

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Anthropology Academic Year 2024-2025

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

No.

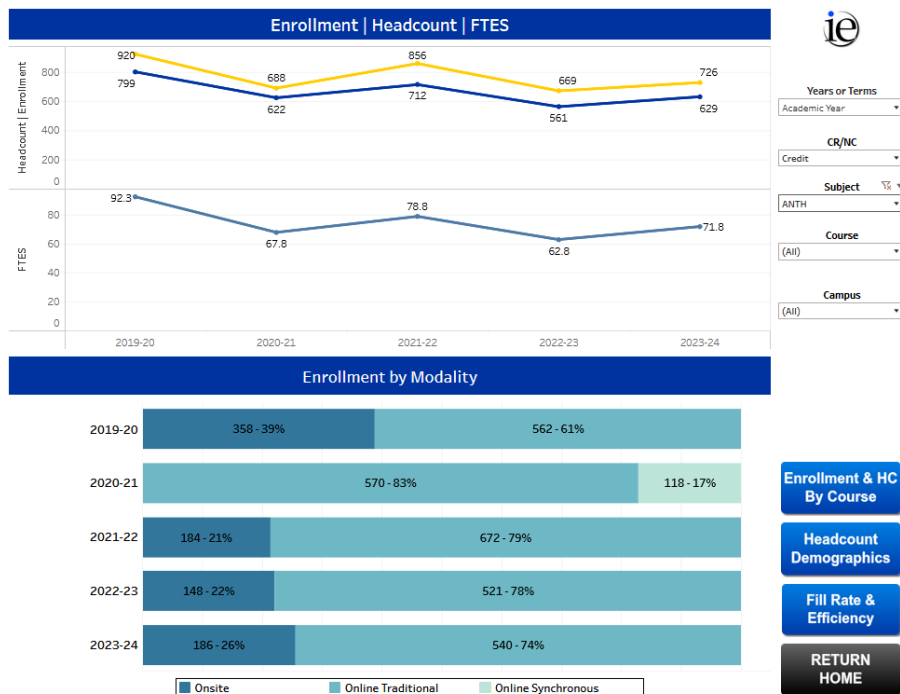
- Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

The Course Enrollment Maximums were increased at the beginning of the spring 2025 semester from 40 to 60 in ANTH 101, ANTH 102, and ANTH 103.

Enrollment/Headcount showed an increase from 2022-23 to 2023-24 academic years by roughly 12.5% and FTES also increased from 62.8 to 71.8 (see table below).

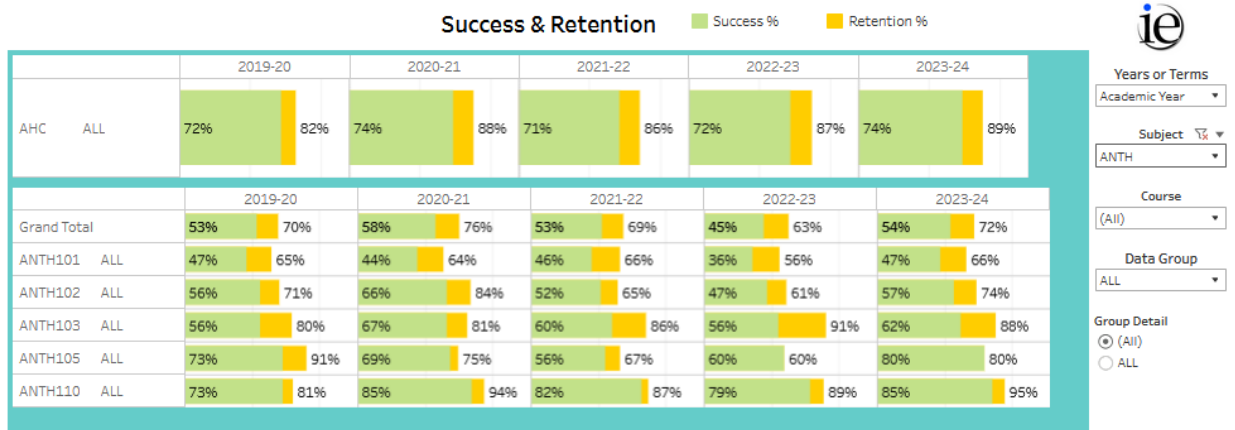
Enrollment by modality shows that 26% of the students took onsite classes compared to 22% in the 2022-23 academic year and 74% enrolled in DE classes compared to 78% (see table below).

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



The overall success & retention of students taking Anthropology classes increased during the 2023-2024 academic year. Success increased from 52.6% to 61% and retention rose from 72% to 79% between the 2022-2023 and 2023-2024 academic years (see table below). Note, ANTH 105 is cross-listed with ENGL 105 and is not included in these percentages as this course is housed in the English department.

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



- 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.

- Were there any staffing changes?

Due to a decrease in DE class offerings, we were unable to offer one of our longtime part-time instructors a class. It is unlikely that she will teach for AHC in the future.

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

Overall enrollment and success rates improved.

Learning Outcomes Assessment

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

The Program Learning Outcomes Assessment Actual Result (Score) was 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 from the 2022-2023 Academic year from 63.33% to 71.53%.

- 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. The 12-week DE section of ANTH 101 was offered successfully in the spring 2024 semester. The program will continue to offer 8-week hybrid evening classes as they continue to attract students.

- 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 102 – Intro to Cultural Anthropology

- b. What were some key findings regarding RSI?

The ANTH 102 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:

Canvas modules could include an additional page highlighting the weekly learning objectives and tasks to be completed to achieve those objectives.

- c. What is the plan for improvement?

Develop module introductions/overviews to inform students of the learning objectives and steps needed to achieve them.

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):	<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):

- ☐ 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.

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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.

EQUIPMENT NEEDS

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

Ready Accessibility: Investigate

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number: B.7 - Teaching supplies/equipment

Planning years: Ongoing

Description:

Fossil replicas and other materials will need to be purchased as they become available.

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan
 ☐ Student Equity Plan
 ☐ Guided Pathways
 ☐ AB 705/1705
☐ Technology Plan
 ☐ Facilities Plan
 ☐ Strong Workforce
 ☐ Equal Employment Opp.
☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	EMP A.3 – Promote flexible and innovative scheduling
Planning years:	Ongoing
<p align="center">Description:</p> <p>Continue to offer 12-week and 8-week classes in various modalities and assess their success in enrollment and retention.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" 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 </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	EMP A.3 – Strategic Enrollment Management
Planning years:	2024 - 2026
<p align="center">Description:</p> <p>Determine if increasing CEMs from 40 to 60 creates a more efficient program.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" 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 </p>	

Distance Education Course Peer Review Process

Both Federal and State regulations require that educational institutions have processes in place to ensure that courses conducted through distance education include regular and substantive interaction between the instructor(s) and students, and among students where applicable.

Title 5 also recognizes that “regular and substantive contact” is an academic and professional matter, and therefore, within the purview of local academic senates.

Allan Hancock College Academic Senate, in collegial consultation with the administration, has developed a Distance Education Course Peer Review Process, which includes the use of the attached rubric to regularly assess distance education courses within programs, and to ensure that the federal and state criteria for regular and substantive interaction are being met.

All distance education courses within a program should be assessed at least once within the six-year program review cycle. Ideally, a relevant sample of every course should be assessed during this cycle. This assessment should be done using the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses* (attached).

The results of this assessment should be maintained by programs and/or departments so that they can be accessed by faculty when conducting program review.

Furthermore, the goal of this course peer review process and accompanying rubric goes beyond ensuring compliance with federal and state regulations. It is also an opportunity for programs to share ideas and best practices that can be used to improve other distance education sections of that course, other courses within the program, as well as other courses in related/applicable programs within the department.

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

ANTH 102

Course:

Spring 2025

Semester:

Jessica Scarffe

Reviewer:

Part I: Regular and substantive interaction –Instructor Contact

Substantive interaction:

- | | |
|--|--|
| <input type="checkbox"/> The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion. | <input checked="" type="checkbox"/> The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion. |
|--|--|

Explanation and/or examples:

1. Weekly emails regarding class assignments are sent out.
2. Written feedback is given on work.
3. Instructor is active on the discussion board.

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't provide direct instruction. | <input checked="" type="checkbox"/> The course provides direct instruction. |
|---|---|

Explanation and/or examples:

1. Written instructions are provided on assignments.
2. Short videos related to chapter topics are used as direct instruction.
- 3.

2. Assessing or providing feedback on a student's coursework.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't show clear evidence of assessment and feedback on students' coursework. | <input checked="" type="checkbox"/> The course shows clear evidence of assessment and feedback on students' coursework. |
|---|---|

Explanation and/or examples:

1. Feedback is provided on written assignments.
2. General feedback is provided in weekly class emails.
- 3.

3. Providing information or responding to questions about course content/competency.

- ☐ The course doesn't show clear evidence of responses to student questions about the course. ☒ The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

1. Instructor responds to student emails promptly, usually within 24 hours.
2. Instructor sends out at least two emails to the class each week/module.
- 3.

4. Facilitating group discussion regarding course content/competency.

- ☐ The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies. ☒ The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

1. Several discussion boards are assigned during the semester to encourage class discussions.
- 2.
- 3.

5. Other instructional activities **approved by the college** or accrediting agency.

- ☐ The course doesn't show any other evidence of instructional activities. ☒ The course shows other evidence of instructional activities (as described below).

Explanation and/or examples:

1. Class discussion boards are used.
2. Differentiated instructional prompts are used on assignments to promote student agency.
- 3.

Regular interaction:

1. Opportunities for substantive interaction **on a predictable and scheduled basis**

- ☐ The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way. ☒ The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

1. Students have substantive interaction with the instructor and other students on discussion boards.
2. Students can interact with the instructor via email and Zoom.
- 3.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students. | <input checked="" type="checkbox"/> The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students. |
|---|---|

Explanation and/or examples:

1. The instructor is active on the discussion boards.
2. The instructor grades assignments quickly and provides feedback so students can improve if needed.
- 3.

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't provide opportunities for students to initiate interaction with other students. | <input checked="" type="checkbox"/> The course provides opportunities for students to initiate interaction with other students. |
|---|---|

Explanation and/or examples:

1. Students are required to respond to at least one other student's post on the discussion board.
- 2.
- 3.

2. Giving opportunities to engage in regular and substantive interaction with other students.

- | | |
|--|--|
| <input type="checkbox"/> The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students. | <input checked="" type="checkbox"/> The course provides opportunities for students to engage in regular and substantive interaction with other students. |
|--|--|

Explanation and/or examples:

1. Students engage in substantive interactions with other students on the discussion boards.
- 2.
- 3.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated. | <input checked="" type="checkbox"/> The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated. |
|---|---|

Explanation and/or examples:

1. Student participation on the discussion boards is a requirement for the class.
2. Syllabus contains a rubric for how discussion board posts and responses will be assessed.
- 3.

Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

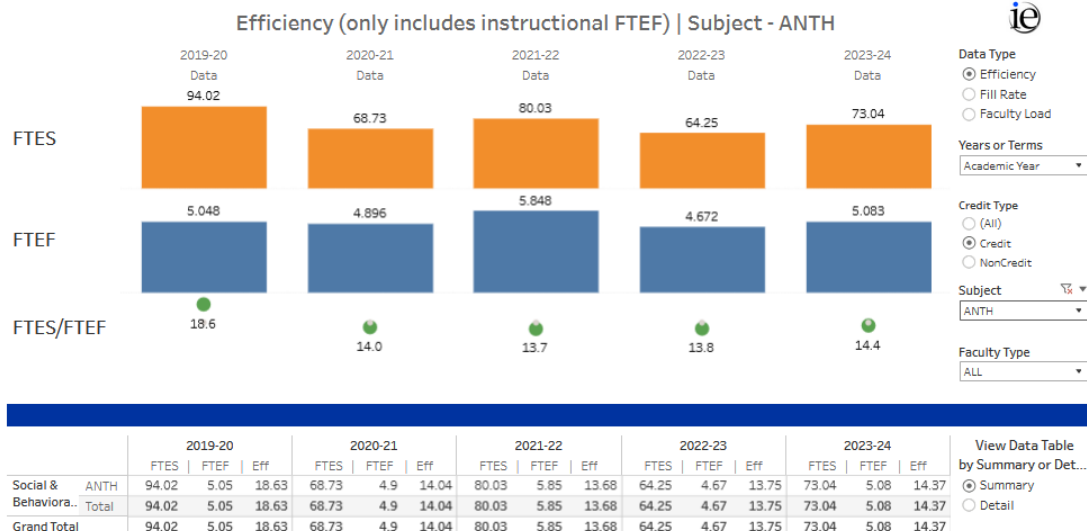
- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

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

Enrollment & Headcount data were analyzed, and it was shown that the anthropology program has become less efficient over the last five academic years (see below).

Home / Institutional Effectiveness / **Program Review: Enrollment & Headcount**

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



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?

A challenge is limiting the course enrollment maximums (CEM) for DE classes. In addition, traditional face-to-face sections are taught in H 104 which have a room capacity for more than 60 students. The goal is to increase enrollments in both DE and face-to-face anthropology sections.

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

I increased the CEMs for the ANTH 101, ANTH 102, and ANTH 103 courses from 40 to 60. This change was implemented in the Spring of 2025.

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

The anthropology program will show an increase in efficiency (FTES/FTEF).

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 and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic 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.	

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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.

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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.

EQUIPMENT NEEDS

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

Ready Accessibility: Investigate

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p><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></p>	

What college plans are associated with this Objective? (Please select from the list below):

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☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
☐ Title V

Program Review Signature Page:

Brian Stokes

Program Review Lead

04/28/2025

Date

R. Rantz

[Rick Rantz \(Apr 28, 2025 11:01 PDT\)](#)

Program Dean

04/28/2025

Date

[Signature]

Vice President, Academic Affairs

07/18/2025

Date











F24-S25 ANTH Program Rev - Enrollment Trends_3.18.25

Final Audit Report

2025-07-18

Created:	2025-04-28
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA9DZS5Gj1PYICKD08DgMxdAGladc3ZZtX

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