

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Anthropology **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

The number of degrees awarded increased from 1 in 2021-22 to 2 in 2022-23 academic years.

Enrollment/Headcount showed decline from 2021-22 to 2022-23 academic years by roughly 20% and FTES also dropped from 78.8 to 62.8.

Enrollment by modality shows the 22% of the students took onsite classes while 78% enrolled in asynchronous DE classes.

The overall success & retention of students taking Anthropology class dropped during the 2022-2023 academic year. Success dropped from 53% to 45% and retention fell from 69% to 62% between the 2021-2022 and 2022-2023 academic years.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The Guided Pathways program is published and followed. There were no challenges in maintaining/following it.

4. Were there any staffing changes?

No.

5. What were your program successes in your area of focus last year?

All onsite and DE classes made enrollment and were offered successfully.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

This year's Learning Outcomes Assessment have not been completed as the spring semester has not ended yet. Based on the data it appears the "Actual Result (Score)" for the program PLOS is 71.53% which is slightly above the target of 70%.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The PLOS Actual Result (Score) increased and slightly surpassed the 70% Target. Most students are still opting to take DE classes over traditional face-2-face classes.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

The anthropology program strives to use innovative scheduling to attract students. A 12-week DE section of ANTH 101 was offered in the spring 2024 semester. The CEM of 40 was reached prior to the class starting but roughly half of the students were dropped by the census date. The program will continue to offer 8-week hybrid classes as they have been successful in the past.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

n/a

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

ANTH 101 – Intro to Biological Anthropology

- b. What were some key findings regarding RSI?

The ANTH 101 DE Canvas course either "Aligned" or had "Additional Exemplary Elements" in Interaction with the instructor and student-to-student contact.

- Some strengths:

Instructor-to-student contact was well represented with engagement on the discussion boards, comments on work and availability during office hours.

Instructions for assignments were clear and concise.

Instructions are provided in multiple ways including the syllabus, directions on assignments, and announcements/emails.

- Some areas of possible improvement:

Add Announcements window to Home page on Canvas site for all classes.

- c. What is the plan for improvement?

Instructor added Announcements to Home page of the Canvas site for the classes so students will be better able to find/view them.

Develop module introductions/overviews to help motivate and guide student learning.

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

n/a

- b. How does the program address needs that are not met by similar programs?

n/a

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

n/a

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

n/a

- e. Have recommendations from the previous report been addressed?

n/a

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

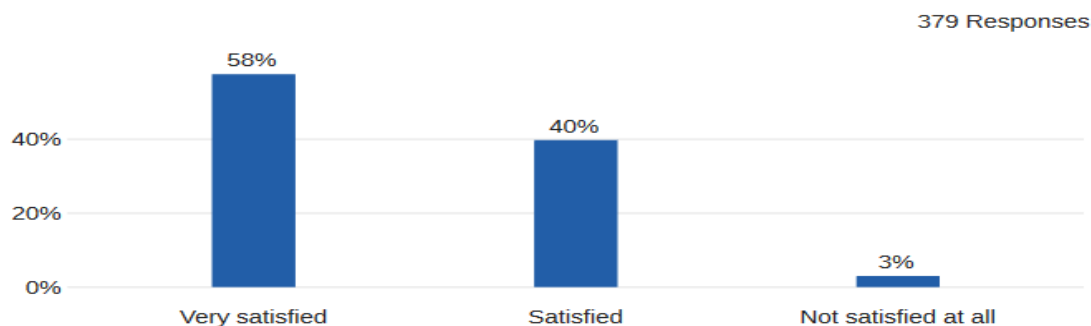
- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

1. What data were analyzed and what were the main conclusions?

The Student Services Survey for Spring 2024 was used to address the following questions. When I requested that an Academic Services and Support survey be done for students enrolled in Anthropology classes in early April, I was informed that this survey was currently being completed by our students. The Office of Institutional Effectiveness informed me that the results of their Student Services Survey could be used to address the questions of this Core Topic for the Anthropology program (personal communication with I.E.). Although the student data presented here is not specific to the Anthropology program, it does provide a general overview of how our population utilizes AHC's Academic Services and Support services. The conclusion is that over 95% of the students are either "satisfied" to "very satisfied" with the Academic Services and Support provided by the college (see survey data below).

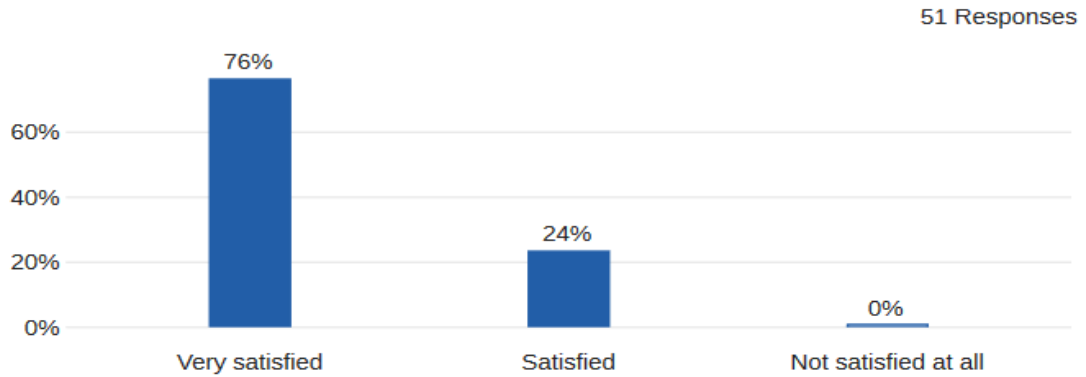
A. General counseling services survey results:

Q38 - How satisfied were you with general counseling services?



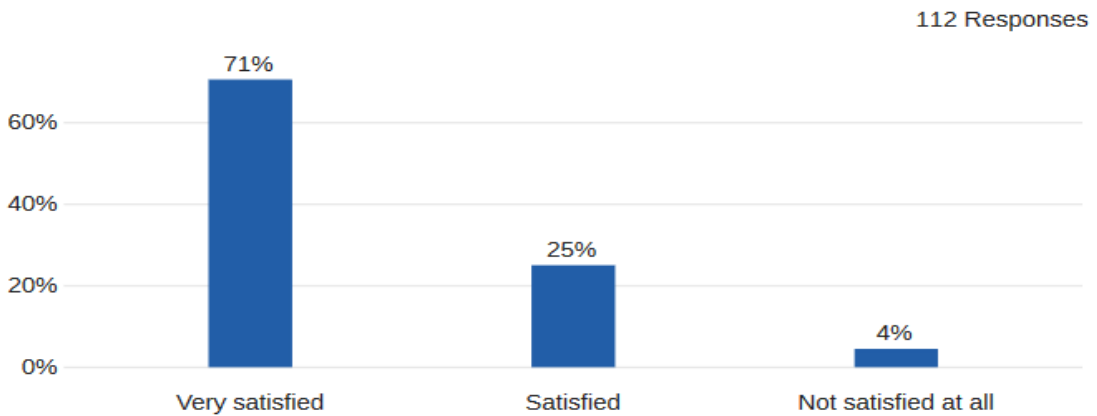
B. Phoenix/Rising Scholars services survey results:

Q50 - How satisfied were you with Phoenix/Rising Scholars services?



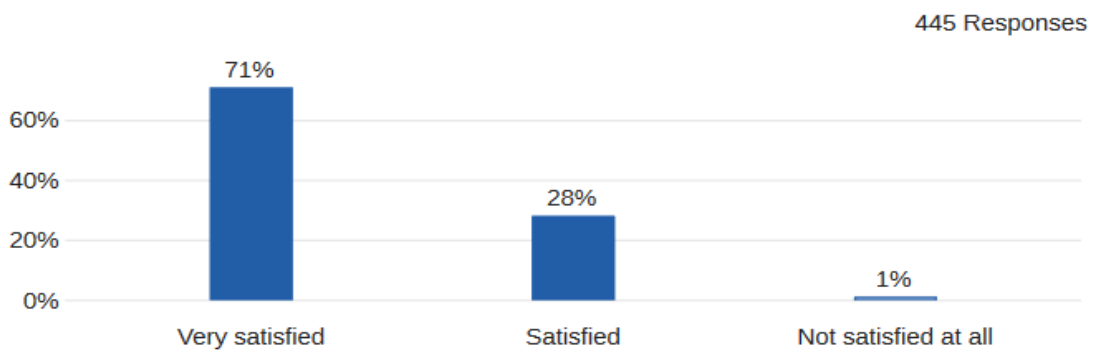
C. Learning Assistance Program (LAP) services survey results:

Q58 - How satisfied were you with LAP services?



D. AHC Library survey results:

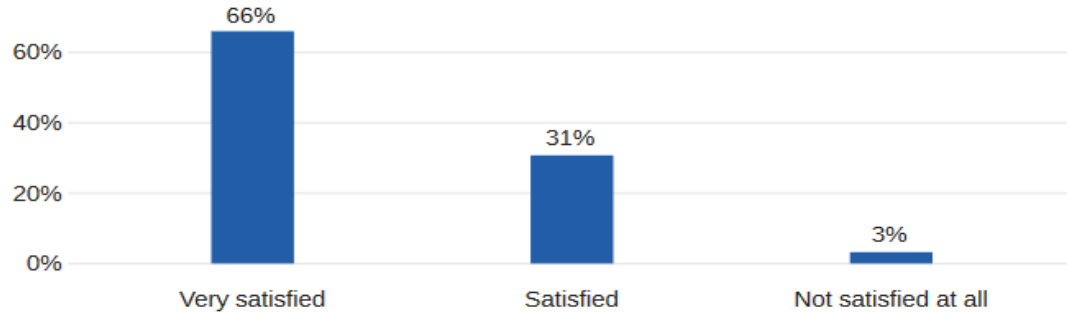
Q62 - How satisfied were you with AHC Library services?



E. MESA survey results:

Q66 - How satisfied were you with MESA services?

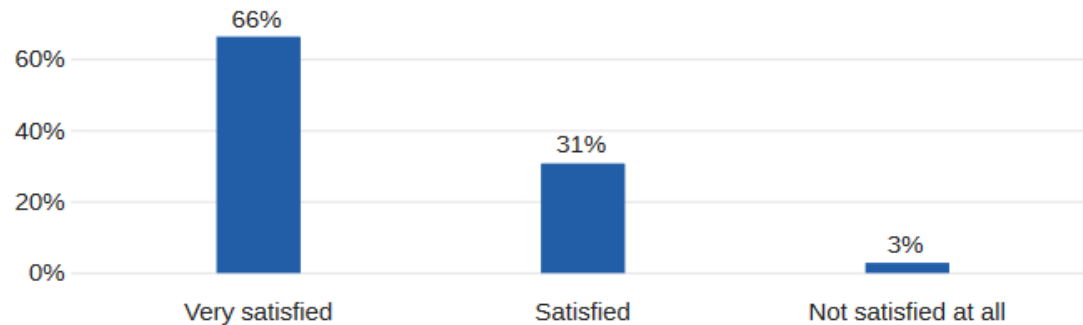
91 Responses



F. Tutoring services survey results:

Q78 - How satisfied were you with Tutoring services?

214 Responses

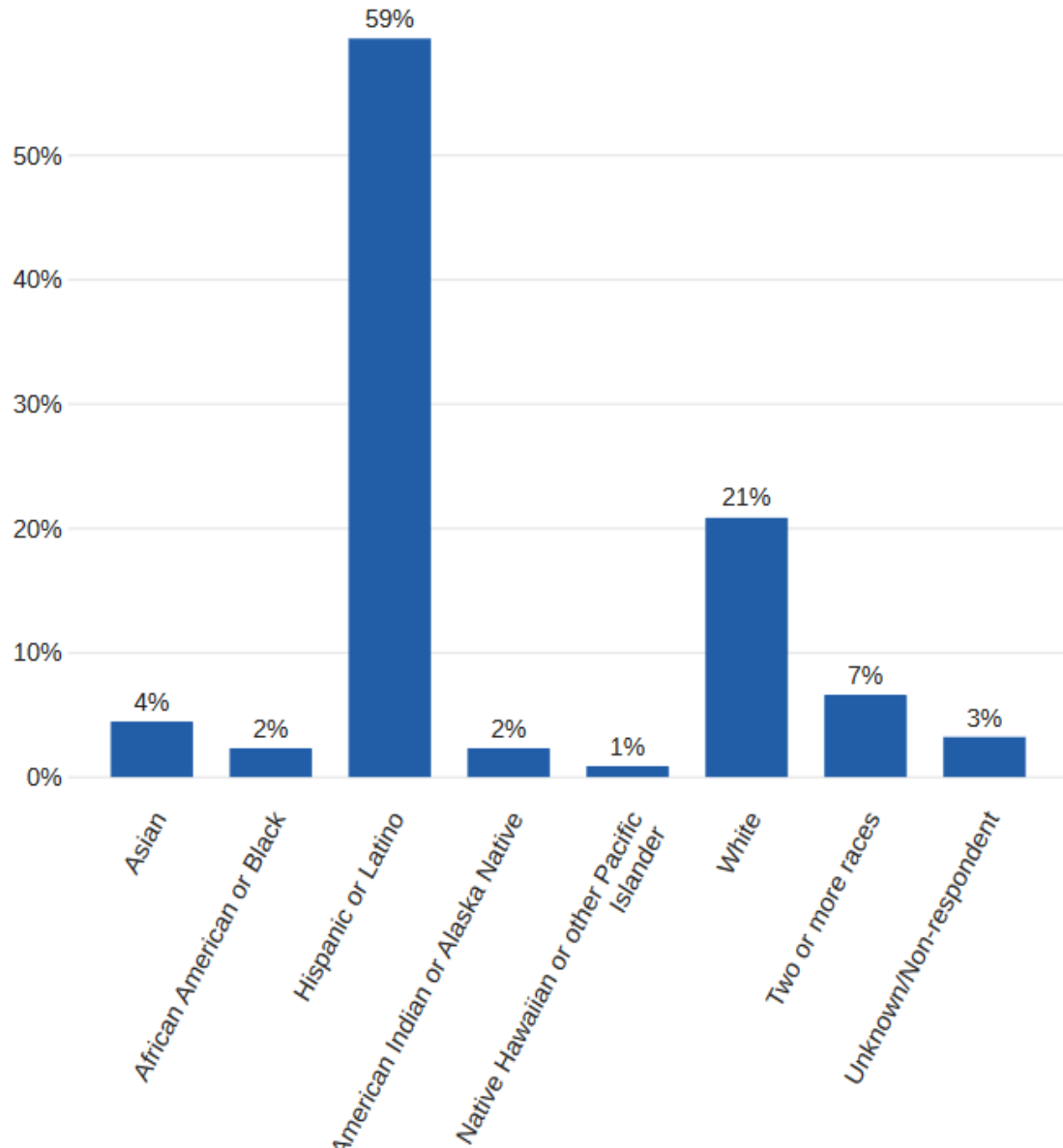


2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

It is difficult to identify any challenges with student success through the lens of equity as the survey results are not disaggregated by ethnicity. Question 121 of the Student Services Survey shows that 59% of the respondents to the survey identified as Hispanic or Latino (see below).

Q121 - What is your race or ethnicity? Please check all that apply.

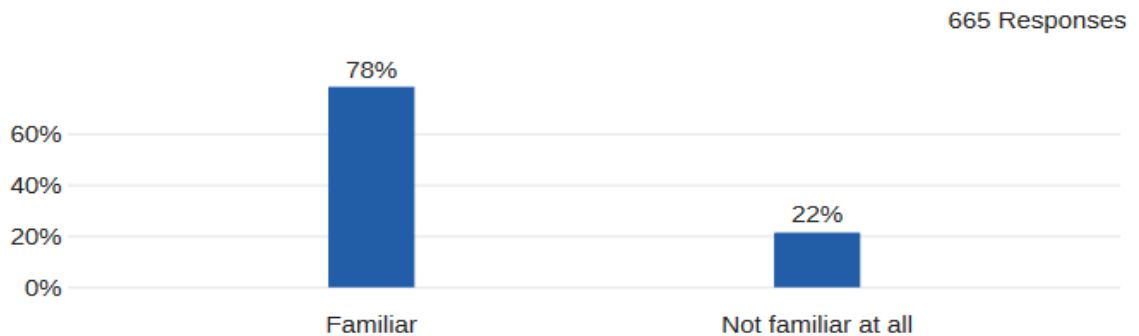
495 Responses



Looking at Student Services Survey questions that relate to Academic Services and Support, it appears that some students are not aware of or take advantage of them (see below). Some of these results are likely due to students not needing or seeking out these resources (i.e., Phoenix/Rising Scholars services, LAP, & MESA). However, there are likely students who would benefit from using the Library, MESA, and Tutorial services if they knew that they were available. Increased awareness of these Academic

Services and Support by our Hispanic or Latino students could lead to increased academic success.

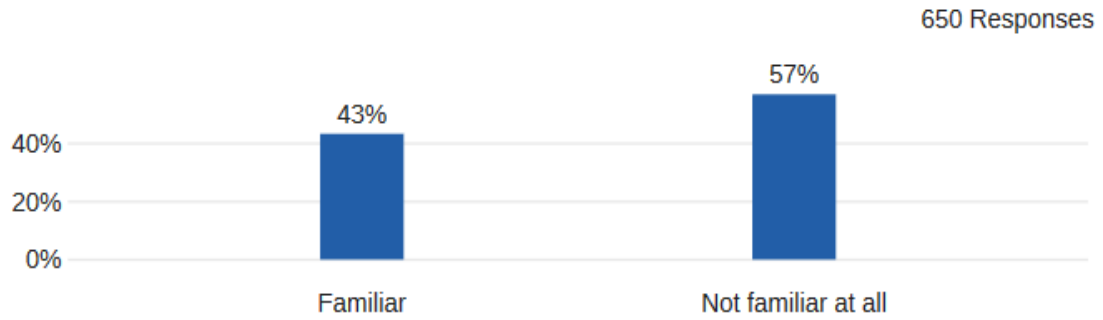
Q35 - The General Counseling Department provides a variety of services like academic counseling, course selection, developing a comprehensive student education plan and referrals to campus and community resources. Please tell us how familiar you are with the General Counseling Department.



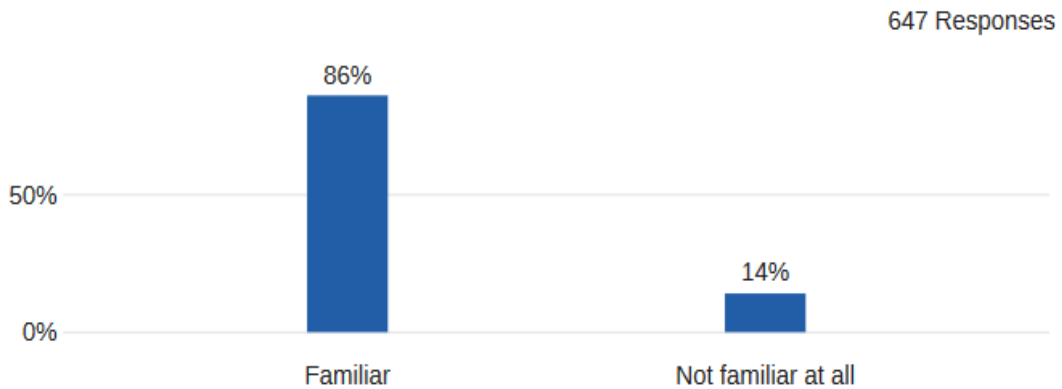
Q47 - Phoenix/Rising Scholars are programs that support our system impacted, justice involved and gang impacted youth. Please tell us how familiar you are with Phoenix/Rising Scholars.



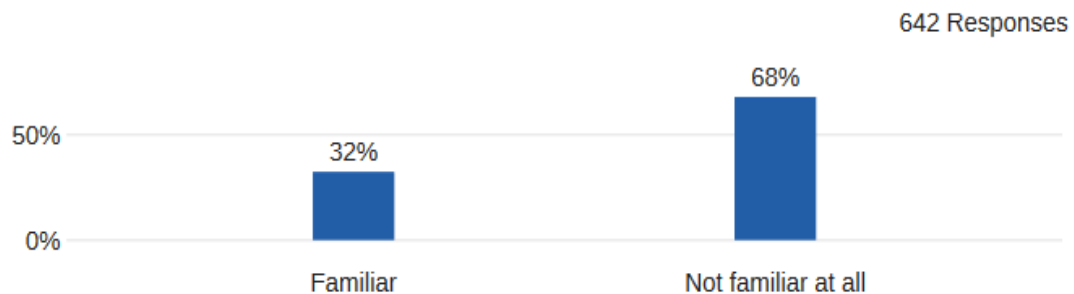
Q55 - Learning Assistance Program (LAP) provides assistance to students with all types of physical and/or learning disabilities. Please tell us how familiar you are with LAP.



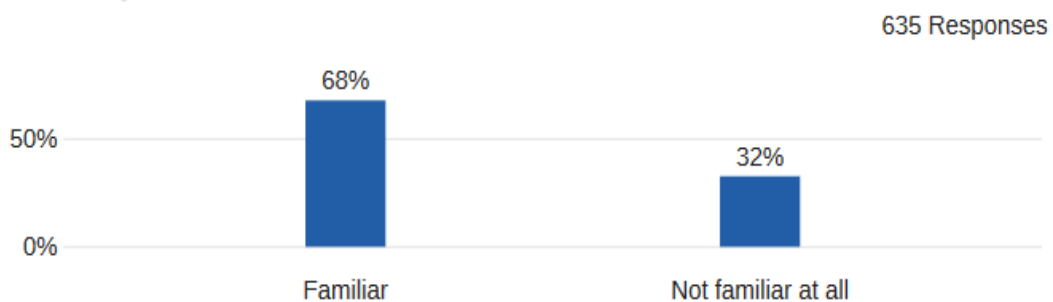
Q59 - The AHC Library supports students and staff with immediate research needs, academic resources and development of literacy. Please tell us how familiar you are with AHC Library services.



Q63 - MESA provides support services for mathematics, engineering, and science students. Please tell us how familiar you are with MESA services.



Q75 - Tutoring services are provided at the Academic Resource Center (ARC), Tutoring Center, Math Lab, and Writing Center. Please tell us how familiar you are with Tutoring services.



3. What are your plans for change or *innovation*?

Based on the survey evidence provided it, there is no need for change or innovation in the Academic Services and Support provided by the college. Also, since this data is not specific to students enrolled in the Anthropology classes, change or innovation is not warranted.

4. How will you *measure* the results of your plans to determine if they are successful?

It would be difficult to measure the results of any changes as this data is not specific to the Anthropology program.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners) n/a
2. Are there specific recommendations regarding the core topic responses from the validation team? n/a

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /video cameras \$600 each

Program Review Signature Page:

Brian Stokes

 Program Review Lead

Apr 29, 2024

 Date

Rick Paul

 Program Dean

Apr 29, 2024

 Date

[Signature]

 Vice President, Academic Affairs

Jun 17, 2024

 Date

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	B.7 - Teaching supplies/equipment
Planning years:	Ongoing
Description:	
The Biological Anthropology lecture and lab classes need to add new anatomical/fossil replicas to the programs teaching collection as new material becomes available.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	EMP A.3 – Promote flexible and innovative scheduling
Planning years:	Ongoing
Description:	
Continue to offer 12-week and 8-week classes in various modalities and access their success in enrollment and retention.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	






F23-S24 ANTH YPU and Academic Services Report_6.17.24

Final Audit Report

2024-06-17

Created:	2024-06-17
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA_NovaX04x9iM4XyDOoQgrzz6erl-7CZC

"F23-S24 ANTH YPU and Academic Services Report_6.17.24" History

-  Document created by Maryfrances Marecic (mmarecic@hancockcollege.edu)
2024-06-17 - 6:03:43 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2024-06-17 - 6:04:12 PM GMT
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2024-06-17 - 11:12:52 PM GMT- IP address: 104.47.58.126
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