NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit:__Anthropology_____

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: _Alexis Gray_____
Due in draft: March 15, 2015
Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs
Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

Norco College

Annual Instructional Program Review Update
Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted** *in draft* **every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:
 http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.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. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@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.

Goals and Strategies 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 Annual Instructional Program Review Update

Unit: _Anthropology_____

Contact Person: __A Gray_____

Date: __4/29/15_____

Trends and Relevant Data

1. **Have there been any changes in the status of your unit? (if not, please indicate with an "N/A") N/A**

   a. Has your unit shifted departments? No

   b. Have any new certificates or complete programs been created by your unit? No but we are in the first year of our ADT

   c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. N/A

2. **List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.**

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	64.24%	71.82%	64.07%	61.44%
Face-to-Face Lecture	64.78%	71.82%	64.17%	60.87%

Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	48.00%	0.00%	62.03%	69.64%
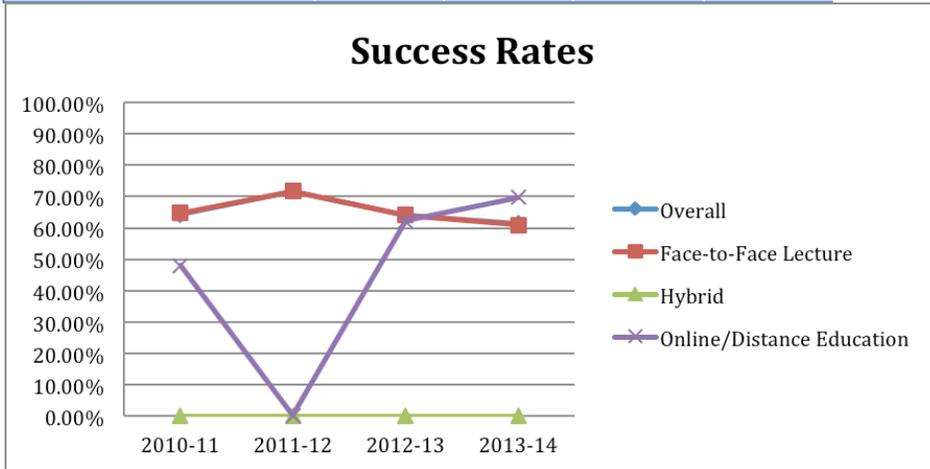
Success Rates

Our success rates in our face-to-face lectures have been steadily declining. We suspect that this is student driven rather instructional as the same sorts of trends are being witnessed college wide. What is wonderful to see is that the success rates of the distance education classes have markedly improved. Our SLO assessments support this change as well.

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	86.86%	88.23%	86.98%	83.80%
Face-to-Face Lecture	87.68%	88.23%	87.20%	83.92%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	62.00%	0.00%	82.28%	82.14%

Retention Rates

100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%

2010-11 2011-12 2012-13 2013-14

Overall
Face-to-Face Lecture
Hybrid
Online/Distance Education
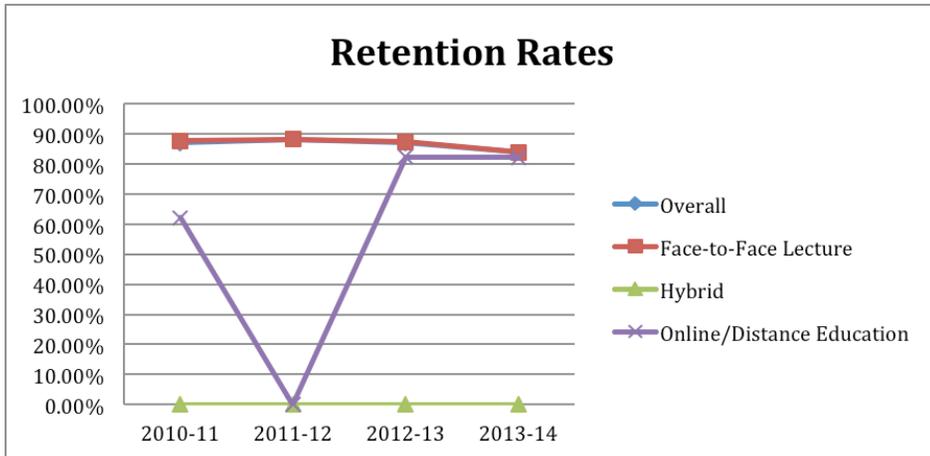
Our retention rates have remained steady with the marked exception of online courses. Those have improved quite a bit.

Term	Efficiency
Summer 2010	965.778
Fall 2010	946.560
Winter 2011	778.900
Spring 2011	940.044
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
Total	980.403
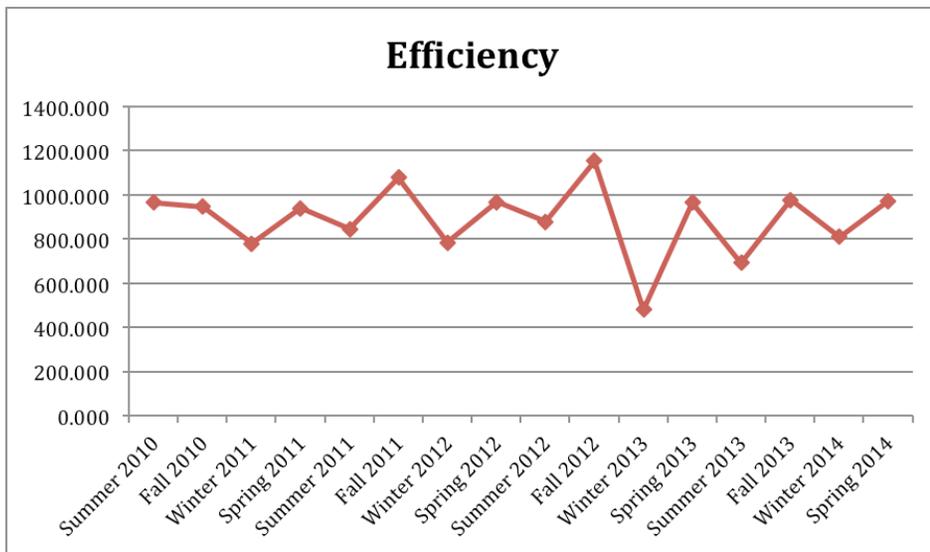
Efficiency

We have been running at very high efficieny rates for years with the exception of Winter when our traditinally high enrolled class did not remain as highly enrolled.

3. **What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Educational Master Plan](#)?**

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
Continue to reduce disparity between distance education and face to face instruction	(See SLO report attached) Evaluate and assess different learning platforms and modes of delivery	Goal 1: 9 and 10 Goal 5:4	It is not limited to distance education but has distance education at its core.
Increase student success and retention	We are adjusting assignments and workload to be less daunting for the student	Goal 1:2,4,5,6 Goal 2: 6	No
Add ANT 1-L	Curriculum is being written	Goal 1:1	No
Continue supporting the	Encourage activities, attend club	Goal 2:1,2,6	No

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Anthropology Club	meetings and plan field trips		

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."

Norco College Annual Instructional Program Review Update

Unit: __Anthropology_____

Contact Person: __A Gray_____

Date: __4/29/15_____

Current Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. 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 or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Anthropology	1	5	.2 of full time load

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
IDS	1	1	

5. Staff Needs

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

List Staff Positions Needed for Academic Year_____ Please justify and explain each faculty request as they pertain to the goals listed in item **#3.** Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distance Education
1. Full Time Instructor Reason: We need an archaeologist to be sure we can consistently offer the ADT	N	123,881	No
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

* 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.

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[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.

6. Equipment (including technology) <u>Not</u> Covered by Current Budget[2]

List Equipment 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.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	**Number Requested**	**Total Cost of Request**	**EMP GOALS**	**Distance Education**
1.Office equipment for new hire:Computer desk bookcase phone <u>Reason: New Hire requires these things to fulfill contract</u>	N N/A		1	4000	7:2	No
2. <u>Reason:</u>						
3. <u>Reason:</u>						
4. <u>Reason:</u>						
5. <u>Reason:</u>						
6. <u>Reason:</u>						

* 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 <u>Business and Facilities Planning Council</u>.

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[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.

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

List Professional Development Needs for Academic Year_____. 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.	Annual TCO*				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

*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.

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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.

8. 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 college[4]

List Student Support Services Needs for Academic Year_____ 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.	EMP GOALS	Distance Education
1. Tutors Reason: Tutors increase student learning, success and transfer readiness	**2:1,3,6** **1:1,6**	**Some**
2. Videogrpaher Reason: Our online learning platforms improved greatly when we recorded lectures with students present	**1:9**	**Yes**
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

*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.

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[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.

9. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5] NA
   ** For immediate hazards, contact your supervisor **

List Other Needs that do not fit elsewhere. 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.	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

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

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[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.

Rubric for Annual 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. **Retention, success, and efficiency rates have been identified and reflected upon**	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. **There are annual goals for refining and improving program practices.**	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
3. **Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data**	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
4. **The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.**	No link between the annual 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
5. **Resource requests have reasons identified and completed data fields, including estimated dollar amount.**	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
6. **Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests**	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	Strong connection made between resource requests and EMP/SPG
7. **The document is complete**	No; there are incomplete sections			Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year *(fall 2013 - spring 2014).* Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven't yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO *Initial Assessments* and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with *Improvements identified* (Identify the SLO with # of improvements in ( ) e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in *Loop-Closing* assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 *(Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)*	SLO 1(2) *(Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc. Notice, nothing is stated for SLO 3 – suggesting no concerns were identified…see the next column…)*	SLO 3 – results meet discipline set standards of 75% success *(If no improvement is needed please state why in this column)*	SLO 1 – data indicate increased success after improvements were made *(This means a closing the loop assessment was completed on SLO 2 for EAR 20)*

Course number and name	SLO *Initial Assessments* and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with *Improvements identified* (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in *Loop-Closing* assessment (state SLO and effect)
ANT 2	SLO 1,2,4,5,6	SLO 1 (3) SLO 2 (3) SLO 4 (6) SLO 5 (2) SLO 6 (5)	SLO 3 This SLO forms the basis of everything we teach. It has been well sampled in the past and benchmark has been consistently met.	SLO 1, 2,4,5,6 Please see attached report

2. a) How many Program Level Outcome *initial* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
1	0	1	0

b) How many Program Level Outcome *loop-closing* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
1	0	1	0

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

This assessment was a long range assessment, covering two academic years. We initially assessed and then changed textbooks to close the loop. After changing textbooks, we altered the numbers and types of assignments and then assessed again to close the loop. In our distance education courses, we did all of the aforementioned but also included new video lectures from the point of view of a student in the classroom. That dramatically improved the overall learning for the distance education students.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

The COR changed in the middle of our assessment cycle so we had to reevaluate which questions would be looked at in order not to lose the entire experiment. There was a de-emphasis on human variation that might need to return.

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

    This was a joint effort between full and part time faculty within the discipline. I have reported out at department meetings and shared my findings with my colleagues within my discipline (part time faculty not involved in data collection). I will share my findings at my district-wide discipline meeting in the Fall.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

    We might need to video the lectures every semester to retain parity. Dr. Gray paid the videographer out of her own pocket to conduct this particular successful assessment but that is not sustainable.

7. What additional support, training, etc. do you need in the coming year regarding assessment?

    My part time faculty need training in tracdat.

    ATTACHED PLEASE FIND THE COMPLETE REPORT ON THE ASSESSMENT. IT WILL ALSO BE PLACED ON TRACDAT.

Anthropology 2 Long Term Study for Distance Ed Parity as well as systematic ongoing assessment of Anth 2, Introduction to Cultural Anthropology
Dr. Alexis Gray and Mrs. April Mejia

Introduction:

We are all aware that there is a disparity between distance education and face-to-face instruction. We use the same textbooks and the same instructors and we get poor results from our online students. It is difficult to control for all of the variables such as technological savvy, home distractions, student expectations regarding ease of courses, etc. Anthropology has been providing online instruction since 2008. In that year, Dr. Gray recorded lectures to accompany the text. Those lectures were recorded in a studio with professional equipment. They did not include the "clicker" portion of the course (live polling). Discussion board entries were required weekly, with credit being given only after one had responded to a post from a peer. In all cases, online instruction assumes exams are taken open book. Face to face instruction was given a small cheat sheet to bring with them into the exam. The same lectures and the same textbook were used for the next six years with varying results, mostly poor. In the spring of 2013, we began to compare the course between two instructors teaching face to face and one of the same instructors teaching the course online, both using the same materials, the same assignments and the same textbook. The disparity remained between online and face-to-face but the face-to-face courses were comparable (except in areas of the instructor's particular expertise where we saw the expected differences). This allowed us to be fairly certain that the variable between instructors had been controlled for.

Midway through this two year look, the COR changed and the SLO's changed entirely. We did not want to have a wasted year so we chose different questions than we had planned. The questions we chose to highlight in this report are different from the questions we have reported on in the past because of the change in SLOs. We decided to take advantage of it. Instead of cherry picking our best performing questions, we chose some of the historically worst performing questions and some of the more typically performing questions. We did this because if we could improve in our worst performing areas, then we know we are actually improving instruction. The questions that we left out of this report (we have over 100 in common between clicker polling and three exams) all performed at our benchmark of 80% or better and therefore, no improvement in that area is needed.

In the spring of 2014, we switched textbooks and added assignments to close the loop. We also coordinated our powerpoints between the courses to contain the same material in the same order. The new textbook was more labor intensive for the students, with many more assignments (two a week instead of four a semester) with the idea of having regular assignments to turn in would require the students to remain engaged with the material. The assignments were also scaffolded, with the work for one being applicable to the one that came next. The overall gains in learning improved but not significantly in the face-to-face course. The workload proved to be exhausting for all involved and was reduced the following semester.

In the fall of 2014, we recorded the face-to-face class again. This time we recorded it live, in front of the class, with the backs of the other

student's heads in the frame. This was an attempt to make the student feel as if they were sitting among their peers. The clicker questions were also included. The online students could not participate in that but they were asked to guess along with their peers and keep track of how well they did as a sort of self-reflection of their gains. These reflections were not reported out. These lectures were posted immediately after the class had taken place (so now they were in two parts instead of one continuous video). The quality of the video was not as good as the professional video but that was not the point of the exercise. Scores improved in the online courses from the beginning and the end results of the final exam were within one percentage point (plus or minus) of the face to face course on the specific SLO embedded questions, which were the same differences we saw between instructors. I counted the number of emails regarding technical questions of the online course vs. before the change in lectures and they were comparable. This suggests that the technical savvy was the same.   They still had problems with time management, getting the work done in the time allotted.

As a summary, the clicker method that allows for instant, daily assessment to improve student learning has proven effective in a face-to-face environment. Updating the textbook and assignments, while helpful, were not a panacea for all that ails distance education. The most effective change that we made was including the classroom environment in the recorded lectures, which brought parity between the methods of instruction. I believe this is because the classroom environment, with the presence of one's peers may be a necessary component of learning and that learning in isolation may not be effective for most students. Discussion boards do not address this, even though they were designed to do so. It is too easy for a student to sift through the threads, read one and respond to it and move on without actual gains. We are continuing to test this but we consider the loop closed on this assessment.

Key: The questions were assigned letters so that we could discuss them among colleagues. The First part is the question's letter, then what SLO it covered, then what GE level outcome it covered. Following that is the question asked in the Spring and the Fall of 2014. Spring of 2014 reflects the change in the textbook, and Fall of 2014, the change in delivery method for distance ed.   For 2013, a similar question with the same SLO, because of the use of a previous textbook, was compared and the results for the entire year were averaged. The associate faculty participated in different sections of data collection so their results are pooled. The tables are presented in chronological order.

A) SLO 1 , GE A,F

What field traces the history of human evolution by reconstructing the human fossil record?

a. prehistoric archaeology	d. genetics
b. primatology	e. paleoanthropology
c. evolutionary archaeology	

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	77.1%

Associate Faculty	Face to Face	94.86
Gray	Online	54

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	91.13%
Mejia	Face to Face	84.36
Gray 32676	Online	81

Instructor FALL 2014	Mode	Correct Responses
Gray (37837)	Face to Face	95%
Mejia (37836)	Face to Face	96.36
Mejia (37838)	Face to Face	87.10
Gray 37839	Online	94.86

This illustrated parity between the courses in 2014

3) SLO 6, GE F,E

late nineteenth-century debates on American immigration, many scholars and government officials privileged immigrants from northern Europe over those from southern Europe, such as Italians and Greeks, because the officials felt these southern people were a separate and inferior biological race with primitive ways. This is an example of:

a. elitism.
b. ethnocentrism.
c. genocide.
d. ethnocide.
e. caste boundaries.

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	27.17%

Associate Faculty	Face to Face	52.5
Gray	Online	26.86

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	31.13%
Mejia	Face to Face	44.36
Gray 32676	Online	21

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	33%
Mejia (37836)	Face to Face	49.09
Mejia (37838)	Face to Face	41.94
Gray 37839	Online	71.43%

This questions requires incorporation of lecture and reading and has been a historically poor performer, falling well below the benchmark except for the online course in 2014

C) SLO 2, GE A,C

he belief that one's own culture or way of life is normal and natural, and viewing the different practices of other people as strange and unnatural, is called:

a. myopia.
b. relativism.
c. narrow-mindedness.
d. shortsightedness.
e. ethnocentrism.

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	89%
Associate Faculty	Face to Face	82.5

Gray	Online	63.7

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	80%
Mejia	Face to Face	83.77
Gray 32676	Online	79.13

Instructor Fall 2104	Mode	Correct Responses
Gray (37837)	Face to Face	81.67%
Mejia (37836)	Face to Face	87.27
Mejia (37838)	Face to Face	90.32
Gray 37839	Online	100.00

The only real improvement here was in the online class

D) SLO 2, GE A,C

he borrowing of cultural traits and patterns from other cultures is a concept in anthropology known as:

a. stratification.
b. unilinealism.
c. evolution.
d. innovation.
e. diffusion.

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	52%
Associate Faculty	Face to Face	68.4
Gray	Online	49.4

25

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	51.64%
Mejia	Face to Face	52.39
Gray 32676	Online	48.81

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	55%
Mejia (37836)	Face to Face	60
Mejia (37838)	Face to Face	54.84
Gray 37839	Online	57.15

There is significant improvement here but it has a ways to go to meet the benchmark.

E) SLO 4, GE F,D

eborah Tannen's research into the ways that boys and girls speak demonstrates that:
   a. they essentially grow up in different linguistic worlds.
   b. differences are primarily based on biology, not processes of socialization.
   c. they have nearly identical communication strategies.
   d. while boys hang out in small groups, girls tend to interact in larger groups.
   e. the best way to understand gender and language is through the "dominance" model.

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	45.72%
Associate Faculty	Face to Face	62.5
Gray	Online	33

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	41.19%
Mejia	Face to Face	54.89
Gray 32676	Online	30.24

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	66.67%
Mejia (37836)	Face to Face	61.82
Mejia (37838)	Face to Face	74.19
Gray 37839	Online	67.86

This area has improved dramatically but still has a ways to go to meet benchmark.

F) SLO 6, GE F,E

What is described in the text as "an invisible package of unearned assets" that are the legacy of generations of racial discrimination?
  a. white privilege   d. stratified whiteness
  b. culture of poverty   e. fascism
  c. social capital

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	79%
Associate Faculty	Face to Face	82.5
Gray	Online	62.57

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	79.1%
Mejia	Face to Face	71.43
Gray 32676	Online	64.29

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	80%
Mejia (37836)	Face to Face	69.09
Mejia (37838)	Face to Face	80.65
Gray 37839	Online	85.72

We have met benchmark here and reached parity.

G) SLO 5 GE A,C

Matthew Gutmann's research in Mexico indicates that:
   a. all men strive to be "macho."
   b. no women want to be with "macho" men.
   c. the traits of *machismo* are found only in the upper classes.
   d. lesbians have begun adopting "macho" behavior.
   e. masculine identity is in flux and negotiable.

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	Not asked
Associate Faculty	Face to Face	Not asked

28

Gray	Online	Not asked

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	45%
Mejia	Face to Face	53.56
Gray 32676	Online	44.34

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	55%
Mejia (37836)	Face to Face	56.36
Mejia (37838)	Face to Face	64.52
Gray 37839	Online	64.29

More emphasis on the way anthropology is done meant that the case study here was noted for procedure not content so we will need to refocus it on gender.

H) SLO 4, GE F,D

Which of the following terms is defined as the system of meaning and power that cultures create to determine who is related to whom and to define their mutual expectations, rights, and responsibilities?

a. family
b. marriage
c. descent
d. kinship
e. heredity

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	89.1%
Associate Faculty	Face to Face	79.3

Gray	Online	81

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	90%
Mejia	Face to Face	73.79
Gray 32676	Online	81.1

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	90%
Mejia (37836)	Face to Face	81.82
Mejia (37838)	Face to Face	74.19
Gray 37839	Online	92.86

Gray has a stronger background in kinship which Mejia is developing.

) SLO 2 GE F, D

eneralized reciprocity can be described as:

    a. aims to build social relationships, with an obligation that the object returned will be of proportional value.

    b. a form of exchange in which goods are collected from the members of the group and reallocated in a different pattern.

    c. practices that reallocate resources among a group to maximize collective good.

    d. exchanges that are made through bonds of affection, including among kin, without the expectation that they will be repaid in kind.

    e. a pattern of exchange in which the parties seek to receive more than they give.

Aggregate 2013	Mode	Correct Responses

Gray	Face to Face	55.92%
Associate Faculty	Face to Face	61
Gray	Online	45.59

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	67.41%
Mejia	Face to Face	65
Gray 32676	Online	28.25

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	65%
Mejia (37836)	Face to Face	62.73
Mejia (37838)	Face to Face	58.71
Gray 37839	Online	64.29

Students find types of reciprocity confusing but at least they are equally confused in both modes of instruction.

J) SLO 1, GE A, F SLO 4, GE F,D

World religions are often quite flexible and innovative at the _____ level.

    a. local   d. individual
    b. national   e. institutional
    c. global

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	12.98%

Associate Faculty	Face to Face	15
Gray	Online	11

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	17.79%
Mejia	Face to Face	21.58
Gray 32676	Online	14.51

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	16.67%
Mejia (37836)	Face to Face	20
Mejia (37838)	Face to Face	32.26
Gray 37839	Online	60.72

his question comes solely from the reading and it appears only the online students are reading closely. We are adjusting the question as we feel that there are two answers that are easily confused.

K) SLO 1, GE A,F

Which of the following is considered a type of magic that involves performances that imitate the desired result, such as manipulating a doll?

a. liminal magic
b. ritual magic
c. continuous magic
d. imitative magic
e. contagious magic

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	84.31%
Associate Faculty	Face to Face	81.19

Gray	Online	61.9
Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	84.79%
Mejia	Face to Face	83.49
Gray 32676	Online	67.25

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	86.67%
Mejia (37836)	Face to Face	74.55
Mejia (37838)	Face to Face	83.87
Gray 37839	Online	82.15

L) SLO 4, GE F,D

Which of the following is considered a type of magic that centers on the belief that certain materials, such as clothing, hair, or fingernails, allow power to be transferred from person to person?

a. contagious magic
b. ritual magic
c. continuous magic
d. imitative magic
e. liminal magic

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	78.77%

Associate Faculty	Face to Face	80.29
Gray	Online	63.33

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	79.5%
Mejia	Face to Face	73
Gray 32676	Online	65.57

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	80%
Mejia (37836)	Face to Face	74.55
Mejia (37838)	Face to Face	80.65
Gray 37839	Online	89.29

We have met benchmark and parity here.

M) SLO 4 GE F,D

nthropologist George Gmelch examined the rituals, taboos, and sacred objects of magic that are in almost constant use in which of the following sports?

    a. basketball
    b. soccer
    c. baseball
    d. ice hockey
    e. Football

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	73.57%
Associate Faculty	Face to Face	80.29
Gray	Online	68.23

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	88.78%
Mejia	Face to Face	84.35
Gray 32676	Online	82.92

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	78.33%
Mejia (37836)	Face to Face	80
Mejia (37838)	Face to Face	93.55
Gray 37839	Online	85.72

N) SLO 5, GE A,C

Wealth is a factor in determining race in what two countries?

- a. Brazil and Malaysia
- b. the Dominican Republic and Malaysia
- c. Brazil and the United States
- d. Brazil and the Dominican Republic
- e. Malaysia and the United States

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	43.41%
Associate Faculty	Face to Face	Not asked
Gray	Online	41.25

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	43.35%
Mejia	Face to Face	36.1
Gray 32676	Online	25.12

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	43.33%
Mejia (37836)	Face to Face	30.91
Mejia (37838)	Face to Face	19.35
Gray 37839	Online	39.72

We have reached close to parity but we clearly need to work on concepts of race outside of our classification system in the US.

D) SLO 5, GE A, C SLO 6 GE F,E

ociolinguistics is defined as:

    a. a nonstandard variation of a language that is particular to a specific region
    b. the study of the development of language over time, including its changes and variations
    c. alternating back and forth between more than one linguistic variant depending on the context
    d. the idea that variation in languages appears gradually over distance between places
    e. the study of the intersection between language and systems of power such as race,

class, and age

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	65.27%
Associate Faculty	Face to Face	75.9
Gray	Online	63.72

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	66.67%
Mejia	Face to Face	58.54
Gray 32676	Online	63.21

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	66.67%
Mejia (37836)	Face to Face	38.18
Mejia (37838)	Face to Face	54.84
Gray 37839	Online	75

Our improvements have occurred but this is a difficult concept to master. We have reached parity between platforms.

P) SLO 6, GE F,E

he way people actually look is the result of their genetic traits and the environment they live in. This is known as their:

    a. DNA
    b. inheritance
    c. ethnicity
    d. phenotype
    e. race

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	40.62%
Associate Faculty	Face to Face	40.29
Gray	Online	31.35

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	64.68%
Mejia	Face to Face	64.88
Gray 32676	Online	62.71

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	65%
Mejia (37836)	Face to Face	74.55
Mejia (37838)	Face to Face	80.65
Gray 37839	Online	82.15

We have met benchmark and parity.

Q) SLO 6, GE F,E

Harvard-trained biologist and zoologist Alfred Kinsey's study on human sexuality revealed which of the following?

   a. a strict dichotomy between heterosexulity and homosexualty
   b. a set of simplistic sexual categories
   c. sexual behaviors remain fixed over the course of a lifetime
   d. a continuum of sexual behavior
   e. most Americans identified as homosexual

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	61.43%
Associate Faculty	Face to Face	Not asked
Gray	Online	58.81

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	64%
Mejia	Face to Face	63.93
Gray 32676	Online	41.36

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	70%
Mejia (37836)	Face to Face	50.91
Mejia (37838)	Face to Face	55.16
Gray 37839	Online	85.72

Only the online version has reached benchmark

R) SLO 1, GE A,F SLO 4 GE F,D

ocial capital is:

   a. immigrants who continue to travel back and forth between destination and origin countries
   b. the process by which immigrants decide to leave the country they migrated to and relocate "home."
   c. assets and skills such as language, education, or social networks that complement financial resources
   d. the maintenance of active participation in political, religious, social, and economic

spheres across national borders

e. migration that takes place within borders

Aggregate 2013	Mode	Correct Responses
Gray	Face to Face	51.32%
Associate Faculty	Face to Face	77.85
Gray	Online	46.58

Instructor Spring 2014	Mode	Correct Responses
Gray 32677	Face to Face	68.7%
Mejia	Face to Face	67.17
Gray 32676	Online	44.39

Instructor Fall 2014	Mode	Correct Responses
Gray (37837)	Face to Face	91.67%
Mejia (37836)	Face to Face	81.82
Mejia (37838)	Face to Face	81.61
Gray 37839	Online	92.86

We have met benchmark and reached parity.

Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: __Anthropology_____   **Average score _____**

	0	1	2	3
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed 3
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 3

Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1	