YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name _Social Justice: LGBTQ Studies_ **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)

   There were no degrees awarded in the 2022-23 academic year. In fact, I did not see the degree listed on the Program Review: Awards webpage.

   Enrollment/Headcount for 2022-23 was not listed on the Program Review: Enrollment & Headcount webpage. However, evidence from the online class schedule shows that 1 student completed the LGBT 101 in fall 2023 and that 10 students will complete the LBGT 102 this spring.

   Although not listed on the Program Review: Enrollment & Headcount webpage, both LGBT courses offered in the 2023-24 academic year were offered as onsite classes.

   The overall success of students taking LGBT classes increased from 71% in the 2021-22 academic year to 72% in 2022-23. Retention increased from 86% in 2021-22 to 87% in 2022-23.

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

   The Social Justice: LGBTQ Pathways program is published on the college's website and was followed in 2023-24 academic year.

4. Were there any staffing changes?

   Ednie Garrison was hired to teach the LGBT courses beginning in fall of 2023.

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

   Both the LGBT 101 & 102 course were successfully offered in the 2023-24 academic year.

Learning Outcomes Assessment

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

       SPOL shows that the PLOs for this program have never been assessed.

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

       SPOL has no records to display for the LGBTQ Studies program.

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

       Unless enrollment grows for this program, I recommend that courses be offered every other academic year.

    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 Course_s)

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

       n/a

    b. What were some key findings regarding RSI?

       n/a

    c. What is the plan for improvement?

       n/a

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

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(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.)   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):
☐ Ed Master Plan   ☐ Student Equity Plan   ☐ Guided Pathways   ☐ AB 705   ☐ Technology Plan ☒ Facilities Plan   ☐ Strong Workforce   ☐ Equal Employment Opp.   ☐ 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.

EQUIPMENT NEEDS

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

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

EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

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 Social Justice: LGBTQ Studies 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 Social Justice: LGBTQ Studies program (personal communication with I.E.). Although the student data presented here is not specific to the Social Justice: LGBTQ Studies 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).
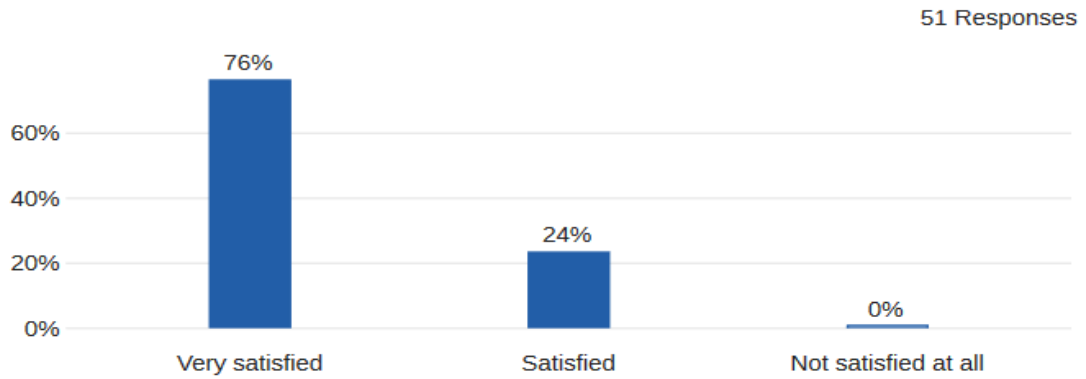
   A. General counseling services survey results:

Q38 - How satisfied were you with general counseling services?

379 Responses

Very satisfied	Satisfied	Not satisfied at all
58%	40%	3%
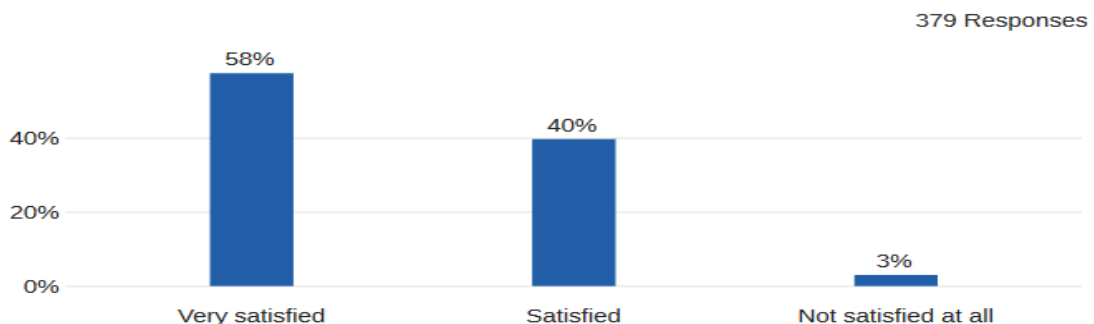
B. Phoenix/Rising Scholars services survey results:

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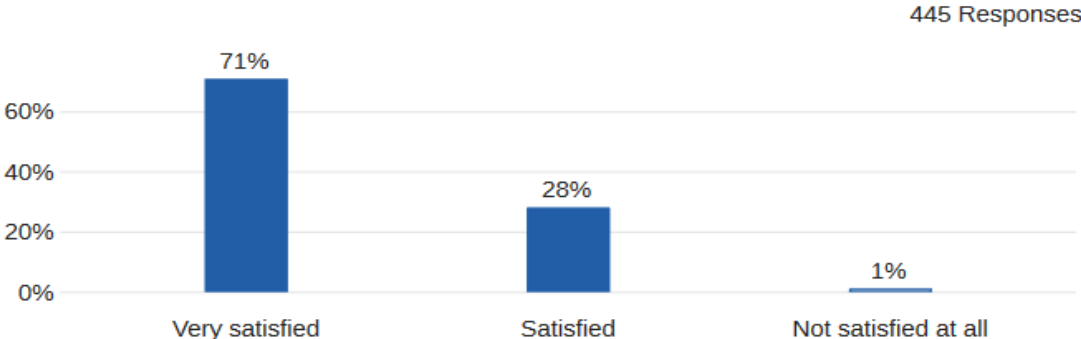
51 Responses

C. Learning Assistance Program (LAP) services survey results:
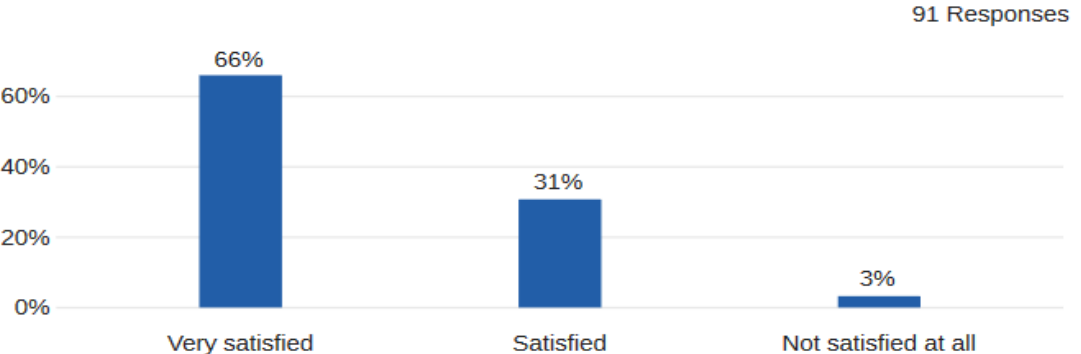
Q58 - How satisfied were you with LAP services?

112 Responses
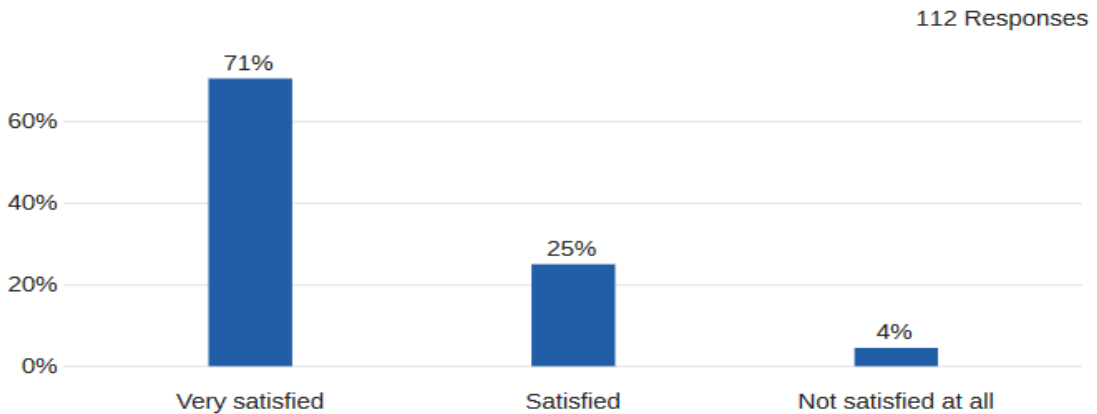
D. AHC Library survey results:

## Q62 - How satisfied were you with AHC Library services?

445 Responses

- Very satisfied: 71%
- Satisfied: 28%
- Not satisfied at all: 1%

E. MESA survey results:

Q66 - How satisfied were you with MESA services?

91 Responses

- Very satisfied: 66%
- Satisfied: 31%
- Not satisfied at all: 3%

F. Tutoring services survey results:

Q78 - How satisfied were you with Tutoring services?

214 Responses

- Very satisfied: 66%
- Satisfied: 31%
- Not satisfied at all: 3%
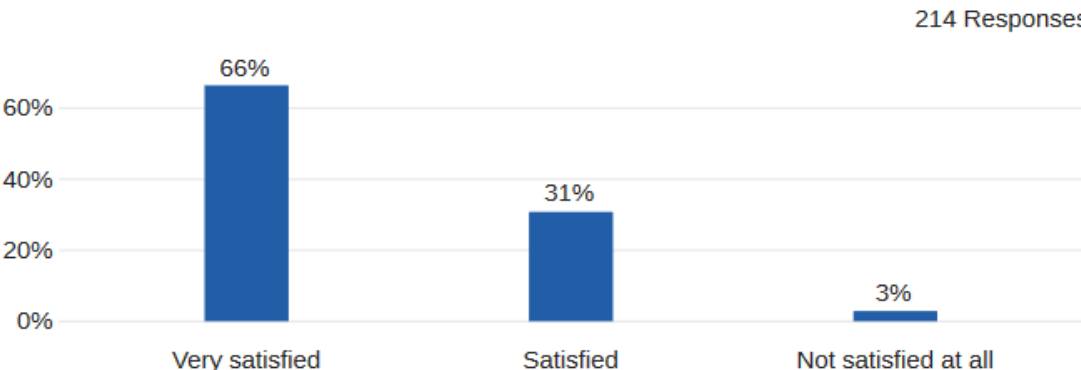
2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

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
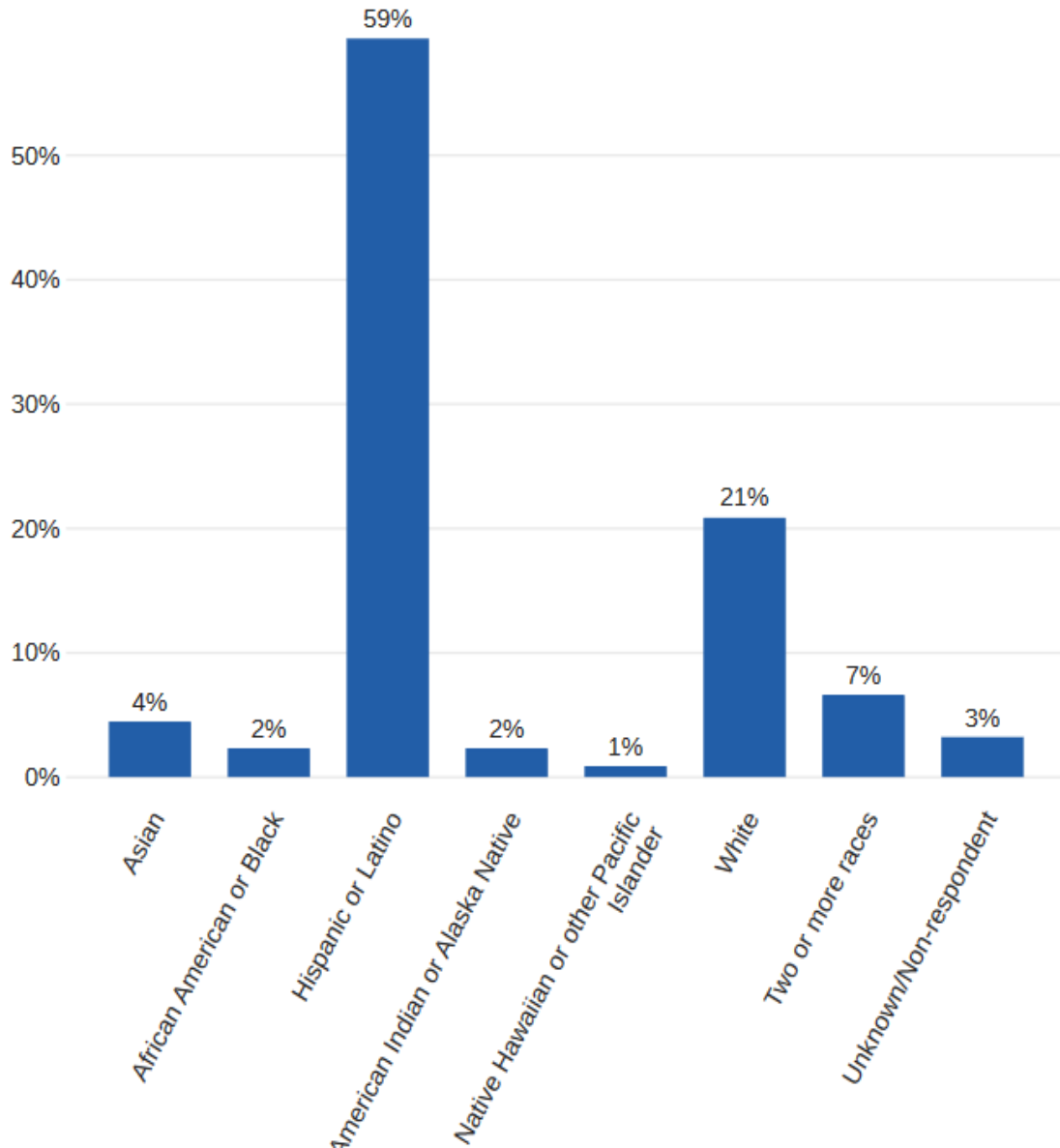
Looking at Student Services Survey questions that relate to Academic Services and Support, it appears that some students are not aware of or take advantage of them (see below). Some of these results are likely due to students not needing or seeking out these resources (i.e., Pheonix/Rising Scholars services, 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.

665 Responses

Familiar — 78%
Not familiar at all — 22%
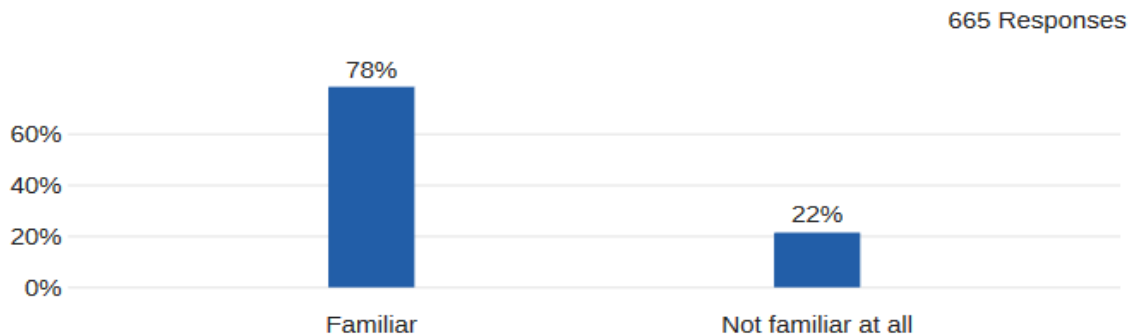
Q47 - Phoenix/Rising Scholars are programs that support our system impacted, justice involved and gang impacted youth. Please tell us how familiar you are with Phoenix/Rising Scholars.

651 Responses

Familiar — 17%
Not familiar at all — 83%

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.

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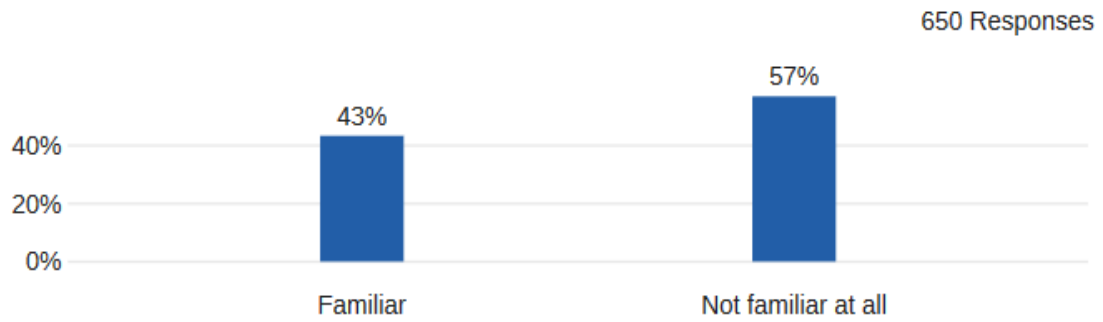
Q59 - The AHC Library supports students and staff with immediate research needs, academic resources and development of literacy. Please tell us how familiar you are with AHC Library services.

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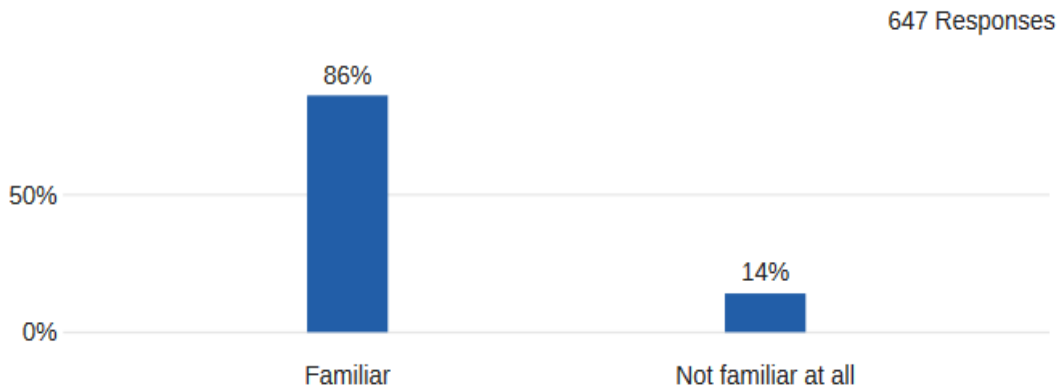
Q63 - MESA provides support services for mathematics, engineering, and science students. Please tell us how familiar you are with MESA services.

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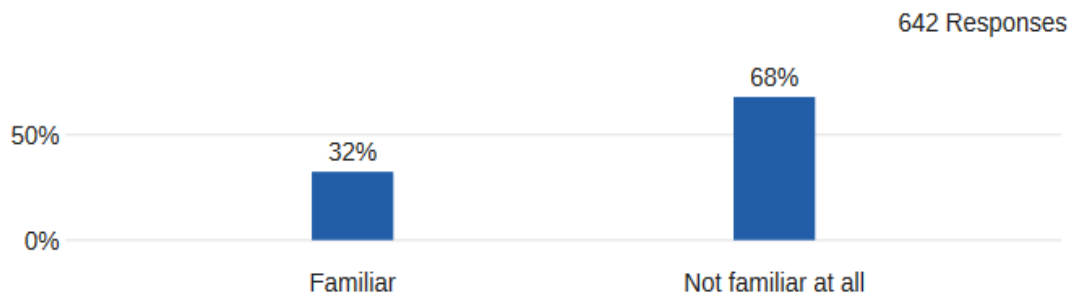
Q75 - Tutoring services are provided at the Academic Resource Center (ARC), Tutoring Center, Math Lab, and Writing Center. Please tell us how familiar you are with Tutoring services.

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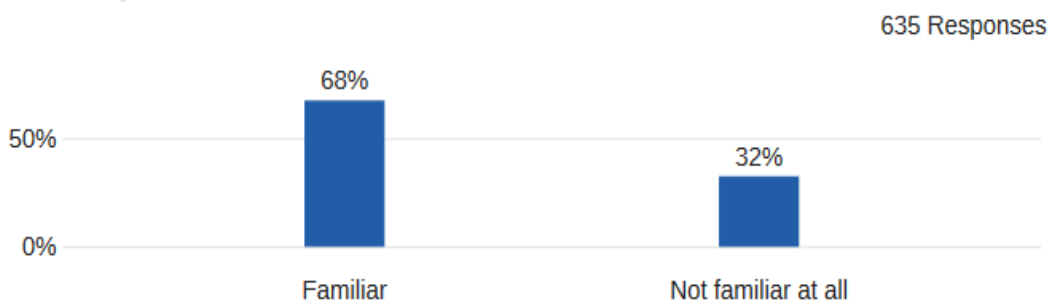
3. What are your plans for change or *innovation*?

   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 Social Justice: LGBTQ Studies 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 Social Justice: LGBTQ Studies 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.***

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Tabs: EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

Program Review Signature Page:

Brian Stokes
_____
Program Review Lead

Apr 29, 2024
_____
Date

Rick Rantz
_____
Program Dean

Apr 29, 2024
_____
Date

_____
Vice President, Academic Affairs

Apr 29, 2024
_____
Date

Revised 8.28.2023

2F23-S24 SOC JUSTICE-LGBT YPU and Academic Services Report_4.29.24

Final Audit Report   2024-04-29

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