewhat satisfied
- Satisfied
- Very Satisfied

19. How satisfied are you with the advising that you received in your major department?

- Not satisfied
- Somewhat satisfied
- Satisfied
- Very Satisfied

20. How satisfied are you with your internship experience at ULV?

- Not satisfied
- Somewhat satisfied
- Satisfied
- Very Satisfied

21. How satisfied are you with your senior project experience at ULV?

- Not satisfied
- Somewhat satisfied
- Satisfied
- Very Satisfied

22. How satisfied are you with your overall experience in your major at ULV?

- Not satisfied
- Somewhat satisfied
- Satisfied
- Very Satisfied

**APPENDIX G: SENIOR THESIS RUBRIC**

**Sociology and Anthropology Department**

**Senior Thesis Rubric**

**Student Name:** \_\_\_\_\_

**Faculty Name:** \_\_\_\_\_

**The successful student will have demonstrated the ability to:**

	Very Poor				Excellent
1. Gather and critically evaluate information Lit review, methods, discussion	1	2	3	4	5
2. Use theory to address problems and issues Lit review, proposal	1	2	3	4	5
3. Construct arguments using evidence and logic Lit review, research questions, hypotheses, proposal Discussion	1	2	3	4	5
4. Distinguish between fact, judgment, belief and knowledge	1	2	3	4	5
5. Integrate information and theory into summary form Lit review, methods, results	1	2	3	4	5
6. Write at the college level Lit review, methods, results, discussion	1	2	3	4	5
7. Construct a logically sound research plan Proposal	1	2	3	4	5
8. Use professional ethical standards to collect/manage data Proposal and implementation of research plan	1	2	3	4	5
9. Apply analytical techniques appropriately Results, discussion	1	2	3	4	5
10. Summarize information in oral form Thesis presentation	1	2	3	4	5
11. Create a supportive, collegial environment for others Seminar process, attendance	1	2	3	4	5
12. Manage the overall research process efficiently All phases and components of the thesis	1	2	3	4	5