



**Instructional Program Review – Annual Update  
2022**

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| Date:  | 03/10/2022   |
| Program and Department:                      | Anthropology – Social & Behavioral Sciences  |
| CTE Program?                                 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Additional programs included in this review: | N/A  |
| Date of last comprehensive review:           | 03/04/2020   |
| Submitted By:                                | Brian Stokes   |
| Attachments (* as needed):                   | <input type="checkbox"/> 6-year assessment plan – All programs, when applicable<br><input type="checkbox"/> 2-year scheduling plan<br><input type="checkbox"/> Justification for Resource Requests (if needed) |

**I. Alignment of the Program with the AHC Mission**

**AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.**

a. Have there been any changes that would require a change to your Program Mission?

No.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

The anthropology program provides courses that enable students to complete lower division prerequisites and general education requirements to transfer to institutions of higher learning and/or receive an Associate’s degree. The program consists of Anth 101: Introduction to Physical Anthropology; Anth 102: Introduction to Cultural Anthropology; Anth 103: Introduction to Archaeology; Anth 110: Physical/Biological Anthropology Lab. All courses satisfy lower division general education requirements.

**II. Student Success, Program Accessibility and Program Capacity**

\*NO data analysis required this year.

N/A

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The Anthropology program strives to promote student success by offering students challenging and thought-provoking classes that will encourage them to develop skills that will benefit them in their future academic and professional experiences. Strategies used by Anthropology instructors to promote student success include:

1. Active learning - a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case studies - and simulations are some approaches that promote active learning.
2. Experiential learning - a variety of activities with one common goal—to immerse students in hands-on learning outside the classroom where the students experience is at the heart of the learning process.

These learning strategies are used to develop new assignments, in-class activities, and expose students to anthropologically related experiences will foster student success. For example, the ANTH 110 class takes a field trip each semester to a local zoo to observe and study nonhuman primate behavior.

The faculty of the Anthropology program also take advantage of academic and student support services of the college by working with the Learning Resource Center (Library), the Learning Assistance Program (LAP), the tutorial center, and EOPS.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

The fulltime instructor has written an Indigenous Peoples of California class to meet the CUS Ethnic Studies requirement (AREA F). This course was approved by AP&P and is currently being reviewed by the CSUs and UCs.

### III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

No, the college is now assessing PLOs instead of SLOs.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Yes, but there has not been any further discussion.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

No additional resources needed at this time.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

No changes needed at this time.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

N/A

#### IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

N/A

- b. List any (internal or external) conditions that have influenced the program in the past year.

The COVID-19 pandemic has reduced demand for F2F classes/enrollment. The administration is also limiting the offering of DL sections.

**Data for Program with Vocational TOP Codes (CTE):**

[https://misweb.cccco.edu/perkinsv/Core\\_Indicator\\_Reports/Default.aspx](https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx)

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources) Suggested sources: [ONet Online](#) and [EDD LMI site](#)

N/A

- d. Industry employment and wage trends

N/A

- e. TOP code employment CORE indicator report

N/A

- f. Advisory committee recommendations

N/A

**V. Continuous Improvement of the Program**

- a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

| PLAN OF ACTION  | ACTION TAKEN/RESULT AND STATUS   |
|---|--|
| <b>STUDENT LEARNING OUTCOMES:</b><br>Develop assessments for PLOs rather than SLOs.   | Ongoing  |
| <b>STUDENT CHARACTERISTICS:</b><br><b>Enrollment Changes</b><br>1. Explore strategies to increase efficiency and FTES.  | The Course Enrollment Maximums were set at 40 for ANTH lecture classes   |
| 2. Offer evening section of Anth 101 at LVC once a year.  | Abandoned  |
| <b>STUDENT CHARACTERISTICS:</b><br><b>Demographic Changes</b><br>Continue to use/adopt OERs to minimize costs for students.   | A zero cost textbook continue to be used for the ANTH 101 & 102 classes by the full-time instructor and part-time faculty have been encouraged to do the same. |
| <b>EDUCATIONAL ENVIRONMENT:</b><br><b>Neighboring College and University Plans</b><br>Continue to involve/expose students to educational experiences and opportunities at local universities. | Abandoned during the pandemic.   |
| <b>Related Community Plans</b><br>Continue to involve/expose students to educational experiences and opportunities within our community.  | Abandoned during the pandemic.   |
| <b>ADDITIONAL RESOURCES:</b><br><b>Equipment</b><br>Teaching materials such as osteological material and fossil replicas.   | Ongoing  |
| <b>Travel</b><br>Mileage reimbursement for faculty to take students on field trips.   | Abandoned during the pandemic.   |
| <b>Staffing</b><br>Hire additional part-time instructors as needed.   | Ongoing – The program presently has five part-time instructors.  |

b. List any new resources that the program received in the past year and the results

| Source | Specific Resource | Est. Amount \$ | Impact on program or course outcomes |
|--------|-------------------|----------------|--------------------------------------|
| N/A    |                   |                |                                      |
|        |                   |                |                                      |

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c. List any new or modified recommendations below, including rationale for these in the table.

| Program Improvement Plan (Program, Priority Number, year) | Anticipated Outcome (Goal) | Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year). | Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached | Activities | Justification (Evidence of need) | Resource Request (From table Below) | Anticipated Completion Date or On-going |
|---|----------------------------|---|--|------------|----------------------------------|-------------------------------------|---|
| N/A   |                            |   |  |            |                                  |                                     |   |
|   |                            |   |  |            |                                  |                                     |   |

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

| Resource Requests (Program, RRX year) | Item          | Program Goal | Type  | One-time cost | On-going cost (per fiscal year) | Anticipated Completion Date or On-going |
|---------------------------------------|---------------|--------------|-------|---------------|---------------------------------|---|
| Travel                                | Travel Budget | IR3          | Money | N/A           | \$250.00                        | Ongoing                                 |
| Teaching Supplies                     | Supply Budget | IR1          | Money | N/A           | \$500.00                        | Ongoing                                 |