

Bakersfield College

Comprehensive Program Review

I. Program Information: ANTHROPOLOGY – Attached you will find only a faculty request for a full time , tenure track instructor. There is no full time instructor in this program of the Behavioral Sciences. Therefore, there are no full time experts in the field to complete the comprehensive APR. It would not be fair to ask the adjunct faculty in the department who are experts to complete this extensive work without some kind of stipend. Please refer to last year's for any pertinent information.

Program Name:

Program Type: Instructional Non-Instructional

Program Mission Statement:

Program Description: Describe how the program supports the Bakersfield College Mission.

Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)—please list:

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers.
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

II. Program Assessment:

- A. How did your outcomes assessment results during the past three years inform your program planning?
- B. How did your outcomes assessment results during the past three years inform your resource requests this year?
- C. Describe how the program monitors and evaluates its effectiveness.
- D. Describe how the program engages all unit members in the self-evaluation dialogue and process.
- E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.
- F. What have the program's PLOs/ AUOs revealed or confirmed in the last three years?
- G. *If applicable*, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).
- H. Discuss the strengths of your program.
- I. Discuss areas for improvement in your program.
- J. *If applicable*, describe any unplanned events that impacted your program.

III. Resource Analysis:

- A. Human Resources
 - 1. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)

2. Professional Development (Professional Development form)

- a. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.
- b. Provide rationale for future professional development opportunities and contributions that your program can make.

B. Facilities (M&O requests can be submitted by completing the M&O Request form.)

- 1. Assess the effectiveness of the facilities used by your program in meeting college strategic goals.
- 2. Justify your facilities and M & O request.

C. Technology (Technology requests can be made by filling out the ISIT Request form.)

- 1. Has your program received new or repurposed technology in this 3-year cycle?
 - a. If yes, discuss the assessment of its effectiveness as it relates to student, program, or administrative outcomes.
 - b. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the effectiveness of this technology?
- 2. Discuss the effectiveness of technology used in your area to meet college strategic goals.
- 3. Does your program need new or repurposed technology to support student success? Justify your ISIT Technology Request and your vision for meeting student, program, or administrative unit outcomes for this next 3-year cycle.

D. Budget (Changes to the budget allocation can be requested using the Budget Change Request Form).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

IV. Trend Data Analysis:

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

- A. Changes in student demographics (gender, age and ethnicity).
- B. Changes in enrollment (headcount, sections, course enrollment, and productivity).
- C. Success and retention for face-to-face as well as online/distance courses.
- D. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
- E. Other program-specific data (please specify or attach).
- F. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Degree or Certificate	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

V. Progress on Previously Established Program Goals, Future Goals and Action Plans:

A. List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal <i>(state goal)</i>	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? <i>(select all that apply)</i>	Progress on goal achievement <i>(Choose one)</i>	Comments <i>(if applicable)</i>
1.	<input type="checkbox"/> 1: Student Success <input type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <i>(state revised goal)</i>	
2.	<input type="checkbox"/> 1: Student Success <input type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <i>(state revised goal)</i>	

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program goal must include an action plan.

Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
1.			
Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? <i>(select all that apply)</i>			
<input type="checkbox"/> 1: Student Success <input type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development			
Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
2.			
Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? <i>(select all that apply)</i>			
<input type="checkbox"/> 1: Student Success <input type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development			

VI. Curricular Revisions (*Instructional Programs only*):

A. Review of Course Information:

- Column A list all of the courses associated with the degree.
- Column B list the Fall term the review process will be started for ongoing compliance.
- Column C list the compliance due date.
- Column D list any changes to courses with regard to distance education.
- Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

****Dates listed should reflect a five year cycle allowing for one year of review to maintain ongoing compliance.****

A. Course	B. Fall Term Review will be Submitted	C. Compliance Due Date	D. Distance Education Changes	E. C-ID Descriptors Available

A. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

Is the program and course listing information in the current catalog accurate? If not, list the requested changes below. Catalog information should reflect what is in CurricUNET.

B. Student Education Plan (SEP) Pathway(s) uploaded to "Attached Files" in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

****Please ensure that the information housed in CurricUNET and the current catalog match. ****

C. If applicable, provide a description of the program's future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

VII. Faculty and Staff Engagement:

- A. Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.
- B. *Instruction Only:* Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

VIII. Program Funding Sources:

Identify any non-KCCD general fund sources

	Title of Account/Grant/Categorical Funding	Start Date	End Date	Percentage of Program Budget Covered	Positions funded wholly or in part
Foundation Accounts					
Grants					
Categorical Funding					

IX. Conclusions and Findings:

Present any conclusions and findings about the program.

VII. Attachments (place a checkmark beside the forms listed below that are attached):

- Faculty Request Form
- Classified Request Form
- Budget Change Request Form
- Professional Development
- ISIT Form
- M & O Form

Best Practices Form (Required)

Other: _____

FACULTY REQUEST

FOR FISCAL YEAR 2015-16

BCP #

DEPT. PRIORITY NO.

DEPARTMENT: Behavioral Science/.Anthropology

PLEASE CHECK THE BOX REPRESENTING THIS CATEGORY OF FACULTY REQUEST

FACULTY POSITION REQUEST

New position

Replacement

Full-time Temporary

Conversion (grant to GU001)

BUDGET AUGMENTATION

Ongoing

One-time funding

Other – explain (e.g. matching)

TITLE OF INSTRUCTOR POSITION ANTHROPOLOGY INSTRUCTOR, FULL TIME, TENURE TRACK

PLEASE PROVIDE A SUMMARY AND RATIONALE OF FACULTY POSITION REQUEST (You may copy and paste from your COMPREHENSIVE OR ANNUAL PROGRAM REVIEW.)

Substantiate recommendations with data and the guidelines listed in the Budget Decision Criteria and College Strategic Goals documents.

The Anthropology faculty currently consists of 4 adjunct instructors. Despite the dedication of the faculty and their love for anthropology and its applications, the lack of at least one full-time faculty member with an assignment in anthropology is a major impediment to the viability of the program. A full-time faculty person puts a “face” to the anthropology department for students, the community and beyond. The increasing emphasis on assessment of outcomes, assessment-based curricular revision, student success outcomes, and the infusion of new technologies requires leadership, and a continuity of effort that cannot be easily or fairly provided by adjunct faculty alone.

The major strengths of the Anthropology program are its passionate and hardworking faculty and the subject itself. As a field of study, Anthropology encompasses topics that are interesting to diverse student populations: human evolution, the fossil record, forensic studies, prehistory, archaeological excavation, language and culture, and global studies. A major in Anthropology, even at the Associate’s degree level, provides students the opportunity to

acquire skills, knowledge and abilities that are in demand and may be marketed to a range of employers. The Occupational Outlook Handbook (US Department of Labor) reports a 21% “faster than average” increase in the outlook for anthropologists and archaeologists with the Master’s degree, for 2010-2020 decade. At the Associate’s and Bachelor’s degree levels, Anthropology provides the same type of liberal arts preparation as other majors in the humanities, and social and behavioral sciences. A major in Anthropology combines well with a variety of other fields of study, allowing students to apply their anthropology training in various settings: business, corporations, government, the military, education, health, development, hospitality, and entertainment among others. Anecdotal evidence suggests that transfer students in highly impacted majors such as pre-med opt for an Anthropology major as a relevant and unique open door into the university.

The most significant change in statewide curriculum alignment in decades, the introduction of the AA-T degree, represents a potential “game-changer” for the Anthropology program and major at BC. The AA-T in Anthropology, completed by the faculty in 2012, provides students with a clear guide to preparation for further study in Anthropology, timely completion of the General Education program, and the promise of entrance into the CSU system. Between approximately 1981 and 2007 when Archaeology was reintroduced into the curriculum, Anthropology majors had only two anthropology courses available to them. The

Anthropology "major" looked more like a sociology/psychology/anthropology major. It is no wonder that few students chose to identify as Anthropology majors, or indeed to bother with the Associate's degree if they planned to transfer. Students planning to transfer had to consult with faculty, counselors, and catalogs to infer the best preparatory courses for the major and General Education. That tedious and haphazard process has now been streamlined and made relatively foolproof for today's community college students.

Since the AA-T has been in place, we have graduated 10 students from the Anthropology program and transferred others. In order for the program to thrive and grow, as well as the necessary reports to be processed, there must be at least one full-time faculty member!

INTERNAL REVIEW OF POSITION

- A. Explain why the work cannot be reassigned to other staff within the department
Only 1 person in the department currently holds a Master's degree. All of the instructors have the minimum qualifications; however, they are adjunct faculty. They should not be required to do the work of a full time faculty person unless they are paid a stipend.
- B. Impact on College/District if position is not filled
Any college that runs an instructional department on the backs of adjunct faculty risks a stagnant program. It is unfair to expect adjunct to remain at the college forever, and to complete the leadership duties of a full-time faculty member. The institutional emphasis on assessment-based planning requires at least one full-time faculty member.

C. Is a temporary employee currently performing the work of this position?

Yes No

D. New position: How is the work assigned to this position presently accomplished?

All of the anthropology courses are being taught by 4 adjunct faculty, only one of whom has completed a Master's degree.

ESTIMATE THE COSTS ASSOCIATED WITH THIS FACULTY REQUEST

TOTAL SALARIES AND WAGES (include benefits)

SUPPLIES or OPERATING EXPENSES

EQUIPMENT EXPENSES

Total

\$ 75,000

SOURCE OF FUNDS

ORG Number

ORG

GENERAL FUND

Categorical FUNDS

SPECIAL FUNDS

OTHER FUNDS

PREPARED BY

DATE

REVIEWED BY

DATE

DATE

DATE

IF PROPOSAL AFFECTS ANOTHER DEPARTMENT, DOES OTHER DEPARTMENT CONCUR WITH PROPOSAL? Name the department _____

YES

NO

ATTACH COMMENTS OF AFFECTED DEPARTMENT, SIGNED AND DATED BY THE DEPARTMENT DIRECTOR OR DESIGNEE.