

Program Review Self Study Contents Year 2011-2012

I. Introduction to Department/Program(s)

- A. Department/unit mission statement
- B. Brief description of department and program contexts including date of last review
- C. Describe departmental governance system and provide organizational chart for department.
- D. Department/Program(s)
- E. List results for each department/program goal.
- F. Based on the results for each department/program(s) listed above describe:
 - 1. Specific changes to your department as they affect program(s) (e.g., curriculum, teaching methods).
 - 2. Specific changes related to the assessment process.
 - 3. Provide documentation of continuing program(s) need including reference to the statewide & regional needs assessment

*Attach updated departmental/ programmatic assessment plans for the future (i.e., next five year period)

II. Description of degree programs and curricula

- A. List each degree program (undergraduate and graduate) offered in department by location. Include minor and undergraduate certificate program(s).
- B. Provide a table that lists courses, location, and faculty and student number for the following:
 - 1. General Education contributions
 - 2. Professional Educators contributions
 - 3. Service Course delivery
- C. Required measures of efficiency for each department for the last five years
- D. Describe currency of curricula in discipline.
- E. Effectiveness of instruction -

- F. Degree to which distance education technology is used for instruction.
- G. Assessment of programs and student learning

III. Faculty

- A. Faculty profile
- B. Copies of all faculty vitae.
- C. Faculty awards for distinction: instruction, scholarship, and service
- D. Include in appendices performance standards by department, college and university.

IV. Students – For five years

- A. Student accomplishments (include SOURCE, career placement information, etc.). List students working in field; students placed in master's or doctoral programs.
- B. Provide one masters project (if applicable);
- C. Describe departmental policies, services, initiatives, and documented results for successful student advising.
- D. Describe other student services offered through the department.

V. Facilities & Equipment by location

- A. Describe facilities available to department and their adequacy (program delivery location, size, functionality, adjacencies, lighting, ventilation, finishes, plumbing, electrical outlets, etc.). Describe anticipated needs in the next three to five years.
- B. Describe equipment available to department include program delivery location and its adequacy (office furniture, instructional fixtures, lab equipment, storage cabinets, specialty items, etc.) Describe anticipated needs in the next three to five years.
- C. Describe technology available to department include program delivery location and its adequacy (computers, telecommunications, network systems, multi-media, distance education, security systems, etc.). Describe anticipated needs in the next three to five years.

VI. Library and Technological Resources by location

- A. Describe general and specific requirements for library resources by program and location that assist in meeting educational and research objectives. Indicate ways in

which the present library resources satisfy and do not satisfy these needs. Describe anticipated needs as to the next 5 year period.

- B. Describe the information technologies faculty regularly and actively utilize in the classroom. Describe anticipated needs as to the next five year period.
- C. Describe technology available to department and its adequacy. Describe anticipated needs as to the next five year period.

VII. Analysis of the Review Period

- A. What has gone well in the department and each degree program(s)?
- B. What challenges exist for the department and for each degree program?
- C. What past recommendations from the previous program review have been implemented?
- D. Make a comparison between the last program review and where the department is now.

VIII. Future directions

IX. Suggestions for the program review process or contents of the self-study?

Appendices 1a,b,c Assessment of Student Learning Department and Program Reports

Appendix 2 Graduate Student Accomplishments

Appendices 3a,b,c CWAS Materials

Appendix 4 COTS Spending Reductions and Efficiencies, 09-11

Department of Anthropology and Museum Program Review Self Study Fall 2006 through Spring 2011

I. Introduction to Department/Program(s)

A. Department mission statement

We educate people about cultural and biological diversity of humans in all places and at all times. We do this as a department by:

- developing a holistic understanding of human issues through the theories and methods of cultural, linguistic, archaeological and biological anthropology;
- fostering student learning in small-scale and individualized settings with respect for different points of view;
- providing opportunities for student-faculty interaction in research, fieldwork, and teaching assistant experience;
- building interdisciplinary relationships that express the multidisciplinary scope of anthropology;
- engaging in research and scholarly activities and sharing results with peers, students and the public;
- offering public services that link research and teaching with the needs and interests of local, state and regional communities.

B. Brief description of department and program contexts including date of last review

The Department of Anthropology and Museum Studies at Central Washington University, newly relocated to the renovated Dean Hall, has been a four-field department since the late 1960's, and has had a museum component since the early 1970's. We are one of 13 units within the College of the Sciences (COTS), which also includes Mathematics, Physics, Geology, Geography, Chemistry, Biology, Computer Science, Science Education, Sociology, Psychology, Political Science and Law and Justice.

The faculty of the Anthropology Department are committed to a four-field approach to anthropology at the undergraduate level. We conduct the Museum Studies Program, an academic minor, and during the review period developed the Museum of Culture and Environment. We are one of three academic departments (along with Psychology and Biology) that comprise the academic base for the Primate Behavior and Ecology program (PBE), an undergraduate major, and for the Primate Behavior Master's of Science program (PB). Along with Geography, the Anthropology Department is one of two core supporting departments for the graduate master's degree program in Resource Management (REM).

Over the past decade the department has been through major personnel changes and has been growing steadily. These changes include new hires to replace vacated faculty positions and three new tenure-track positions, one to support the Resource Management and Museum programs beginning Sept. 2006 and, in the current review period, two to support our expanding Biological Anthropology sub-discipline. Most recently, beginning Fall 2011, we added a folklorist, who teaches primarily in Africana and Black studies. We currently have fourteen full-time tenure and tenure track faculty members: 6 cultural anthropologists, including 1 linguist/cultural anthropologist; 4 biological anthropologists (2 of whom are primatologists); 3 archaeologists; 1 folklorist, and 1 non-tenure track research associate (NAGPRA-related). Our permanent support staff is our very experienced full-time department secretary, who has been with the department for three decades. She oversees our part-time student office assistants (usually one).

At the introductory level, we teach courses in each of the four sub-fields, and a general introduction to the field of anthropology. These courses comprise ~30-40% of our teaching and enrollment, serve General Education requirements that all students must fulfill, and sometimes are used toward degree requirements in other disciplines. The sub-field based courses are required for all Anthropology majors. Substantial contract work in archaeology and grant work in multiple sub-disciplines has been conducted in recent years. In addition to supporting faculty research and teaching, this work supports field schools, graduate research projects and individualized research and field opportunities for students at undergraduate and graduate levels, domestically and internationally. Faculty have run three to four summer field schools each summer of the review period—Saddle Mountains Archaeology Field School in CRM archaeology (2006 -2008), Wenas Creek Mammoth Excavation Project (2006-2010), Mount Rainier Archaeology Field School (2010-2014), the Forensic/Cold Case Field School (2006-present), Japan Archaeology Field School 2010, and the inter-disciplinary China Field School, including primatology, at Anhui University (2006-present).

We serve students who major or minor in Anthropology, and graduate students in the Primate Behavior and Resource Management master's programs. We also serve students completing degrees in other programs and departments, such as Ethnic Studies, Women's Studies, Environmental Studies, American Indian Studies, Service Learning, and Communications/Film and Video Studies.

The last comprehensive program review was completed during academic year 2006–2007.

C. Describe departmental governance system and provide organizational chart for department.

The Department of Anthropology and Museum Studies, under the direction of the Chair, advocates an open, democratic decision-making process in which major decisions (including personnel issues, curriculum changes, and budgetary expenditures) are considered by the committee-of-the-whole, and policies are developed and reviewed.

Standing committees are the Department Personnel Committee (DPC), Curriculum Committee, and Assessment Committee. In accordance with the CWU/UFC Collective Bargaining Agreement 2009-2013, (see p. 36) and the Anthropology Department Guidelines for Reappointment, Promotion and Tenure (2011):

The personnel committee is composed of three to five tenured faculty. Only tenured faculty may vote on questions of reappointment, tenure, promotion, and post-tenure review. Voting committee members must be at or above the rank under consideration. In the case where fewer than three department members are eligible to be on the committee, the committee will include appropriate faculty from another department. The DPC will be elected by the tenured and tenure-track faculty within the department. Selection of DPC members will depend on nominations (including self-nominations). Members will serve a two-year term. The DPC is responsible for evaluating the candidate's professional record and providing written recommendations to the dean.

The Curriculum Committee is composed of two members in staggered two-year terms and recommends on changes to curriculum, new courses, and other matters affecting curriculum, such as program changes. The Assessment Committee compiles data and reports on Department assessment of program and student learning outcomes. The Anthropology Department chair is also the chair of the Museum Advisory Council for the Museum of Culture and Environment, which sets programming directions, approves acquisitions, and advises on major budget expenditures.

Current Ad Hoc committees are on a volunteer basis and include Budget, Space and Technology, Faculty Senate Representative and Alternate Representative, Library, and Museum Planning.

Department meetings take place weekly at noon on Wednesdays, with an alternate meeting time on Friday afternoon for committee or other pressing discussions and decision-making. Meetings are convened by the Department Chair, who sets the agenda with input from the faculty.

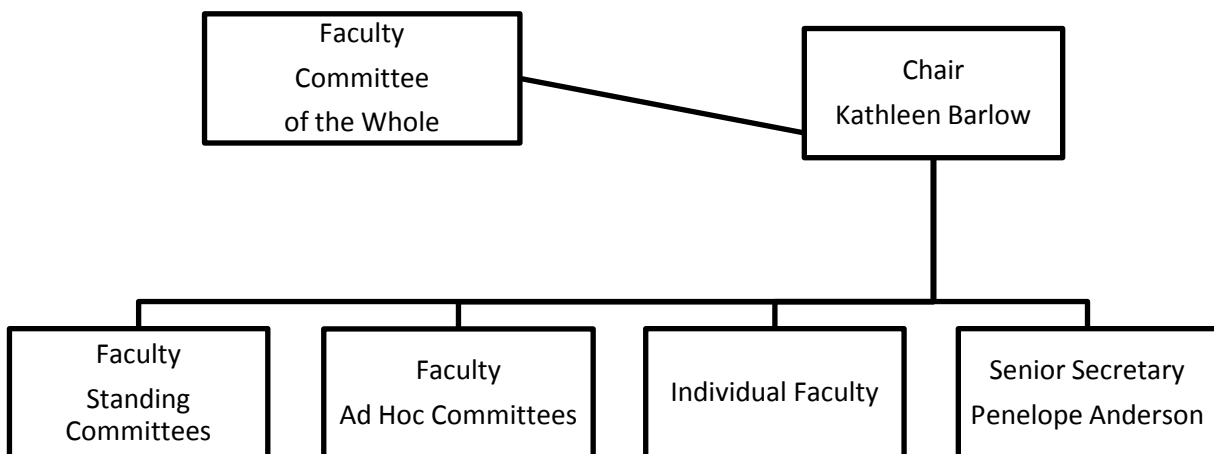


Figure 1: Department of Anthropology and Museum Studies Organizational Chart

D. Department/Program(s)

This information (D1-5) can be found in tabular form in Table 1.

1. List department/program goals (be sure to include goals for each degree program).

- Goal 1. Provide opportunities for students to develop a holistic understanding of human issues through the theories and methods of cultural, linguistic, archaeological and biological anthropology.
- Goal 2. Foster student learning in small-scale and individualized settings with respect for different points of view.
- Goal 3. Provide opportunities for student-faculty interaction in research, field work, and teaching assistant experience.
- Goal 4. Build interdisciplinary relationships that express the multidisciplinary scope of anthropology.
- Goal 5. Engage in research and scholarly activities and share results with peers, students and the public.
- Goal 6. Offer public services that link research and teaching with the needs and interests of local, state and regional communities.
- Goal 7. Raise awareness of ethical conduct in cross-cultural and intercultural interactions for program, campus, and community.
- Goal 8. Recruit and retain highly qualified faculty to maintain and develop program currency, stability, and effectiveness in all four sub-fields.
- Goal 9. Students will demonstrate knowledge, skills and values relevant to learning outcomes.

2. Describe the relationship of each department/program(s) goal to relevant college and University goals. Explain how each relevant strategic goal(s) for the University and college are being met within the department.

- Goal 1. Related College Goals: I Provide for an outstanding academic and student experience in the College of the Sciences , VII Create and sustain productive, civil, and pleasant learning environments.; Related University Goals: I Maintain and strengthen an outstanding academic and student life on the Ellensburg campus , VI Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.
- Goal 2. Related College Goals: I, VII; Related University Goals: I, VI.
- Goal 3. Related College Goals: I, III. Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence, IV, Develop a diversified funding base to support curriculum and academic facilities, student and faculty research and scholarships, as well as faculty

development, service and applied research in college disciplines. V Build partnerships that support academic program quality and student experiences in the college of the sciences, including those with private, professional, academic, government and community-based organizations. , VII; Related University Goals: I, III Strengthen and further diversify our funding base and strengthen infrastructure to support academic and student programs , VI.

- Goal 4. Related College Goal: I; Related University Goal: I.
- Goal 5. Related College Goals: I, IV, V. Build partnerships that support academic program quality and student experiences in the college of the sciences, including those with private, professional, academic, government and community-based organizations., VI Strengthen the college's contributions to the field of education, VII;
Related University Goals: I, III, VI.
- Goal 6. Related College Goals: IV, VI; Related University Goals: III, IV. Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses., V . Achieve regional and national prominence for the university.
- Goal 7. Related College Goals: VII; Related University Goals: VI.
- Goal 8. Related College Goal: I; Related University Goals: I, V.
- Goal 9. Related College Goal: I; Related University Goal: I.

1. Department Contributions to CWU Goal I, Maintain and strengthen an outstanding academic and student life on the Ellensburg campus:

The department supports and promotes student activities that contribute rich extracurricular learning opportunities. Examples include:

- Anthropology Student Association: fieldtrips, for example to museums and zoological gardens; potlucks; brown bag lectures with student, faculty, and off campus speakers; participation in and attendance at regional and national conferences, such as Northwest Anthropological Association and American Anthropological Association conferences.
- Collaboration with other student organizations to organize guest speakers and other events. Some examples of faculty and student collaborations are: Diversity Education Center, Center for Student Empowerment, CWU Civic Engagement Center, Gay and Lesbian Alliance, ConneX Health Careers Opportunity Program.
- The department has hosted numerous guest presentations, workshops, films, and cultural events that benefit CWU students and members of surrounding communities.

- The department's teaching philosophy emphasizes the combined activities of teaching, advising, and mentoring to foster student well-being. We place high priority on small class sizes; faculty availability for individual studies and field-based courses and experiences; and advising by department members within and outside the department.

2. Department Contributions to CWU Goal II, Provide for an outstanding academic and student life at the university centers:

The Anthropology department does not offer any programs at the University Centers, but in the current review period we started offering online courses that serve students at the centers and in the Inter-disciplinary Social Science major (e.g. Anth 107, Anth 314, Anth 322).

3. Department Contributions to CWU Goal III, Strengthen and further diversify our funding base and strengthen infrastructure to support academic and student programs:

Department members have been competitive in acquiring grants and contracts with multiple state, federal, corporate, and private institutions/agencies. These often provide financial support for faculty-mentored student projects while demonstrating the importance of anthropology to the broader community. Examples include:

- Federal agencies: National Science Foundation, National Institute of Health, Bureau of Land Management, National Parks Services, Bureau of Reclamation, Bonneville Power Administration
- State agencies: Department of Health, Department of Natural Resources, various state parks
- Corporate: Suncadia, Kittitas County Conservation District, Public Utilities District, Army Corp of Engineers
- Tribal: Confederated Tribes and Bands of the Umatilla Indian Reservation, Yakama Nation
- CWU Support: Office of International Studies and Programs, Student Affairs, SEED grant competitions, research appointments, essential equipment grants, travel grants, and Farrell scholarships (awarded to students).

4. Department Contributions to CWU Goals IV and V, Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses, AND Achieve regional and national prominence for the university:

Department members have been effective in establishing a variety of regional, national, and international connections that, among other things, further the interests or prestige of CWU and the groups involved, and bring opportunities for students (e.g. for employment, internships, selection of research sites, and student/faculty collaborations). Examples include connections (e.g. partnerships, service contributions, etc) with:

- International Institutions: Anhui University, China; Udayana University, Indonesia.

- International Organizations: International Primatological Society, Orangutan Republik Conservation Education Initiative.
- Federal agencies: Bureau of Land Management, National Parks Services, Bureau of Reclamation, National Institutes of Health, US Army, Intertribal Fisheries Commission
- National Organizations: National Science Foundation, American Anthropological Association, Society for Applied Anthropology, American Society of Primatology,
- State agencies: Various state parks, Grant County Public Utilities District, Puget Sound Energy, Department of Natural Resources
- Corporate: Suncadia, Kittitas County Conservation District
- Museums: Yakima Valley Museum, Kittitas County Historical Museum, Olmstead State Park, Thorpe Mill, Gallery One, Clymer Museum, Maryhill Museum, WA State History, Kittitas Environmental Education Network, Umista Cultural Center, Yakama Nation Cultural Center, Smithsonian National Museum of the American Indian, National Museum of Health and Medicine
- Tribal: Umatilla, Yakama, Wanapum, Colville, Nez Perce, Warm Springs, Muckleshoot, Tulalip, Coeur d'Alene, Kwakwaka'wakw, Pt. Gamble S'Klallam
- Community Colleges: Wenatchee, Yakima, South Puget Sound, Big Bend
- Regional Organizations: Farm Workers Clinic, ConneX, Northwest Anthropological Association, Kittitas County Board of Health Advisory Committee, Kittitas Valley Community Hospital Foundation Board
- Law Enforcement: Federal Bureau of Investigation, Search and Rescue, County Sheriffs (Adams, Douglas, Yakima, Benton, Klickitat, and Kittitas counties), Ellensburg and Yakima Police
- K-12 Education: GEAR UP program; high school science programs (two in Yakima schools, one in Naches, one in Ellensburg); programs at private schools; Expanding Your Horizons (at CWU; to spark the interest of girls in careers in science), and campus sponsored career days and workshops.

5. Department Contributions to Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.

The department supports university goal VI by teaching students about the importance of tolerance, diversity, and cultural relativism; protection of the environment and effective conservation; the significance of effective resource management and historic preservation at local, state, and international levels; and the vital role anthropology plays in modern health careers. In addition to providing information on these topics in anthropology courses offered to majors and GE students, department faculty are actively involved in many inter-disciplinary communities at CWU, and in the Resource Management MS program, the Primate Behavior and Ecology program, and the ConneX Health Careers Opportunity program, American Indian Studies, and Environmental Studies.

3. Identify what data was used to measure (assess) goal attainment

Assessment of Goal 1:

a. Enrollment and grades in four-field curriculum.

- b. Basic Knowledge Assessment Test: Pre-test (Anth 301) and Post-test (Anth 458). In the current review period, we revised the exam to better assess program learning outcomes.
- c. Portfolio.
- d. Sponsorship, collaboration, and participation in guest presentations and events.
- e. Participation in all-campus end of quarter poster event, posters and presentations at conferences: SOURCE (annual CWU all-campus faculty, graduate and undergraduate research conference), regional, and national conferences.
- f. Exit exam.

Assessment of Goal 2:

- a. Class sizes
- b. Peer review of teaching and syllabi
- c. SEOI responses
- d. Exit interview

Assessment of Goal 3:

- a. Student participation levels in field schools, research, and independent study opportunities.
- b. Outcomes that include student participation: SOURCE, symposia, NWAC and other conference presentations.
- c. Number of T.A. ships
- d. Exit interview.

Assessment of Goal 4:

- a. Numbers of inter-disciplinary links (teaching in the curricula, our courses count in the curricula, guest-lecturing etc)
- b. Numbers of cross-listed classes
- c. Leadership in interdisciplinary planning and program implementation

Assessment of Goal 5:

- a. Publications, research reports, presentations, exhibits, and videos.
- b. Ongoing relationships with Federal and State agencies, Museums, Corporate, Private, Tribal and non-profit organizations, law enforcement and K-12 programs.
- c. Feedback from Federal and tribal entities concerning our compliance
- d. Number of and feedback from people served by public events; media coverage.

Assessment of Goal 6:

- a. Contracts related to public education, field research, and cultural resource preservation and management.
- b. Service learning.
- c. Public programming.
- d. Contract Archaeology

Assessment of Goal 7:

- a. Incorporation into our course contents.
- b. NAGPRA implementation.
- c. Public programming.
- d. Diversity outreach activities.

Assessment of Goal 8:

- a. Hire, retention and advancement of faculty who meet department, college and university performance standards of teaching, scholarship and service.

Assessment of Goal 9:

- a. Rubrics and other assessments in courses.

4. Describe the criterion of achievement (standard of mastery) for each goal.

- Goal 1. 95% of students will pass at 75% level.
[Tbd]. Baseline scores for portfolios.
[Tbd]. Baseline numbers for events and conferences.
- Goal 2. Class size for 100 level courses ~ 40-45; 300 level ~ 20-25; 400 and 500 level ~ 10-15.
All majors complete seminar-style course at 4xx level.
SEOs and Exit surveys confirm small-scale and individualized learning environment.
- Goal 3. Percentage of students participating [tbd]
- Goal 4. 2/3 of faculty will participate in one or more inter-disciplinary programs
- Goal 5. [Tbd] % of faculty will attend a conference annually.
[Tbd] % will present at a conference annually.
[Develop baseline for local, regional, and national participation]
- Goal 6. 50% of faculty will report related activities.
- Goal 7. Tribal feedback will confirm that we maintain currency.
[Develop baseline for public programming and diversity outreach activities]
- Goal 8. FTTT will achieve reappointment, tenure, and promotion.
FTNTT and lecturers will be continued based on successful yearly progress reports.
[TBD] Workload flexibility: Numbers of releases.
- Goal 9. See Goal 1 and Student Learning Outcomes.

5. Describe the major activities that enabled goal attainment.

Activities that supported Goal 1:

- a. Taught the core curriculum, including introductory course sequence (Anth 110, 120, 130, 180), and advanced courses at 3xx and 4xx level for majors and minors; as well as core courses and directed research for REM and PB graduate students.
- b. Taught Upper Division Method and Theory Courses
- c. Revised the curriculum to emphasize these goals and provide more flexibility for our students.
- d. Expanded the biological anthropology sub-discipline
- e. Developed the Museum for Culture and Environment
- f. Added an upper division course in Museum Studies.
- g. Started online teaching, also serving the Centers (107, 130, 314, 381, 398, Culture and Childhood)
- h. Mentored Student Research, see goals 2 and 3 below
- i. Contributed to the General Education program by teaching Anth 110, 120, 130 107 and 314
- j. Participated in interdisciplinary team teaching (AIS, Primate Behavior, REM)
- k. Participated in interdisciplinary teaching and course offerings (Primate programs, Women Studies, AIS, Asia Pacific, Latin America, Communications)
- l. Participated in interdisciplinary initiative on Health Careers.
- m. Sponsored Campus and Department Guest Speakers
- n. Supported ASA, PAN, ERMA and Native American Student Association's Activities
- o. Hosted annual Northwest Anthropology Association Conference in March 25-27, 2010.

Activities that supported Goal 2:

- a. Kept class sizes small (intro ~45, advanced 25, seminars 8-12), until we had to increase them due to the budget crisis.
- b. Facilitated discussions based on encouraging openness, tolerance and appreciation for diversity of perspectives.
- c. Gave learning assignments that were open, flexible and allowed choice according to student interests, initiative and expertise.
- d. Maintained faculty diversity and diversity of teaching styles

Activities that supported Goal 3:

- a. Procured grants that included students
- b. Supported international studies and study abroad programs.
- c. Provided opportunities for undergraduate and graduate T.A.'s
- d. Provided graduate Assistantships for REM and PB.
- e. Provided internships opportunities (e.g. with CHCI, MCE, Museums, tribes, agencies)
- f. Provided lab assistant assignments (e.g. zoo-archaeology, lithics, CRM, NAGPRA, Mammoth, Genetics, Osteology)
- g. Provided contract employment opportunities in archaeology
- h. Conducted Field Schools (e.g. Mammoth, Saddle Mountains, Mt. Rainier, Forensic, China).
- i. Provided summer scholarship opportunities through the Barlow fellowship.

j. Supervised individualized studies, including lab, reading, and research work.

Activities that supported Goal 4:

- a. Made teaching contributions in multiple programs (e.g. REM, PB, and PBE, Museum Studies, Ethnic Studies, Film and Video Studies, Women's Studies, Health Careers, American Indian Studies, Environmental Studies).
- b. Offered cross-listed courses (e.g. Linguistics, Sociology, Communications, Family Studies, Music, Geography, Foreign Languages)
- c. Organized and/or participated in colloquia (e.g. Resource Management, Natural Science Seminar, Gender Symposium, Margaret Mead Film and Video Festival)
- d. Conducted Research and field schools (e.g. China field school, Mammoth field school, CRM, Forensics).
- e. NAGPRA Outreach
- f. ACHP Participation

Activities that supported Goal 5:

- a. Undergraduate and graduate collaborative research
- b. Peer-reviewed journal articles and books
- c. Monographs and textbooks
- d. Field reports and contract reports
- e. Conference presentations
- f. Exhibits at MCE and public events on or off campus (e.g. Barge Hall, Friends of Washoe in downtown Ellensburg, PSE Wild Horse Wind Farm Visitors Center, Wanapum Archaeology Days, Yakima County Fair).
- g. Working papers for seminars and conferences
- h. Public lectures and programs (e.g. NAGPRA, Chimposium, museum opening programs, symposia, Margaret Mead Film and Video Festival, Humanities WA Speaker Series).

Activities that supported Goal 6:

- a. Faculty served as guest speakers for local organizations (e.g. Mammoth talks, 5th grade camp, Rotary Club, MCE).
- b. Faculty provided support to public education events/organizations (e.g. Kittitas Environmental Education Network, Wanapum Archaeology Day, Roslyn Museum).
- c. Contract services to public agencies and organizations, faculty expertise to implement public projects (e.g. Suncadia, KCCD, Douglas County PUD, Puget Sound Energy).
- d. Board memberships in museums and other organizations (e.g. Washington State Historic Preservation Committee, Association for Washington Archaeology, Friends of Washoe, Animal Welfare Institute, Ellensburg Film Festival.)
- e. Faculty provided interns and supervised their work in local museums and other organizations (e.g., Kittitas County Historical Museum, Yakima Valley Museum, Thorp Mill, Olmstead State Park,

Okanogan Museum, Nordic Heritage Museum, Clymer Art Museum, Zoo of NW Florida, Gallery One)

f. Provided programs to the public through the Museum of Culture and the Environment, CHCI, Mammoth project, Margaret Mead Film and Video Festival, and by bringing in renowned public speakers.

g. Faculty have served a large number of regional school districts by providing GEARUP educational programs for visiting students on CWU campus, and through a Bridges to the Baccalaureate program.

Activities that supported Goal 7:

a. Issues of ethics are addressed across our curriculum (e.g. in 107, 130, 301, 313, 315, 458, 444, 360, REM 521, REM 562), with emphasis also on particular concerns within sub-disciplines (e.g. 120, 130, 313, 315, 351) and in connection with the field school to China.

b. Human Subjects Review for research at all levels.

c. Collaboration with Diversity Center on programs.

d. Student Service collaborations.

e. Successful NAGPRA repatriation of artifacts,

f. On-going collaboration with tribes

g. Procurement of grants and/or contracts to support NAGPRA work

Activities that supported Goal 8:

a. Two new tenure-track lines and hires to build up the sub-discipline of biological anthropology

b. Retention of tenure-track line with turnover through new hire to support the Museum of Culture and Environment.

c. Transfer of Africana folklorist to our department.

d. Secured 1-year-non-tenure-track adjunct line, which allows for replacement hires in different sub-disciplines when our regular faculty have workload reassignments (eg. Amason 2 years, Buvit 3 years, Endacott 2 years).

e. When planning hire, consider currency and complementarity among subdisciplines

f. When planning hire, discuss commitment to 4-field anthropology and course needs; provide information during the interview process that orients prospective hire to department culture.

g. Load reduction for 1st year faculty

h. Regularly review to revise programs based on how courses fit with faculty expertise.

i. Workload reductions for professional development.

j. Sabbaticals for and retention of tenured faculty (e.g. SH, PTM, PML, TJA, LP, PW)

Activities that supported Goal 9:

a. Created assessment committee, which has spearheaded efforts to make measurable outcomes for each learning outcome, from the course to the program level (See Table 1).

b. Updated learning outcomes for all courses.

c. Developed and implemented program assessment process

d. Basic Knowledge Assessment Test: Pre-test (Anth 301) and Post-test (Anth 458). In the current review period, we revised the exam to better assess program learning outcomes.

E. List results for each department/program goal.

- 1. Provide results in specific quantitative or qualitative terms for each department/program(s).**
- 2. Compare results to standards of mastery listed above.**
- 3. Provide a concise interpretation of results.**

The current assessment plan (Table 1) is a recent product of our efforts to develop a more effective assessment process and align our program with outcomes. Goals are assessed in annual rotation.

We are still in the process of organizing and interpreting the data in specific quantitative and qualitative terms, as requested here, but see Assessment Reports for 2008-2009 and 2009-2010 (Appendix 1a-c).

F. Based on the results for each department/program(s) listed above describe:

- 1. Specific changes to your department as they affect program(s) (e.g., curriculum, teaching methods).**

- We have revised the department majors.
- We have reduced the number of programs we offer.
- We have systematized the rotation of courses in Biological Anthropology and Archaeology.

- 2. Specific changes related to the assessment process.**

- We worked out the student learning outcomes for the program.
- We revised the comprehensive exam to reflect these.
- We assigned more consistent steps in the assessment loop between 301 and 458.

- 3. Provide documentation of continuing program(s) need including reference to the statewide & regional needs assessment**

***Attach updated departmental/ programmatic assessment plans for the future (i.e., next five year period).**

We have developed the attached program assessment plan since the previous program review. We are now working on implementing it. See Table 1.

**Table 1 (Section I, F.)
 CWU Department of Anthropology and Museum Studies Assessment Plan
 Programs: B.S., B.A., B.A. Bridge (Small Plan), Museum Studies Minor**

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. Provide opportunities for students to develop an holistic understanding of human issues through the theories and methods of cultural, linguistic, archaeological and biological anthropology.	I, II, VII	I, II, VI	Four-field curriculum design Exit exam, portfolio Sponsorship and collaboration on guest presentations and events	Majors, minors	End of major assessment Anth 301, 458, 459 Pre/post text	95% of students will pass at 75% level Students will score ____ on the portfolio rubric (baseline to be determined) Baseline to be determined
2. Foster student learning in small-scale and individualized settings	I, VII	I, VI	Class size, Seminar offerings - SEOI Independent studies Exit Interviews	Class enrollment Majors	Quarterly Advising on major program progress	Class size for : 100's - ~40-45 300 – 20-25 400 & 500 – 10-15 All majors complete seminar course at 4xx level Exit surveys confirm small-scale and individualized learning environment

3. Provide opportunities for student-faculty interaction in research, field work, and teaching assistant experience	I, III, IV, V, VII	I, III, VI	Field schools, research, independent study projects, SOURCE, poster and other conference presentations Exit Interviews	Enrollment Majors	Annually Annually	Successful completion # participating – Baseline to be determined.
4. Build interdisciplinary relationships that express the multidisciplinary scope of anthropology	I	I	Coursework and advising in related programs	Faculty participation as program faculty	Workload planning, Annual activities reports	2/3 of faculty will participate in one or more inter-disciplinary programs
5. Engage in research and scholarly activities and share results with peers, students and the public.	I, IV, V, VI, VII	I, III, VI	Publications, research reports, student participation in field schools, internships and research opportunities On-going relationships with Federal and State agencies, Museums, Corporate, Private, Tribal and non-profit organizations, law enforcement and K-12 programs	Faculty products Student participation rates Faculty collaborations	Annual evaluation Spring and Fall dept. retreats, Annual activities reports	__% of faculty annually will attend a conference, __% will present at a conference Baseline to be determined for local, regional, national/and % participation.
6. Offer public services that link research and teaching with the needs and interests of local, state and regional communities	IV, V	III, IV, V	Contracts related to public education, field research, and cultural resource preservation and management	Faculty led participation on projects	COTS Chairs meetings - report	50% of faculty will report related activities Baseline to be determined

7. Raise awareness of ethical conduct in cross-cultural and intercultural and interspecies interactions for program, campus and community	VII	VI	NAGPRA implementation Diversity outreach activities Human Subjects Research protocols Exit Interviews Portfolios	Collaboration with tribes to inventory, notify and repatriate human remains and artifacts Department sponsorship, faculty and student participation	Reported annually Annual activities report, fall retreat	Maintain currency with tribal requests Baselines to be determined
8. Recruit and retain highly qualified faculty to maintain and develop program currency, stability and effectiveness in all four sub-fields	I	I, V	Retention and advancement of faculty who meet department, college and university performance standards of teaching, scholarship and service Personnel evaluation process	All faculty per annual activities report for FTTT, annual evaluation process for FTNTT and lecturers	Fall, winter, spring	FTTT faculty will achieve reappointment and tenure. FTNTT and lecturers will be continued based on successful yearly progress reports and implementation of teaching improvement strategies
9. Students will demonstrate knowledge, skills and values relevant to student learning outcomes	I	I	Rubrics and other assessments in courses 301/458 pre & post test	Majors	See student learning outcomes	See student learning outcomes

II. Description of degree programs and curricula

A. List each degree program (undergraduate and graduate) offered in department by location, regardless of state or self support. Include minor and undergraduate certificate program(s).

See Table 2

Undergraduate Programs:

* This describes our programs for the past five years. We have now approved changes to our programs through the curriculum process, and the new versions are posted in the catalog for next year (Regarding the changes made, see section VII. A in the section, "Analysis of the Review Period").

- **BSc** 75 credits, with upper division coursework in five subfields of anthropology (ethnography, ethnology, linguistic anthropology, archaeology, biological anthropology); includes coursework in methods in three or more subfields of anthropology (could include internships or field schools); capstone courses in history and theory of anthropology and senior comprehensive survey of the entire discipline; one course in statistics. (This major does not require a foreign language.)
- **BA** 61 credits, with upper division coursework in at least three subfields of anthropology (student chooses from ethnography, ethnology, linguistic anthropology, archaeology, biological anthropology); includes course work in methods in the subfield of the student's choice (could include internships or field schools); capstone course senior colloquium. (The B.A. degree also requires one year of foreign language.)
- **Bridge BA** 45 credits, intended to link to a major in a closely aligned field (such as history, psychology, biology)
- **Minor** 25-26 credits – at least three courses in the introductory sequence and 10 credits of related elective courses.
- **Museum Studies Minor** 30 credits, with upper division coursework in museum curation, exhibit design, and internship (12 credits), plus 10 credits internship and 8 credits elective courses.
- **Primate Behavior and Ecology Program**, 69-74 credits. The Primate Behavior and Ecology program provides students with interdisciplinary perspectives on the relationships between non-human primates and the environment in both captive and free-range settings. Specific course requirements in Anthropology, Psychology, Biology, and Primate Studies give students a solid academic background, which is enriched by opportunities for field work, research, and husbandry training. The program prepares students for graduate programs in primate behavior, behavioral ecology, animal behavior, and related fields; for conservation careers in governmental and nongovernmental organizations; or for careers with primate laboratories, zoos, and other captive facilities. The integrative nature of the program provides a very effective framework for fulfilling the university's mission of preparing students for responsible

citizenship and environmental stewardship. The program is unique in the state of Washington, and complements the research and training efforts of the Chimpanzee Human Communication Institute (CHCI) at CWU and the Woodland Park Zoo in Seattle.

- **Graduate Programs:** See also these program's self study documents
- **Resource Management:** CWU's Resource Management Program provides skills in management, policy analysis and formulation, resource appraisal, and budgetary assessment to students with prior education, interests and experience in cultural and natural resource related fields. Normally, at least five academic quarters of continuous full-time study are required for completion of coursework, field experience and research, and thesis writing.
- **Primate Behavior:** The program faculty developed an MS Primate Behavior program during the current review period. This program is unique in North America and attracts high-achieving, competitive students. The program continues the tradition of academic rigor established in the BS Primate Behavior and Ecology program. Faculty foster the emotional, personal, and professional growth of the students with a learner-based approach to training that includes opportunities to conduct noninvasive scientific research. Students can work with a variety of captive and free-living primates. Research venues include the Chimpanzee and Human Communication Institute (CHCI) on the CWU campus, internships at the Woodland Park Zoo, and a Conservation and Biodiversity Field School in Anhui Province, China. Students may arrange to study primates at other locations or can study other species as part of required or elective coursework.

The MS program addresses several aspects of CWU's mission and goals. PB students develop a scientific approach to the study of primate behavior and ecology while learning to care for captive nonhuman primates and to be stewards for free-living nonhuman primates. Principles and methods learned in class are also extended to other species. Students graduating from the program are well grounded in primatology and with an expansive skill set that can be related to other species. Experiences and research opportunities embedded in the program prepare students for responsible citizenship and stewardship of Earth. All program participants—faculty, staff, students, and alumni—contribute to improving conditions for humans and nonhumans alike through both programs' emphasis on the interconnectedness of humans and nature.

**Table 2 (Section II, A.)
Programs Offered in Department**

Degree Program	Delivery Location(s)	Instructional Staff		# Students in Major					# Degrees Awarded				
		Faculty FTE *	Grad Assist. FTE	06 07	07 08	08 09	09 10	10 11	06 07	07 08	08 09	09 10	10 11
Anthropology BS	Ellensburg			49	49	33	34	44	12	12	15	14	18
Anthropology Lg Plan BA	Ellensburg			39	41	52	63	59	14	16	26	21	26
Anthropology Sm Plan BA	Ellensburg			7	10	8	8	5	5	6	4	6	3
* Aggregate average; not available by plan (See 2C for yr-by-yr)		10.05	See REM & PB Self Studies										
Minor Programs	Delivery Location(s)	Instructional Staff		# Students in Minor					#Minors Completed				
		Faculty FTE*	Grad Assist FTE	06 07	07 08	08 09	09 10	10 11	06 07	07 08	08 09	09 10	10 11
Anthropology	Ellensburg			0	19	16	12	12	8	11	11	7	5
	Des Moines			-	-	-	-	1					
	Lynnwood			1	1	-	1	1					
	Yakima			-	-	-	-	1					
Museum Studies	Ellensburg			6	15	11	10	16	5	6	10	4	4
Certificate Programs	Delivery Location(s)	Instructional Staff		# Students in Program					# Cert. Completed				
		Faculty FTE	Grad Assist FTE										

B. Provide a table that lists courses, location, and faculty and student number for General Education, Professional Educators, and Service Course contributions:

**Table 3 (Section II, B.)*
Courses, Contributions, Locations**

Contributing area	Delivery Location	Instructional Staff		# Students				
		Faculty FTE	Grad Assist. FTE	06 07	07 08	08 09	09 10	10 11**
General Education Courses	Location(s)							
Anth 107	Ellensburg							360
Anth 110	Ellensburg							315
Anth 120	Ellensburg							225
Anth 130	Ellensburg							630
Anth 314	Ellensburg							90
Professional Education Courses	Location(s)	Faculty FTE	Grad FTE					
n/a								
Ellensburg Service Courses	Location(s)	Faculty FTE	Grad FTE					
Anth 107	Ellensburg							
Anth 314	Ellensburg							

* FTE and student numbers by course are not available from Institutional Research.

**These are the annual figures to which we program these courses.

C. Required measures of efficiency for each department for the last five years

1. **SFR (FTES/FTEF) disaggregate data**

State-funded Faculty and Student Full-Time Equivalents by Department, 2007 through 2011

		2007	2008	2009	2010	2011
ANTH	Full-time Equivalent Faculty (FTEF)	9.02	9.36	11.01	10.61	10.25
	Full-time Equivalent Students (FTES)	215.30	217.80	210.50	246.60	271.70
	Student-to-Faculty Ratio (SFR)	23.9 : 1	23.3 : 1	19.1 : 1	23.2 : 1	26.5 : 1

2. **Ave. class size; disaggregate upper and lower division and graduate courses**

Average Lecture Class Size: CWU Overall, College of the Sciences and Anthropology Academic Years 2007 through 2011

**CWU Overall Average Lecture Class Size:
AY 2007 through 2011**

2007	2008	2009	2010	2011
22.96	21.89	22.77	23.89	24.15

**CWU Upper v. Lower v. Graduate Average Lecture Class Size:
AY 2007 through 2011**

	2007	2008	2009	2010	2011
Graduate	8.48	7.38	7.97	8.82	8.93
Lower	32.31	30.8	31.68	34.41	31.81
Upper	19.03	18.06	18.81	19.48	19.63

**COTS Overall Average Lecture Class Size:
AY 2007 through 2011**

2007	2008	2009	2010	2011
30.6	28.05	28.57	32.62	33.02

**COTS Upper v. Lower v. Graduate Average Lecture Class Size:
AY 2007 through 2011**

	2007	2008	2009	2010	2011
Graduate	10.63	11.24	11.59	12.16	11.74
Lower	45.07	41.07	40.18	46.42	47.43
Upper	22.91	21.003	21.57	24.88	25.35

**Anthropology Overall Average Lecture Class Size:
AY 2007 through 2011**

2007	2008	2009	2010	2011
30.3	29.08	27.94	32.32	34.21

**Anthropology Upper v. Lower Average Lecture Class Size:
AY 2007 through 2011**

	2007	2008	2009	2010	2011
Graduate	9	19	18	11.5	15.5
Lower	39.8	38.24	35.76	44.15	47.14
Upper	19.93	19.3	20.92	22.11	23.13

D. Describe currency of curricula in discipline. How does the curriculum compare to recognized standards promulgated by professionals in the discipline (e.g., state, national, and professional association standards)?

CWU's anthropology program is current with the main areas of concern to the broader discipline, as identified through the American Anthropological Association (AAA), the primary professional society of anthropologists. We carry out our curriculum planning on these bases:

1) The Association's mission: a) "to advance anthropology as the science that studies humankind in all its aspects, through archeological, biological, ethnological, and linguistic research;" and b) "to further the professional interests of American anthropologists; including the dissemination of anthropological knowledge and its use to solve human problems."

2) Related main topics reflected on the Association's web site and in associated publications:

1) *Anthropology as a scientific four-field and cross-cultural discipline:* The holistic scientific nature of anthropology makes it unique among social sciences. Those departments (such as CWU) that promote the teaching of four-field anthropology should ideally develop integrated curricula that demonstrate the importance and value of understanding the human condition in all its aspects, through the lenses and methods of multiple sub-disciplines and across cultures, while preparing students for more advanced academic work in a particular sub-discipline.

2) *The diversity and wellbeing of humankind:* Themes relating to understanding the diversity and being concerned with the wellbeing of humankind are prominent features of the discipline, and thus should be featured in university-level curricula. These themes include issues of human evolution, race, gender, human rights (including the rights of children), and ethics in research;

3) *Applications of anthropological knowledge:* Anthropologists work both inside and outside of academia. Anthropology students benefit from field schools, internships, and service learning

opportunities that deepen their understanding of theories and methods they are learning about in class and broaden their skill set while preparing them to transition to a diverse workforce.

The anthropology program addresses the above areas as follows:

1) *Anthropology as a four-field, holistic discipline:* The CWU anthropology department is strongly four-field, and our curriculum reinforces this perspective throughout the student's academic career here. Shortly after declaring the major, students enroll in a course that introduces them to the major, Principles and Assessments ANTH 301. Here an initial assessment is made of their understanding of the key topics in anthropology, an assessment that is revisited by seniors in the required four-field capstone course (ANTH 458). All students must take courses from multiple anthropological sub-disciplines.

2) *The diversity and wellbeing of humankind:* Several department courses address topics of race, gender, human rights, and ethics. For example, many classes include substantial discussions of ethics (Anth 130, Intro. to Cultural Anth., Anth 351, Visual Anthropology, Anth 360 Introduction to Museum Studies, Anth 444 Ethnographic Methods, Anth 459 Senior Colloquium; Anth 120 Intro. to Archaeology, Anth 321 Archaeological Methods, Anth 314 Human Variation) including exercises on ethics available from the AAA website. Human evolution is covered in several archaeology and biological anthropology courses, and the topics of race and human variation are explored throughout the curriculum, in lower and upper division courses, and in courses for majors and non-majors.

3) *Applications of anthropological knowledge:* The department curriculum includes numerous opportunities for faculty-mentored fieldwork and/or internships in all sub-disciplines. Several of these occur in other countries and/or during the summer. Most courses include mini-field experiences or service learning opportunities that initiate majors and GE students into the methods used by anthropologists. This combination of exposure to practical and theoretical issues current in the discipline prepares our students to continue on in graduate work or to transition to the workforce in anthropology or related fields

E. Effectiveness of instruction - Describe how the department addresses the scholarship of teaching with specific supporting documentation including each of the following:

- 1. Departmental teaching effectiveness – report a five-year history of the “teaching effectiveness” department means as reported on SEOIs, indexed to the university* mean on a quarter-by-quarter basis.**

***Note that the mean provided is the college mean.**

SEOIs are carried out in all instructional classes. The following quarter, faculty are provided with copies of students’ written comments and a statistical summary of standardized questions for each course. The table below summarizes the department’s SEOI scores compared to COTS Averages for questions #28 "Course as a Whole was:" and #29, “Instructor’s Teaching Effectiveness was:” for Fall, Winter, and Spring Quarters, 2006-2011.

**Central Washington University
Anthropology Averages compared to COTS Averages
Winter 2006 (1061) to present**

- a. “5” is "Excellent" - “1” is "Very poor"
- b. If there are only a few SEOIs scanned for summer terms the averages are omitted due to small sample size.
- c. Term numbers run by calendar year, Winter, Spring, Summer, Fall, ending in 1, 3, 6, and 9, respectively.

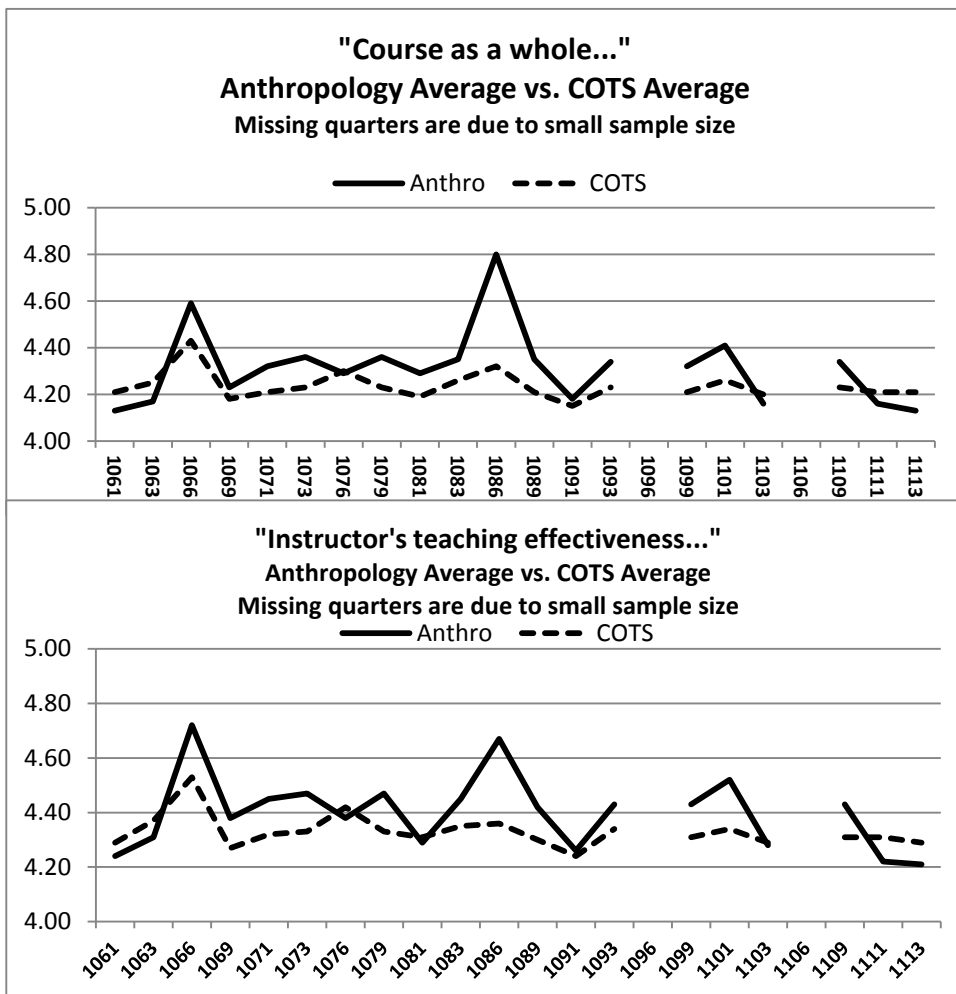
Term	Course as a whole		Instructor's effectiveness	
	Anthropology Average	College of the Sciences Avg.	Anthropology Average	College of the Sciences Avg.
W 06	4.13	4.21	4.24	4.29
Sp 06	4.17	4.25	4.31	4.37
S 06	4.59	4.43	4.72	4.53
F 06	4.23	4.18	4.38	4.27
W 07	4.32	4.21	4.45	4.32
Sp 07	4.36	4.23	4.47	4.33
S 07	4.29	4.30	4.38	4.42
F 07	4.36	4.23	4.47	4.33
W 08	4.29	4.19	4.29	4.31
Sp 08	4.35	4.26	4.45	4.35
S 08	4.80	4.32	4.67	4.36
F 08	4.35	4.21	4.42	4.30
W 09	4.18	4.15	4.26	4.24
Sp 09	4.34	4.23	4.43	4.34
S 09				
F 09	4.32	4.21	4.43	4.31

W 10	4.41	4.26	4.52	4.34
Sp 10	4.16	4.20	4.28	4.29
S 10				
F 10	4.34	4.23	4.43	4.31
W 11	4.16	4.21	4.22	4.31
Sp 11	4.13	4.21	4.21	4.29
S 11				

S 08 only three sections with SEOIs.

S 10 had no sections with SEOIs, 2 sections were online, 4 were F2F

only one section was scanned for S 11. Those results are not included.



2. **What evidence other than Student Evaluation of Instruction (SEOI) is gathered and used in the department to evaluate the effectiveness of instruction?**

- Department faculty participate in formative and summative evaluations of effectiveness of instruction performed by peers, typically from within the department: Department personnel guidelines require a classroom visit every year for both tenure-track and non-tenure track faculty, and every three years for post-tenure faculty. This constitutes a summative review frequently used in structured performance records or for merit consideration. Formative review is sought by some faculty members to improve a particular aspect of their teaching.
- Evaluation also occurs through meetings of two or more faculty members and in discussions at department retreats, where department curriculum (e.g., assessment of the degree or the role of capstone courses) is discussed.
- Effectiveness of instruction is expressed in students' final assessments in capstone courses (Senior Comprehensive Survey ANTH 458). Their performance provides information for evaluating the strengths and weaknesses of our teaching.
- Students also comment on their experiences in the department, and suggest improvements on an exit interview survey form.
- The department and the university emphasize faculty-mentored student research. Department faculty have been very effective in this type of teaching, as evidenced by the number of student publications and presentations (along with other student accomplishments).

3. Effectiveness of instructional methods to produce student learning based upon programmatic goals including innovative and traditional methods –

Examples include: a. Collaborative research between student and faculty; b. Inquiry-based, open ended learning; c. Use of field experiences; d. Classic lectures; e. Lecture and inquiry based guided discussions; f. Service learning or civic engagement; g. Other innovative methods (e.g., online integration)

- The department excels in the extent and quality of opportunities for student learning. While the department values a diversity of teaching styles, all faculty in some way, blend methods that include lecture segments and inquiry based guided discussions, and collaborative projects. Many selectively incorporate Blackboard and other online resources. In several lower division and most upper-division courses, students choose research and paper topics to explore during the quarter.
- Student learning opportunities also include opportunities to conduct faculty-mentored research, a hallmark of the university. This happens through a number of mechanisms:
 - Service learning opportunities attached to or embedded in courses.
 - Field experiences attached to or embedded in courses.
 - Individualized studies to prepare students for and guide them through field experiences.
 - Study Abroad programs.
 - Internships coordinated through the university internship.
 - Faculty mentorship of students in programs such as the Douglas Honors College, the Science

Honors Research Program, McNair Scholars Program.

- Graduate advising and committee supervision/membership in REM and Primate Behavior Master's programs.
- Faculty mentorship for individual or collaborative presentations and publications.
- Field schools providing hands-on training in data collection, sometimes in an international setting. In many cases students design and implement a scientific research project.

The following Summer field schools and Study Abroad programs were offered during the review period:

- China Study Abroad: ANTH 493, 2006-present.
- Forensic Osteology Field School: ANTH 414 (LDL), 2006-present.
- Various CRM Archaeology 2006-present
- Wenas Creek Mammoth Excavation: ANTH 493/GEOG 493 through CE, 2006-2010.
- Saddle Mountains: ANTH 493/486, 2006 & 2008.
- Japan Archaeology Field School, (IB) 2010
- Mount Rainier: ANTH 493/486 (PTM), 2011-2014

F. Degree to which distance education technology is used for instruction.

1. ITV

We only make occasional use of ITV distance education. Spring 2011 we offered Anth 333, a course on Culture and Marriage to three east-side centers.

2. Online

During this review period, the department has developed a number of online offerings for the interdisciplinary social science major (IDS) and for summer session (e.g 107, 130, 314, 313, 321, 398).

G. Assessment of programs and student learning

1. List student learner outcomes for each graduate and or undergraduate degree program and note how the outcomes are linked to department, college and university mission and goals.

- a. Describe the specific method used in assessing each student learning outcome. Also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, list survey or questionnaire response rate from total population (e.g., alumni, employers served).**

See Table 4.

2. List the results for each student learning outcome.

- a. **Provide results in specific quantitative or qualitative terms for each learning outcome.**
- b. **Compare results to standards of mastery listed above.**
- c. **Provide a concise interpretation of results.**

Attached you will find three assessment reports, from 2008-2009, 2009-2010, and the most 2010-2011, respectively (Appendix 1a-c).

The 2008-2009 report was when we aligned the department's goals with COTS and University goals. We also laid out our assessment plan for the department and talked about our need to determine whether the student learning outcomes for our department were being assessed with our comprehensive exam.

The 2009-2010 assessment reported the results of comparing student exam results, we revised our standards of mastery and we modified our exit interview to include ethical issues and content in anthropology. During this academic year we also completely revised our comprehensive exam so that we had questions from all sub-disciplines on the four content knowledge learning outcomes in our assessment exam. This simplified our exam and we are just now starting to look at the results.

The 2010-2011 Assessment Committee report was focused on writing using the university writing rubric. The results demonstrated that our students are successful at achieving many of the writing benchmarks. This year's report focused on writing only and we are currently starting to evaluate the results of our new comprehensive exam and start implementing reading assessment.

3. Based upon the results for each outcome listed above describe:

- a. **Specific changes to your program as they affect student learning (e.g., curriculum, teaching methods).**

- We have revised the department majors.
- We have reduced the number of programs we offer.
- We have systematized the rotation of courses in Biological Anthropology and Archaeology.

- b. **List specific changes related to assessment process if any.
*Attach an updated programmatic student outcome assessment plan for the future (i.e., next five year period) (see Table 4).**

- We have assigned more consistent steps in the assessment loop between 301 and 458.
- We worked out the student learning outcomes for the program and revised the comprehensive assessment exam to reflect these.
- We have developed the attached program assessment plan since the previous program review. We are now working on implementing it. See Table 4.
- We do an annual assessment of one or more student learning outcomes and use those to guide changes in course content and curriculum design.

Table 4 (Section II, 3.b.) CWU Student Learning Outcome Assessment Plan Preparation Form

Department of Anthropology and Museum Studies. Programs: B.S., B.A, Anth Minor, Museum Studies Minor
 (Student learning outcomes are the same for each program, but they are achieved through different paths)

Student Learning Outcomes Anthropology students should be able to:	Related Program Goal	Related College Goal	Related University Goal	Method of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement	Assessment SEE REPORTS Appendix 1
(Content/knowledge) Demonstrate understanding of concepts basic to the anthropological study of humans, such as culture, cultural variability, evolutionary change, ethnocentrism, cultural relativism, and holism.	Goals 1, 2, 3	Goal 1	Goal 6	Sr. Comprehensive Exam	Majors/Minors	Entry/exit	95% of students will pass at 75% minimum	
(Content/knowledge) Identify the goals, main subject areas and distinctive characteristics of each sub-field (4).	Goals 1, 2, 3	Goal 1	Goal 1	Anth 107, 110, 120,130, 180 Sr. Comp. Exam	Majors/minors Course work in Anth 458/459 Presentations Comprehensive exam	Entry (Anth 301) Exit (Anth 458/459)	95% of students will pass at 75% minimum	
(Content/knowledge) Demonstrate knowledge and understanding of the range and variety of human bio-cultural and environmental adaptations past and present	Goals 1, 2, 3	Goal 7	Goals 1, 6	Subfield Courses @3xx – 4xx Exams Papers?	B.S. B.A.	Course work Anth 458/459	95% of students will pass at 75% minimum portfolio – score @ _____ on rubric	Portfolio scores in Anth 458 – 20 of 21 or 95% of students passed at 80% and above

(Content/knowledge) Demonstrate knowledge and understanding of the symbolic and communicative capacities of humans expressed through culture.	Goals 1, 2, 3	Goal 7	Goals 1, 7	Ling , Cultural Arch. Subfield courses @ 3xx – 4xx	B.S. B.A.	Course work Anth 458 459	100% of students will meet 3 xx and 4xx 95% of students will pass at 75% minimum portfolio – score @ _____ on rubric	
(Skill) Identify and describe appropriate research methods and techniques for the 4 sub-fields of anthropology.	Goals 1, 2, 3, 6	Goal 1	Goal 1	Methods Courses Ethnographic Archaeological	B.S. – Theory and Method requirement B.A. -	4xx crses.	Project or report (min. performance) Exit survey	
(Skill) Access anthropological literature and appropriate information technology	Goals 2, 3, 5	Goal 1	Goal 1	3xx 4xx Courses	B.S. - 499 B.A. - 499	Sr. yr.	Students successfully complete research exercise. in course B.A. students present product in their portfolio	
(Ethics/Value) Explain the value of anthropology as part of one's preparation for life in the early 21st century.	Goals 1, 4, 5, 6, 7	Goal 1	Goal 1	Exit survey	B.S.- 458 B.A. - 459/458	Sr. yr.	Agreement w/level of confidence or competence	

(Ethics/Value) Understand the ethics of the discipline as they apply to dissemination of information, field research, conservation and preservation, and representation of self and others.	Goals 1, 5, 6, 7	Goal 1, 7	Goal 6	Exit survey	B.S. B.A.	End of major	Agreement- level of confidence/competence	
Engage in the practice of anthropology under faculty mentorship— study abroad, field schools, research with faculty, internships, service learning, teaching opportunities	Goals 1,2, 3, 9	Goals 1, 7	Goal 6	# of students – exit survey	Majors	End of Major	Develop a baseline	
Goal(s) specific to Museum Studies Understand changing role of museums in society, and their primary functions. Education, Collections Exhibition	Goals 1, 4, 5, 6	Goal 1	Goal 6	Course specific projects/outcomes Anth 360, 361, 362	BA with Museum Specialization	Crs. Specific	Develop baseline	
Know ethics of museums and resources for consulting about ethical issues	Goals 4, 5, 6	Goal 1	Goal 6	Exit survey	BA with Museum Specialization	Crs. Specific	Agreement – level of confidence/competence	

Tasks: Revise comprehensive exam based on cumulative performance to date and current curriculum information
Revise exit survey and administer in 458
Develop baseline criteria where indicated based on initial data collected

III. Faculty

- A. Faculty profile – Using attached chart show faculty participation for mentoring student research, professional service activities, scholarly activities including grant writing and teaching? (Designate graduate or undergraduate publications or creative activities.) (See table 5)**

Table 5 reflects the contributions of Andrews, Barlow, Hackenberger, Lubinski, Pedersen, Sheeran, and Wang (2006-2011), Jensvold (2007--2011), and Lorenz (2008 --2011).

Not reflected here: Alsoszathai-Petheo, Cutsinger, McCutcheon. Bill Wood left the department Spring 2011 and his contributions since his hire in 2007 are not reflected here either.

- B. Copies of all faculty vitae.**
- C. Faculty awards for distinction: instruction, scholarship, and service**
- D. Include in appendices performance standards by department, college and university.**

**Table 5 (Section III)
Tenured and Tenure-track Faculty Profile**

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5-yr total	Annual avg	Ave % of faculty*
	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty			
* Scholarship Measures: (Use categories applicable to your departmental & college criteria)													
(e.g. peer reviewed articles, chapters, edited volumes, solo authored books)	2	29	4	57	4	50	6	75	5	56	22	4.4	53.4
(e.g. abstracts/conference proceedings, Tech reports, book reviews)	1	14	5	71	6	75	8	100	7	78	27	5.4	67.6
(e.g. conference presentation)	7	100	6	86	8	100	6	75	9	100	36	7.2	92.2
Other													
* Grants: (Use categories applicable to your departmental & college criteria)													
External	4	57	3	43	5	63	5	63	7	78	24	4.8	60.8
Funded / Unfunded	2/3	29/43	2/1	29/14	3/2	38/25	4/2	50/25	5/2	56/22	16/10	3.2/2	40.4/25.8
Internal	4	57	3	43	2	25	3	38	3	33	15	3	39.2
Funded / Unfunded	4/0	57/0	2/1	29/14	2/0	25/0	3/0	38/0	3/1	33/11	14/2	2.8/4	36.4/5
* Service measures: (Use categories applicable to your departmental & college criteria)													
CWU Committees	6	86	7	100	7	88	8	100	9	100	37	7.4	94.8
State Committees	0	0	0	0	0	0	0	0	0	0	0	0	0
Leadership & Service - Professional Organizations	5	71	6	86	7	88	7	88	5	56	30	6	77.8
Community Service	7	100	6	86	6	75	7	88	6	67	32	6.4	83.2
Other													
* Faculty Mentored Research: (Use categories applicable to your departmental & college criteria)													
Undergrad projects / SOURCE	4	57	5	71	5	63	6	75	7	78	27	5.4	68.8
Graduate Committees – Supervising thesis/projects	5	71	6	86	7	88	5	63	6	67	29	5.8	75
Graduate Committees – Participation thesis/projects	4	57	7	100	5	63	5	63	8	89	29	5.8	74.4
Other													

A response to all four main categories is mandatory.

The details to support each category should be applicable to your department & college criteria.

* The number of faculty has not been constant over the 5-year period, so an average of annual percentages were taken.

IV. Students – For five years

A. Student accomplishments (include SOURCE, career placement information, etc.). List students working in field; students placed in master's or doctoral programs.

Under student accomplishments are listed below. Graduate student accomplishments are listed by program in Appendix 2.

PUBLICATIONS

Peer-Reviewed Articles (student co-authors underlined)

- (Submitted) Enlow, G.; Sheeran, L.K.; Cheyne, S.M. Singing, behavioral synchrony, and proximity in Bornean Agile Gibbons (*Hylobates albibarbis*). *Gibbon Journal*.
- (Submitted) Ginn, L.; Sheeran, L.K.; Matheson, M.; Li, J.H.; Wagner, R.S. Influence of affiliative relations on copulatory behaviors of Tibetan macaques (*Macaca thibetana*). *Folia Primatologica*.
- (Submitted) Hoeing, A.; Rowland, D.; Rinear, J.; Sheeran, L.K.; Cheyne, S.M. Comparison of the use of night trees in gibbons (*Hylobates albibarbis*) and orang-utans (*Pongo pygmaeus wurmbii*) in the Sabangau National Park, Central Kalimantan, Indonesia. *American Journal of Primatology*.
- (Submitted) Winters, S.A.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Social recruitment in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *Primates*.
- 2011 Campion, T.L., Jensvold, M.L., & Larsen, G. Use of gesture sequences in free-living chimpanzees (*Pan troglodytes schweinfurthii*) in Gombe National Park, Tanzania. *American Journal of Primatology*, 73(supplement 1), 97.
- 2010 Jensvold, M.L., Buckner, J., & Stadtner, G. Caregiver-chimpanzee interactions with species-specific behaviors. *Interaction Studies. Special Issue of Human-Animal Interactions*, 11, 396-409.
- 2010 Ruesto, L.A.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Tourist behavior and decibel levels correlate with threat frequency in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *Primate Conservation* 25: 99-104.
- 2010 Xia, D.P.; Li, J.H.; Zhu, Y.; Sun, B.H.; Sheeran, L.K.; Matheson, M.D. Seasonal variation and synchronization of sexual behaviors in free-ranging male Tibetan macaques (*Macaca thibetana*) at Huangshan, China. *Zoological Research* 31(5):509-515.
- 2009 McCarthy, M.S.; Matheson, M.D.; Lester, J.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Sequences of Tibetan Macaque (*Macaca thibetana*) Behaviors and Tourist Behaviors at Mt. Huangshan, China. *Primate Conservation* 24:145-151.
- 2007 Andrews, T. J. and J. Olney (Shellenberger) Potlatch and Pow Wow: Dynamics of Culture Through Lives Lived Dancing. *The American Indian Culture and Research Journal*, Vol. 31 (1): 63-108.

- 2007 Beers, K.; Andrews, T. J. Native American Gaming: A Contemporary Option for Cultural and Economic Sustainability, The Suquamish Tribe of Washington State. National American Anthropology Association meeting; Presidential Invited Poster Session – First Rites: Innovative Undergraduate Research; Nov. 2007; Washington, D.C. (significantly revised from SOURCE poster)
- 2007 Huntington, S.; Russell, J.; Cearley, S.; A Nov. 2007; Washington, D.C. (significantly revised from SOURCE poster)

Peer-Reviewed Abstracts (student co-authors underlined)

- 2011 Simons, N.D.; Lorenz, J.G., Sheeran, L.K.; Matheson, M.D., Li, J.H.; Wagner, R.S. Noninvasive saliva collection from free-ranging Tibetan macaques (*Macaca thibetana*) in Huangshan, China. *American Journal of Primatology* 73(S1): 96.
- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S.M. Effects of tree characteristics on sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*). *American Journal of Primatology* 72(S1): 37.
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.; Li, J.H.; Harding, S.; Pelton, O.; Wagner, R.S. Tourist density and infant-directed aggression in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *American Journal of Primatology* 72(S1): 59-60.
- 2008 Jones, A.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Aggression and habituation toward humans in two troops of Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *American Journal of Primatology* 70(S1): 61.
- 2008 Mack, H.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Grooming behavior of Tibetan macaques (*Macaca thibetana*) in the presence of tourists at Mt. Huangshan, China. *American Journal of Primatology* 70(S1): 59.
- 2008 Matheson, M.D.; Mack, H.M.; Sheeran, L.K.; Yenter, T.A.; Schulz, P. Captive ex-pet *Macaca fascicularis* use hair and dental floss to floss their teeth. *American Journal of Primatology* 70(S1): 56.
- 2008 Yenter, T.A.; Matheson, M.D.; Sheeran, L.K.; Li, J.; Wagner, R.S. Self directed behaviors, tourist density and proximity in a free living population of Tibetan macaques (*Macaca thibetana*) at an ecotourism destination in Anhui Province, China. *American Journal of Primatology* 70 (S1): 52.
- 2007 Matheson, M.D.; Hartel, J.; Whitaker, C.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Self-directed behavior correlates with tourist density in free-living Tibetan macaques (*Macaca thibetana*) at the Valley of the Wild Monkeys, Mt. Huangshan, China. *American Journal of Primatology* 69 (S1):41-42.

2007 McCarthy, M.S.; Matheson, M.D.; Lester, J.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Sequences of Tibetan macaque (*Macaca thibetana*) behaviors and tourist behaviors at Mt. Huangshan, China. *American Journal of Primatology* 69 (S1):42.

Newsletter publications:

- 2011 Bismanovsky, D. & Jensvold, M.L. Chimpanzee responses to visitors using chimpanzee-friendly behaviors. *Friends of Washoe*, 32(4), 9.
- 2011 Davis, A., Leeds, C., Jensvold, M.L., & Fouts, D. Evidence for menstrual synchrony in captive chimpanzees. *Friends of Washoe*, 32(4), 10.
- 2011 Larson, G., Jensvold, M.L., Campion, T. Gesture use by free-living chimpanzees related to partner attentional state. *Friends of Washoe*, 32(4), 9-10.
- 2010 Bismanovsky, D., Zager, L., Jensvold, J.L. & Fouts, D. Recent patterns of language in an adult chimpanzee using American Sign Language. *Friends of Washoe*, 31(3), 23-25.
- 2010 Cole, M., Herigstad, T., & Jensvold, M.L. Daily arousal levels' effect on a chimpanzee's categorical sign usage. *Friends of Washoe*, 31(3), 20-22.
- 2010 Gibbons, J., Leake, M., Potosky, & Jensvold, M.L. Use of holiday related signs by a cross-fostered chimpanzee. *Friends of Washoe*, 31(3), 17-19.
- 2010 Metzler, D., Jensvold, M.L., Fouts, D., & Fouts, R. Vocabulary growth in adult cross-fostered chimpanzees. *Friends of Washoe*, 31(3), 13-16.
- 2009 Cole, M., Hendershott, R., Lynn, L., Sadlier-Brown, E., Ventura, B., & Jensvold, M.L. (Fall, 2009). Sorting chimpanzee drawings based on similarity of form. *Friends of Washoe*, 31(1), 7-9.
- 2009 Leeds, C., McCarthy, M., Morrison, J., Jensvold, M.L., & Fouts, D. (Fall, 2009). Social structure in three captive chimpanzees. A reexamination. *Friends of Washoe*, 31(1), 11-12.
- 2009 McCarthy, M., Brown, H., Gray, A., Lee, K., Steele, R., Jensvold, M.L., Fouts, D., & Reveles, J. (Fall, 2009). Effects of the Chimposium educational program on visitor knowledge and attitudes. *Friends of Washoe*, 31(1), 13-17.
- 2009 Metzler, D.K., Jensvold, M.L., Fouts, R.S., & Fouts, D.H. The acquisition of new signs in adult cross-fostered chimpanzees. *Friends of Washoe*, 30(3), 11-13.
- 2009 O'Rahilly, K., Leake, M., Potosky, R., Wallin, J.M., Jensvold, M.L., Fouts, D.H., & Fouts, R.S. (Spring, 2009). Vocabulary use of four cross-fostered, signing chimpanzees. *Friends of Washoe*, 30(3), 7-10.

- 2009 Rasmussen, C.L., & Jensvold, M.L. Contra-lateral pointing in cross-fostered chimpanzees. *Friends of Washoe*, 30(2), 7-10.
- 2008 McCarthy, M., Bismanovsky, D., Denton, T., Leeds, A., Stucker, M., & Jensvold, M.L. Social structure in three captive chimpanzees. *Friends of Washoe*, 30(1), 14-18.
- 2008 Rasmussen, C.L., Jensvold, M.L., Fouts, R.S., Fouts, D.H., & Wallin, J.M. Signs of cultural transmission in a chimpanzee. *Friends of Washoe*, 29(4), 9-10.
- 2008 Wallin, J.M., Jensvold, M.L., Fouts, R.S., & Fouts, D.H. The recent expressive lexicon of a cross-fostered chimpanzee. *Friends of Washoe*, 29(4), 5-7.

PRESENTATIONS

International Conferences (student co-authors underlined)

- 2010 Jensvold, M.L., Stadtner, G., & Buckner, J. (2010, June). Measuring the Quality of Interactions Between Caregivers and Chimpanzees. Poster presented at Science in the Service of Animal Welfare, Universities Federation of Animal Welfare, York, UK.
- 2010 Matheson, M.D.; Jones, A.M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Interactions between park wardens and Tibetan macaques (*Macaca thibetana*) at a tourist site in Huangshan, China. 23rd Congress of the International Primatological Society, Kyoto, Japan, 12-18 September
- 2009 Jensvold, M.L., Buckner, J., & Stadtner, G. Caregiver-Chimpanzee Interactions with Species-Specific Behaviors. Paper presented at the joint conference of the International Congress of Zookeepers and American Association of Zookeepers, Seattle, WA.

National Conferences (student co-authors underlined)

- 2011 Jensvold, M.L., Zager, L., & Bismanovsky, D. (2011, August). Promoting Animal Welfare: Interactions with Caregivers and Zoo Visitors. Paper presented at From Good Care to Great Welfare: Advancing Zoo Animal Welfare Science and Policy Symposium. Detroit, MI.
- 2011 Simons, N.A.; Lorenz, J.L.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Noninvasive saliva collection from free-ranging Tibetan macaques (*Macaca thibetana*) in Huangshan, China. 34th Annual Meeting of the American Society of Primatologists, Austin, TX, 16-19 September (poster presentation)
- 2011 Winters, S.A.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Maternal response to infant disability: A case study of traumatic injury to an infant Tibetan macaque (*Macaca thibetana*). Lemelson/Society for Psychological Anthropology Conference, Spokane, WA, 19-21 May
- 2010 Jensvold, M.L. Interactive use of sign language by cross-fostered chimpanzees. Paper presentation at Sign Language Studies of Cross-Fostered Chimpanzees: Ongoing Inquiry Symposium. University of Nevada-Reno, NV.

- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S.M. Effects of tree characteristics on sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*). 33rd Annual Meeting of the American Society of Primatologists, Louisville, KY, 15-19 June (poster presentation)
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.; Li, J.H.; Harding, S.; Pelton, O.; Wagner, R.S. Tourist density and infant-directed aggression in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 33rd Annual Meeting of the American Society of Primatologists, Louisville, KY, 15-19 June
- 2008 Jones, A.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Aggression and habituation toward humans in two troops of Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 31st Annual Meeting of the American Society of Primatologists, West Palm Beach, FL, 18-21 June
- 2008 Hackenberger, S., Orvald, T. and G. Cauffman. GIS Models of Archaeological Site Location on the Middle Columbia River. Society for Applied Anthropology, Vancouver BC.
- 2008 Mack, H.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Grooming behavior of Tibetan macaques (*Macaca thibetana*) in the presence of tourists at Mt. Huangshan, China. 31st Annual Meeting of the American Society of Primatologists, West Palm Beach, FL, 18-21 June
- 2008 Matheson, M.D.; Mack, H.M.; Sheeran, L.K.; Yenter, T.A.; Schulz, P. Captive ex-pet *Macaca fascicularis* use hair and dental floss to floss their teeth. 31st Annual Meeting of the American Society of Primatologists, West Palm Beach, FL, 18-21 June
- 2008 Rasmussen, C.L., & Jensvold, M.L. Contra Lateral Pointing in Cross-Fostered Chimpanzees. Poster presented at the Annual Biomedical Research Conference for Minority Students, Orlando, FL.
- 2008 Yenter, T.A.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Self directed behaviors, tourist density and proximity in a free living population of Tibetan macaques (*Macaca thibetana*) at an ecotourism destination in Anhui Province, China. 31st Annual Meeting of the American Society of Primatologists, West Palm Beach, FL, 18-21 June
- 2007 Beers, Kathryn and Tracy J. Andrews (2007) Native American Gaming: A Contemporary Option for Cultural and Economic Sustainability, The Suquamish Tribe of Washington State. Poster presented at the national American Anthropology Association meeting; Presidential Invited Session – First Rites: Innovative Undergraduate Research; Nov. 2007; Washington, D.C. (significantly revised from SOURCE poster)
- 2007 Hartel J.A., Jensvold M.L., Fouts R.S., & Fouts D.H. Signing chimpanzees' (*Pan troglodytes*) interactions with familiar and unfamiliar signers and nonsigners. Poster presented at The Mind of the Chimpanzee Conference, Chicago, IL.
- 2007 Hackenberger, S. w/ T. Trooper and L. Ely. Implications of Regional Climate Change and Volcanism on the Geology and Environment, Michoacan, NWAC, Pullman, WA; also Annual Meeting of the Cordilleran Section, Geological Society of America, MX.

- 2007 Huntington, Sarah, Jennifer Russell, Stacie Cearley, and Tracy J. Andrews; Water Resource Management, Sovereignty and the Future: The Port Gamble S'Klallam of Washington State. Poster presented at the national American Anthropology Association meeting; AAA Presidential Invited Session – First Rites: Innovative Undergraduate Research; Nov. 2007; Washington, D.C. (significantly revised from SOURCE poster)
- 2007 Matheson, M.D.; Hartel, J.; Whitaker, C.; Sheeran, L.K.; Li, J.H; Wagner R.S. Self-directed behavior correlates with tourist density in free-living Tibetan macaques (*Macaca thibetana*) at the Valley of the Wild Monkeys, Mt. Huangshan, China. 30th Annual Meeting of the American Society of Primatologists, Winston-Salem, NC, 20-23 June
- 2007 McCarthy, M.; Matheson, M.D.; Sheeran, L.K.; Lester, J.D.; Li, J.H; Wagner, R.S. Sequences of Tibetan macaque behaviors and tourist behaviors at Mt. Huangshan, China. 30th Annual Meeting of the American Society of Primatologists, Winston-Salem, NC, 20-23 June
- 2006 Hackenberger, S. w/ T. Busewell and others, Tephrochronology and geomorphology at an archaeological site in the Mexican Volcanic Belt, Annual Meeting of the Cordillera Section, Geological Society of America, AK.
- 2006 Hackenberger, S. w/ T. Trospen and L. Ely. Between Volcanoes: New Evidence for Occupations Sequences in the Paragaricutrio Meseta. Society for American Archaeology, San Juan Puerto Rico.
- 2005 Hackenberger, S. w/ J. Chatters, Brett Lenz and J. Thomas. Paleoindian-Archaic Transitions in the Pacific Northwest, SAA, Park City, UT. (updated version presented 2006, NWAC Seattle).

Regional Conferences (student co-authors underlined)

- 2011 Enlow, G.; Sheeran, L.K.; Cheyne, S.M. Vocalizations and Pair-bonding Behaviors in Bornean Agile Gibbons (*Hylobates albibarbis*) in Sabangau National Park, Indonesia. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Hendershott, R.L.; Matheson, M.D.; Sheeran, L.K.; Wagner, R.S.; Li, J.H. Sociosexual Behaviors of Tibetan Macaques (*Macaca thibetana*). 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Leeds, C.A., Davis, A., Jensvold, M.L., & Fouts, D. (2011, March). Evidence for Menstrual Synchrony in Captive Chimpanzees. Poster presented at the Northwest Anthropological Association, Moscow ID and (2011, May) Symposium on Undergraduate Research and Creative Expression, Central Washington University, Ellensburg, WA.
- 2011 Simons, N.D.; Lorenz, J.G.; Sheeran, L.K.; Matheson, M.D.; Wagner, R.S.; Li, J.H. Methods and implications of the noninvasive collection of saliva from nonhuman primates. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April

- 2011 Winters, S.; Matheson, M.D.; Sheeran, L.K.; Wagner, R.S.; Li, J.H. Social Recruitment in Tibetan Macaques (*Macaca thibetana*) at Mt. Huangshan, China. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Winters, S.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. The Influence of Infant Physical Disability on Mother-Infant Attachment: A case study of limb loss in an infant Tibetan macaque (*Macaca thibetana*). 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Wescliff, J.B.; Matheson, M.D.; Sheeran, L.K.; Wagner, R.S.; Li, J.H. How close is too close? Social proximity dynamics of *Macaca thibetana*. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Zager, L. & Jensvold, M.L. Encouraging Friendly Chimpanzee Behaviors. Paper presented at the Northwest Anthropological Association, Moscow ID.
- 2010 Barrett, Carrie. Settlement and fishing patterns: GIS model of an archaeological landscape. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Bismanovsky, D., Zager, L., & Jensvold M.L. Recent Patterns of Conversation in an Adult Chimpanzee Using American Sign Language. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Cole, M., Herigstad, T., & Jensvold, M.L. Daily Arousal Level's Effect on a Chimpanzee's Categorical Sign Usage. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Crnich, C.; Matheson, M.D.; Gabriel, K.; Sheeran, L.K. Visitor effect and environmental enrichment use in former pet monkeys. 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March
- 2010 Ferry, Joy. Analysis of $\delta^{18}\text{O}$ and $\delta^{13}\text{C}$ Data Acquired from *Margaritifera falcata* Shell (Site 45KT315, Kittitas County, WA): Holocene environmental change on the Columbia Plateau, McNair Undergraduate Conference, Lake Geneva, WI.
- 2010 Gibbons, J., Leake, M., Potosky, R., & Jensvold, M.L. Use of Holiday Related Signs by a Cross-Fostered Chimpanzee. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Ginn, L.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. The influence of affiliative relations on copulation strategies of Tibetan macaques (*Macaca thibetana*). 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March.
- 2010 Hall, B.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Maternal stress and infant attachment in free-living Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March

- 2010 Hocking, Sara. Hells Canyon settlement patterns: GIS models of archaeological landscapes. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Linn, Shauna The American Mink (*Mustela vison*). Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Metzler, D., Jensvold, M.L., Fouts, D, & Fouts R. Vocabulary Growth in Adult Cross-Fostered Chimpanzees. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Palmaer, Erika & Joseph Lorenz. “Connecting the Swahili People to Their Past”. Poster presentation at SOURCE 2010
- 2010 Ream, Candance, Joe Lorenz. Of chimpanzees, bonobos, Neanderthals, and humans: Using mitochondrial DNA variation to identify species boundaries. 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Reveles, J., & Jensvold, M.L. Visitor Knowledge Gains in a New Educational Workshop: The Chimposium. Poster presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S. Effects of tree characteristics in sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*). 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S.; Harding, S.; Pelton, O. Tourist density and infant-directed aggression in *Macaca thibetana* at Mt. Huangshan, China. 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March
- 2010 Soltz, Andrew. Land snail food use? Tryon Creek, Hells Canyon. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Vickers, S. and C. Barrett. *Bone Grease Rendering and Bone Freshness: An Experiment*. 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March
- 2010 Witkowski, McGuire, Vargas, Hackenberger, and McCutcheon House Settlements and Economic Strategies on the Middle Columbia River, Vantage Area, Northwest Anthropological Conference, Ellensburg, WA
- 2010 Witkowski, Elizabeth, Steven Hackenberger, Ptrick McCutcheon, and Megan McGuire (2010) House settlements and economic strategies on the middle Columbia River, Vantage area. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2009 Ainsley, M. and S. Hackenberger. Geoarchaeology of the Early Holocene Kittitas Valley: The Sanders Site, COTS Research Grant Award, NWAC Poster.

- 2009 Bestvina, Bo. Sustainability and insatiability: Values and perceptions associated with consumption, well-being, and the environment. Paper presented at the 62nd Northwest Anthropological Conference, Newport, OR.
- 2009 Ginn, L. The influence of affiliative relations on copulation strategies of Tibetan macaques (*Macaca thibetana*); Lori K. Sheeran & Megan D. Matheson faculty mentors. 18th Regional Conference of Undergraduate Research, M.J. Murdock Charitable Trust, Spokane, WA 30-31 October (poster presentation)
- 2009 Metzler, D.K., Jensvold, M.L., Fouts, R.S., & Fouts, D.H. The Acquisition of New Signs in Adult Cross-Fostered Chimpanzees. Poster presented at the Northwest Anthropological Conference, Newport, OR.
- 2009 O’Rahilly, K., Leake, M., Potosky, R., Wallin, J., Jensvold, M.L., Fouts, D., & Fouts, R. (2009, April). Vocabulary Use of Four Cross-Fostered Signing Chimpanzees. Poster presented at the Northwest Anthropological Conference, Newport, OR.
- 2009 Rasmussen, C.L., & Jensvold, M.L. Contra Lateral Pointing in Cross-Fostered Chimpanzees. Poster presented at the Northwest Anthropological Conference, Newport, OR.
- 2009 Soltz, Andrew. “World of Warcraft: The Rise of a Subculture.” Northwest Anthropological Conference, Newport, Oregon. Oral presentation.
- 2009 VanTine, Launi. Analysis of freshwater mussel (*Margaritifera falcata*) from the Johnson Creek (Sander’s) Site 45KT315, Kittitas County, WA. Poster presented at the 62nd Northwest Anthropological Conference, Newport, OR.
- 2009 Vantine, L. and S. Hackenberger. Analysis of the Freshwater Mussel (*Margaritifera falcata*) from 45KT315, Kittitas County, Wa. NWAC Poster, Ellensburg.
- 2009 Witkowski, E and S. Hackenberger. Radiocarbon Chronology for Vantage Area House Settlements: Middle Columbia River. Northwest Anthropological Conference, Newport, OR.
- 2008 Barrett, Carrie. Maya: Yucatan Conquest and Colonization. Poster presented at the 61st Northwest Anthropological Conference, Victoria BC.
- 2008 Dice, Laura. Snake River Plateau: 30,000 BP-1492 AD. Poster presented at the 61st Northwest Anthropological Conference, Victoria BC.
- 2008 Ellering, Anthony, Steven Hackenberger, Marc Fairbanks, Trica Gabany-Guerrero, Narcizo Guerrero-Murillo. Mapping a ceremonial center in Highland Michoacan, Mexico.
- 2008 Jones, A.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Interactions between humans and Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 61st Annual Meeting of the Northwest Anthropological Association, Victoria, B.C., Canada, April

- 2008 ??, Jensvold, M.L. (2008, April). The effects of species-specific behaviors in captive chimpanzees. Paper presented at the Rocky Mountain Psychological Association, Boise, ID.
- 2008 Rasmussen, C., Jensvold, M.L., Fouts, R.S., Fouts, D.H., & Wallin, J. Signs of cultural transmission in a chimpanzee. Poster presented at the Rocky Mountain Psychological Association, Boise, ID.
- 2008 Wallin, J. M., Jensvold, M. L., Fouts, R. S., & Fouts, D. H. The recent expressive lexicon of a cross-fostered chimpanzee. Poster presented at the 2008 Rocky Mountain Psychological Association, Boise, ID.
- 2007 Amati, Cynthia. Southern Interdisciplinary Roundtable on African Studies, Kentucky State University. Oral Presentation. "Putting People Before Animals: Social, Cultural and Environmental Problems of Mass Tourism in Kenya."
- 2007 Bertolani, Jennifer, Trica Gabany-Guerrero, Steven Hackenberger, Marc Fairbanks, Tabitha Trooper. Archaeological applications of GIS at LaLoma: Investigating, interpreting and representing a Postclassic settlement, Michoacan. Paper presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Hackenberger, S, w/ J. Bertolani and M. Fairbanks. Archaeological Application of GIS: LaLoma, Michoacan, NWAC, Pullman WA.
- 2007 Haney, Faith. "Anthropology Field Notes." Northwest Anthropological Conference, Pullman, Washington, Poster Session.
- 2007 Marburg, T.L., Jensvold, M.L., Fouts, R., & Fouts, D. Comparison of intragroup greeting and reassurance behaviors across four chimpanzee (*Pan troglodytes*) social groups in American and African sanctuaries. Paper presented at the Northeast Anthropological Association, New York.
- 2007 McCarthy M.S., Jensvold, M.L., Fouts. R.S., & Fouts, D.H. (2007, March). Use of gesture sequences in captive chimpanzee play. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.
- 2007 Muramoto, Minori. The Robber's Roost Site (45KT800) Historic Glass Analysis. Poster presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Simmons, Stephanie. Historical archaeology of the overseas Chinese of City Block 24, Ellensburg, Washington. Poster presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Wallin, J.; Jensvold, M.L.; Sheeran, L.K. Play, Laughter, and Humor in Captive Chimpanzees (*Pan troglodytes*). 60th Annual Meeting of the Northwest Anthropological Association, Pullman, WA, March (poster presentation)

- 2006 Jensvold, M.L.; Sheeran, L.K.; Halberg, R.; Keyser, J. Laughter, Number of Play Partners, & Play Bout Duration in Captive Chimpanzees (*Pan troglodytes*). 59th Annual Meeting of the Northwest Anthropological Association, Seattle, WA, March.
- 2006 Jensvold, M.L.; Sheeran, L.K.; Halberg, R.; Keyser, J. Laughter, Number of Play Partners, & Play Bout Duration in Captive Chimpanzees (*Pan troglodytes*). 59th Annual Meeting of the Northwest Anthropological Association, Seattle, WA, March.
- 2006 Ruesto, L.; Sheeran, L.; Matheson, M.; Li, J.H.; Wagner, S. Investigation of possible impacts of tourist density, behavior, and decibel level on Tibetan macaque aggression. 59th Annual Meeting of the Northwest Anthropological Association, Seattle, WA, March
- 2006 Schorman, Max (Ayahuasca use among Peruvian shamans. Paper presented at the 59th Northwest Anthropological Conference, Seattle.
- 2006 Vaughn, Kevin, Ryan Swanson. Use of a relational database in lithic, faunal, and particle size analysis at the Sunrise Borrow Pit Site (45PI408). Poster presented at the 59th Northwest Anthropological Conference, Seattle.
- 2006 Wallin, J., Jensvold, M.L. & Sheeran, L. (2006, October). Chimpanzee play, laughter and humor. Poster presented at the Murdock Charitable Trust Annual Regional Undergraduate Research Conference. Portland, OR.
- 2006 Witkowski, Elizabeth. Radiocarbon chronology for Vantage Area House Settlements: Middle Columbia River. Poster presented at the 62nd Northwest Anthropological Conference, Newport, OR.
- 2005 Ainsley, Margaret. Geoarchaeology of the early Holocene Kittitas Valley: The Sanders Site. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2005 Hackenberger, S. w/ J. Chatters, Brett Lenz and J. Thomas, Models of Early Peopling of the Pacific Northwest, NWAC, Spokane, WA.

Regional Conferences (student co-authors underlined) OTHER PROGRAMS

- 2009 Rasmussen, C.L., & Jensvold, M.L. Contra Lateral Pointing in Cross-Fostered Chimpanzees. Poster presented at the Northwest Anthropological Conference, Newport, OR.
- 2008 Rasmussen, C., Jensvold, M.L., Fouts, R.S., Fouts, D.H., & Wallin, J. Signs of cultural transmission in a chimpanzee. Poster presented at the Rocky Mountain Psychological Association, Boise, ID.
- 2008 Wallin, J. M., Jensvold, M. L., Fouts, R. S., & Fouts, D. H. The recent expressive lexicon of a cross-fostered chimpanzee. Poster presented at the 2008 Rocky Mountain Psychological Association, Boise, ID.

- 2007 Wallin, J.; Jensvold, M.L.; Sheeran, L.K. Play, Laughter, and Humor in Captive Chimpanzees (*Pan troglodytes*). 60th Annual Meeting of the Northwest Anthropological Association, Pullman, WA, March (poster presentation)
- 2006 Wallin, J., Jensvold, M.L. & Sheeran, L. (2006, October). Chimpanzee play, laughter and humor. Poster presented at the Murdock Charitable Trust Annual Regional Undergraduate Research Conference. Portland, OR.

SOURCE Presentations (Symposium on University Research and Creative Expression, Central Washington University; many of these also presented at other venues; student co-authors underlined); Other CWU Symposia, public presentations.

- 2011 Bismanovsky, D. & Jensvold, M.L. Chimpanzee Responses to Visitors Using Chimpanzee-friendly Behaviors. Paper.
- 2011 Larsen, G., Jensvold, M.L., & Campion, T. Gesture Use by Free-Living Chimpanzees (*Pan troglodytes*). Poster.
- 2011 Reveles, J. & Jensvold, M.L. Visitor Opinion in Artificial vs. Natural Enrichment Conditions. Poster.
- 2011 Simons, N.; Lorenz, J.; Sheeran, L.; Matheson, M.; Li, J.; Wagner, S. Methods and implications from the noninvasive collection of saliva from nonhuman primates.
- 2010 Barrett, Carrie Settlement and Fishing Patterns: GIS Model of an Archaeological Landscape.
- 2010 Estanislado Vargas. Radiocarbon Chronology for the Hole-in-the-Wall and French Rapids Archaeological Sites, Middle Columbia River.
- 2010 Ferry, Joy. Analysis of $\delta^{18}\text{O}$ and $\delta^{13}\text{C}$ Data Acquired from *Margaritifera falcata* Shell (Site 45KT315, Kittitas County, WA): Holocene environmental change on the Columbia Plateau.
- 2010 Ginn, L.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. The influence of affiliative relations on copulation strategies of Tibetan macaques (*Macaca thibetana*).
- 2010 Hall, B.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Maternal stress and infant attachment in free-living Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China.
- 2010 Metzler, D., Jensvold, M.L., Fouts, D., & Fouts, R. (2010, May). Vocabulary Growth in Adult Cross-Fostered Chimpanzees. Paper.
- 2010 Ream, Candance. Of Chimpanzees, Bonobos, Neanderthals and Humans: Using mitochondrial DNA variation to identify species boundaries. Winner of "Outstanding Oral Presentation: College of the Sciences."

- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S. Effects of tree characteristics in sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*).
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S.; Harding, S.; Pelton, O. Tourist density and infant-directed aggression in *Macaca thibetana* at Mt. Huangshan, China.
- 2010 Ginn, L.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. The influence of affiliative relations on copulation strategies of Tibetan macaques (*Macaca thibetana*).
- 2010 Ream, C, and J. Lorenz. Of Chimpanzees, Bonobos, Neanderthals and Humans: Using mitochondrial DNA variation to identify species boundaries. Winner of “Outstanding Oral Presentation: College of the Sciences.”
- 2009 Ainsley, Margaret. Geoarchaeology of the Early Holocene Kittitas Valley: The Sanders Site, COTS Research Grant Award, 2009 SOURCE Poster.
- 2009 Fredericks, Rose. Gender, Culture and Power: Learning from Tlingit Women’s Roles to Move Beyond Euro-American Assumptions. Poster.
- 2009 Hocking, Sara. Hells Canyon Settlement Patterns: GIS Models of Archaeological Landscapes. CWU Anthropology Department Honors Thesis, 2010.
- 2009 Judy, Krystal and Talitha Smith. From the Past into the Future: Cultural Maintenance and Adaptation of the Flathead and Pend d’Oreille Tribes. Poster.
- 2009 Leeds, C.A., McCarthy, M., Bismanovsky, D., Denton, T., Jensvold, M.L., & Fouts, D. Social Structure in Three Captive Chimpanzees. Poster.
- 2009 McCarthy, M., Brown, H., Gray, A., Lee, K., Steele, R., Jensvold, M.L., & Fouts, D. The Effects of the Chimposium Educational Program on Visitor Knowledge and Attitudes.
- 2009 Metzler, D., Jensvold, M.L., Fouts, R., & Fouts, D. The Acquisition of New Signs in Adult Cross-Fostered Chimpanzees. Poster.
- 2009 O’Rahilly, K., Leake, M., Potosky, R., Wallin, J., Jensvold, M.L., Fouts, D., & Fouts, R. (Vocabulary Use of Four Cross-Fostered Signing Chimpanzees. Poster .
- 2009 Ratliff, Joel. SOURCE Presentation, award for best undergraduate poster.
- 2009 Witkowski, Elizabeth. Radiocarbon Chronology for Vantage Area House Settlements: Middle Columbia River.
- 2008 Blodget-Duque, Kristen. My Thanksgiving Experience. Oral/visual.
- 2008 Blodget-Duque, Kristen. Wild Horses Across Generations. Oral/visual.

- 2008 Haney, Faith. Anthropology Field Notes: A Television Program Exploring Exciting Endeavors in Anthropology and Archaeology. Oral/visual.
- 2008 Jones, A.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Human-macaque (*Macaca thibetana*) agonistic encounters in Mt. Huangshan, China.
- 2008 Mack, H.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, S. Grooming behavior of Tibetan macaques (*Macaca thibetana*) in the presence of tourists at Mt. Huangshan, China. Symposium on University Research and Creative Expression, Central Washington University, Ellensburg, WA, 15 May
- 2008 Soltz, Andrew. World of Warcraft: The Rise of a Subculture. Oral/visual.
- 2008 Stacy, Lori. AIDS in South Africa: Critical Analysis of An Ongoing Problem. Paper.
- 2008 Witkowski, Elizabeth. Bluestone Girls. Oral/visual.
- 2008 Yenter, T.A.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Self-directed behaviors in Tibetan macaques as a function of tourist density and proximity at the Valley of the Wild Monkeys. Symposium on University Research and Creative Expression, Central Washington University, Ellensburg, WA, 15 May (poster presentation)
- 2008 Zimmerman, Kathryn. SOURCE 2008, award for best graduate presentation.
- 2008 Yenter, T.A.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Self-directed behaviors in Tibetan macaques as a function of tourist density and proximity at the Valley of the Wild Monkeys. Symposium on University Research and Creative Expression, Central Washington University, Ellensburg, WA, 15 May (poster presentation)
- 2007 Halberg, R., Jensvold, M.L., & Sheeran, L. Laughter, number of play partners, age and play bout duration in captive chimpanzees (*Pan troglodytes*) in an African sanctuary (poster presentation)
- 2007 Beers, Kathryn; Native American Gaming; A Contemporary Option for Cultural and Economic Sustainability, The Suquamish Tribe of Washington State. Poster.
- 2007 Beers, Kathryn. Henna: A Mysterious Art. Oral/visual.
- 2007 Beers, Kathryn. Emilio's Dream. Oral/visual.
- 2007 Beers, Kathryn. Ein Unbekannter Film: A Collection of Nazi News Reels." Oral/visual.
- 2007 Grimes, Ashley. This is Poppy," Oral/visual.
- 2007 Halberg, R., Jensvold, M.L., & Sheeran, L. Laughter, number of play partners, age and play bout duration in captive chimpanzees (*Pan troglodytes*) in an African sanctuary. Poster.

- 2007 Hiramatsu, Kenjiro. 'Maori Language and Maori identity' poster
- 2007 Hogrefe, Melissa. Inhabiting Space. Oral/visual.
- 2007 Huntington, Sarah, Jennifer Russell, Stacie Cearley; Water Resource Management, Sovereignty and the Future: The Port Gamble S'Klallam of Washington State. Poster.
- 2007 Lester, J.D.; McCarthy, M.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Green Cascade Frog (*Rana livida*) Detection in The Valley of the Wild Monkeys, Mt Huangshan, China.
- 2007 McCarthy, M.; Matheson, M.D.; Sheeran, L.K.; Lester, J.D.; Li, J.H; Wagner, R.S. Sequences of Tibetan macaque behaviors and tourist behaviors at Mt. Huangshan, China.
- 2007 Vasereno, Amy. A Guatemalan Model of Ecotourism and Participatory Wildlife Management.
- 2007 Wallin, J. M., Jensvold, M. L., & Sheeran, L. K. Play, laughter, and humor in captive chimpanzees (*Pan troglodytes*). Paper.
- 2006 Hartel, J.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, S. Post-conflict and self-directed behaviors in Tibetan macaques.
- 2006 Jensvold, M.L.; Sheeran, L.K.; Halberg, R.; Keyser, J. Laughter, Number of Play Partners, & Play Bout Duration in Captive Chimpanzees (*Pan troglodytes*).
- 2006 Ruesto, L.; Sheeran, L.K.; Matheson, M.; Li, J.H.; Wagner, S. Investigation of possible impacts of tourist density, behavior, and decibel level on Tibetan macaque aggression.
- 2006 Smith, C.; Wagner, S.; Matheson, M.; Sheeran, L.K.; Li, J.H. Population monitoring of the mountain stream frog (*Rana spinosa*) in Huangshan, China.
- 2006 Jensvold, M.L.; Sheeran, L.K.; Halberg, R.; Keyser, J. Laughter, Number of Play Partners, & Play Bout Duration in Captive Chimpanzees (*Pan troglodytes*).
- 2006 Wells, Jamie Rain. Gender in WICCA. CWU Symposium on "Gender and Religion."

SOURCE Presentations (many of these also presented at other venues; student co-authors underlined) OTHER PROGRAMS

- 2007 Wallin, J. M., Jensvold, M. L., & Sheeran, L. K. Play, laughter, and humor in captive chimpanzees (*Pan troglodytes*). Paper.
- 2006 Smith, C.; Wagner, S.; Matheson, M.; Sheeran, L.K.; Li, J.H. Population monitoring of the mountain stream frog (*Rana spinosa*) in Huangshan, China.

STUDENT GRANT PROPOSALS, RESEARCH REPORTS, ETC

- 2010 Estanislado Vargas. Radiocarbon Chronology for the Hole-in-the-Wall and French Rapids Archaeological Sites, Middle Columbia River. Farrell Scholarship Award and McNair Progress Report.
- 2010 Ferry, Joy. Analysis of $\delta^{18}\text{O}$ and $\delta^{13}\text{C}$ Data Acquired from *Margaritifera falcata* Shell (Site 45KT315, Kittitas County, WA): Holocene environmental change on the Columbia Plateau, Farrell Research Award.
- 2009 Ainsley, Margaret. Geoarchaeology of the Early Holocene Kittitas Valley: The Sanders Site, COTS Research Grant Award.
- 2009 Witkowski, Elizabeth. Radiocarbon Chronology for Vantage Area House Settlements: Middle Columbia River. Farrell Award and Research Report. Ellensburg
- 2008-09 Vantine, Launi. Analysis of the Freshwater Mussel (*Margaritifera falcata*) from 45KT315, Kittitas County, Wa. Farrell Award, Research Report, Ellensburg.

STUDENTS WORKING IN THE FIELD; JOB & GRADUATE SCHOOL PLACEMENT

Adjepong, Godfried. MS REM. Spring 2011. Teaching Public School, Mattawa, WA.

Anderson, Cathy. Anth BA. Spring 2007. Contract Archaeology; REM MS Program.

Aronica, Tony. 2010 to present - program coordinator for the Central Washington Resource Energy Collaborative, Ellensburg; 2007-2010 - session legislative assistant with the Washington State Senate and session legislative assistant to the Washington State House of Representatives. Recently elected to Ellensburg City Council, beg. Jan. 2011.

Baum, Suzanna. BS PBE. Summer 2009. Singer in Josh Phillip's Trio.

Bennett, Rita. BA Anth. Fall 2008. NPS in Colorado.

Bertolani, Jennifer. BS Anth. Spring 2008. Archaeological Contract Work.

Bestvina, Bodarc. BA Anth. Spring 2009. MS Applied Anthropology. Ohio State University.

Bickford, Roger. BA Anth. Spring 2011. Medical School.

Biddle, Ryan. BS PBE. Summer 2009. CWU Counseling Master's.

Blodgett, David. BS PB. Spring 2010. PhD University of Montana.

Bremer, Danette. Anth Min. Spring 2009. Private Business.

Briana, Elizabeth, Anth BS, Fall 2010. BU Forensics.

Brown, Olivia. BS PB. Spring 2009. Msc Oxford.

Brouwer, Eric. BS Anth. Spring 2011. MS REM, CWU.

Buckner, Jacquelyne. chimpanzee caregiver, Chimpanzee Sanctuary Northwest.

Cannon, Carrie. MS REM. Spring 2010. Hualapai Ethnobotany Program.

Carmichael, Alexandra. Anth BA Fall 2010. REM Contract Archaeology.

Caseman, Christopher. BS PB. Winter 2011. Teaching Certificate.

Cathcart, Jason. Anth BS Sum 2010, IT CWU.

Clark, Elizabeth. Spring 2010. M.S. Global Public Health, Boston University.

Cole, Penny. Anth Minor. Spring 2007. Master's Social Science.

Cauuffman, Gideon. MS REM. Winter 2011. Yakama Training Center, Fish & Wildlife, Portland.

Dabling, Jason. MS REM. Summer 2009. Contract Archaeology.

Dage, Chantry. BS Anth. Spring 2011. Contract Archaeology.

Dice, Laura. BS Anth. Summer 2009. NGO.

Doncaster, Kelsey. MS REM. Spring 2008. BOR Yakima District.

Dubeau, Matthew. BA Anth. Winter 2007. Contract Archaeology, M.S. Anthropology Western Washington University.

Duque, Kristen. BS PB. Spring 2009. Elementary School Teacher.

Dykes Ryan, BA Anth. Summer 2009. US Army.

Ellering, Anthony. BS Anth. Spring 2009. Contract Archaeology.

Enlow, Grace. MS PB. Summer 2011. Caregiver Center for Great Apes.

Estalilla, Caitlin - Master's program in Anthropology, WSU.

Evans, Lowell. MS REM. Spring 2009. USFS.

Farley, Cristin, BS Anth. Fall 2006. Peace Corps.

Ferry, Joy. BA Anth. Spring 2011. MS REM, CWU.

Ferry, Rosalie, REM Spring 2010, Tribal Archaeology, Yakama Nation.

Fox, Jennifer. Anth BA Sum 2010. ESL Certificate.

Garceau, Demaris. B.A. Anth 1986; MS REM, Fall 2007. Instructor, Dept of English, O.S.U.

Gibbons, Janie. Save the Chimps.

Ginn, Laura. MS program in Primate Conservation at Oxford Brookes U, UK

Grimes, Ashley - MS and PhD candidate, Anthropology, University of Utah.

Gray, Andy. MS program in Primate Conservation at Oxford Brookes U, UK

Harding, Sarah. MS program in Primate Conservation at Oxford Brookes U, UK

Hadi, Leila - Master's Program in Museum Studies, Durham University, UK.

Henderson, Julie – MS University of Central Lancashire Anthropology

Hocking, Sara, Anth. BS, Spring 2011. MS. University of Montana.

Hull, Heather - Registrar, Yakama Nation Cultural Center, 2009 - present.

Huntington, Sarah – MS University of Central Lancashire Anthropology; 2011 Archaeologist Yakama Nation.

Gray, Ian. MS REM. Summer 2011. Applying for PhD, Cultural Anth/Ethnomusicology.

Gregg, Kristen. BS Anth. Spring 2008. Author, Museum Education, Olympia.

Hackett, Jennifer. MS REM. Summer 2009. Consultant.

Hadi, Leila. Anth Min. Winter 2010. MS Museum Studies, Durham University, UK.

Haney, Amanda. MS REM. Fall 2008. Historical Research Association's Project Archaeology.

Held, Timothy. Sm BA Anth, BS PBE. Winter 2008. MA Western Michigan, Contract work, Grant County PUD.

Hull, Heather, BA Anth.and Museum Studies. Spring 2007. Registrar, Yakama Nation Cultural Center.

Iniguez, Jesus. Anth Minor. Spring 2011. Medical School.

Jayne Lee Thomas. BS Anth. PhD. Anthropology, Edinburgh.

Johnson, Anne. Portland Zoo.

Johnson, Robert - San Jose State University; MA Applied Anthropology

Kelly, Edrie. BS Anth; MS REM. Summer 2011. Grant County, Public Utility District.

Kinsley, Hannah. BA Anth. Spring 2008. NGO, Ireland.

Koch, Andrea. Anth Minor. Summer 2009. MS REM, CWU.

Lackey, Deborah. BS PB. Spring 2007. Westwood Vet Clinic.

La Fontaine, Harlan. MS REM. Sum 2010. Consultant, Natural Resources Defence Council.

Merrill, Adam. MS REM. Sum 2010. Consultant.

Lewis, Jason. BS Anth. Spring 2009. US Navy.

Lewis, Patrick. Anth BS. Spring 2011. MS, REM, CWU.

Lipsky, Steven. MS REM. Winter 2008. US Air Force

Mas, Jessica. BS PB. Winter 2011. MS PB, CWU.

Mathes, Lindsay. BA Anth, BS PBE. Spring 2009. Zookeeper, Portland Zoo.

McCarthy, Maureen. USC, Ph.D. Anthropology (Primateology)

McEntyre, John. BA Anth. Winter 2009. MBA, Northeastern University, Sales Training Manager, Integra, Telkom.

McGraw, Kelly. BS Anth, BS PBE. Spring 2009. Wenatchee Animal Shelter.

Metzler, Deborah. Chimpanzee Sanctuary Northwest – chimpanzee caregiver. CHCI, CWU, Adjunct Faculty.

Mitchell, Elanor. Anth Min. Spring 2009. MS. Brandeis.

Morris, Heather. Anth Minor. Spring 2007. Historical Society Curator.

Nauer, Christian. REM, Spring 2011. Tribal Archaeology.

Nauman, Sarah. BA Anth. Summer 2011. Applying for graduate schools.

Norske, Casey. Anth BA. Spring 2007. Master's program, Business Administration, Seattle University.

Oberlander, Stephanie. BA Anth. Spring 2009. MS Anthropology, Brandeis. Higher Ed. Consultant.

Onufer, Jennifer. MS REM. Winter 2008. National Park Service.

Otutei, Clement. MS REM. Summer 2009. PhD. Nursing School.

Peterson, Kimberly. BA Anth. Spring 2008. MS Forensics. San Jose, University of California.

Pitts, Michael. BA Anth. Winter 2009. Contract Archaeology.

Potosky, Robin - Veterinary assistant at Dr PAWS Hospital for Companion Animals

Proszek, Kristina. MS REM. Fall 2009. Yakama Nation.

Reveles, Julie. BS Anth. Winter 2010. MS PB, CWU.

Roark, Jamie Rain. Zoo internship at the Los Angeles zoo. Dog salon manager in Seattle. Applying for positions PAWS Wildlife and the Seattle Humane Society., (I already sent one off to the ASPCA).

Robison, Josh. MS program in Primate Conservation at Oxford Brookes U, UK

Rogers, Devon. BS Anth. Fall 2009. PhD, Entomology Ohio State.

Ruesto, Lucy. MS REM. Spring 2007. Department of Ecology.

Sainsbury, Benjamin. MS REM. Fall 2009. National Park Service.

Scabbyrobe, Shawn. BA Anth. Summer 2009. Tribal Archaeology.

Schantz, Michael. BA Anth. Fall 2007. NOAA.

Schorman, Max, BS Anth. Winter 2007. Contract Archaeology.

Schuster, Lisa. Spring 2008. BS. PB. CHCI.

Self, Sydney. BS Anth, BS PB. Spring 2008. Zoo Keeper, Central Florida.

Shattuck, Carly - Epidemiology Division at Health and Human Services Austin, Texas, Forensic Anthropologist

Shellenberger, Jon. Archeologist, Yakama Nation.

Simmons, Stephanie. Anth BS, Spring 2007. MS University of Portland; Contract Archaeology.

Soltz, Andrew. BS Anth. Winter 2010. Contract Archaeology, Hawaii.

Stacy, Lori. BA Anth. Winter 2009. NGO & YMCA Sierra Leone Project, Montana.

Stadtner, Gina – Animal Legal Defense Fund

Steele, Roszika. Anth BA Sum 2010. MS, REM, CWU.

Steinkraus, Mark. BS Anth. Fall 2008. Contract Archaeology; REM.

Sybrowsky, Brandon. MS REM. Winter 2009. Contract Archaeology.

Swanson, Ryan - MA Program WSU.

Stanley, Stacy - REM Program

Tari, Mike. MS REM. Fall 2006. Yakama.

Thayer, Sadie, Anth BA. Spring 2007. M.A. Museum Studies, George Washington University; Collections Manager - KCHM, 2009-2010; Director, Kittitas County Historical Museum, 2010-Present.

Valdez, Velma. MS REM. Summer 2009. Tribal Archaeology.

Vantine, Launi. Anth Minor. Summer 2009. Contract Archaeology.

Vaughn, Clare. BS PB. Spring 2008. M.Sc. Oxford Brooks.

Vaughn, Kevin. MS REM, Sum 2010. CWAS, Contract Archaeology

Vickers, Sara Kittitas County Emergency Management; MS Resource Management Program Central Washington University

Volkenand, Todd. REM, Spring 2011. Tribal Archaeology.

Volker, Gretchen. MS REM. Spring 2008. M.Sc. Oxford Brooks.

Wallace, Anna – Fauna Foundation Chimpanzee Sanctuary Quebec

Waller, Kyle. MA Anthropology Eastern New Mexico University; Ph.D. Program University of Missouri, Anthropology

Wallin, Jason. BS PB, Anth SmBA, Spring 2007. Graduate School, Experimental Psychology.

Walton, Lauren. Spring 2007. Contract Archaeology.

Wanecheck, Gerard. BA Anth. Summer 2011. Contract Archaeology.

Whiteman, Alden. REM Sum 2010. Administration, Tribal Liaison, Southwestern Oklahoma State University.

Wilson, Gregg. Spring 2007. Contract Archeology.

Winters, Sandra. MS PB. Summer 2011. Max Planck Institute.

Witkowski, Elizabeth. BS Anth. Spring 2009. Contract Archaeology. Applying for Wildlife Film School, Montana.

Zager, Lindsay. MS PB. Summer 2011. Veterinary Assistant Animal Medical Center of Seattle

B. Provide one masters project (if applicable); two will be randomly selected during site visit.

Available through the department office.

C. Describe departmental policies, services, initiatives, and documented results for successful student advising.

Advising in the department is accomplished through in-take advising with the Department Chair. Students are guided in their selection of the appropriate major program, assigned an advisor, and told about the email list, student association, and meetings (usually Fall and Spring) for majors and minors. Students meet with their assigned advisor each quarter and as needed.

Advising assignments are flexible and may change as a student's interests develop. Faculty collaborate to help students develop an appropriate program, including such opportunities as individualized studies, research projects, internships, field schools and study abroad. Advising happens through students interactions with faculty that supervise these activities as well (see "Student Accomplishments," faculty profiles, and list of Individualized Studies for documented results).

D. Describe other student services offered through the department including any professional societies or faculty-led clubs or organizations and their activities.

The Department often co-sponsors activities with the Diversity Center, Civic Engagement and the Empowerment Center, such as speakers and films. Sometimes these originate with Anthropology faculty, and at other times we are invited to co-sponsor by these organizations as well as other academic departments.

The Anthropology Student Association has at least one and often two faculty advisors. It is a student-led organization and organizes activities such as film screenings, brown bag talks, field trips to museums, archaeological sites, camping trips and other get-togethers. The ASA supports its activities by applying for funds through the Associated Students of CWU, and fund-raising efforts. The association raises funds annually to attend the Northwest Anthropology Association Conference where many of them present papers and posters (see Student Accomplishments). In 2010, they assisted when

CWU hosted the Northwest Anthropology Association conference. Currently the ASA faculty advisor is Prof. Lorenz.

During this review period ASA completed the process of establishing a chapter of Delta Lambda, a national anthropology honor society.

V. Facilities & Equipment by location

A. Describe facilities available to department and their adequacy (program delivery location, size, functionality, adjacencies, lighting, ventilation, finishes, plumbing, electrical outlets, etc.). Describe anticipated needs in the next three to five years.

The department facilities are important to providing administration, teaching and hands-on opportunities to our students, as well as serving the research interests of faculty. During the period under review, there was a significant change in facilities due to our move from Farrell Hall to the newly remodeled Dean Hall. This move started in December of 2008, with much of the department moved to the new spaces before the start of Winter Quarter 2009. Dean Hall houses Anthropology, Geography, the interdisciplinary Resource Management and Primate Behavior graduate programs, the Museum of Culture and Environment and the Dean's Administrative Office for the College of the Sciences.

Overall, the move to Dean Hall brought significant improvement in terms of department facilities in all of the areas queried here: program delivery location, size, functionality, adjacencies, lighting, ventilation, finishes, plumbing, electrical outlets, etc. Some of the Farrell Hall spaces were adequately duplicated in Dean Hall, others were considerably improved, and still others were created which did not exist in Farrell Hall. However, although there was noted improvement, and despite a long and fruitful planning process, there has also been some growth in unanticipated needs in the short time since we moved.

Department administration, office and common spaces

Anthropology department administration and support facilities are based on a linked suite of reception office, secretary's office, and chair's office, plus a work/copier/mailbox room, small storage room, kitchenette, conference room, and reading room, all on the third floor of Dean Hall. On the same floor, there are 14 single-occupant faculty offices, a 3-person adjunct/emeritus office, and a student club office. A department storage room is located on the second floor. Generally speaking, these facilities are adequate, except that growth in department faculty has already filled and exceeded the planned office space.

The reading room is a library for anthropology and geography departments with book and periodical stacks, file cabinets for seminal articles, and a meeting or worktable. This room serves important purposes of housing books unwanted by the larger CWU main (Brooks) library as well as being the location of department-level book reserves. Since our move, donations have been reviewed and either catalogued or surplus. The library also serves as a location for small meetings, student study groups, and make-up exam testing.

Teaching

Teaching facilities in Dean Hall include eight rooms that are scheduled campus-wide: three large lecture halls (100, 80 and 60 students), and five rooms that seat 45 students. There are also three rooms that are scheduled by the department, a 50-seat laboratory/lecture room and two 25-seat laboratory/seminar rooms. A teaching storage room houses teaching materials such as fossil and artifact casts and small laboratory equipment like calipers. Room 209 has lockable cabinets intended for storage of laboratory equipment, like microscopes, for use in classes. Room 113 has lockable cabinets intended for storage of museum pieces and/or class projects for use in class. Most departmental courses are taught in Dean Hall, although some are in other buildings due to scheduling conflicts. At present, these teaching facilities largely meet our needs, but we have a lot of pressure on “seminar” small rooms. Currently, we have only two (DN 205 and 208). Our own program and the growth of the PBE Master’s program highlight the need for more seminar and graduate student office space. We are also in competition with GEOG for the larger 60 seat rooms. This limits class size for our 130 sections, which in the current budget climate, struggle to accommodate larger-than-intended numbers in the medium-size classrooms.

Research and laboratory facilities

There are research and laboratory facilities in Dean Hall for all four major subfields of anthropology (archaeology, biological anthropology, cultural anthropology, and linguistics) and museum studies. These facilities serve multiple purposes, including faculty-mentored student research, faculty research, storage, display, and teaching.

Archaeology: The department archaeology facilities consist of four laboratory rooms on the second floor of Dean Hall, an archaeology computer/library room, and an unheated self-storage unit at the remote Brooklane location. The two main archaeology laboratories, currently labeled “mammoth lab” and “artifact lab,” are spaces with analysis tables, storage shelves, and fume hoods. There is a single specialized “rendering lab” for preparing skeletons with counter tops, work tables, a range top, garbage disposal, and fume hood. A lab labeled “zooarchaeology” has work tables and built-in storage drawers. These four labs are intended to house ongoing archaeological research by the three primary archaeology faculty and undergraduates. All of these labs are shared space, but are allocated to particular ongoing projects. We have found that these four labs are not adequate for the needs of archaeology programming, simply due to a lack of space. For example, the occasional use of the artifact laboratory for introductory classes seriously affects its use by students engaged in research. Archaeology project lab work has occasionally made short-term use of other Dean Hall labs, particularly the Visual Anthropology Lab, Linguistics Lab, and Teaching Storage room, but additional permanent space would be beneficial.

The other archaeology facility in Dean Hall is a computer/library room that houses the archaeology report collection, which needs to have limited access due to state restrictions on site location information. The Dean Hall ground floor “mud room,” a shared space for geography and anthropology, is also used by archaeology for staging field projects. An unheated self-storage unit at Brooklane houses archaeological equipment and some improperly stored records and artifacts. Archaeology collections are currently housed temporarily in an abandoned building on campus. Plans

are now being developed to store the archaeological collections in the Farrell Hall storerooms that were vacated when the museum collections were moved to Dean Hall.

Also associated with archaeology is CWAS, the Central Washington Archaeological Survey, a long-term archaeological research and consulting organization (see Appendix 3a). CWAS maintains office and laboratory facilities in Farrell Hall. Due to a lack of space for them in Dean Hall, CWAS also stores archaeology maps. Over the past five years CWAS has seen periods of high activity and independent staffing, representing significant change and growth since the prior review period. CWAS has provided professional archaeological contracting services throughout the Northwest (see Appendix 3b). These contracts not only create jobs but they also provide a unique platform for CWU students to acquire pragmatic experience in the field of Cultural Resource Management (see Appendix 3c). Over the last five years, CWAS has trained and helped to place over 50 archaeological professionals. In addition to contracting services, CWAS also manages all of the cultural compliance needs for the University itself. Students are required to complete the CWAS archaeological training program and perform the basic archaeological tasks of survey, excavation and laboratory processing of artifacts. Advanced students are responsible for leading the field crews and authoring major portions of reports.

Biological Anthropology: Department facilities for biological anthropology include four laboratories and two storage rooms, all on the second floor of Dean Hall. One lab and one storage room are dedicated to the department's compliance with NAGPRA (the federal Native American Graves Protection and Repatriation Act). The analysis room has work tables while the storage room is mostly shelving. These rooms are very suitable for this purpose, having been designed to be fairly anonymous in the hallway and include special features like ventilation that supports possible burning of sagebrush for tribal ceremonies. The other biological anthropology facilities are an osteology lab, genetics lab, forensics lab, primate reading room, and osteology storage room. The osteology lab is a small room with tables, chairs, and a projector that is used mostly for teaching upper division courses. This space is quite small for the purpose and ideally would be larger. The Molecular Anthropology Laboratory is a dedicated space with tables and counters for laboratory equipment and a -20° C freezer for reagent and DNA storage. It has barely adequate electrical capacity, and ideally would have an area for DNA extraction and PCR set up that is physically separate from the post-PCR analysis area. The forensics lab is a space with work tables and shelves, and is used for research and teaching of forensics courses. It is adequate for its purpose. The Primate Behavior laboratory on the second floor currently houses student computer work stations and primate library collection, as well as serving as a work and meeting location for undergraduate and graduate primate behavior students, most of whom are working with anthropology faculty. The primate reading room is being used to give graduate students a work-space, and as a seminar room. It was not intended for either purpose and thus lacks equipment and space that would be suitable for those functions.

Cultural Anthropology: Department facilities for cultural anthropology include four research rooms and a visual anthropology laboratory in Dean Hall. The research rooms are used by faculty and students for research and also in some cases as temporary teaching assistant or graduate student offices. The research rooms have computers, work tables, filing cabinets, and shelving space, and are located near the faculty offices on the third floor. The research spaces are adequate for those who have

one assigned to them, but ideally there would be one for each cultural anthropology faculty, meaning there would be one more space. The visual anthropology laboratory is located one floor down, and is used for video editing and visual projects. It has computer editing stations, a work table, and lockable storage for video equipment. The visual anthropology space is adequate for its intended purpose for a smaller group of students taking an advanced lab or working on individualized projects under faculty supervision. The lockable storage in the visual anthropology lab do not provide adequate security, given that generic keys open all the cabinets and a general key accesses the room.

Linguistics: The department maintains a single room for linguistic anthropology, a linguistics laboratory on the second floor of Dean Hall. When included in the building design, the room was intended to be used for students to listen to language tapes or work with language programs on computers. It was set up with tables and equipment for this purpose. However, due to incompatibility issues we have not yet been able to install the existing software on the new computers. We are working with I.T. to solve this problem while also exploring other software options.

Museum Studies: During the prior program review period, the department maintained its own anthropological museum. This changed during the present review period as the museum grew into a multidisciplinary, independent entity, although with close ties to the department. The new museum is called the Museum of Culture and Environment, and is housed on the first floor of Dean Hall. Anthropology faculty, staff, and students work with the museum on curation of its collection, exhibits, and public programming. The facilities include a display gallery, staff office, collection storage room, archive room, artifact isolation room, and workroom. Unlike the earlier facilities in Farrell Hall, the new museum curation rooms have climate control and storage units meeting federal curation standards. These facilities meet current needs.

Other facilities. There are several other important facilities available to anthropology students and faculty within Dean Hall. Also available are two computer labs on the second floor, one a general campus MacIntosh/PC lab with 14 stations, and the other the Geographic Information Systems laboratory with 26 stations under the control of the Geography department. Graduate students in the Resource Management Program with graduate assistantships are assigned to offices on the third floor by the co-directors of Resource Management.

Chimpanzee & Human Communication Institute (CHCI): CHCI is located on the CWU campus north of Dean Hall. CHCI maintains its own budgets and is under the Office of Graduate Studies and Research. One anthropology faculty member (the director of CHCI) has her office at the facility. The CHCI houses 3 chimpanzees in 7000 square feet of indoor/outdoor space. There is work space for approximately 10 graduate students in Primate Behavior & Ecology under anthropology faculty advisement, work space for undergraduate interns in Anthropology, and work space for CHCI's ~5 paid staff. The facility contains husbandry areas for food preparation and storage, chimpanzee enrichment preparation and storage. The facility contains storage areas for video and paper data spanning 40 years. The facility has areas for video data analysis and computers.

The CHCI facility was built 20 years ago; thus the chimpanzee areas are showing signs of wear. CWU is beginning the process of building renovation of existing enclosures and has secured funds to do this. The building was not built to the original specifications that would allow for integration of new chimpanzees. CHCI is in the early stages of a capital request to restore the building

to original specifications. The group of CHCI chimpanzees is aging, thus to maintain the programs associated with CHCI (which has the chimpanzees as its core) and the educational opportunities in research and husbandry, this problem will need to be addressed within the next 5 years.

B. Describe equipment available to department include program delivery location and its adequacy (office furniture, instructional fixtures, lab equipment, storage cabinets, specialty items, etc.) Describe anticipated needs in the next three to five years.

Over the years, department members have set aside funds to develop teaching collections and lab equipment for archaeology and biological anthropology courses. We have used faculty development funds, instructional equipment funds, and indirect from grants as well as in-house and extramural grants to maintain and develop these resources for teaching. In the current budget climate, we are uncertain where and how to obtain funds to meet these needs.

The department has a variety of equipment for teaching, archaeology, biological anthropology, cultural anthropology, and linguistics. Here we also describe equipment for the closely related Museum of Culture and Environment.

Teaching: All teaching rooms in Dean Hall are equipped with overhead data projectors and consoles that can handle input from the dedicated desktop computer, laptop, DVD, VCR, and document camera. The teaching storage room holds a good collection of fossil hominid and artifact casts, as well as some laboratory equipment for student labs (microscopes, calipers, small capacity digital scales). This teaching equipment is adequate for our needs.

Archaeology: Field equipment includes 1 Trimble GPS unit, 1 total station theodolites, Silva Ranger compasses, reel tapes, pin flags, air pump tank, portable garages (for shade), construction tool box, spades, square shovels, trowels, shaker screens, wheelbarrows, several cameras, scoops, grid nails, tape measures, folding rules, and other small excavation tools. Laboratory equipment includes digital scales, magnifier lamps, shop vacuum, chest freezer, computers, laser printer, storage cabinets and shelves. The zooarchaeology lab maintains a collection of more than 400 comparative animal skeletons. The department also owns an equipment trailer. Archaeology equipment is generally adequate, although in regular need of repair or replacement.

Biological Anthropology: Laboratory equipment for osteology and forensics consists mostly of skeletons and replica casts of skeletal parts, plus a computer in each room. There is also a digital scanner, magnifier lamps, etc. The Molecular Anthropology Laboratory (MAL) contains equipment used in the extraction, storage and analysis of DNA (both modern and archaeological) from humans, non-human primates and other species. Major equipment includes two PCR (Polymerase Chain Reaction) machines, electrophoretic cells (horizontal agarose and vertical polyacrylamide), liquid handling pipetman, Nanodrop UV spectrophotometer, microcentrifuges, and a 4300 xl LiCor DNA Analyzer with supporting computer. The MAL is utilized by anthropology undergraduate students, Primate Behavior and Resource Management graduate students as well as Biology graduate and undergraduate students. An NSF Major Request for Instrumentation grant is being submitted for funding the purchase of a “next generation “ sequencing platform that will support the research of several faculty from the anthropology, geography and biology departments.

Cultural Anthropology: Field equipment is limited to digital tape recorders and cameras. The Visual Anthropology lab houses 2 editing bays, five video cameras, a Sennheiser microphone, tripods, and a projector. The equipment is generally adequate, but in regular need of repair or replacement, including editing software updates.

Linguistic Anthropology: With the move into Dean Hall, the linguistic lab was outfitted with 4 computer stations, a TV monitor, a printer, tables and chairs.

Museum: The new museum gallery enables us to present exhibits to campus and community, and we were able to acquire basic exhibit furniture in the form of movable walls and cases. The workroom and climate-controlled collections storage are very adequate for present needs. Variations in the climate-control continue to be worked on. The development of this facility has made it possible to maintain and grow the Museum Studies minor, to conserve and display the collections, and to provide programming for the campus and community.

Chimpanzee & Human Communication Institute: CHCI equipment includes Mac and PC computers for staff, video production, and data storage and analysis, which always are in need of upgrades since technology is always changing. A RAID system provides 6 terabytes of hard disk storage space. Storage for physical data includes shelving, metal drawers, file cabinets, and freezers for motion picture data. There is an urgent need for video/film and paper data preservation. A \$68,000 grant through the Lounsbury Foundation is underway to make initial data inventory and purchase of freezers. CHCI and the Brooks Library are collaborating on a grant to NEH for digitization of data. There are a clothes washer, dryer, dishwasher, oven range, 2 refrigerators and 2 freezers for chimpanzee husbandry.

C. Describe technology available to department include program delivery location and its adequacy (computers, telecommunications, network systems, multi-media, distance education, security systems, etc.). Describe anticipated needs in the next three to five years.

The personal computers for each faculty member constitute the department's primary technological needs. These have been upgraded internally through an allocation of irregular soft monies obtained by the department. This system has worked but is sometimes crippled by the lack of university support in the form of funds for upgrades. (See the challenges section concerning how recent changes in budget policies have removed the department's sources for these upgrades.) Students have access to computers on campus with various laboratories, including a general laboratory on Dean Hall's second floor.

We have a limited amount of proprietary software for specific research needs, such as museum curation and primate observational data. Most of our other technologies available and our technological needs for research and teaching are met (or not met) with the equipment above, and the reader should see section B above. The Museum of Culture and Environment also has outstanding software needs, for example for making exhibition modules with smart-phone apps, etc.

VI. Library and Technological Resources by location

- A. Describe general and specific requirements for library resources by program and location that assist in meeting educational and research objectives. Indicate ways in which the present library resources satisfy and do not satisfy these needs. Describe anticipated needs as to the next 5 year period.**

The program's requirements for library resources are for a good general ethnographic collection, current and historical literature in all fields of anthropology, and good access to the major journals in all sub-fields of anthropology. Literature needs would be better met by a policy of simply procuring literature from certain major presses, rather than relying heavily on sending notices of new publications to the department for advice about prioritizing acquisitions. Most of the journal needs are fairly well met through the database subscriptions, though we have experienced deterioration.

The Web of Science subscribed to by the Library does not include the Social Sciences Citation Index, which would be a useful resource.

The audiovisual teaching needs are met through the library media services and occasional purchase by the department of frequently used video/CD resources. An important question is what will happen to ethnographic and other anthropology videos as technologies change? Many of them are irreplaceable in terms of content. So far only some have been transferred to DVD formats and others have been de-accessioned without consultation with the department.

- B. Describe the information technologies faculty regularly and actively utilize in the classroom. Describe anticipated needs as to the next five year period.**

See Section V.B.

- C. Describe technology available to department and its adequacy. Describe anticipated needs as to the next five year period.**

See Section V.C.

The department held two retreats where the last three sections were discussed:

VII. Analysis of the Review Period

- A. What has gone well in the department and each degree program(s)?**

1. Explain accomplishments of the past five years.

• *Move of Department to Dean Hall:* We completed the move of the entire department to its current location in newly remodeled Dean Hall, with associated facilities improvements. We have maintained our department culture of collegiality through the move and under the many pressures of administrative turnover and dramatic budget cuts.

We have excelled in the areas of teaching, scholarship, and service. A comparison of the faculty profile information from the last program review to this one indicates a number of significant increases.

Faculty reporting results in the scholarship area of "category A" products (peer-review articles and

books) has increased from 38.6 to 53.4% (5-yr. average % of faculty) and almost all faculty now present at conferences (from 68.2 to 92.2% 5-yr. average). Faculty are also involved more broadly in their professions, with a notable increase in leadership and service in professional organizations (from 56% to 77.8%). Community service has increased too (from 47% to 83.2%). With regard to faculty-mentored research, the percentage of faculty reporting students who gave presentations at SOURCE or at professional meetings increased from 54.2 to 68.8%. Involvement in chairing or contributing to thesis committees went up too, from 59.4% to 75% and 69% to 74.4% respectively. (Efforts in all other categories remained roughly the same).

- *New hires*: The department has secured two new faculty lines in this review period, a biological anthropologist and a primatologist, and retained a recently established Museum/REM position with turnover. Our annual hire of two or more full-time adjuncts is now supported by one base budget non-tenure-track line and other adjunct support as needed and as budget allows. These hires are used to cover regularly scheduled sabbaticals and research replacements, according to sub-field.
- *Stronger bio-anthropology sub discipline*: We have built up our biological anthropology sub discipline, which includes our two new tenure-track hires, Mary Lee Jensvold (primatology) and Joe Lorenz (biological, with specialization in genetics). We also formalized our forensic osteology program.
- *New Primate Behavior program*: The Primate Behavior and Ecology program, an inter-disciplinary major drawing heavily on anthropology, has added a new interdisciplinary Masters of Science program in Primate Behavior, already growing beyond expectations.
- *New Museum of Culture and Environment*: We developed the new Museum of Culture and Environment that is now housed in the College of the Sciences, expanding its collection and professionalizing collection management. Through a strategic planning cycle, we created the organizational structure for the Museum itself, which is now part of the College of the Sciences. In addition, we allocated a half time teaching release for the role of museum director to a recent faculty line. In 2007-08 we hired a collections manager for the new Museum of Environment and Culture, one of two necessary staff positions. (The second position cannot be added due to a state hiring freeze.)
- *Museum Studies Minor*: While streamlining the department curriculum by eliminating the major specialization in Museum Studies, we have expanded the minor, added upper division course work in Museum studies and regularized offerings of the required courses. We have included graduate level instruction and graduate level involvement in the program. We have also developed an internship in collections management. We have reinforced our new strength by consistently identifying ourselves now as the Department of Anthropology and Museum Studies.
- *New updated CWAS*. CWAS grew tremendously, on a strong basis of contracts, during the program review period. The relationship with the department has been reconfigured so that archaeology

students and REM graduate students continue to work for CWAS and acquire professional experience, but now indirect from contracts is retained in CWAS rather than split with the Anthropology Department. (Formerly a small share of indirect that was returned by the administration; 7.5% was split, 60% to PI on a contract, 40% to department.) If there is a need for financial assistance in the anthropology/archaeology program that CWAS might appropriately provide (e.g. support or equipment for field schools, methods courses), such a request can be made to CWAS at that time.)

- *NAGPRA*: We have stabilized a NAGPRA position as administrative exempt, 9 month annual appointment (.75FTE). Position description allocates 86% for NAGPRA related work and 14% teaching as academic year load

Central Washington University continues to work with the Native American tribes to implement the Native American Graves Protection and Repatriation Act (NAGPRA). In their testimony before the NAGPRA Review Committee (2010), the Columbia Plateau Inter Tribal Repatriation Group (CPITRG), described Central's NAGPRA staff as open and willing to work with their requests for accessing the collection for ceremonial purposes, preparation of the collection for reburial, and allowing tribal staff to assist with inventories.

Between 2006 and 2011, Central hosted or participated in 100 consultation visits with representatives from Washington, Oregon and Idaho tribes and representatives of regional institutions. As a result Central Washington University repatriated 223 individuals to their culturally affiliated tribe(s). Central Washington University and the University of Washington Burke Museum have human remains and funerary objects from shared sites. In 2009, Central and the Burke Museum repatriated a minimum number of 184 individuals, 10,921 associated funerary objects, and 12,749 unassociated funerary objects from 61 locations reported in 12 notices of inventory completion or intent to repatriate. Preparation for repatriation took 14 days, reburial took place at 7 locations in 6 days and a ceremonial meal after the final reburial was held for all those in attendance including tribal members, university representatives, and tribal policy, technical, and religious individuals who oversaw the repatriation.

Starting in 2010, the NAGPRA Project Director began preparing new inventory reports to be filed with the appropriate tribes and with the National Park Service to ensure Central Washington University's compliance with NAGPRA legislation. Ten of these reports have been completed to date. Success depends on the availability of a Resource Management Graduate Assistant (20 hrs per week) and students taking independent studies. These students make a major contribution to our NAGPRA success, an influence far out of proportion to their small impact on the bottom line. In recognition of our NAGPRA work, the Director was an Invited Panelist for the panel "Science as a tool for Cultural Affiliation" at the NAGPRA at 20" conference (2010) sponsored by the Department of Interior, National Park Service, National NAGPRA program.

- *Successful field schools*: The continuing field schools have been going well: China primatology 2005-2010, Forensic Anthropology 2005-2010, Mammoth Excavation 2005-2010, various CRM Archaeology 2005-2010, Saddle Mountains 2006 & 2008, and Japan 2010. We also added a new archaeology field school at Mount Rainier, re-established in Summer 2011, for the next three years.

- *Interdisciplinary programs*: We have enriched our involvement with interdisciplinary programs, augmented because of our new space in Dean Hall. These include two Masters of Science programs,

Resource Management (REM) and Primate Behavior (PB), and two undergraduate programs, Primate Behavior and Ecology (PBE) and American Indian Studies (AIS), for which our faculty teach courses. Our faculty also teach service courses for Women's Studies, a new and successful Film and Video Studies major, and the Asia-Pacific Islander Studies minor. Our faculty have been involved in developing the Environmental Sciences major and the Health careers advising initiative, which recently procured support from the Provost.

- *Streamlining the curriculum:* Recently we have streamlined our curriculum by making changes to our course majors, requirements, and course listings, effective Fall 2012. We eliminated two major specializations in the B.A., the Museum and Teaching specializations, respectively. We also streamlined the B.S. The revised major will provide more flexibility in methods, theory and seminar courses). We have merged the senior capstones into one (458 and 459). We improved and tightened the 45 credit major, emphasizing individualized learning and sub field diversification.

- *Growing/ Maintaining student base:* Steady number of majors and an increase in minors, especially Museum Studies minors, and bridge majors.

- *Enhanced opportunities for students:* We have developed options for our students that allow for more individualized specialization. We provide increasing opportunities for our students to do field research and internships, to be involved in local service, and to integrate this into coursework. We have expanded summer field opportunities, including summer scholarships. We have established a new molecular anthropology lab, which provides student research opportunities. Through CWAS we have provided professional employment opportunities on campus. We mentor students for presentations at scholarly conferences, such as the annual on-campus SOURCE conference as well as at professional venues. Students also participated in hosting and presenting at the 63rd Northwest Anthropological Conference here in 2010. We have the highest percentage of McNair Scholars on campus.

- *University and Public Programming; Professional Outreach:* We hosted the 63rd Northwest Anthropological Conference in our new space in Dean Hall in 2010. The Chimpanzee Human Communications Institute (CHCI), Mammoth excavation visitors center and, Museum of Culture and Environment, serve a large number of local and extra-local visitors. The number of Chimposium visitors during the review period was 40,183, and the Wenas Creek Mammoth Project provided over 100 public lectures, guided tours to nearly 9,000 site visitors, and static displays at seven county fairs and two museums. Professional outreach has also happened through assistance with Forensic Cases and Earth Watch. We also have organized and drawn in large university and public audiences for presentations and faculty led discussions for an annual Margaret Mead Film Festival and world-renowned speakers, such as Karl Heider, Jack Horner, Birute Galdikas, and Robert Martin.

- *A high number of external grants:* Our faculty have won funding for a high number of external grants during the period under review, including an NIH grant for Bridges to the Baccalaureate; BLM funding for the Saddle Mountains Field School, a National Park Service grant for the Rainier Field School, and

a Washington Humanities grant for a "Guns, Furs Steel" exhibit; an NEH Collections grant; a National Trust for Historic Preservation grant for Historic Preservation of African American historical places; a 3-year NSF grant for analysis of political change in Bali, Indonesia, and an NSF IGERT grant for a study on Indigenous Knowledge and Science in Puget Sound. We also transferred an NSF grant supporting an Integrated Primate Biomaterials and Information Resource for cell lines and DNA from over forty species of nonhuman primates, from Coriell Institute for Medical Research to CWU.

- *A high level of university service:* The commitment of our faculty to service has included important university-wide leadership positions, such as on the Executive Committee and Chair of the Faculty Senate, Chair of Academic Department Chairs Organization, and directorships in interdisciplinary and graduate programs (American Indian Studies, Resource Management, Primate Behavior).

- *Faculty sabbaticals.* Even though university-wide competition for sabbaticals has increased, our faculty has been competitive in this area, securing six sabbaticals in the period under review.

- *Learning Technologies:* Our faculty members incorporate a variety of learning technologies across the spectrum of our face-to-face courses. We also have developed five new online offerings, available at the centers and during the summer.

2. How have accomplishments been supported through external and internal resources?

- The move to Dean Hall and into new and improved facilities was supported through the Capital Improvement Project, and provided by the Dean of the College of the Sciences (COTS).

- In addition, the new Museum was supported by a couple of small grants and donations. A year ago, the Museum was handed over to COTS.

- The tenure-track line for Mary Lee Jensvold (primatology) and the position of Raymond Hall in Africana and Black Studies (ABS) were financed, partially or in whole by the Spheres of Distinction initiative of the (prior) university president, for which proposals were solicited in 2006 and 2007. PBE received a Spheres grant, which partly supports Dr. Jensvold's hire.

- The CHCI continues to support itself through donations and grants. During the current review period, these include: 2010. Hugh & Jane Ferguson Foundation, Outreach Coordinator to FOW, \$7,500; 2010; 2010. CWU College of the Sciences Faculty Summer Research Grant. \$3,000; Friends of Washoe. Half-time Position Chimpanzee Caregiver, \$17,000; 2010; Friends of Washoe. Full-Time Chimpanzee Caregiver, \$35,000; 2006-09. Bridges to Baccalaureate, National Institute of Health, Director, \$253,631; 2008. Visitor Effect in Zoo-Living Chimpanzees. Animal Refinement Award, Animal Welfare Institute, PI, \$10,000; 2006. Caregiver Interactions with Chimpanzees, Animal Welfare Institute Refinement Award. PI \$6,000, Funded.

- The outreach activities of the Wenas Creek Mammoth Project were supported by private donations. From 2007-2011, the project received over \$19,000 in private donations. These funds, from Cynthia and Davie Alporque, Basic American Foods, and numerous anonymous donors, were used primarily to support student excavation scholarships, research supplies, and public outreach efforts.
- The new molecular anthropology lab was financed through the transfer of a major NSF grant from Coriell Institute to C.W.U. (See above.)
- NAGPRA received a \$36,000 contract from Bureau of Reclamation to support its work
- For the past 8-10 years, the department share of indirect from contracts and grants, was split with the P.I., and the remainder used to fund faculty development, replace computers, travel to conferences, lab equipment and collections. Under recent budget cuts and redistributions, however, the distribution to department was reduced, now representing a new challenge (see below). Under the new arrangement, we do not receive indirect on CWAS contracts, and we get a reduced percentage on other faculty grants and contracts.
- Summer scholarships for our students have been supported by donations from an alumnus, Peter Barlow as the "Pete and Sandra Barlow Summer Scholarship."
- In large part our accomplishments have been supported by the internal resources of our faculty themselves, who continue to be awarded research appointments, contracts, grants, and provide a high level of service to the department, college, and university.

B. What challenges exist for the department and for each degree program?

1. Explain major challenges of the past five years.

- Due to the drastic reduction of state support beginning in 2008, and the administration's response to this in its allocation of resources, budget cuts have presented the single most important challenge during this review period. Last spring, we underwent 3 major budget reductions (1/3 of our indirect, half of our adjunct budget, an 18% reduction in goods and services, the equivalent of a 2 1/2 week cut of our civil service staff (later restored), and reduction of work-study). In addition, an internal 28% administrative fee on summer revenue/summer profits further reduces the funds we can acquire through summer teaching. Even with these cuts, we have been expected to maintain the same program for increasing enrollments and average class size.
- Another fall-out from the budget crisis has been less flexibility in our workloads as teaching requirements have increased, especially for senior faculty. This change reduces options for peer-reviewed scholarship and broader professional involvement, also required at CWU and, of course, important for maintaining energetic faculty who are current in their field.

- At the same time, we continue to have to respond to increased demand for administrative work on our part, and more requests for data and paper work, sometimes on very short notice. Examples are the new assessment initiatives, workload and annual activities reports, the addition of more documentation to personnel review files, post-tenure and non-tenure track review processes, and the Academic Planning Task Force (I and III).
- A major accomplishment, the Dean Hall move also was a challenge. The move had to be completed in December and January (2007-2008) and we had to settle in immediately, with classes starting in early January. There also were follow-up issues with regard to the facilities and museum (e.g. with major aspects, such as the entrance door and lighting) We also had to move out of offices and department spaces in order to re-carpet (September 2010).
- The move to Dean Hall has brought greatly improved facilities, but the department continues to need more space. (See the facilities section for details on this.)
- **Museum Challenges:** We had to fight for funding for the museum, including through internal grants. Under a different administration we were directed to apply for a "Spheres of Distinction" grant as a way to secure Museum base funding, then the grant was not funded. The current Dean found a way to provide funding and partial staffing for the Museum, and the Museum has now been handed over to COTS (the Museum Director reports to the Dean). However, we are still short one staff position, an Exhibitions and Programming Coordinator. The Museum also still lacks a "Statement of Permanence:" Such a statement, approved by the Board of Trustees, is necessary, as it would make us eligible for external grants, including from the Institute of Museum and Library Services, the major federal source for libraries and museums.
- **NAGPRA Challenges:** NAGPRA compliance is expensive. These costs include travel, equipment and supplies, repatriation transportation, costs to prepare the reburial location, gifts distributed during reburial ceremonies, and safety and security. The lack of internal funding (there is no NAGPRA budget) and diminished external funding sources, such as NAGPRA grants, present a challenge. The implementation of the final rule concerning the application of NAGPRA to culturally unidentifiable human remains and associated funerary objects expands the scope of consultation and adds to the complexity of implementing NAGPRA. The new regulations impose significant new costs above those related to compliance. New regulations also require us to adopt internal procedures adequate to permanently document the content and recipients of all repatriations. We need a comprehensive relational database that includes all the legal documents linked to specific human remains. Central needs a secure online site that would provide information on specific Central Washington University NAGPRA Collections of interest to Native American Tribes.
- The "Spheres of Distinction" funding initiative introduced by the University President in 2006, had significant impacts on our department. These were competitive internal grants for one-time or base funding to "water the green spots" of interdisciplinary efforts at the University. Our faculty were

involved in applying for five Spheres of Distinction, for the Museum, Women's Studies, American Indian Studies, Environmental Sciences, and a Health Careers Resources Center, respectively. The programs that were funded (American Indian Studies, Environmental Studies, and the Africana/Black Studies Program) were not sufficiently funded, however, and we are now faced with challenges as to how to maintain them. The multi-disciplinary and bi-college (COTS and CEPS) Health Careers Resources Center proposal, meanwhile, is being incorporated in plans for the development of a new sciences building on campus.

- A combination of higher enrollments and lowered admission standards, along with reductions in staffing, presents a significant challenge as we deal with increased class sizes and a decrease in qualifications of our students. This means faculty must spend additional time with students in order to help them succeed (but with no additional compensation). We also have experienced a changing culture of the classroom, including more problems with the civility of students, non-class related use of technology in the classroom, and poor attendance.
- Indirect generated from contracts and grants to faculty in our department is not coming back to the department. This diminishes our capacity to replenish the funds that have been degraded.
- Balancing and maintaining interdisciplinary development, leadership and participation with core department needs.
- We would like to re-design our contribution to the General Education curriculum, but we have been waiting to do that until the new General Education program is announced. Still an unfunded mandate, the revision of CWU's General Education curriculum has been under development for five years, stagnated by lack of decisions and resources.

2. List likely causes of each challenge as supported by documented evidence.

The majority of the above challenges can be traced to budget cuts and administrative turn-over, reorganization and policy changes.

See Appendix 4 for the Dean's summary of COTS Spending Reductions and Efficiencies, 09-11.

C. What past recommendations from the previous program review have been implemented?

1. How has each recommendation been implemented and how have the department and degree programs been impacted?

- We streamlined our curriculum in response to program review. (See accomplishments above.) The impact on the department and degree programs has not yet been realized as these will take effect in 2012-2013.
- We cut one interdisciplinary leadership position (AIS) and did not accept another (W.S.). Strategizing as a department in terms of how best to allocate our resources toward interdisciplinary efforts has helped prevent some diffusion of our resources.
- Some of our accomplishments in this review period have also helped alleviate overwork: For example, the new building, once the move and associated challenges were overcome, improved facilities, progress on the Museum, and our successes with sabbaticals.
- The university has instituted an early (academic) alert system to which we report and respond in our efforts to identify and seek help for students with academic developmental needs. However, since the review period was also one of increased enrollments of students without adequate academic preparation, there has not been a net benefit to the department and degree programs from these efforts. Rather, we have experienced an overall decline. Significantly more help is needed for these students.

2. Which recommendations were not implemented and why?

- We have not changed the GPA requirement for acceptance to the major. We would like to do this, but thought it not wise in a budget crisis, where we are also under increased pressure to keep up and even grow enrollment.
- We did not reduce field schools because these are very successful and are integral to our department mission. We have maintained good enrollment in the field schools, they continue to produce good research data for faculty and students, and to be self-supporting financially.
- The previous program reviewer suggested that we label our department "Applied Anthropology." We have not done this because there is not agreement about a label.
- Though we have implemented some measures in alignment with the recommendation to provide better predictability for students, we are not yet entirely satisfied with our progress in this area. We have tried two-year rotations, but also have to accommodate leaves and sabbaticals, and the hire of adjuncts with skills other than the skills of those on leave.

D. Make a comparison between the last program review and where the department is now.

The major changes since the last program review are our move to Dean Hall, the creation of the Museum of Culture and Environment, and an enhanced Biological Anthropology sub discipline in terms of forensics, genetics and primatology, including a primatology graduate program and links to

the CHCI. The department now also reflects new hires, a streamlined curriculum and successes in grants and contracts. Another point of comparison is the extent to which the department has had to respond to constantly changing fiscal and administrative environments during this review period. At the same time, the current situation has been stabilized by confidence in the COTS Dean.

A major shift between the last program review and where the department is now, is the increased difficulty of allocating workload to peer-reviewed scholarship and professional development. In the current budget crisis faculty are required to return to the teaching loads from a time when faculty were evaluated almost entirely on teaching, and although some funds have been provided for faculty development (\$700 annually by contract), other sources of support for travel to conferences, etc. have disappeared (Graduate School matching support, College support for tenured faculty).

1. How have the advances been supported (e.g., internal and external resources)?

We have had good support from the college level for the development of our programs (PB, MCE) and for bringing in new faculty. It is important, however, to have support higher up than the Dean's level, and this has been difficult.

2. Are there still outstanding, unmet needs/challenges from the last program review? What has the department done to meet these challenges?

The department needs more staffing:

- 1) One FTE for Primate Behavior/Biological Anthropology. When the Master's Program in P.B. was approved in 2008, this included a request for another faculty member.
 - 2) One full-time office assistant. The department is now 4 FTEs and several programs bigger than at the time of the last program review. The PB Master's Program alone was approved for a .5 time office assistant to cover grants, travel, conference planning etc.
 - 3) 1 civil service Museum specialist at the M.A. level for MCE & Museum Studies,
- We need a Statement of Permanence approved by the Board of Trustees for The Museum of Culture and Environment. This is required in order to apply for external federal funding and to meet American Association of Museums accreditation standards. The request has been made multiple times over the past three years.

Category VIII. Is the single most important category in the self-study document.

VIII. Future directions

A. Describe the department's aspirations for the next three to five years.

- We would like to articulate a more ambitious future direction, but in light of our current situation, the issue is maintenance. We aspire to maintain and nurture our department culture and collegiality in an

increasingly stressed environment. In face of a changing environment and continued uncertainty, we aspire to support our existing commitments, and at least maintain staffing and faculty levels, in light of upcoming retirements. We strive for continuing autonomy of academic faculty to determine their own programs.

- We hope to recover some of the above-mentioned setbacks: benefit from contract and grant indirect, resources for maintaining our computers, Adjunct support, Museum staff, and a stabilized General Education situation.
- At the same time, to meet our vision, values, and goals, we hope we can raise expectations for our students, continue to inculcate a sense of global citizenship and help them achieve things they had not thought possible.
- Given the lowered enrollment standards and inadequate academic preparation for college classes of a growing number of students, we hope that the university's new "Student Success" program will provide urgently needed services and support for students at CWU. We will work with our students to make use of any available services.
- We are involved in a number of graduate programs, and wish to reaffirm our role and explore what we want in the future in terms of programs linked to anthropology, including the possibility of a graduate program in anthropology.
- We aim to connect better with our alumni, including tracking majors post-graduation. To begin with we will do this through social networking, e.g. a department Facebook page, and also by organizing an alumni event.
- We aim to continue, deepen and build new partnerships with historically underserved communities.

Given new University initiatives in the areas of on-line learning and bringing in international students, the Department will gather information and discuss what participation will be most beneficial to providing excellent educational opportunities for our students in line with department, college and university goals and available resources.

B. In this context, describe ways the department or unit plans to increase quality, quantity, productivity, and efficiency as a whole and for each program. Provide evidence that supports the promise for outstanding performance.

In the declining budget environment, strict efficiencies have been implemented, with ongoing outstanding performance in terms of quality, quantity, and productivity. In spite of lacking resources, we will continue to create ways to maintain our excellence in the areas of teaching, research, and

service. Further increases in quantity and productivity will necessarily have to wait until resources not only have been restored but increased.

C. What specific resources would the department need to pursue these future directions?

We need to recover lost summer profits and indirects, upon which we are dependent and ways to support the peer-reviewed research and broader professional activities required by the mission and goals of the university. We also need to maintain our adjunct support, find resources for updating computers, and refurbish faculty development funds.

D. What do you want us know that is not included in this self-study. N/A

IX. Suggestions for the program review process or contents of the self-study? N/A

Appendix 1a.

Central Washington University Assessment of Student Learning Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: __2008-2009_ College: College of the Sciences
Department _Anthropology_____ Program: B.A./B.S. _____

1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

We assessed one student learning outcome in each area: Content/Knowledge, Skill, and Value/Ethics.

We are trying to develop a more effective assessment process and selected these as basic information needed to align our program with outcomes.

1. Content/knowledge:

Demonstrate understanding of concepts basic to the anthropological study of humans, such as culture, cultural variability, evolutionary change, ethnocentrism, cultural relativism, and holism.

2. Skills:

Engage in the practice of anthropology under faculty mentorship—study abroad, field schools, research with faculty, internships, service learning, teaching opportunities.

3. Ethics/Values:

Understand the ethics of the discipline as they apply to dissemination of information, field research, conservation and preservation, and representation of self and others.

(See Attachment A Student Learning Outcomes Plan Preparation Form, Department of Anthropology for relationship to Program, College and University Goals.)

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

1. Content/knowledge. We have had an in-house comprehensive major exam for many years. It has been administered to students in Anth 301 Principles and Assessment, designed to be taken at the beginning of the major program, and Anth 458/459 Senior Seminar and Senior Colloquium for the B.S. and B.A. degrees, respectively. As a preliminary criterion of achievement, we estimated that 95% of students should pass at 75% minimum in overall proficiency.

2. We endeavored to develop a baseline for participation in faculty mentored opportunities to directly practice the skills of anthropology. The attached spreadsheet shows how many students participated in each category of learning opportunity.

3. Our first step was to develop a picture of what should be included in this category by having discussion among faculty about what they are currently teaching. See attached list of courses that include ethics as a component.

A) What methods were used?

1. Data were compiled as pre- and post-test scores for each of the four subfields of anthropology and a general category. They were expressed as raw scores and as percentages, for all years from Fall 2002-Spr 2009 for Anth 301. (See Attachment B – Exam Results Anth 301 Fall 2002-Spring 2009)

At this time, data are also available for available for three capstone courses: Anth 458, Spring 2007, Fall 2007, Spring 2008 only. (See Attachment C – Exam Results – Post-test, Anth 458, Spring 2007, Fall 2007, Spring 2008). More data on pass rates will be available in Fall when faculty who taught the course over the past years have returned from sabbatical. Current data and formal feedback indicates that 95% of students passing at 75% is an ambitious baseline.

2. A student intern compiled the data from CAPS reports. (See Attachment D- Department of Anthropology Assessment, Summer-08-Spring 09 graduates – Experiential Learning Participation.)

The data were then presented at a faculty meeting and other ways to categorize the same kinds of activity were brought to our attention. When this data is added in the numbers of participants in experiential learning will be higher. A decision was made to combine internships and faculty mentored research into one category.

3. The outcome related to ethics had no appropriate tools for assessment, nor did we have a consensus within the department about what ethics need to be covered and what minimum expectations are for students. We compiled information about ethics offered in our curriculum, and discussed the scope of ethical issues in anthropology that are addressed.

B) Who was assessed?

1. All students were assessed. We have pre-test data for all Anth 301 students from 2002-2009. We have post-test data for all Anth 458 students for these years, but the faculty members who taught these classes will need to help compile the data for comparative purposes.

2. All graduating seniors in 2008-2009 in the B.A., B.S., B.S.-PBAE, and B.A., small plan.

3. We were not able to assess students, because we needed to work on defining what to include. Faculty worked on developing a basic description of what should be considered “ethics” of the discipline for undergraduates. (See Attachment E – List of Anthropology Courses that Include Ethics.)

C) When was it assessed?

1. The exam is given in Anth 301, as close to the time that students begin the Anthropology major as possible. Unfortunately, there is huge variation in how much anthropology they have taken at this point, as some of them are transfers, and a large number of them take 4-5+ anthropology courses before they decide on the major. As a pre-test its usefulness may be for measuring improvement. We have concluded that it would be more useful to have students take the exam online as soon as they declare their major, rather than wait until they can fit in the 301 class. Then we would have a better measure of how much improvement they demonstrate once they have decided that anthropology is their major field of interest.

The exam is also given in the capstone course(s) Anth 458, and recently also in 459.

2. Spring 2009 for students graduating Summer 08, Fall 08, Winter 09 and Spring 09.

3. Spring 2009

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

1. We have learned that the exam has not been revised since 2002 and approximately half the faculty have been hired since then. We need to revisit and update the exam to current teaching resources and knowledge base. It needs to have a section added on ethics. Questions need to be reviewed to ensure that they adequately cover all of the concepts listed in the outcome.

2. We learned that participation varies a great deal. Some students do 6-8 experiential learning experiences beyond the required lab courses, but others do none. The average would be about 3.4 courses per student overall, but these are unevenly distributed. We re-designed our exit interview to more comprehensively gather this information from students, as the CAPS report does not identify all of the relevant kinds of activity—e.g., SOURCE presentations and posters, or conference participation. We added rating questions to gather students' perspectives on these experiences. (See Attachment F – Exit Interview.)

3. The ethics of anthropology are far-reaching and complicated across the sub-disciplines. It is an element of a wide variety of courses and covers such varied dimensions as identifying ethnocentrism, protecting informants' privacy and guarding against causing them embarrassment or emotional discomfort, obtaining Human Subjects clearance, knowing what the laws are for prehistoric sites and objects, ethical treatment of animals (including captive primates), handling confidential data, obtaining permissions for photographic and written use of materials, protecting anonymity, dealing with genetic information, knowing how to treat human remains respectfully, Native American Graves Protection and Repatriation Act, learning etiquette and proper behavior for different cultural settings, etc. We learned that all of us consider ethics to be a crucial aspect of anthropology, but students might not develop a full understanding of these expectations given the variety of trajectories they take through the curriculum. Knowledge of and commitment to

the ethics of the discipline needs to be included in the portfolio artifacts presented in the capstone course.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

1. We have appointed an Assessment Committee for next year and asked them first to develop a new section of the exam on Ethics. We will then proceed to revise the other content areas of the exam by sub-discipline. The exam will be on-line and become part of the process of declaring the major.
2. We will consider how to define experiential learning more accurately—for example project based courses, such as methods and classes that are combined lecture and lab are not included. Once we have done this, we will evaluate our program requirements for desired proficiencies and ways for students to demonstrate these in their portfolio or other assessment measures.
3. We plan to define the necessary curriculum components on ethics and ensure that they are presented consistently in required courses. We will develop a set of questions on ethics to include in the comprehensive exam to assess students' competence in this area.

5. What did the department or program do in response to last year's assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

This year we combined the 458-459 capstone courses and are including the comprehensive exam (458) and portfolio development (458) from each course in the combined course. Our next step will be to modify the portfolio to ask for artifacts that reflect the Student Learning Outcomes as well as those that prepare students' to present their work and qualifications to future employers, graduate programs, etc.

We put the comprehensive exam on-line, and will work on revising the exam and collecting data at declaration of major, and capstone/end of major.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

List of Attachments:

- A. Student Learning Outcomes Plan Preparation Form/Department of Anthropology
- B. Exam Results, Pre-Test, Anth 301 Fall 2002-Spring 2009
- C. Exam Results – Post-test, Anth 458, Spring 2007, Fall 2007, Spring 2008
- D. Experiential Learning Participation ()
- E. Anthropology Courses that Include Ethics.)
- F. Exit Interview

Appendix 1b.

Central Washington University Assessment of Student Learning Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: __2009-2010_ College: College of the Sciences
Department _Anthropology_____ Program: B.A./B.S. _____

1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

As per the feedback report, the anthropology assessment committee met weekly this year to work on our assessment program with specific focus on developing the assessment area of ethics. The comprehensive exam was administered in all 301 & 458/459 classes and that data is incorporated in this report. This exam assesses all three areas of the SLO's, knowledge, skill, and ethics. The outcomes regarding ethics were revised to meet the American Anthropological Association ethical guidelines and CWU's mission.

(See Attachment A for revised Student Learning Outcomes Plan Preparation Form, Department of Anthropology for relationship to Program, College and University Goals. See Attachment F for revised Exit Survey Questionnaire.)

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

We revised the exit interview to more directly measure the Ethics SLO #1. We developed materials including scenarios that were incorporated into discussion of ethics in the 301 and 458/9 courses.

This year the assessment committee addressed the SLO and assessment of ethics, and next year it will address the SLO's and assessment of skills.

The database of comprehensive exam scores was updated and includes score from all classes fall 2002 to fall 2009 and for spring 2010 Anth 301. This year we compared the comprehensive exam scores of the Anth 301 and Anth 458/9 courses. The results of those scores are attached in Tables 1 and 2 and show that scores are improving. The data were presented at a faculty meeting.

3. What was learned?

Anthropology

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

We learned that student scores are improving by 8% (see Tables 1 & 2). In the future we plan to conduct repeated measures tests on each student's two scores as we have that information in the database. The data in these tables provides baseline data. We have not met our criterion for mastery as stated in SLO Content #2, but now know where we are starting from to reach our target.

We are revising the exam and this year made progress developing ethics questions. Faculty from each subfield met as groups and in a department retreat to develop questions for the comprehensive exam. These will be finalized in the fall.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

We have revised our standards of mastery for both ethics SLO's.

As per the feedback report, the assessment committee investigated other CWU departments and other anthropology departments' assessment programs. There is no standard in anthropology departments in the state and we discovered good models within CWU. Anthropology does not have a comprehensive exam, but the American Association of Anthropology does have explicit guidelines for ethics. Faculty agreed to incorporate discussion of these guidelines in 301 and 458/9 courses. The assessment committee and department faculty are working towards developing our assessment program. Once it is finalized we could ask for outside feedback. As it is now we have feedback from CWU's assessment office to assist in improving our program.

5. What did the department or program do in response to last year's assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

The assessment committee met with Ms. Chin to evaluate the assessment data that can result from an online comprehensive exam. In this meeting it became apparent that CWU's technology cannot produce reports on question level analysis.

The assessment committee has met weekly throughout the academic year. They included faculty in assessment discussion at department meetings 1-2 times per quarter, they met at least once per quarter with the department chair, and the faculty had a retreat at the end of the spring quarter to discuss assessment issues.

Anthropology

Table 1. Anth 301 Descriptive Statistics as Percents

Mean		61.9485607673
Std. Error of Mean		.77491676460
Median		61.8214285700
Mode		60.71428571
Std. Deviation		8.97031008028
Variance		80.466
Range		44.28571429
Minimum		37.14285714
Maximum		81.42857143
Percentiles	25	55.7142857100
	50	61.8214285700
	75	69.2857142900

Table 2. Anth 458/9 Descriptive Statistics as Percents

Mean		69.3933463797
Std. Error of Mean		1.01232879660
Median		69.2857142900
Mode		67.85714286
Std. Deviation		8.64934102962
Variance		74.811
Range		38.57142858
Minimum		50.71428571
Maximum		89.28571429
Percentiles	25	62.5000000000
	50	69.2857142900
	75	75.3571428550

Appendix 1c.

Central Washington University Assessment of Student Learning Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2011-2012 College: COTS

Department: Anthropology and Museum Studies Program: BA and BS

1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

We assessed the general education related goal (GERG) number 3: effective reasoning by fluency in writing. Our intent is to assess Department of Anthropology and Museum Studies student writing and provide the summary data as part of the University's GERG assessment efforts for 2010-2011. The writing skill assessment results presented here were undertaken to evaluate the student writing from major coursework so that program strengths and weaknesses can be identified and allow for targeted pedagogical and curriculum improvements to be made where they will do the most good for students – at the course and department level (General Education Goals Assessment Framework, 9/22/2011). The fluency in writing goal is not technically a learning outcome but a goal instead. So, based on the CWU Writing rubric document I would state that we assessed the following learning outcome:

The student will write a paper that shows their ability to write with the following characteristics:

Content: write on a topic appropriately with a sense of purpose supported with evidence.

Reasoning: written ideas are significant, appropriate, explicit, and well developed.

Organization: writing will have a sense of purpose with adequate signposting and a clear progression of thought.

Rhetoric of the discipline: write with knowledge of the subject using appropriate specialized concepts, genre, and language that reveal evidence of disciplinary ways of thinking.

Conventions and presentation: writing shows evidence of crafting, appropriate in-text citation, and formatting.

Anthropology students that achieve this learning outcome are achieving outstanding academic life on campus, which is part of the mission and goals of CWU, College of the Sciences, and the Department of Anthropology and Museum Studies.

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?

The Anthropology and Museum Studies department used the CWU Writing Rubric system. Both evaluators attended a workshop on using CWU's writing rubric. Inter-evaluator variability was calibrated by applying the writing rubric independently to a number of student writing pieces.

B) Who was assessed?

Anth 301, Anth 416, and Anth 458 student papers. The sample size at the 300 level was 11 at the Anth 400 level was 15.

C) When was it assessed?

During Fall Quarter, 2011.

D) Standard of Mastery?

CWU Writing Rubric from the Office of Undergraduate Studies. Pass/No Pass evaluation was made for each element of the learner outcome, a majority of Pass or No Pass was used to determine the overall assignment of Pass/No Pass for each learner outcome element.

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

Student Learning Assessment: Writing Results for 2010 to 2011

Anth 301

Rubric Element	Pass Native	Pass Transfer	Non-Pass Native	Non-Pass Transfer
Content	2/20%	8/72%		1/8%
Reasoning	2/20%	6/53%		3/27%
Organization	2/20%	9/80%		
Rhetoric of the Discipline	2/18%	6/54%		3/27%
Conventions and Presentation	2/18%	7/64%		2/18%

Anth 458 and 416

Rubric Element	Pass Native	Pass Transfer	Non-Pass Native	Non-Pass Transfer
Content	8/53%	7/47%		
Reasoning	7/47%	7/47%	1/6%	
Organization	8/53%	7/47%		
Rhetoric of the Discipline	8/53%	7/47%		
Conventions and Presentation	4/26%	7/47%	4/26%	

We used writing sample from Anth 301, Introduction to the Major, and Anth 458 (Capstone) and Anth 416 (Pongid Behavior). We combined the results from the two 400 level courses. In the Anth 301 70% of the students passed all elements of the rubric. At the Anth 400 level 90% of the students passed 4 of 5 elements in the rubric. At this level only 70% passed the Conventions & Presentation element. There was a slight overall improvement in performance in the 300 level to the 400 level. The sample size at the 300 level was low, only 11 were assessment. The sample size at the Anth 400 level was 15 students. Unfortunately the assignment was not always available and students were not aware of the rubric. In comparison of native versus non-native, they appear to represent the same population. The sample size of native students at the 300 level was low, n=2, but they were well prepared, they both passed all elements of the rubric. Transfer students were doing well also.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

1. We have put a 100-level General Education writing assessment designation on Anth 120 to get data at that level.
2. We will standardize written assignments in 300-level and 400-level assessment courses (Anth 301 and 458?), and spend time in class going over Writing Rubric elements expressed as learning outcomes.
3. Writing assessment results will be reported as part of our annual program assessment report.
4. We will recommend that faculty in assessment courses focus some attention on the conventions and presentation learning outcome element in future assessment courses (Anth 120, 301, and 458).
5. Writing should be routinely assessed, not just once every seven years.
6. Assessment workload units should be allocated to Assessment Committee members to accommodate assessment assignments of Student Learning Outcomes and Gen Ed Outcomes as well. We will make the Assessment Committee a standing department committee and rotate the members through on alternating terms, so that all faculty become integrated into the process.

5. What did the department or program do in response to last year's assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

Writing was not systematically assessed last year. The department has been discussing writing rubrics and how to improve the writing of Anthropology Major students.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

Appendix 2.

GRADUATE STUDENT ACCOMPLISHMENTS

Peer-Reviewed Articles (student co-authors underlined)

PRIMATE BEHAVIOR

(Submitted) Enlow, G.; Sheeran, L.K.; Cheyne, S.M. Singing, behavioral synchrony, and proximity in Bornean Agile Gibbons (*Hylobates albibarbis*). *Gibbon Journal*.

(Submitted) Hoeing, A.; Rowland, D.; Rinear, J.; Sheeran, L.K.; Cheyne, S.M. Comparison of the use of night trees in gibbons (*Hylobates albibarbis*) and orang-utans (*Pongo pygmaeus wurmbii*) in the Sabangau National Park, Central Kalimantan, Indonesia. *American Journal of Primatology*.

RESOURCE MANAGEMENT

2010 Ruesto, L.A.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Tourist behavior and decibel levels correlate with threat frequency in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *Primate Conservation* 25: 99-104.

2009 Lubinski, Patrick M., Patrick T. McCutcheon, Karl Lillquist, Morris Uebelacker, Bax R. Barton, and Jake T. Shapley. Possible Lithic Artifacts from 2005-2007 Excavations at the Wenas Creek Mammoth Site. *Current Research in the Pleistocene* 26:85-86.

2007 Lubinski, Patrick M., Lowell T. Evans, and Michael D. Metcalf) Lithic Artifacts of the Firehole Basin Site (48SW1217). *The Wyoming Archaeologist* 51(1):20-34.

2007 Lubinski, Patrick M., Bax R. Barton, Karl Lillquist, Morris Uebelacker, and Jake T. Shapley The Late-Glacial Wenas Creek Mammoth Site (45YA1083) in Central Washington. *Current Research in the Pleistocene* 24:178-180.

2007 Middleton, Jessica L., Patrick M. Lubinski, and Michael D. Metcalf. Ceramics from the Firehole Basin Site and Firehole Phase in the Wyoming Basin. *Plains Anthropologist* 52(201):29-41.

OTHER PROGRAMS

2010 Jensvold, M.L., Buckner, J., & Stadtner, G. Caregiver-chimpanzee interactions with species-specific behaviors. *Interaction Studies. Special Issue of Human-Animal Interactions*, 11, 396-409.

- 2010 Xia, D.P.; Li, J.H.; Zhu, Y.; Sun, B.H.; Sheeran, L.K.; Matheson, M.D. Seasonal variation and synchronization of sexual behaviors in free-ranging male Tibetan macaques (*Macaca thibetana*) at Huangshan, China. *Zoological Research* 31(5):509-515.
- 2009 McCarthy, M.S.; Matheson, M.D.; Lester, J.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Sequences of Tibetan Macaque (*Macaca thibetana*) Behaviors and Tourist Behaviors at Mt. Huangshan, China. *Primate Conservation* 24:145-151.

Peer-Reviewed Abstracts (student co-authors underlined)

PRIMATE BEHAVIOR

- 2011 Campion, T.L., Jensvold, M.L., & Larsen, G. Use of gesture sequences in free-living chimpanzees (*Pan troglodytes schweinfurthii*) in Gombe National Park, Tanzania. *American Journal of Primatology*, 73(supplement 1), 97.
- 2011 Simons, N.D.; Lorenz, J.G., Sheeran, L.K.; Matheson, M.D., Li, J.H.; Wagner, R.S. Noninvasive saliva collection from free-ranging Tibetan macaques (*Macaca thibetana*) in Huangshan, China. *American Journal of Primatology* 73(S1): 96.
- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S.M. Effects of tree characteristics on sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*). *American Journal of Primatology* 72(S1): 37.
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.; Li, J.H.; Harding, S.; Pelton, O.; Wagner, R.S. Tourist density and infant-directed aggression in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *American Journal of Primatology* 72(S1): 59-60.

OTHER PROGRAMS

- 2008 Jones, A.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Aggression and habituation toward humans in two troops of Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *American Journal of Primatology* 70(S1): 61.
- 2008 Mack, H.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Grooming behavior of Tibetan macaques (*Macaca thibetana*) in the presence of tourists at Mt. Huangshan, China. *American Journal of Primatology* 70(S1): 59.
- 2007 Matheson, M.D.; Hartel, J.; Whitaker, C.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Self-directed behavior correlates with tourist density in free-living Tibetan macaques (*Macaca thibetana*) at the Valley of the Wild Monkeys, Mt. Huangshan, China. *American Journal of Primatology* 69 (S1):41-42.

- 2007 McCarthy, M.S.; Matheson, M.D.; Lester, J.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Sequences of Tibetan macaque (*Macaca thibetana*) behaviors and tourist behaviors at Mt. Huangshan, China. *American Journal of Primatology* 69 (S1):42.

Newsletter publications

PRIMATE BEHAVIOR

- 2011 Bismanovsky, D. & Jensvold, M.L. Chimpanzee responses to visitors using chimpanzee-friendly behaviors. *Friends of Washoe*, 32(4), 9.
- 2011 Davis, A., Leeds, C., Jensvold, M.L., & Fouts, D. Evidence for menstrual synchrony in captive chimpanzees. *Friends of Washoe*, 32(4), 10.
- 2011 Larson, G., Jensvold, M.L., Campion, T. Gesture use by free-living chimpanzees related to partner attentional state. *Friends of Washoe*, 32(4), 9-10.
- 2010 Bismanovsky, D., Zager, L., Jensvold, J.L. & Fouts, D. Recent patterns of language in an adult chimpanzee using American Sign Language. *Friends of Washoe*, 31(3), 23-25.
- 2010 Cole, M., Herigstad, T., & Jensvold, M.L. Daily arousal levels' effect on a chimpanzee's categorical sign usage. *Friends of Washoe*, 31(3), 20-22.
- 2010 Gibbons, J., Leake, M., Potosky, & Jensvold, M.L. Use of holiday related signs by a cross-fostered chimpanzee. *Friends of Washoe*, 31(3), 17-19.
- 2009 Cole, M., Hendershott, R., Lynn, L., Sadlier-Brown, E., Ventura, B., & Jensvold, M.L. (Fall, 2009). Sorting chimpanzee drawings based on similarity of form. *Friends of Washoe*, 31(1), 7-9.
- 2009 Leeds, C., McCarthy, M., Morrison, J., Jensvold, M.L., & Fouts, D. (Fall, 2009). Social structure in three captive chimpanzees. A reexamination. *Friends of Washoe*, 31(1), 11-12.
- 2009 O'Rahilly, K., Leake, M., Potosky, R., Wallin, J.M., Jensvold, M.L., Fouts, D.H., & Fouts, R.S. (Spring, 2009). Vocabulary use of four cross-fostered, signing chimpanzees. *Friends of Washoe*, 30(3), 7-10.
- 2008 McCarthy, M., Bismanovsky, D., Denton, T., Leeds, A., Stucker, M., & Jensvold, M.L. Social structure in three captive chimpanzees. *Friends of Washoe*, 30(1), 14-18.

OTHER PROGRAMS

- 2010 Metzler, D., Jensvold, M.L., Fouts, D., & Fouts, R. Vocabulary growth in adult cross- fostered chimpanzees. *Friends of Washoe*, 31(3), 13-16.
- 2009 Metzler, D.K., Jensvold, M.L., Fouts, R.S., & Fouts, D.H. The acquisition of new signs in adult cross-fostered chimpanzees. *Friends of Washoe*, 30(3), 11-13.

PRESENTATIONS

International Conferences (student co-authors underlined)

OTHER PROGRAMS

- 2010 Jensvold, M.L., Stadtner, G., & Buckner, J. (2010, June). Measuring the Quality of Interactions Between Caregivers and Chimpanzees. Poster presented at Science in the Service of Animal Welfare, Universities Federation of Animal Welfare, York, UK.
- 2010 Matheson, M.D.; Jones, A.M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Interactions between park wardens and Tibetan macaques (*Macaca thibetana*) at a tourist site in Huangshan, China. 23rd Congress of the International Primatological Society, Kyoto, Japan, 12-18 September
- 2009 Jensvold, M.L., Buckner, J., & Stadtner, G. Caregiver-Chimpanzee Interactions with Species-Specific Behaviors. Paper presented at the joint conference of the International Congress of Zookeepers and American Association of Zookeepers, Seattle, WA.

National Conferences (student co-authors underlined)

PRIMATE BEHAVIOR

- 2011 Comparative Analysis of Polymorphisms in the Serotonin Transporter Gene (SLC6A4) in Cercopithecidae. N.D. Simons, S. Winters and J.G. Lorenz. 34th Annual Meeting of the American Society of Primatologists, Sep 16 – 19, in Austin, TX
- 2011 Jensvold, M.L., Zager, L., & Bismanovsky, D. (2011, August). Promoting Animal Welfare: Interactions with Caregivers and Zoo Visitors. Paper presented at From Good Care to Great Welfare: Advancing Zoo Animal Welfare Science and Policy Symposium. Detroit, MI.
- 2011 Simons, N.A.; Lorenz, J.L.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Noninvasive saliva collection from free-ranging Tibetan macaques (*Macaca thibetana*) in Huangshan, China. 34th Annual Meeting of the American Society of Primatologists, Austin, TX, 16-19 September (poster presentation)

- 2011 Winters, S.A.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Maternal response to infant disability: A case study of traumatic injury to an infant Tibetan macaque (*Macaca thibetana*). Lemelson/Society for Psychological Anthropology Conference, Spokane, WA, 19-21 May
- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S.M. Effects of tree characteristics on sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*). 33rd Annual Meeting of the American Society of Primatologists, Louisville, KY, 15-19 June (poster presentation)
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.; Li, J.H.; Harding, S.; Pelton, O.; Wagner, R.S. Tourist density and infant-directed aggression in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 33rd Annual Meeting of the American Society of Primatologists, Louisville, KY, 15-19 June

RESOURCE MANAGEMENT

- 2009 Haney, Faith. The Archaeology Channel, (Also on KCWU-TV).
 Anthropology Field Notes, 1, (de Boer, CWU Museum, Smith, Heider) 28 mins.
 Anthropology Field Notes, 2, (Jean-Michel Cousteau) 34 mins
 Anthropology Field Notes, 3, (Karl Heider) 37 mins
 Anthropology Field Notes, 4, 34 mins (Mary Jo Austin, Birute Galdikas)
 Anthropology Field Notes, 5: The Beeswax Shipwreck of Nehalem, 28 mins.
 Anthropology Field Notes, 6: Shipwrecks, Odyssey Marine Exploration, 22 mins.
- 2006 Andrews, T. J.; with Gray, I; Sainsbury, B.; Naragon, J. Poster - Environment, Migration Histories, and Childhood Health: Uses of Folk Healing and Biomedicine among Hispanic Families in Central Washington. Presented at the annual Conference of the Society for Applied Anthropology, March 28 – April 2, 2006; Vancouver, BC, Canada. (National/International)

OTHER PROGRAMS

- 2008 Jones, A.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Aggression and habituation toward humans in two troops of Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 31st Annual Meeting of the American Society of Primatologists, West Palm Beach, FL, 18-21 June
- 2008 Mack, H.M.; Matheson, M.D.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Grooming behavior of Tibetan macaques (*Macaca thibetana*) in the presence of tourists at Mt. Huangshan, China. 31st Annual Meeting of the American Society of Primatologists, West Palm Beach, FL, 18-21 June

- 2008 Matheson, M.D.; Mack, H.M.; Sheeran, L.K.; Yenter, T.A.; Schulz, P. Captive ex-pet *Macaca fascicularis* use hair and dental floss to floss their teeth. 31st Annual Meeting of the American Society of Primatologists, West Palm Beach, FL, 18-21 June
- 2007 Hartel J.A., Jensvold M.L., Fouts R.S., & Fouts D.H. Signing chimpanzees' (*Pan troglodytes*) interactions with familiar and unfamiliar signers and nonsigners. Poster presented at The Mind of the Chimpanzee Conference, Chicago, IL.
- 2007 Matheson, M.D.; Hartel, J.; Whitaker, C.; Sheeran, L.K.; Li, J.H; Wagner R.S. Self-directed behavior correlates with tourist density in free-living Tibetan macaques (*Macaca thibetana*) at the Valley of the Wild Monkeys, Mt. Huangshan, China. 30th Annual Meeting of the American Society of Primatologists, Winston-Salem, NC, 20-23 June
- 2007 McCarthy, M.; Matheson, M.D.; Sheeran, L.K.; Lester, J.D.; Li, J.H; Wagner, R.S. Sequences of Tibetan macaque behaviors and tourist behaviors at Mt. Huangshan, China. 30th Annual Meeting of the American Society of Primatologists, Winston-Salem, NC, 20-23 June

Regional Conferences (student co-authors underlined)

PRIMATE BEHAVIOR

- 2011 Methods and Implications of the Noninvasive Collection of Saliva from Nonhuman Primates. Noah D. Simons, and Joseph G. Lorenz, Lori K. Sheeran, Megan D. Matheson, R. Steven Wagner, and Jinhua Li. Poster presented at the 64th Annual Northwest Anthropological Conference, Apr 21-23, in Moscow, ID
- 2011 Comparative Analysis of Length Polymorphisms in the Promoter region of the Serotonin Transporter Gene (SLC6A4) in Cercopithecidae. Sandra Winters, Noah D. Simons, and Joseph G. Lorenz. Paper presented at the 64th Annual Northwest Anthropological Conference, Apr 21-23, in Moscow, ID
- 2011 Leeds, C.A., Davis, A., Jensvold, M.L., & Fouts, D. (2011, March). Evidence for Menstrual Synchrony in Captive Chimpanzees. Poster presented at the Northwest Anthropological Association, Moscow ID and (2011, May) Symposium on Undergraduate Research and Creative Expression, Central Washington University, Ellensburg, WA.
- 2011 Enlow, G.; Sheeran, L.K.; Cheyne, S.M. Vocalizations and Pair-bonding Behaviors in Bornean Agile Gibbons (*Hylobates albibarbis*) in Sabangau National Park, Indonesia. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April

- 2011 Hendershott, R.L.; Matheson, M.D.; Sheeran, L.K.; Wagner, R.S.; Li, J.H. Sociosexual Behaviors of Tibetan Macaques (*Macaca thibetana*). 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Simons, N.D.; Lorenz, J.G.; Sheeran, L.K.; Matheson, M.D.; Wagner, R.S.; Li, J.H. Methods and implications of the noninvasive collection of saliva from nonhuman primates. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Winters, S.; Matheson, M.D.; Sheeran, L.K.; Wagner, R.S.; Li, J.H. Social Recruitment in Tibetan Macaques (*Macaca thibetana*) at Mt. Huangshan, China. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Winters, S.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. The Influence of Infant Physical Disability on Mother-Infant Attachment: A case study of limb loss in an infant Tibetan macaque (*Macaca thibetana*). 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Wescliff, J.B.; Matheson, M.D.; Sheeran, L.K.; Wagner, R.S.; Li, J.H. How close is too close? Social proximity dynamics of *Macaca thibetana*. 64th Annual Northwest Anthropological Conference, Moscow, ID, 21-23 April
- 2011 Zager, L. & Jensvold, M.L. Encouraging Friendly Chimpanzee Behaviors. Paper presented at the Northwest Anthropological Association, Moscow ID.
- 2010 Bismanovsky, D., Zager, L., & Jensvold M.L. Recent Patterns of Conversation in an Adult Chimpanzee Using American Sign Language. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Cole, M., Herigstad, T., & Jensvold, M.L. Daily Arousal Level's Effect on a Chimpanzee's Categorical Sign Usage. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Gibbons, J., Leake, M., Potosky, R., & Jensvold, M.L. Use of Holiday Related Signs by a Cross-Fostered Chimpanzee. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.
- 2010 Hall, B.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Maternal stress and infant attachment in free-living Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March
- 2010 Reveles, J., & Jensvold, M.L. Visitor Knowledge Gains in a New Educational Workshop: The Chimposium. Poster presented at the Northwest Anthropological Association, Ellensburg, WA.

- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S. Effects of tree characteristics in sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*). 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S.; Harding, S.; Pelton, O. Tourist density and infant-directed aggression in *Macaca thibetana* at Mt. Huangshan, China. 63rd Northwest Anthropology Conference, Ellensburg, WA 24-27 March
- 2009 O’Rahilly, K., Leake, M., Potosky, R., Wallin, J., Jensvold, M.L., Fouts, D., & Fouts, R. (2009, April). Vocabulary Use of Four Cross-Fostered Signing Chimpanzees. Poster presented at the Northwest Anthropological Conference, Newport, OR.

RESOURCE MANAGEMENT

- 2010 Adjepong, Godfried Towards sustainable water resource management in Ghana: A case study from the Brim River Basin. Paper presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Anderson, C.J. Land use variation on mid-Columbia Plateau upland and lowland archaeological sites. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Brown, Genevieve. Does the flake belong? Thesis research on the depositional history of an artifact and bonebed using particle size analysis. Paper presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Jankowski, Stephen. Testing the pointing cairn hypothesis: Analysis of stacked rock features at 35LK1483, lake County, South Central Oregon. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Keller, Alfred. Mammoth bone casting project. Paper presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Vaughn, Kevin. Technological and functional variation across environmental zones in the southern Washington Cascades. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2010 Vickers, Sara, Carrie Barrett. Bone grease rendering and bone freshness: An experiment. Poster presented at the 63rd Northwest Anthropological Conference, Ellensburg, WA.
- 2009 Volkenand, Todd. Landscape approach in cultural resource management: Geomorphic context of artifact distribution in the lower Whychus Creek

- watershed, Crooked River National Grassland, Jefferson County, Oregon. Poster presented at the 62nd Northwest Anthropological Conference, Newport, OR.
- 2009 Merrill, Christie. Constructing new methodologies in locating Paleoindian sites in eastern Washington State: An evaluation of two landscape location models. Paper presented at the 62nd Northwest Anthropological Conference, Newport, OR.
- 2009 Hadi, Leila. Moving the museum of Culture and Environment at Central Washington University. Poster presented at the 62nd Northwest Anthropological Conference, Newport, OR.
- 2008 Jankowski, Stephen, and Jeremy Lieb. Archaeological survey of upland ridgelines above Cougar Bar, Hells Canyon, Idaho. Paper presented at the 61st Northwest Anthropological Conference, Victoria BC.
- 2008 Jones, Sally, Ashley Grimes, and Lauren Walton. Archaeological investigations on the Central Washington University campus, Ellensburg, Washington. Paper presented at the 61st Northwest Anthropological Conference, Victoria BC.
- 2008 Kennelly, Heather. The utility of microartifacts in cultural resource management: A study of site integrity and use through microarchaeology. Poster presented at the 61st Northwest Anthropological Conference, Victoria BC.
- 2008 Evans, Lowell. Lithic technology of the mid-Holocene Washington Cascades. Poster presented at the 61st Northwest Anthropological Conference, Victoria BC.
- 2007 Haney, Faith. Anthropology Field Notes. Video presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2008 Haney, Faith. Shipwreck sites as public education tools: Archaeology of the Austria in the Olympic Coast National Marine Sanctuary. Paper presented at the 61st Northwest Anthropological Conference, Victoria BC.
- 2007 Caufman, Gideon. GIS and Lomatium gathering at Yakima Training Center, Washington. Paper presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Dabling, Jason. Regional significance and research potential of archaeological sites in the Upper Klamath River Canyon, Oregon. Paper presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Evans, Lowell. Use-wear analysis of Beech Creek stoen tool assemblage: Methods and preliminary results. Paper presented at the 60th Northwest Anthropological Conference, Pullman, WA.

- 2007 Kennelly, Heather, and Lowell Evans. Zooarchaeology oin the upper Cowlitz valley: A faunal analysis of Stump's (45LE401) and B-squared (45LE292) rockshelters. Paper presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Senn, Amy, and Patrick McCutcheon. Variability in the archaeological record with respect to resource zones in the Saddle Mountains, Grant County, Washington. Poster presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Sybrowsky, Brandon. Wrangling out a hidden past: Horse drives in central Idaho. Poster presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Tucker, Vanessa, Edrie Kelly, Patrick McCutcheon. Taking assemblage variability seriously: Representativeness of technological and functional variability in upland lithic scatters in the Saddle Mountains, Grant County, Washington. Poster presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2007 Vaughn, Kevin, Todd Volkenand, Patrick McCutcheon. Technological and functional variability in the Sunrise Borrow Pit (45PI408) lithics. Poster presented at the 60th Northwest Anthropological Conference, Pullman, WA.
- 2006 Minatani, Vanessa, Amy Senn, Edrie Kelly. Resampling in the Saddle Mountains. Poster presented at the 59th Northwest Anthropological Conference, Seattle.
- 2006 Thomas, Genavie, Steven Hackenberger. A case study in ethnographic landscapes: The BLM Iceberg Point Prairie, Lopez Island, WA. Paper presented at the 59th Northwest Anthropological Conference, Seattle.
- 2006 Fairbanks, Marc, Steven Hackenberger, Robert Hickey (2006) The Tryon Creek Site Revisited, Hells Canyon, OR: 3-D visualization and spatial analysis in ArcGIS.9. Poster presented at the 59th Northwest Anthropological Conference, Seattle.
- 2006 Ruesto, L.; Sheeran, L.; Matheson, M.; Li, J.H.; Wagner, S. Investigation of possible impacts of tourist density, behavior, and decibel level on Tibetan macaque aggression. 59th Annual Meeting of the Northwest Anthropological Association, Seattle, WA, March

OTHER PROGRAMS

- 2010 Metzler, D., Jensvold, M.L., Fouts, D., & Fouts R. Vocabulary Growth in Adult Cross- Fostered Chimpanzees. Paper presented at the Northwest Anthropological Association, Ellensburg, WA.

- 2009 Metzler, D.K., Jensvold, M.L., Fouts, R.S., & Fouts, D.H. The Acquisition of New Signs in Adult Cross-Fostered Chimpanzees. Poster presented at the Northwest Anthropological Conference, Newport, OR.
- 2008 Jones, A.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Interactions between humans and Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. 61st Annual Meeting of the Northwest Anthropological Association, Victoria, B.C., Canada, April

SOURCE Presentations (Symposium on University Research and Creative Expression, Central Washington University; many of these also presented at other venues; student co-authors underlined)

PRIMATE BEHAVIOR

- 2011 Bismanovsky, D. & Jensvold, M.L. Chimpanzee Responses to Visitors Using Chimpanzee-Friendly Behaviors. Paper.
- 2011 Larsen, G., Jensvold, M.L., & Campion, T. Gesture Use by Free-Living Chimpanzees (*Pan troglodytes*). Poster.
- 2011 Reveles, J. & Jensvold, M.L. Visitor Opinion in Artificial vs. Natural Enrichment Conditions. Poster.
- 2011 Simons, N.; Lorenz, J.; Sheeran, L.; Matheson, M.; Li, J.; Wagner, S. Methods and implications from the noninvasive collection of saliva from nonhuman primates.
- 2010 Hall, B.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S. Maternal stress and infant attachment in free-living Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China.
- 2010 Rinear, J.; Sheeran, L.K.; Cheyne, S. Effects of tree characteristics in sleeping tree choice in Bornean agile gibbons (*Hylobates albibarbis*).
- 2010 Self, S.; Sheeran, L.K.; Matheson, M.D.; Li, J.H.; Wagner, R.S.; Harding, S.; Pelton, O. Tourist density and infant-directed aggression in *Macaca thibetana* at Mt. Huangshan, China.
- 2009 Leeds, C.A., McCarthy, M., Bismanovsky, D., Denton, T., Jensvold, M.L., & Fouts, D. Social Structure in Three Captive Chimpanzees. Poster.
- 2009 O’Rahilly, K., Leake, M., Potosky, R., Wallin, J., Jensvold, M.L., Fouts, D., & Fouts, R. (Vocabulary Use of Four Cross-Fostered Signing Chimpanzees. Poster .

RESOURCE MANAGEMENT

2006 Ruesto, L.; Sheeran, L.K.; Matheson, M.; Li, J.H.; Wagner, S. Investigation of possible impacts of tourist density, behavior, and decibel level on Tibetan macaque aggression.

OTHER PROGRAMS

2010 Metzler, D., Jensvold, M.L., Fouts, D., & Fouts, R. (2010, May). Vocabulary Growth in Adult Cross-Fostered Chimpanzees. Paper.

2009 McCarthy, M., Brown, H., Gray, A., Lee, K., Steele, R., Jensvold, M.L., & Fouts, D. The Effects of the Chimposium Educational Program on Visitor Knowledge and Attitudes.

2009 Metzler, D., Jensvold, M.L., Fouts, R., & Fouts, D. The Acquisition of New Signs in Adult Cross-Fostered Chimpanzees. Poster.

2008 Jones, A.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Human-macaque (*Macaca thibetana*) agonistic encounters in Mt. Huangshan, China.

2008 Mack, H.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, S. Grooming behavior of Tibetan macaques (*Macaca thibetana*) in the presence of tourists at Mt. Huangshan, China. Symposium on University Research and Creative Expression, Central Washington University, Ellensburg, WA, 15 May

2007 Lester, J.D.; McCarthy, M.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, R.S. Green Cascade Frog (*Rana livida*) Detection in The Valley of the Wild Monkeys, Mt Huangshan, China.

2007 McCarthy, M.; Matheson, M.D.; Sheeran, L.K.; Lester, J.D.; Li, J.H.; Wagner, R.S. Sequences of Tibetan macaque behaviors and tourist behaviors at Mt. Huangshan, China.

2006 Hartel, J.; Matheson, M.; Sheeran, L.K.; Li, J.H.; Wagner, S. Post-conflict and self-directed behaviors in Tibetan macaques.

Appendix 3a.

CWAS CWU Campus Cultural Resource Management Program

CWAS provides professional cultural resource management for the CWU Facilities Department pursuant to its compliance with Washington State Executive Order 05-05. The full-time CWAS staff executes the compliance process with the aid of student workers. Select CRM graduate students are hired as archaeological field-leaders and lead the majority of field activities on campus. Archaeological field-leaders participate in project scoping, budgeting, tribal consultation and author major portions of required reporting. Additionally, archaeological field leaders act as supervisors and are the primary point of contact for the archaeological technicians. Archaeological technicians are generally students in the Anthropology Department or Graduate Students in the Resource Management Program. The archaeological technicians work approximately 10 hours per week with labor spent in survey, subsurface survey, controlled excavation and laboratory processing. All students will be taught in an audio, visual and kinesthetic manner. Specific teaching methods will be designed for each student throughout the term of employment. The following is a complete list of all the training modules that the student employees will complete.

1. *Interview.* A formal interview will be conducted with CWAS Administrative Staff. (No time charge)
2. *Online CWU Training.* Preventing sexual harassment. Preventing employment discrimination. <http://www.cwu.edu/~hr/training/online.shtml> (approximately 2.5 hours)
3. *Artifact Identification and Lab Processing.* Student sorts and categorizes materials from the Tekison Cave excavation. All materials are bagged by type and properly accessioned into a management database. (4 hours lab)
4. *Paradigmatic Classification.* Student will be trained in the CWAS paradigmatic artifact classification. Tests will be administered to ensure the student can accurately and precisely identify lithic attributes and other artifact characteristics. (1 hour class 1 hour lab)
5. *Campus Archaeology.* This module will comprise the bulk of the student time in the program. Students will perform a variety of archaeological tasks including, but not limited to; systematic pedestrian survey, systematic sub-surface testing, controlled archaeological excavation and construction monitoring. (approximately 170 hours)
6. *Archaeological Site Recording.* Students record a mock archaeological site using Washington State Archaeological Inventory forms. Students are familiarized with the data that is mandatory for recording a site with the Washington DAHP. Topics include

artifact description, photography techniques, record keeping, and site mapping with tape and compass. Site Sketch map is hand-drawn. (1 hour class 1 hour field)

7. *GPS Mapping*. Students are familiarized with the fundamentals of GPS technology and field use. Topics include different types of GPS units, Data Dictionaries, Data Entry, and use of GPS unit during site recording. Students record point, line, and polygon features with Trimble Geo XT GPS unit. Students will record a mock archaeological site using the CWAS data dictionary and be evaluated for appropriate feature classification and entry consistency. Additionally student will be trained to download field data and post-process/correct the data. (1 hour class 1 hour field)
8. *Library and Museum Research*. (1 hour class 1 hour field)
9. *CWAS Lecture Series and Offered Classes*. CWAS will offer a bi-monthly lecture series on current topics in CRM that is open to any CWU Faculty, Staff, or Student. CWAS employees may be asked to present on relevant topics. CWAS personnel may be involved in applicable anthropology coursework. (No time charge)
10. *Completion of Resume*. CWAS staff will aid the employee in completion of an industry standard resume. (No time charge)
11. *NWAC*. Advanced students will be encouraged to present papers at the annual Northwest Anthropology Conference. (No time charge)

Appendix 3b.

Project ID	Project Title	Period of Performance	Award Amount	Award Type	Funding Agency
22101900	USFWS Overlook Seeding Project	2/12/09 -4/6/09	\$ 57,239.00	Federal	US Fish & Wildlife Service
22106100	CRGNSA Cannery Collection	3/1/09 - 6/30/10	\$ 2,500.00	Federal	Columbia River Gorge National Scenic Area
22108900	DOE/BPA Big Eddy 09-10	10/21/09 - 8/13/10	\$ 134,045.00	Federal	Bonneville Power Administration
22110400	BOR Wenas 2010	6/28/10 - 12/31/10	\$ 10,000.00	Federal	US Bureau of Reclamation
22110900	DOE/BPA Big Eddy 09-10	10/21/09 -10/15/10	\$ 155,845.00	Federal	Bonneville Power Administration
22111300	BLM Rosa Collections 09-10	8/24/09 - 9/30/10	\$ 2,000.00	Federal	US Bureau of Land Management
22124900	BOR Wenas Fieldschool 09	7/6/09 - 11/15/09	\$ 20,000.00	Federal	US Bureau of Reclamation
22135300	BPA/WSDFW Wenas 2006	11/21/05 - 8/31/06	\$ 9,756.00	Federal	Bonneville Power Administration
22135400	BPA/WSDFW Sunnyside 2006	11/28/05 - 8/31/06	\$ 6,824.00	Federal	Bonneville Power Administration
22147400	DNR Survey 2006-07	10/7/06 - 7/15/07	\$ 65,000.00	State	WS Dept of Natural Resources
22150600	Warm Springs Timber Survey 08	9/2/08 - 12/31/08	\$ 17,159.58	Private	Warm Springs Geo Visions
22150900	KCCD Creek Projects 2005	10/1/05 - 12/31/06	\$ 23,711.19	Private	Kittitas County Conservation District
22151300	KCCD Creek Projects 2006	10/1/06 - 3/31/07	\$ 7,500.00	Private	Kittitas County Conservation District
22152800	WSDFW Sinlahekin 10	7/1/09 - 6/30/10	\$ 30,000.00	State	WA State Dept of Fish & Wildlife
22154300	KCPW Nelson Siding 09-10	8/25/09 - 12/31/10	\$ 25,505.00	Local Gov't	Kittitas County Public Works
22159600	ICI YTC III	8/14/08 - 6/30/10	\$ 204,050.00	Federal Flow Thru	ICI Services, Inc.
22159800	ICI/Army Cultural Resources	3/1/07 - 3/1/08	\$ 200,000.00	Federal Flow Thru	ICI Services, Inc.
22159900	ICI/Army 07-09	8/27/07 - 8/26/09	\$ 320,545.60	Federal Flow Thru	ICI Services, Inc.
22160300	SEG Spokane Hill Expansion	7/1/08 - 6/30/09	\$ 2,908.00	Private	SE Group
22160900	HDR/USAED 2009	12/2/08 - 3/31/09	\$ 132,309.92	Private	HDR Engineering, Inc.
22161600	Triple L Project 08-09	12/16/08 - 10/31/09	\$ 15,557.00	Private	Triple L, LLC.
22161900	WSDFW Chiliwist 09	6/1/09 - 7/31/09	\$ 2,000.00	State	WA State Dept of Fish & Wildlife
22163100	Twin City Lagoon 2010	3/8/10 - 5/1/10	\$ 7,000.00	Private	Twin City Foods, Inc.
22166600	Warm Springs/USDA ARRA	6/14/10 - 12/31/10	\$ 37,311.50	Federal Flow Thru - ARRA	Warm Springs Geo Visions
22167800	EnXco Desert Claim Wind Project	2/24/10 - 6/30/10	\$ 19,834.00	Private	enXco Development Corporation
22168400	ESC Project 2010	6/8/10 - 6/30/10	\$ 4,582.00	Local Gov't -ARRA	City of Ellensburg
22170900	KCPUD Crossing Project 09	7/23/09 - 10/31/09	\$ 7,907.00	Private	Kittitas County PUD #1
22171400	DeFoor Survey 10-11	3/1/10 - 6/15/10	\$ 7,790.00	Private	Dale DeFoor
22177900	Earthwatch YN 09	4/17/09 - 4/17/10	\$ 16,800.00	Private	EarthWatch Institute
22182800	Bethlehem No. 9 2009	8/24/09 - 11/30/09	\$ 15,813.00	Private	Bethlehem Construction
22182800	Swiftwater Cellars	12/3/09 - 6/15/10	\$ 32,443.91	Private	Swiftwater Cellars, LLC.
22183900	MCFEG Kiwanis 2010	8/15/10 - 9/15/10	\$ 1,000.00	Private	Mid-Columbia Fisheries Enhancement Group
22184200	MRM Wilson Crk Contract	4/8/08 - 8/10/08	\$ 3,612.50	Private	MRM Construction, Inc.
22184300	RLR Manastash 09	11/4/09 - 12/10/09	\$ 1,250.00	Private	Reiss-Landreau Research Arch Consulting
22184400	Suncadia MPR 2010	7/26/10 - 12/31/10	\$ 15,192.86	Private	Suncadia, LLC.
22185700	RLR Projects 09-10	1/19/10 - 5/21/10	\$ 8,708.00	Private	Reiss-Landreau Research Arch Consulting
22187700	Suncadia Project 2004-07	6/25/04 - 6/30/09	\$ 779,898.00	Private	Suncadia, LLC.
22187800	Suncadia No. 9 Mine	3/5/07 - 12/31/08	\$ 38,813.00	Private	Suncadia, LLC.
22187900	Suncadia No. 4 Mine	5/31/07 -12/31/08	\$ 70,070.00	Private	Suncadia, LLC.
			\$ 2,512,481.06		

Appendix 3c.

NAME	ASSOC. WITH CRM
Margaret Ainsley	Y
Cathy Anderson	Y
Rachel Arnett	Y
Marcus Ayers	Y
Meghan Babb	
Carrie Barrett	Y
Jennifer Bertolani	Y
Karen Bicchieri	
Erin Bledsoe	
Matt Breidenthal	Y
Ryan Bowlin	Y
Corrine Camuso	Y
Gideon Cauffman	Y
Scott Ditsworth	
Ryan Dykes	
Anthony Ellering	Y
Lowell Evans	Y
Marc Fairbanks	Y
Patrick Garrison	Y
Ian Gray	Y
Steven Greenawalt	
Sara Hocking	Y
Bryan Hoyt	Y
Heather Kennelly	
Sarah Huntington	Y
Richard Knott	
Jessica Lally	Y
Colin Lamb	Y
Kelsey Lawellin-Jackson	Y
Jason Lewis	Y
Shauna Linn	
Daniel Magana	
Whitney Matthes	Y
James McLean	Y
Christie Merrill	Y
Nathaniel Morse	Y
Andrew Murphy	Y
Christian Nauer	Y
Noah Oliver	Y
Julie Orvald	Y
Michael Pitts	Y
Michael Porter	
Aaron Purtzer	
Katarina Schmidt	Y
William Schroeder	Y
Nick Simmons	
Stephanie Simmons	

Nick Smith	Y
Talitha Smith	
Andrew Soltz	
Stacy Stanley	Y
Mark Steinkraus	Y
Brandon Sybrowsky	Y
Jared Valenta	
Launi Van Tine	Y
Estanislado Vargas	Y
Kevin Vaughn	Y
Sara Vickers	Y
Todd Volkenand	Y
Gerard Wanechek	Y
Kyle Weyand	
Elizabeth Witkowski	Y

CURRENT ACTIVITIES

Working archaeology in Lebenon.

Working for the Forest Service as an archaeologist.

CWU Student. Associated with CWAS.

CWU Student. Associated with CWAS.

Archaeological Graduate Student in Arizona.

Working for archaeological contractors in the Southwest.

?

CWU Graduate Student. Associated with CWAS.

CWU Graduate Student. Employed as an archaeologist for ICI Services

Employed as an archaeologist for the Confederated Tribes and Bands of the Yakama Natic

Employed as an archaeologist for BPA.

?

?

Working for archaeological contractors in the Northwest.

Works as an archaeologist in Toas New Mexico

?

CWU Graduate Student. Associated with CWAS.

CWU Graduate Student. Associated with CWAS.

?

Grad Student.

CWU Graduate Student. Employed as an archaeologists for contractors based in Seattle.

Works as an archaeologist in Toas New Mexico

CWU Student. Associated with CWAS.

?

Employed as an archaeologist for the Confederated Tribes and Bands of the Yakama Natic

?

Employed as the BOR Historian in Yakima WA.

CWU Graduate Student. Associated with CWAS.

?

?

CWU Student. working with CWAS.

CWU Graduate Student. working with CWAS.

Employed as an archaeologist for Seattle based contractors.

CWU Graduate Student. Associated with CWAS.

CWU Graduate Student. Employed as an archaeologist for Grant County PUD.

Employed as an archaeologist for the Confederated Tribes of the Warm Springs of Oregon

Employed as an archaeologist for the Confederated Tribes and Bands of the Yakama Natic

working for Nevada based archaeological contractors

Employed by CWAS

?

?

CWU Student. Associated with CWAS.

Working for archaeological contractors out of yakima.

?

?

Employed as an archaeologist for Alaska based contractors.

?

Working in Hawaii as an archaeologist

Working for the Forest Service as an archaeologist.

CWU Graduate Student. Working with CWAS.

Employed as an archaeologist for Seattle based contractors.

Employed by CWAS

Working for archaeological contractors in the Northwest.

CWU Student. employed with CWAS.

Employed by CWAS

CWU Graduate Student. Assists with local forensic cases

Owns his own archaeological contracting business in Oregon

Working for Arizona based contractors

Working for Portland based contractors.

MEMORANDUM

June 1, 2011 (Addended June 6; see 6.D.)

TO: Tracy Pellett, AVP, Undergraduate Studies

FROM: Kirk Johnson, Dean, COTS
Dave Darda, Associate Dean, COTS

RE: COTS Spending Reductions and Efficiencies, 09-11

This report provides a brief synopsis of spending reductions and efficiencies undertaken by the COTS dean and department chairs during academic years 09-11. These efficiencies were deemed necessary by the college leadership due to the increasing negative budgetary pressures being exerted on the university, which was not being approached with the degree of celerity we felt was necessary.

1. Increased Class Size/Fewer Sections

A. Class size

In the 2009-2011 time period, the college encouraged departments to increase class size and to add additional high demand general education and service courses. The planning of such efficiencies extended over multiple meetings with the Chairs Council and at the department level. A great deal of faculty and administrative planning was involved, and a majority of departments made significant adjustments. This is why COTS was able to increase its student headcount and FTE without significant additional resources. Room (lecture and lab) capacity has hindered the ability of the college to create further efficiencies.

The attached table (*COTS Increases in Class Size*) includes, as examples, some of the higher enrollment COTS General Education and Service courses showing the % increase in the number of students per section using 2008-2009 as a baseline. ***% increases in class size range from 10% to 229%.***

Psychology 101 has had the greatest increase in class size (229%) with section enrollments growing from an average of 55 students in 08-09 to an average of 181 students in 10-11. The decrease of 15 class sections has greatly reduced the WLU devoted to this course, while SEOs reflect continued student satisfaction.

B. Other scheduling efficiencies

Some departments/programs streamlined their curriculum in response to the call for efficiencies:

Computer Science now offers electives on an every other year basis rather than annually; the department increased enrollment caps in CS 110 and 111, reducing the number of course sections that needed to be offered, and based upon an analysis of enrollment patterns the department was also able to reduce the number of CS 101 and 105 sections offered each year, both actions resulted in faculty workload efficiencies

Chemistry has realized efficiencies by increasing lecture sizes, by conducting lab sections concurrently, and by using graduate and undergraduate teaching assistants in the labs.

Physics instituted combined lecture/labs, began to offer some upper-division required courses on an every other year basis, and combined the instruction of other upper division courses, which resulted in faculty workload efficiencies

AIS and ENST reduced the team teaching mode of delivery from three to two faculty members in their 100 and 200 level courses, creating faculty workload efficiencies.

The college encouraged web-based instruction as a means of increasing course delivery before it became an institutional objective.

2. Faculty Workload

During the past two years there have been a number of instances in which TT faculty positions have been filled with FTNTT faculty. This practice has led to a **cost savings of \$334,800** (\$221,303 salary; 113,497 benefits) and in general generates more WLU that are devoted to instruction, thus serving more students in classrooms.

3. Position Cuts

A. TT Faculty

Nine TT faculty positions have been cut, left unfilled, or reduced.

Positions cut – 2 (Psychology, Sociology)

Positions unfilled – 2 (Environmental Studies, Psychology)

Phased positions ended – 2 (Biology, Psychology)

Positions reduced – 3 (Psychology, Sociology)

Total TT Faculty Cuts = \$451,716 (\$356,738 salary; \$94,978 benefits)

B. Staff and Misc.

- i. Six staff positions have been cut or left unfilled.
Office staff – Biology, COTS, Law and Justice, Math Psychology
Technical staff – Psychology
- ii. Four positions were reduced upon rehire – Biology, Chemistry, Computer Science, COTS
- iii. Twenty-eight positions were reduced to cyclic or to reduced FTE.
- iv. Staff, Dean, Associate Dean – voluntary leave without pay or foundation contributions

Total Staff and Misc. Cuts = \$224,202

4. Program Reductions

The college eliminated or placed on reserve a number of majors:

BA Teaching Anthropology

BA Chemistry

BS Gerontology and Gerontology Minor (reserve)

Law and Justice eliminated three majors and minors by dropping its specializations, which created instructional efficiencies and streamlined time to graduation

BA Mathematics (scaled back to BS Mathematics small plan--admission restricted by advising to either a dual degree in Physics or Computer Science)

BS Physics Engineering Specialization (reserve--this degree program was not required for students to complete the CWU/WSU dual degree Physics/Engineering program)

BS Sociology

5. Goods and Services

Goods and Services budgets for the COTS office and for departments and interdisciplinary programs were cut in both 09-10 and 10-11.

09-10 Cuts = \$32,652

10-11 Cuts = \$93,769

Total Goods and Services Cuts = \$126,421

6. Other

A. Adjunct (PTNTT) allocations were reduced in both 09-10 and 10-11.

09-10 Cuts = \$145,069

10-11 Cuts = \$138,552

Total Adjunct (PTNTT) Cuts = \$283,621

B. In 10-11, the costs for faculty promotion was charged to the COTS base budget. **Total = \$54,000**

C. In May 2011, Ledger 2 (148) funds generated by COTS were transferred to the Provost. **Total = \$365,000**

D. At the end of both FY 2009 and FY 2010, all Ledger 1 "carry forward" was "swept" from the COTS budget. This practice had not occurred in previous years, and these funds had been used primarily for new faculty "start-up" and graduate student assistantships. COTS' ability to fund these important faculty and student needs has since been severely compromised.

FY 2009 carry forward sweep = \$381,529

FY 2010 carry forward sweep = \$77,857

Total = \$459,386

COTS Increases in Class Size
(Examples - larger GE courses)
2008-2011

	2008-2009			2009-2010			2010-2011			Change in Number of Sections	% Increase Stud/Sec 2008-2011
	Enrollment	Number of Sections	Students /Section	Enrollment	Number of Sections	Students /Section	Enrollment	Number of Sections	Students /Section		
ANTH 110	303	7	43	375	7	54	408	7	58	0	34.88
BIOL 101	627	13	48	584	11	53	529	10	53	-3	10.42
ENST 201	62	1	62	98	1	98	100	1	100	0	61.29
ENST 202	88	1	88	101	1	101	99	1	99	0	12.50
GEOG 101	627	12	52	707	9	79	738	9	82	-3	57.69
GEOG 107	814	12	68	731	9	81	775	9	86	-3	26.47
PHYS 111	97	2	49	95	1	95	97	1	97	-1	97.96
PSY 101	1039	19	55	795	4	199	723	4	181	-15	229.09
SOC 101	803	17	47	754	13	58	666	12	56	-5	19.15