**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name:

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

**Describe how the program supports the Bakersfield College Mission:**

The Anthropology program’s mission is to provide students a supportive and rigorous learning environment, and within this provide the opportunity for

acquiring the skills and knowledge needed to effectively employ the scientific method towards the attainment of student academic and personal goals, and to provide the opportunity for an understanding of diversity needed to live and work in a multicultural world.

**Program Mission Statement:**

Anthropology is the scientific study of humanity, examining human biology and culture today and in the past; and biological and cultural change through time. Students with an Anthropology major concentrate in one of the following areas: cultural anthropology, linguistic anthropology, biological/physical anthropology or archaeology. The major in anthropology prepares students for a variety of research/academic positions (e.g. museums, colleges and universities, zoos); and non-academic/research positions (e.g. in business, medicine, cultural resource management, government and NGO’s).The objective of this program is to prepare students for transfer to a four-year university. Anthropology’s emphasis on research skills, organizational skills, critical thinking, technical writing, project management and use of a holistic perspective make it an excellent undergraduate major for a variety of fields and graduate programs.

**II. Progress on Program Goals:**

1. **List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.**

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. Increase student success through promoting campus resources for student success, and inform students on the benefits of completing an educational plan. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 2015\_\_\_\_\_ (Date) | Anthropology faculty made time in class to discuss student educational plans, campus resources such as habits of the mind, and library workshops in an effort to increase student success.  Matriculation rates increased in anthropology courses; but this did not result in increased success rates in anthropology courses. The situation will be reviewed by anthropology faculty to determine the best course of action. |
| 2. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) |  |

1. List new or revised goals (if applicable)

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| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Begin development of online Anthropology courses. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Expected to have at least one online course in anthropology active by fall 2016; thereby increasing accessibility for students to complete their educational goals. |
| Continuation of previous goal to increase student success. Faculty will continue to inform students on educational plans and campus resources, and consider other avenues for increasing student success such as smaller class sizes, asking counseling department if we may give a presentation on anthropology to counselors, and utilizing campus resources such as the early alert system to combat the issue of students not completing coursework. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Through broadening our approach to understanding student success, we are expecting to increase success rates through increased student engagement. |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. **Changes in student demographics (gender, age and ethnicity).**

Student demographics remained relatively unchanged. Anthropology courses continue to enroll predominately Hispanic students (69%) and female students (60%); both slightly higher than college-wide averages.

1. **Changes in enrollment (headcount, sections, course enrollment and productivity).**

Student headcount increased by 30% , as a result of sections being increased by 10% and class sizes being increased by 10% on average. Students per section has increased 25% over a two year period. The increased offerings led to a 20% increase in enrollment at census date.

FTES increased by 20% to 142.0; and FTEF by 25% to 5.8. Productivity increased by 6% to 24.5, far higher than the campus-wide productivity rate of 17.3.

100% of Anthropology courses in 2014-15 were taught by adjunct, an increase of 16% over the previous year.

1. **Success and retention for face-to-face, as well as online/distance courses.**

Retention increased by 2%, but success rates decreased by 4%. Retention rates are near the campus-wide average, but success rates are below campus-wide average. There are currently no online courses offered in anthropology at BC.

1. **Changes in the achievement gap and disproportionate impact (Equity).**

Year to year disaggregated data on success rates is not available, only five-year trends.

Over the last five years African Americans have been disproportionately impacted with a success rate of 40%, lower than the campus-wide average of 48%; and Hispanics have been disproportionately impacted with a success rate of 52%, lower than the campus-wide average of 65%.

Retention rates for African-Americans over five years is 75%, one point higher than the campus-wide average; and the retention rate for Hispanics is 79%, lower than the campus-wide average of 85%.

1. **Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.**

With the implementation of the transfer degree in Fall 2014, there were 5 degrees awarded in Anthropology, an increase over the previous year. As anthropology majors typically transfer without graduating, these results are seen as positive.

The number of anthropology majors also increased by 8% over the previous year, continuing the trend of increasing anthropology majors.

**IV. Program Assessment (focus on most recent year):**

1. **How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.**

Assessment for 2014-2015 was on PLO 2 and SLO 2. The results provided faculty with information course content delivery and use of terminology. The assessment outcomes informed on program planning in the following ways:

Consideration was given to adjusting topical sections and/or exercises to increase critical thinking skills and student understanding with particular topics,

and it was noted that questions related to material covered after spring break scored lower than other material.

Initiated faculty discussions on unifying textbook adoptions so that core concepts are presented similarly, and that faculty emphasize content of core

concepts to increase student understanding.

Initiated faculty discussions on resources, such as casts, that may increase student understanding.

1. **How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.**

Anthropology faculty have been exploring external funding options for classroom supplies, and may submit requests at a future date.

1. **How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).**

The Behavioral Science Department has collectively worked towards identifying and emphasizing areas of instructional content with the PLOs and SLOs, thereby generating alignment between the two, specifically in regards to opportunities for students to acquire critical thinking and effective writing skills, and understanding of anthropological data, concepts, methods, and theories.

1. **How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.**

As with the above, areas of instructional content were identified and aligned. Anthropology PLOs align with ILOs by providing students the opportunity for developing and demonstrating college-level skills through a rigorous curriculum; and in providing an opportunity for demonstrating an understanding of human diversity and culture, thereby equipping students with knowledge and skills needed to engage others in our multi-cultural world.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. **Describe *any significant changes* in your program’s strengths since last year.**

Increases occurred in degrees offered, number of majors, and sections offered. Increases were also seen in FTES and FTES, resulting in 24.5 productivity. . A new full-time position in anthropology commenced in fall of 2015, which will allow for more effective management of the anthropology program and its degree, and will increase the number of Behavioral Sciences faculty serving on campus committees.

1. **Describe *any significant changes* in your program’s weaknesses since last year.**

In the 2014-2015 Academic year, the anthropology program was adjunct only, staffed by five adjunct instructors. This year was the only Academic year where there was no full-time anthropology position. Class sizes remained large, with more ‘double’ classes, and single classes having enrollment caps ranging from 45 to 64 students, increasing the workloads for some adjunct instructors and inhibiting anthropology faculty from fully engaging all students in the class. Success rates decreased by 4% over the previous year despite efforts by faculty to promote educational plans and campus resources such as habits of the mind.

1. **If applicable, describe any unplanned events that affected your program.**

Not applicable.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. **Human Resources and Professional Development:**
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

There are no position requests at this time.

1. **Professional Development:**
2. **Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.**

Workshops and conferences are offered at the BC campus on a regular basis, providing opportunities for faculty to obtain training on technology, teaching strategies, curriculum , assessment, and knowledge of diversity and equity. Anthropology faculty attend various workshops and events on campus, and collaboratively discuss workshops, and a attend state-wide conference specific to teaching anthropology at community colleges to keep current in teaching practices and student engagement.

1. **What professional development opportunities and contributions can your program make to the college in the future?**

Anthropology has worked with the Behavioral Sciences Department in campus-wide events related to student success and engagement. The Anthropology faculty has conducted its second week zero meet and greet with anthropology majors, designed to provide information to students and increase engagement, and plans on bringing educational and multi-cultural events to the campus in the future.

1. **Facilities:**
2. **How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?**

No impact.

1. **How will your Facilities Request for next year contribute to student success?**

We currently are not submitting any requests.

C. **Technology and Equipment:**

1. **Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?**

Anthropology courses currently rely on computers for lectures, online access, and videos, which has contributed to student success by providing a greater range of information to students, particularly with movies and virtual examples of skeletons and archaeological sites, and in demonstrating research and professional resources. We have casts of fossils and tools that provide examples of class discussions, and aid in understanding of topics.

1. **How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?**

Not applicable.

1. **Discuss the effectiveness of technology used in your area to meet college strategic goals.**

Use of technology in and outside of the classroom provides students greater engagement with the subject matter, and with the instructor during off-campus hours, and provides opportunities for critical evaluation of subject matter and increased topical understanding.

D. **Budget: Explain how your budget justifications will contribute to increased student success for your program.**

Not applicable.

**VI. Conclusions and Findings:**

**Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.**

Through the collective work of the anthropology faculty, the anthropology program has seen an increase in majors and degrees offered in the last year. Our anthropology faculty hosted their second meet and greet for majors during week zero, designed to provide information to students and increase student engagement, thereby increasing success for anthropology majors. These meetings encourage students to do volunteer work and apply for internships, which can result in increased maturity and success. This meeting also fosters collaboration among faculty.

Last year’s position request was filled, and as of August 2015 the anthropology program has one full-time instructor, which will provide management of the program in the coming years. However, we continue to be an adjunct-driven program, with more than 50% of the anthropology courses in fall 2015 taught by adjuncts. There has been an increase in sections offered, and anthropology courses continue to fill classrooms early and have waitlists. But with increased offerings in anthropology at other colleges in our district being filled by BC adjuncts, we anticipate a shortage of adjunct faculty in the future and may need to recruit for the adjunct pool before a faculty shortage emerges.

The last year has seen increases in many measures, however there was a decrease in success rates. Last year’s efforts by faculty to dedicate class time to informing students on educational plans and campus resources for success resulted in increased matriculation rates, but not success rates. A primary concern for the decrease in success rates is increased class sizes. Anthropology classes average 58 students, a 25% increase over a two year period. Discussions will ensue in reducing class sizes, comparable to other sciences courses, with the expectation that this will allow for increased student interactions and engagement, which may lead to increased success rates. Assessment results indicate a fairly high level of understanding of the material, which is in contrast to decreased success rates, suggesting that the decrease may have resulted from students not completing coursework, and/or not attending after the last drop date. Conversations with students in the class show that may students enrolled in anthropology courses do so in their first college semester, increasing the underprepared factor. Faculty will seek input from college resources and the counseling center on the matter, continue to provide students with information on campus resources for success, and increase use of the Early Alert System in an effort to increase success rates.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_