

**NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW**

Discipline/Unit/Department: Anthropology

Program(s) or Certificate(s) Associated: ADT Anthropology

Contact Person: Alexis Gray and Courtney Buchanan

Due: April 20, 2017

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcollege.edu



Form Last Revised: November 2016

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Comprehensive Instructional Program/Unit Review Update Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.brown@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: VP Business Services 951-372-7157

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Comprehensive Instructional Program Review Update

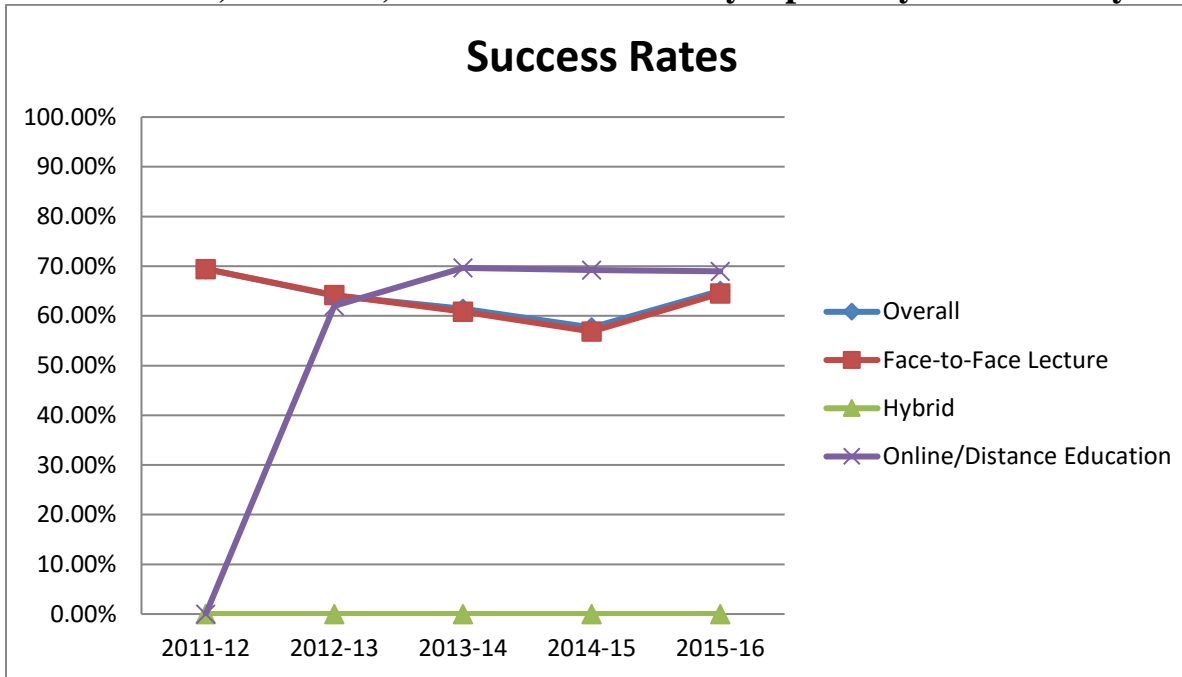
Unit: Anthropology____
 Contact Person: _Gray and Buchanan____
 Date: _____4/20/17_____

Trends and Relevant Data

1. Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

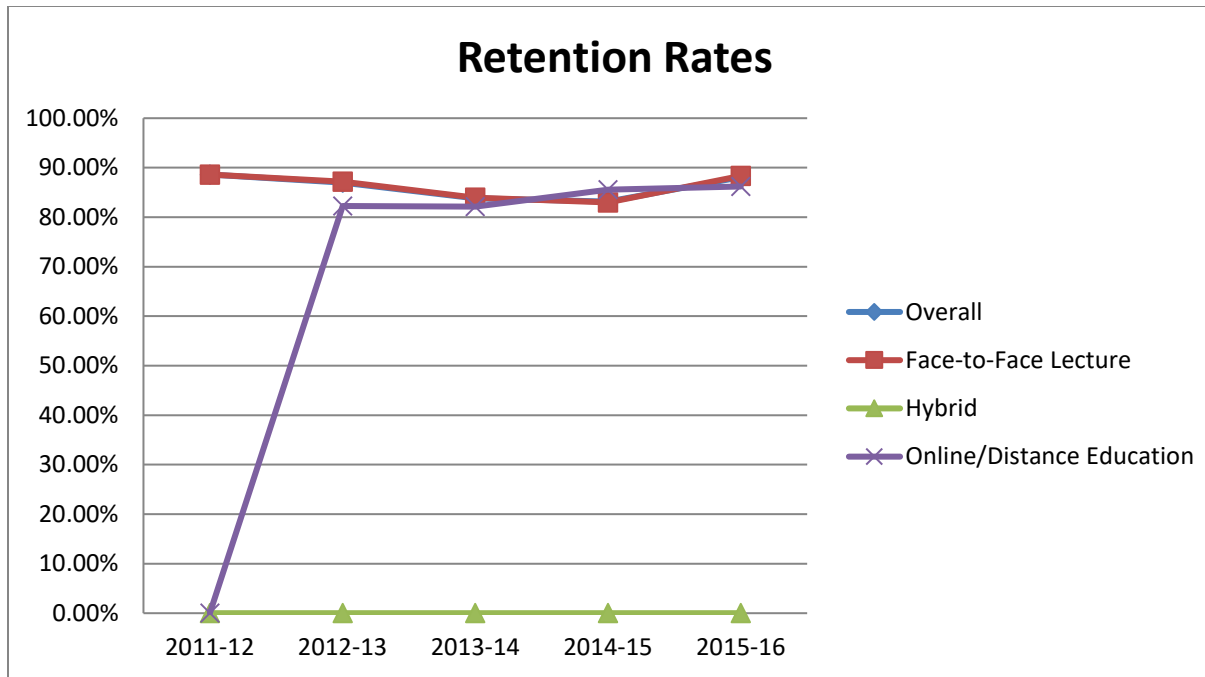
Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No	No
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT ? If not, discuss if you are in process or have future plans to do so.	Yes. We launched an ADT since our last comprehensive Program Review	No
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No. N/A	No
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT .	With the inclusion of Math12 in most of the Social Science ADT's, it creates a bottleneck that keeps our Anthropology majors waiting for open sections	Unless we offer more Math 12, we will continue to see this issue.

2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.



Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	69.43%	64.07%	61.44%	57.67%	65.05%
Face-to-Face Lecture	69.43%	64.17%	60.87%	56.85%	64.54%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	62.03%	69.64%	69.23%	68.97%

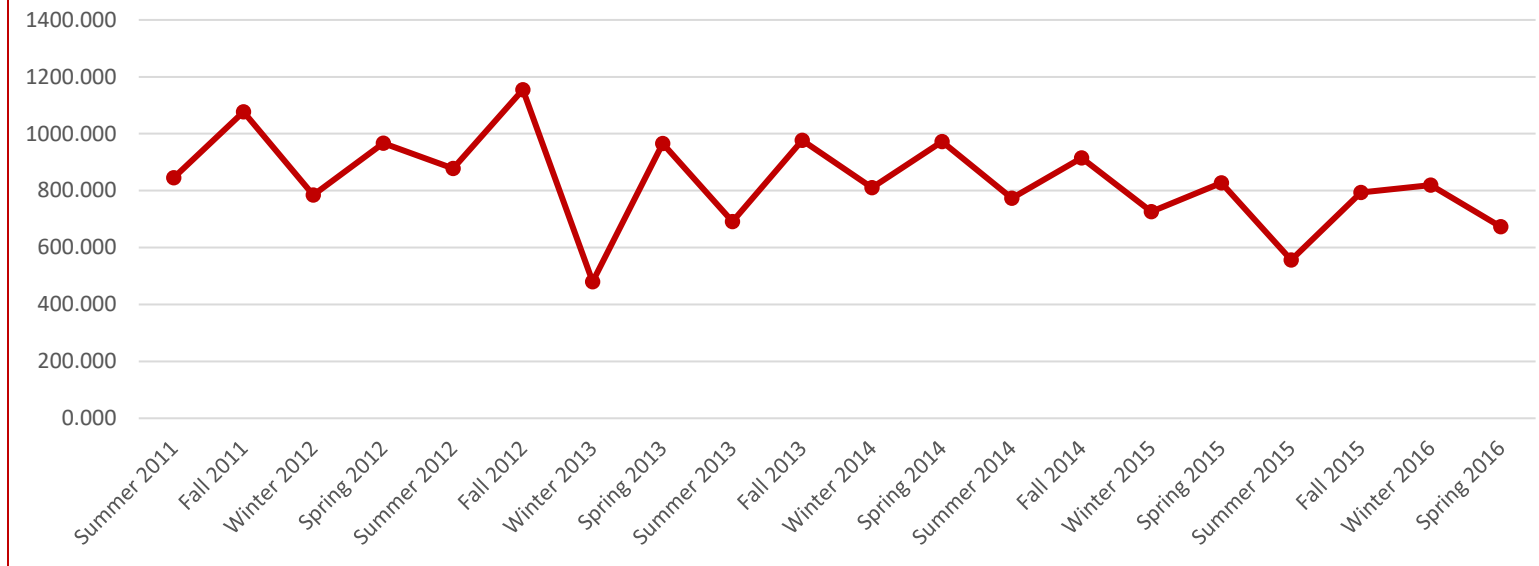
Success rates have remained fairly steady, with a slight dip in 2014-2015 for face to face classes. This dip was part of an overall trend that we are now recovering from.



Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	88.62%	86.98%	83.80%	83.15%	88.10%
Face-to-Face Lecture	88.62%	87.20%	83.92%	82.98%	88.36%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	82.28%	82.14%	85.58%	86.21%

Our retention rates are high and meet or exceed Norco's already very high rate. Again that dip in 14-15 is noted but it was college wide.

Efficiency 2011-2016



Term	Efficiency
Summer 2011	844.800
Fall 2011	1077.538
Winter 2012	784.500
Spring 2012	966.927
Summer 2012	877.900
Fall 2012	1154.741
Winter 2013	480.000
Spring 2013	965.648
Summer 2013	691.450
Fall 2013	976.351
Winter 2014	810.400
Spring 2014	971.906
Summer 2014	773.800

Fall 2014	915.228
Winter 2015	726.631
Spring 2015	827.244
Summer 2015	556.475
Fall 2015	793.063
Winter 2016	819.750
Spring 2016	673.396
Total	911.845

Our efficiency numbers have dropped from ridiculously high and unsustainable to above average numbers in the primary terms. This drop in efficiency is directly related to the assuming of chair duties for SBS and Program review of what was our only faculty member in the discipline. Now that we have a new member, we expect those numbers to increase.

3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.

Anthropology-220200		4	2
Years	13-14	14-15	15-16

Anthropology	3	0
Anthropology CSUGE	18	0.1
Anthropology IGETC	18	0.1

As of 12/31/16

Despite teaching over 10% of the college each year, we have been unable to garner many anthropology majors in recent years. Our ADT is relatively new and I expect that we will see an increase in the coming years as students become better informed about their options through the new “schools” plan. Also, within my discipline, the job market was less optimal for many years but has begun to pick up again so I expect to see more majors

coming soon.

4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Hire a new full-time faculty member.	Recruitment and hiring was completed	Complete	2:1,2 This addition gives better opportunity for student engagement and as the new hire has the responsibility of the club, we also can engage more students in co-curricular activities
Develop a certificate program for Administration of Justice that would include heavy Anthropological Discipline involvement	Coordinated with CTE Dean to develop an ADJ certificate that was industry ready. It was not as heavily involved with the Anthropology department long term as we had hoped	Complete	1:5, we increased the certificates to include a high demand area
Bring three new courses through curriculum process (Anthropology 1H, Anthropology 1 with a Lab, and Women in Cross Cultural Perspectives).	Worked discipline wide to create Anth 1H and Anth 1L. Women in Cross Cultural perspectives was not created.	Anth 1H and Anth 1L are ready to be taught. Anth 1H was offered for the first time in Fall of 16. Women in Cross Cultural perspectives has been tabled temporarily	1:1 Anth 1L is important to transfer preparedness as they needed to take this course remedially after they transferred and now they can transfer without having to backtrack
Establish firm PLO's for all of our courses that fulfill a GE or Area of Interest.	PLO's were established for the GE and for the ADT	Complete	5:3 This was necessary in order to properly complete the goal below
Begin assessing these courses for overall	Anth 2 was assessed for GE PLO's in Fall 2016	Ongoing	5:3 The loop was closed. We also completed an

effectiveness within the framework of the GE revamping.			extensive assessment for Anth 2 in 2015 to complete goal 5:4, to reduce the differences between online and face to face instruction.
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5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A

Anthropology received a new faculty member as a result of consistent program review requests. So far, although it is early yet as we only received the faculty member last Fall, we know that Goal 2, 1&2 are being met

(1. Increase student engagement faculty and student interaction, active learning, student effort, support for learners 2.

Increase frequency of student participation in co-curricular activities.) as the students have better access to faculty and the new Faculty member has taken over the anthropology club. A new faculty member also helps with Goal 5: 2&3 *Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods and Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.*

Anthropology also received three fossil hominid models through program review. We saw a 5% increase in student learning in the section on fossil hominids. It was particularly important for the tactile/kinetic learners which is where we think that jump came from. Those additions were also vitally important for the creation of the new Anthropology lab course which will be offered in the next coming cycle.

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? **Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Create new Archaeology Field Methods Course	Procure necessary equipment to offer a field course (see requests below in item 9). Finalize the Course Outline of Record and the Student Learning Outcomes in CurricuNET META. Submit proposed course to Curriculum Committee	Submit the proposed course to Curriculum Committee in AY 2017-2018, with the goal of offering it in AY 2018-2019	1:1 Students are expected to transfer to an undergraduate anthropology program with at least 4 weeks intensive field experience, this class will provide that. 2:1 and 2:2 Students will engage closely with both faculty and fellow students, as well as engage in active learning and service learning through the fieldwork and community partnerships. 4:4 and 4:6 The course will partner with local archaeological units and government bodies (i.e. State Parks and National Park Service) in order to conduct authentic archaeological field work, at the same time growing and benefiting the selected partners.
Begin offering Anth 1 L	We brought the course	2018-2019	1:1 This will improve

	<p>through curriculum and it is now in our catalog. However, we have a stumbling block of scheduling for two reasons, the first is space. We expect that to resolve after the room utilization project is completed. The second problem is that the lab is not coded as a high intensity lab so creates issues with contract scheduling. We are working through possible solution with our discipline partners across the district.</p>		<p>transfer preparedness as the CSU and UC system want the lab to be attached to this course. If they transfer without it, they are required to do the lab remedially. 3:5 Currently the only other class with lab that fills the same requirement is Geography and it puts too much pressure and requires more classes than we offer, thereby impacting the students negatively</p>
Begin offering Anth 2H	Anth 2H has made it through the curriculum process and we now have a faculty member who can teach the course	2018-2019	1:1 The honors program gives those students an advantage in transfer
Expand our course offerings	In order to garner more majors, we need more diverse course offerings	2017-2021	3:1 To have more majors would by its definition have students declare an educational goal.

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
Anth 1	3/22/2017	Gray	In Review	Minor
Anth 1H	6/17/2014	Greathouse	Active	Course Addition
Anth 1L	4/19/2016	Gray	Active	Course Addition
Anth 2	1/20/2015	Broyles	Active	Major
Anth 2H	6/21/2016	Broyles	Active	Course Addition
Anth 3	4/6/2017	Buchanan	Active	Major
Anth 4	12/8/2015	Broyles	Active	Major
Anth 5	12/8/2015	Broyles	Active	Major
Anth 6	4/6/2017	Buchanan	Active	Minor

Anth 7	3/22/2017	Gray	In Review	Minor
Anth 8	3/22/2017	Greathouse	In Review	Minor
Anth 10	3/22/2017	Gray	In Review	Minor

Norco College Comprehensive Instructional Program Review Update

Unit: Anthropology____
 Contact Person: _Gray and Buchanan____
 Date: _____4/20/17_____

Current Human Resource Status

7. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Anthropology	2	6

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
IDS	.3	

Unit Name: Anthropology

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs N/A

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

List Staff Positions Needed Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)
1. <u>Justification</u>					
2. <u>Justification</u>					
3. <u>Justification</u>					
4. <u>Justification</u>					
5. <u>Justification</u>					

* TCP = "[Total Cost of Position](#)" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

9. Equipment & Technology Not Covered by Current Budget²

<p>List Equipment, Technology, Software or Equipment Repair Needed for Academic Year _____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	<p>How many students/Staff/ departments will directly benefit from this equipment/ technology?</p>	<p>Use this link for Annual TCO*</p>				
			<p>Number of years requested</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost of Request</p>	<p>EMP GOALS</p>
<p>1. Artifact Teaching Collections Justification: Anthropology (especially the subfields of archaeology and physical anthropology) is a very hands-on discipline, and as many students have never encountered the objects that we discuss daily, it is crucial for them to be able to see examples of stone and bone tools, pottery sherds, metal artifacts, ecofacts, and other materials. This collection can be utilized by all faculty teaching ANT 1, ANT 3, ANT 4, ANT 5, ANT 6, ANT 8, and the new proposed Field Course. It will especially enhance the learning experience for those kinetic/tactile learners whose needs, at present, are not capable of being met. Specifically, these teaching collections will address EMP Goals 1.6 (Increase success and retention rates), 2.1 (Increase student engagement), and 5 (Strengthen Student Learning).</p>	I	8 faculty members, and upwards of 1300 students in an academic year (enrollment numbers for ANT 1, 3, 4, 5, 6, 8, and the new Field Course proposed)	1	\$275 to \$475	4	\$1913.23 This includes estimated shipping, taxes, and storage costs associated with owning the collections.	1.6, 2.1, 5

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

<p>2. Student Field Kits <u>Justification:</u> Anthropology is a field-based discipline, and currently at Norco we have no capabilities of giving students the field experience necessary to complete an undergraduate degree in Anthropology. These field kits will constitute a class set of 30, and each will contain a clipboard, a compass, a trowel, graph paper, a ruler, a compass protractor, a rubber band (for keeping paper on the clipboard in windy conditions), a pencil, an eraser, and a sharpie. This enables the students to develop the basic field skills of surveying and mapping sites that they will need if they wish to transfer to a 4-year Anthropology degree, as well as equip them with the necessary skills to become volunteers at local archaeological projects, such as CASSP (California Archaeology Site Stewardship Program). These field kits will have a direct impact on EMP 1.1 (Improve transfer preparedness), 1.6 (Increase success and retention rates), 2.1 (Increase student engagement), and 5 (Strengthen Student Learning), especially the kinetic learners. These kits will also impact 2.2 (Increase frequency of student participation in co-curricular activities), 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry), and 4.6 (Increase community partnerships) by creating a group of well-equipped anthropologists able to engage in archaeological and anthropological fieldwork in our community.</p>	I	2+ faculty members, and upwards of 150 students in an academic year (est. enrollment numbers for ANT 6, ANT 10, and the new Field Course).	1	\$0.98 to \$39.95	30	\$ 2392.82 (This includes estimated shipping and taxes for every item in the kit)	1.1, 1.6, 2.1, 2.2, 4.6, 5
<p>3. Field Survey Equipment <u>Justification:</u> As mentioned above, anthropology is a field-based discipline, and teaching students how to survey in the field requires the proper, industry standard equipment. This equipment is necessary to teaching students how to conduct archaeological and anthropological field surveys, but do not need to be in each student's individual field kit. This set of equipment includes 2 100m tape measures (for measuring large sites), 4 30m tape measures (for measuring medium sites), 4 15m tape measures (for measuring small sites and features/areas within larger sites), 10 3m hand-held tapes (for measuring features, concentrations of</p>	I	2+ faculty members, and upwards of 150 students in an academic year (est. enrollment numbers	1	\$5.25 to \$200	From 1 to 20 (depend -ing on item)	\$2694.70 This includes estimated shipping and taxes for each item.	1.1, 1.6, 2.1, 2.2, 4.6, 5

<p>artifacts or other cultural constituents, and individual artifacts and ecofacts), 10 2m folding tapes (for measuring height and length of rectilinear features and within grid squares), 2 north arrows (for photographs), a set of photo scales and a meter scale (for photographs), 10 sets of pin flags of various colors (for flagging features, artifacts, and site boundaries), 6 plumb bobs (for drawing site maps and plans), 20 cords of mason line string (for establishing the line level for drawing profiles), 5 USGS topographic 7.5 maps and 5 UTM Grid Readers (for teaching students how to read paper maps and calculate their location and plot a known site's location), 3 hand-held Garmin GPS units (for taking GPS data in the field that can be transferred onto a digital site map), 6 pairs of walkie-talkies (for communication on site), 2 sets of datum pins and pin carrier (to mark where each site's datum is located before mapping it), 1 field first aid kit (for safety), 1 field file folder (for keeping paperwork together), 3 action packers (to store and transport this equipment), and 10 rolls of duct tape for various uses. As with the student field kits listed above, this field equipment enables the students to develop the basic field skills of surveying and mapping sites that they will need if they wish to transfer to a 4-year Anthropology degree, as well as equip them with the necessary skills to become volunteers at local and regional archaeological projects. This survey equipment will have a direct impact on EMP 1.1 (Improve transfer preparedness), 1.6 (Increase success and retention rates), 2.1 (Increase student engagement), and 5 (Strengthen Student Learning), especially the kinetic learners. This equipment will also impact 2.2 (Increase frequency of student participation in co-curricular activities), 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry), and 4.6 (Increase community partnerships) by creating a group of well-equipped anthropologists able to engage in archaeological and anthropological fieldwork in our community.</p>		<p>for ANT 6, ANT 10, and the new Field Course).</p>					
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<p>4. Field Excavation Equipment Justification: As above, archaeology is a field-based discipline. In a traditional 4-year degree program, students who pursue the archaeology track are expected to gain at least 4 weeks intensive field experience prior to entering their 3rd year, through either a field course like the one proposed, or an expensive summer field school that can cost upwards of \$5,000 (and many of which begin before our spring semester ends). In order to properly prepare students pursuing an Anthropology ADT with an archaeology concentration, excavation methods will be a part of the proposed Field Course. To conduct an excavation properly and according to RPA (Register of Professional Archaeologists) standards, we need the following equipment: 4 screens (2 at ¼” and 2 at 1/8”), 1 screen insert (at 1/16”), and 4 3rd leg screed additions (all for sifting through excavated soils); 6 shovels and 3 excavation spades (for removing topsoil and any sterile soils); 1 mapping frame (for drawing trench plans); 2 collections of zip-top bags of varying sizes (for collecting artifacts, ecofacts, soil samples, and C14 samples); 10 rolls of flagging tape (for labeling units, buckets, trays, and line levels); 1 Munsell Soil Book (for properly identifying the types of soils encountered on site); 1 Munsell Bead Book (for properly identifying and systematically describing artifact colors); 1 50-pack of 12” nails (to serve as excavation trench corner spikes); 10 line levels (to ensure level excavation and profile drawings); 1 augur kit (with 3 different buckets and extendable handles, for testing soils pre-excavation); 10 dust pans and 5 scoops (for removing excavated dirt from trench into buckets); 20 buckets (for collected excavated dirt rubble, rocks, and large cultural items such as brick and adobe from trenches, and transporting them on site); 5 hand brushes and 10 whisk brooms (for clearing away dirt on hard surfaces); 2 packs of 15-piece paint brushes (for delicate excavation); 1 spring balance (for weighing buckets of dirt, rocks, and rubble); 1 roll of 1000 artifact and bag tags (for labeling each in the field); 1 mattock and 1 pick (for tough, dense deposits); 1 hammer and 1</p>	I	2+ faculty members, and upwards of 150 students in an academic year (est. enrollment numbers for ANT 6, ANT 10, and the new Field Course).	1	\$1.98 to \$1075	From 1 to 20 (depend-ing on the item)	\$6,906.52 This includes estimated shipping, taxes, and warranty (for the camera).	1.1, 1.6, 2.1, 2.2, 4.6, 5
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mallet (for nailing in excavation trench spikes and wooden site datum); 1 set of pliers (for fixing loose nuts and bolts on the equipment); 5 sets of hand-clippers and 2 long-handled clippers (for removing roots and other vegetation); 5 utility knives (for cutting excavation trench strings); 2 12-piece small excavation tool set (for delicate excavation); 1 pack of wood hub stakes (for site datum); 1 camera, 1 wide-angle lens, and 1 photo board set (for site photography). As with the student field kits and survey equipment listed above, this excavation equipment enables the students to develop the basic field skills of excavating sites that they will need if they wish to transfer to a 4-year Anthropology degree, as well as equip them with the necessary skills to become volunteers at local and regional archaeological projects. This excavation equipment will have a direct impact on EMP 1.1 (Improve transfer preparedness), 1.6 (Increase success and retention rates), 2.1 (Increase student engagement), and 5 (Strengthen Student Learning), especially the kinetic learners. This equipment will also impact 2.2 (Increase frequency of student participation in co-curricular activities), 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry), and 4.6 (Increase community partnerships) by creating a group of well-equipped anthropologists able to engage in archaeological and anthropological fieldwork in our community.

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<p>5. Laboratory Equipment Justification: The laboratory component is an essential part of an archaeological field methods course. Responsible archaeological field work does not end in the field; once data is collected, it needs to be processed in the lab. Most entry-level archaeology jobs require at least 4 weeks of laboratory work, and this proposed class will provide it. To do so properly and to industry standards, we need the following equipment: 1 scale (to weigh artifacts and ecofacts); 2 OptiVisor Binocular Headbands (to view details on artifacts and ecofacts that are not discernable to the unaided eye); 10 artifact trays (for sorting artifacts into types); 1 set of mesh sieves (for further processing bulk samples from excavation in the lab); and 1 10-pack of artifact storage boxes (for proper storage to preserve the integrity and value of the artifacts and ecofacts). This laboratory equipment can also be utilized by students taking ANT 1, ANT 3, ANT 4, and ANT 5, in addition to the ANT 6, ANT 10, and Field Course students for whom this material is requested. As with the field equipment listed above, this laboratory equipment enables the students to develop the basic laboratory skills of artifact processing that they will need if they wish to transfer to a 4-year Anthropology degree, as well as equip them with the necessary skills to become volunteers at local and regional archaeological projects. This lab equipment will have a direct impact on EMP 1.1 (Improve transfer preparedness), 1.6 (Increase success and retention rates), 2.1 (Increase student engagement), and 5 (Strengthen Student Learning), especially the kinetic learners. This equipment will also impact 2.2 (Increase frequency of student participation in co-curricular activities), 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry), and 4.6 (Increase community partnerships) by creating a group of well-equipped anthropologists able to engage in archaeological and anthropological fieldwork in our community.</p>	I	2-5 faculty members, and upwards of 1200 students in an academic year (est. enrollments of ANT 1, 3, 4, 5, 6, 10, and proposed Field Course)	1	\$1.56 to \$150	From 1 to 10 (depending on the item)	\$623.74 This includes estimated shipping and taxes for each item.	1.1, 1.6, 2.1, 2.2, 4.6, 5
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<p>6. Electronics <u>Justification:</u> In order to keep our graduates competitive in the field, and to ensure that their training is on par with other 2-year colleges offering similar programs (such as Palomar and Cabrillo Colleges), students need to be taught how to collect digital GIS data in the field and process it into maps and other data. The equipment requested here will enable students to achieve this. Specifically, we request a Trimble unit (Geo7x), a Total Station (Leica TS06Plus), and a Total Station tripod. As with the field and laboratory equipment above, this electronic equipment enables the students to develop the basic data collection skills that they will need if they wish to transfer to a 4-year Anthropology degree, as well as equip them with the necessary skills to become volunteers at local and regional archaeological projects (most of whom use this type of equipment in the field). This lab equipment will have a direct impact on EMP 1.1 (Improve transfer preparedness), 1.6 (Increase success and retention rates), 2.1 (Increase student engagement), and 5 (Strengthen Student Learning), especially the kinetic learners. This equipment will also impact 2.2 (Increase frequency of student participation in co-curricular activities), 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry), and 4.6 (Increase community partnerships) by creating a group of well-equipped anthropologists able to engage in archaeological and anthropological fieldwork in our community.</p>	I	2+ faculty members, and upwards of 150 students in an academic year (est. enrollment numbers for ANT 6, ANT 10, and the new Field Course).	1	\$7995 for the Trimble; \$9,940 for the Total Station ; and \$127 for the Total Station tripod.	1 each	\$20,982.86 This includes all estimated shipping, taxes, and warranties.	1.1, 1.6, 2.1, 2.2, 4.6, 5
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* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name : _____

10. Professional or Organizational Development Needs Not Covered by Current Budget*₃N/A

<p style="text-align: center;">List Professional Development Needs.</p> <p>Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification</u>				
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				
5. <u>Justification</u>				
6. <u>Justification</u>				

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the [Professional Development Committee](#) for review.

3 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

Unit Name: _____

11. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p align="center">List Student Support Services Needs</p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. Tutor Physical Anthropology <u>Justification We require a tutor for Physical/Biological Anthropology taught by one of the two full time faculty members. Our tutors have been insufficient and we teach over 300 students a semester in this course</u></p>	<p align="center">1:1 1:6</p>	<p align="center">Yes</p>
<p>2. Tutor Cultural Anthropology <u>Justification We require a tutor for Cultural Anthropology taught by one of the two full time faculty members. Our tutors have been insufficient and we teach over 300 students a semester in this course</u></p>	<p align="center">1:1 1:6</p>	<p align="center">Yes</p>
<p>3. Supplemental Instruction aide Physical Anthropology (2) <u>Justification: Our classes are quite large and with the impending lab courses will become quite a bit larger. We need an aide (or two) who can attend lecture and help with laboratory classes. Having aides in the past increased our success and retention as well as our Outcomes. It also has the added benefit of allowing us to mentor a major in Anthropology. The last time we had one, the major went on in the field and now teaches us. It is a win for everyone.</u></p>	<p align="center">1:1 1:6 2:1</p>	<p align="center">No</p>

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

Unit Name: Anthropology

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budgets

**** For immediate hazards, contact your supervisor ** N/A**

<p align="center">List Other Needs that do not fit elsewhere.</p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification</u>				
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				
5. <u>Justification</u>				
6. <u>Justification</u>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

5 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. Long term goals aligned to mission and EMP	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
7. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog	/	COR section is completed in its entirety – all courses in catalog identified
8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores				
(If no programs of study are applicable, do not average in points from item #3)				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
ANT 1H	I	Pre-post test, Written Assignment, Project, Presentation	This is the most direct way to see if gains have been made
ANT 2	C	Embedded questions into tests	This allows us to use the same method across classes and instructors
ANT 3	I	Pre-post tests	This is the most direct way to see if gains have been made
ANT 4	I	Pre-post tests	This is the most direct way to see if gains have been made

ANT 6	I	Pre-post tests; embedded questions into tests	This is the most direct way to see if gains have been made. This allows us to use the same method across classes and instructors
ANT 7	I	Pre-post tests	This is the most direct way to see if gains have been made
ANT 8	I	Pre-post tests	This is the most direct way to see if gains have been made
ANT 10	I	Embedded questions into tests, Project	This allows us to use the same method across classes and instructors

- b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
ANT 2	Adopted new textbook; added video, designed game, changed case study	Positive. The students are more frequently engaged with their material	Yes
ANT 7	Changed delivery method from pure lecture to lecture-discussion	Positive. Critical thinking is more likely to occur if the student has to articulate their ideas themselves.	Yes
ANT 8	Added more in-class active learning	Positive. Better engagement with the material	Yes

ANT 10	Updated exam questions (fewer subjective questions); used different teaching materials (photos rather than drawings)	Neutral. The overall scores were comparable. Students report positive gains but that is subjective as the students did not experience previous methods	Yes
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- c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed) N/A

External Variables

Course/Program	External Variables that supported or deterred from increasing student success

- d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student’s ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

Several things were changed in Anth 2 including changing the text, and this last year, removing the clickers. More discussion was added and the reflective component has changed. This change was as a result of recognizing that many of the learning gains in the classroom were short term and did not result in overall learning gains. Also in Anth 2, in the last four years, we standardized the delivery of instructions across learning platforms to ensure equity between online and face to face students. We found that having video lectures that were filmed in an actual classroom as opposed to a studio or a narrated powerpoint had a positive impact on the student. They need the life that a professor brings to a real classroom and the impression that they are among their peers instead of learning by themselves.

In Anth 1, we updated the material and changed the learning style to include more hands on material. We had hands on activities in the past but they needed updating.

In Anth 7, we added more material on Islam, as the instructor herself received more instruction on the subject. It has resulted in more lively discussion than have been seen in several years.

In Anth 8, we hired a specialist in Linguistics which has resulted in learning gains and better student evaluations.

- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit. N/A

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop- closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
ANT 1	1	1	1	1
ANT 1H	6	0	N/A	6
ANT 2	5	5	5	15
ANT 3	6	0	0	6
ANT 4	2	0	0	2
ANT 5	0	0	0	0
ANT 6	7	0	0	7
ANT 7	2	2	2	6
ANT 8	2	2	2	6
ANT 10	4	1	4	9

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

	<i>Previous Initial Assessment</i>	FALL 2017	SPRING 2018	FALL 2108	SPRING 2019	FALL 2019	SPRING 2020	FALL 2020	SPRING 2021	FALL 2021
Course: ANT 1		ANT 1	ANT 1	ANT 1	ANT 1	ANT 1	ANT 1	ANT 1	ANT 1	
Initial SLO		1, 2	3, 4	5, 6				1, 2	3, 4	
Initial PLO		3	1	2				3	1	
Loop-Closing SLO					1, 2	3, 4	5, 6			
Loop-Closing PLO					3	1	2			
Course: ANT 1H						ANT 1H				ANT 1H
Initial SLO	Fall 2016 1, 2, 3, 4, 5, 6									
Initial PLO						1,2,3				
Loop-Closing SLO						1,2,3,4,5,6				
Loop-Closing PLO										1,2,3
Course: ANT 1L			ANT 1L	ANT 1L	ANT 1L	ANT 1L	ANT 1L	ANT 1L	ANT 1L	ANT 1L
Initial SLO			3, 4	5, 6	1, 2					3, 4
Initial PLO			1	2	3					1
Loop-Closing SLO						3, 4	5, 6	1, 2		
Loop-Closing PLO						1	2	3		
Course: ANT 2		ANT 2	ANT 2	ANT 2	ANT 2	ANT 2	ANT 2	ANT 2	ANT 2	ANT 2
Initial SLO		1, 2	3, 4	5, 6				1, 2	3, 4	
Initial PLO		1	2	3				1	2	
Loop-Closing SLO					1, 2	3, 4	5, 6			
Loop-Closing PLO					1	2	3			
Course: ANT 3			ANT 3		ANT 3		ANT 3		ANT 3	
Initial SLO	Spring 2017 1, 2		3, 4		5, 6					
Initial PLO	Spring 2017 1		2		3					
Loop-Closing SLO					1, 2		3, 4		5, 6	
Loop-Closing PLO					1		2		3	

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: _____

Average score _____

	0	1	2	3	Comments
Section 1 <ul style="list-style-type: none"> • Modes of assessment & reasoning _____ • Changes Made to courses _____ • Success indicators _____ • Teaching approaches _____ • Resources _____ 	No attempt made to provide responses to any of the questions (1-4)	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase <i>understanding</i> of student success and learning in the classroom	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom, and teacher development	
Section 2 <ul style="list-style-type: none"> • # of initial, changes made, loop-closing activities for course and program 	Chart is blank	Does not include all courses or programs	/	All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate “nothing” or no assessment conducted)	
Section 3 Plan for assessment in the coming 4 years <ul style="list-style-type: none"> • Programs • Courses • SLOs 	No Plan provided	Does not include all Programs _____ Courses _____ SLOs _____	/	All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan	
Column Totals				3	