**Bakersfield College**

**Program Review – Annual Update 2016**

**I. Program Information:**

Program Name: Anthropology

Program Type: X 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 supports the mission of Bakersfield College by providing students an academically rigorous and challenging learning environment within the context of a supportive and equitable environment . The core of the anthropology program is cultural diversity and personal integrity; this program introduces students to cultural diversity, globalization, cultural and biological change, and personal responsibility; thereby providing students skills and knowledge necessary to engage in a multicultural world. The Anthropology program gives students the opportunity to meet educational goals including completing an Associate Degree for Transfer in Anthropology, completing transferable lower division curriculum to meet General Education requirements, or completing degree requirements for other majors.

**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 in anthropology courses | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  X 5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  X Revised: 2016 \_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: 2015\_\_\_\_\_\_\_\_\_\_ (Date) | The Anthropology program continues to work towards increasing success and retention rates, as promoting supportive educational resources has had little impact. We will continue to improve these rates, and have spent time reflecting on our student population, noting that on average 40% of all anthropology courses during the 2015-2016 year were off-campus, whereas other programs in the same department have 10-13% off-campus. Not only are rural students less prepared, supportive services are not as available in Delano, and not available at all for courses taught at high schools. Further, faculty that teach both on and off campus note that students off campus are more likely to not turn in work and/or stop attending after the last drop date. We will continue to be proactive with students, encouraging them to use educational resources and complete courses; and plan to speak with counselors about new ways to approach rural students that may increase success.  Our success rates only increased by 1%, and this may reflect the slight decrease in class room size to 53 students per section from 58 students per section. This size is still well above the campus average, and as anthropology courses are complex, we believe that a greater decrease in class size will increase student success rates.  This goal will remain ongoing as anthropology faculty continue to work towards increasing students success and retention, understanding our students population to better meet their needs, and striving to increase student completion and progression. |
| 1. Work towards having anthropology courses online | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  X 5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_2016\_\_\_\_\_ (Date) | One course, Anth B2 will be offered online in Spring 2016; and faculty will continue working towards having more courses approved for online instruction. |

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** |
| Work towards increase the number of articulation agreements between BC anthropology courses and Universities anthropology majors commonly transfer | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  X 4: Oversight and Accountability  X 5: Leadership and Engagement | Increase in students taking anthropology courses at BC, instead of taking courses after transferring; and a potential increase in majors by having program courses accepted at more universities. |
| Begin work towards determining the feasibility and/or potential of adding a lab component to Anth B1. | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  X 5: Leadership and Engagement | Knowledge of what is needed to add a lab component to anth B1; and of its possibility. |

**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).**

No significant changes, with only slight variations over the previous year.

* Most demographics remained the same or changed by 1%, expect for the number of Hispanic students which increased by 2%. Contrasted to college-wide averages, anthropology courses serve more female students by 5%, more Hispanic students by 5%, fewer white students by 3%, and fewer older students. Faculty note that many students enroll in anthropology courses during their first semester at BC, a recurring trend.

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

* Headcount decreased by 9% due to fewer sections and smaller class sizes.
* The demand for anthropology courses was not met, demonstrated by having waitlisted students on census day and full classes cancelled due to no available faculty. Students are enrolling in anthropology courses early, with all courses on the main campus full by open registration, and those off-campus nearly full by open registration.
* Provided data list the number of sections scheduled (23), which is not the number of courses offered during the 2015-2016 year. There were 20 sections, with 3 additional sections cancelled at the start of the semesters due to no available faculty. These 3 classes did not contribute to the FTES for the 2015-2016 year. It is unclear how including sections that did not occur impacts other reported data. There is a concern for the loss of potential FTES, seen in a 13.5 decrease to 128.5 FTES in 2015-2016, as about 200 students were turned away from anthropology courses due to lack of sections and faculty.
* Class section size decrease by 5 to 53 students per course, still well above the standard 30-45 in the Behavioral Sciences Department, and well above the college-wide average of 31 students per section. 3 of 20 sections were ‘double’ classes, and most adjunct classes between 50-64 students per section.
* First day enrollment decreased by 174 to 1,252 due to few sections and reduced class size. The B1 course in particular, had waitlisted students on census date in both the fall and spring semesters that were turned away. Census Day enrollment also decreased by 126 to 1,212. The previous year 93.83% students remained by census date, this year 96.81% remained by census date. With fewer opportunities to take anthropology courses, more students are staying from the start date to the census date. Productivity slightly decreased from 24.5 to 23.8, remaining significantly higher than the college-wide average of 16.8, representing the larger class sizes in anthropology.
* We are hoping to work towards offering more sections at various time slots in the future, and to re-activate the anthropology adjunct pool in order to meet the demand of our students and ensure students are able to complete their educational goals in a reasonable amount of time by having access to the classes they need.

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

* There was little change with success and retention rates over last year, with success rates increasing by one percentage point (56%) and retention rates decreasing by one percentage point (82%). Both figures remain below college averages, with the greatest percentile difference being in success rates. Class size is likely a factor, as the material is complex, and like the physical sciences, smaller class sizes would allow greater student-instructor interactions and allow faculty to assign more written work that could increase student learning and retention.
* We are also exploring adding a lab component to the anth B1 to increase student success by having a hands on component. Faculty have noted that classes taught in rural areas tend to see more students who ‘disappear’ after the drop date and do not submit work, and last year 40% of anthropology courses were taught off-campus. We did not have online courses during 2015-2016.

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

* Five year trends show the lowest success rates occurred among African Americans, which parallels college-wide averages; and the lowest retention rates occurred among Native Americans, which rank as second lowest among college-wide figures. Compared to college-wide averages, African Americans, Native Americans, and Hispanics show the largest gaps between anthropology and college-wide averages; likely reflecting the lack of sciences in impoverished areas.
* Younger students had the lowest success rates, with those 19 and younger at the lowest, and those 20-29 at one percentage point higher; while older students (30-39 and 40+) had the lowest retention rates.
* It is noted by faculty that students off the main campus (Delano, area high schools) have lower success and retention than students on the main campus. Data provided do not include precise numbers.

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

* Waitlisted students increased from 83 to 89. The waitlist maximums for anthropology course vary between 5 and 10, and are set externally. These do not reflect the number of students attempting to enroll in an anthropology course, particularly anth B1.
* There was an increase in courses taught by full-time faculty (37%) over the previous year (0) where there was no full-time faculty. However, 63% of the courses in the 2015-2016 year were taught by adjuncts, a higher percentage than other programs.
* 85% of students in anthropology course completed an ed plan, an increase of 6% and 10% higher than college-wide averages; and 85% of students in anthropology courses were fully matriculated, a 5% increase and 10% higher than college-wide averages.
* The number of degrees offered decreased by 2 over the previous year, and remain low. This is not unexpected, as Associates degrees are uncommon in anthropology, jobs typically begin at the Bachelor’s level so most opt to transfer without graduating.
* We have also seen a number of anthropology majors transfer to the UC system, which does not accept the Transfer Degree.

**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.**

* Based on assessment data, anthropology faculty are moving towards decreasing classroom size to increase student engagement and success, as assessment has shown students tend to struggle with critical thinking and in understanding the scientific process. With fewer students per section, faculty will be able to better engage students and address more questions, and will be able to offer more written assignments and exercises which aids in understanding and exercising critical thinking.
* We are in the process of discussing different strategies with rural and urban student learning (on and off-campus success)
* Faculty have used assessment outcomes to determine which lecture areas need to be adjusted, areas that students struggle with
* Discussions among faculty on equipment that would increase student understanding and assessment scores

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

* The anthropology program’s assessments have demonstrated students struggle with critical thinking, analysis, and the scientific method. We utilize casts to provide students a multimedia learning experience that helps in understanding and retaining key concepts in anthropology and the sciences. Our collection does not cover all areas of our topical outlines. We will be requesting funds to purchase one or more skull casts, and one or more tool casts to provide students tactile and visual learning to accompany class discussions. Such interactive experiences in the classroom encourage student success and retention.
* Similarly, some videos and interactive websites that provide multimedia learning that enhance student learning and success, but these are not supported by current computer systems which are at least 10 years old, and we are requesting updated computers for one classroom and one faculty office. Providing students information and exercises in multiple formats will increase retention of information and skills, and student success.
* We are also requesting a new position. Assessment would be more comprehensive and evenly applied to anthro courses if most courses were taught by faculty that were able to regularly interact and discuss program planning.

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 worked towards identifying areas of instructional content with the PLOs, SLOs, and ILOs thereby aligning the outcome levels, particularly with opportunities for students to acquire critical thinking and effective writing skills; opportunities to demonstrate learned skills through writing; understanding of the methods, theories , and data that make up the field of anthropology; and provide students the opportunity for demonstrating college-level skills through a rigorous curriculum, and an understanding of cultural diversity, essentially equipping students for engaging in a dynamic and multicultural world.

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

* Please see IV.C.

***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.**

* During the 2015-2016 year, we established two anthropology funds with the BC Foundation: one primarily for scholarships beginning in 2017; and a second, smaller fund for general faculty use. The second was used to purchase factory second casts and a movie for classroom use; in the future we plan on using the accrued interest.
* There were no other significant changes to the programs strengths, our faculty remain committed to our students and work collegiately in program planning and curriculum, continue to attend conferences, and continue to bring new ideas and practices into the classroom to help our students succeed.

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

* The most significant change in the 2015-216 year was the hiring of a full-time tenure track position, leading to 37% of anthropology classes being taught by full-time faculty, an increase of over the program’s weakness in 2014-2015 with no full-time faculty.
* While the program now has staff to develop the program and make needed adjustments, having 63% of a program’s courses taught by adjunct faculty remains a weakness, as adjuncts have other responsibilities and are unable to fully invest in the college and its operations, creating ‘faculty insecurity’ within the program. Further, this impacts scheduling, as adjunct taught courses can be bumped from classrooms by full-time faculty, or faculty can be lost to other colleges within our district, meaning fewer course offerings at BC. This trend has continued, and is still impacting our ability to provide needed courses that students need to complete their educational goals.

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

* During 2015-2016 we lost previously employed adjuncts to other colleges in our district, reducing course offering; and the anthropology adjunct pool has not been updated since fall 2014 and is not being utilized. This year we are attempting to get scheduling in earlier and communicate regularly with adjuncts; and will be requesting that the anthropology adjunct pool be updated and utilized as needed.

**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.**
3. **Professional Development:**
4. **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.**

* The full time anthropology faculty attended the annual California Community College Anthropology Teachers Association weekend conference, bringing home new classroom strategies and ideas for assignments and papers from colleagues around the state.
* She also attended numerous campus events, including many on Guided Pathways; thereby having information to help students with academic planning, major choices, and the importance of staying on course with studies.

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

* The full-time faculty member attended multiple events and workshops on campus, but did not take lead in professional development opportunities in the 205-2016 year.
* Our programs greatest strength for professional development would be with cultural diversity.

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

* New software was installed in the computer in LA 209, allowing the new full-time faculty to use the computer in her assigned office.

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

* The anthropology faculty’s office contains outdated and ‘banged up’ furniture and technology. Students regularly come to office hours, and the state of the office does not support information given to students that degrees increase earning potential. Faculty are on the front lines with students interactions, and the condition of their office may send students mixed signals about finishing college.

**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?**

* There has been no changes to the technology in classrooms anthropology uses.

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

* A faster/improved computer would allow easier access to websites; and a greater range of videos/clips that could be accessed in the classroom. Currently, some online videos/clips cannot be brought up on the computer for class use; and the use of websites is limited because of the download times an spotty connections. Updated classroom technology would allow faculty to bring more into the classroom.
* Further, computers are frequently used when meeting with students and in class preparations, so updated technology would assist in completing work in a timely fashion and the ability to access videos and interactive sites that the current office computer cannot.

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

* Anthropology courses regularly employ power point, photos, videos and 3-D interactive maps in classes. Our course involves materials most students were not exposed to in high school, so videos/sites/maps in conjunction with lecture increases information retention and student success.
* Further, it increases student engagement by allowing them to better understand diversity and human interactions, which creates a supportive learning environment.

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

* As discussed in V.C.3 above, online materials, particularly videos, are an integral part of anthropology that help students master difficult concepts and understand diversity and globalization. Successful learning is achieved by using multiple mediums for one topic, so computers and software in the classroom and in the office combined with discussion and casts increases student success .

**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.**

* The most significant impact to the anthropology program for 2015-2016 was the hiring of a full-time position, which has allowed for faculty who are able to be fully invested in BC and its students and to manage the program, working towards updating the anthropology program in the coming years. While this has been highly beneficial to the program, anthropology courses are still predominately taught by adjunct faculty (63%). While our adjuncts are excellent instructors, their availability is limited by other work commitments, hindering their ability to work with full-time faculty in program planning and assessment, slowing the modernizing of the program. It also restricts the number of sections offered, as BC anthropology adjuncts are often offered courses at PC and CC before BC has finished it’s scheduling; and classrooms have been ‘bumped’ by full-time faculty, so adjunct classes are dropped for full-time taught classes.
* The last year has continued the trend of a lack of adjunct faculty in anthropology. In 2015-2016, there were 20 sections in anthropology offered, and 3 additional sections cancelled at the start of the semester because of no available faculty. One adjunct faculty member taught an adjunct overload during the 2015-2016 year, and contractually cannot teach another overload for three year. Cancelled courses coupled with waitlisted students being turned away, particularly in anth B1, means that we did not meet the demand for anthropology courses in the 2015-2016 year; with nearly 200 students turned away from anthropology courses and a loss of FTES. This faculty insecurity has caused a decrease in FTES over the previous year, even though there is demand for anthropology courses. This pattern has continued in the Fall 2016 semester as well. We will soon have online courses in anthropology to reach more students, such as those who work, but are unsure if we will be able to get faculty for them. This situation could be fixed by: offering more sections, particularly on campus where most anthropology classes fill before general registration; updating the adjunct pool; and scheduling as early or earlier than CC and PC. In an effort to increase FTES and student success, we will be requesting a new full-time position.
* Student demographics show little change, with the most significant a slight increase in Hispanic students. Overall, anthropology courses attract more Hispanic students and more female students than campus-wide averages. Success rates increased slightly, probably associated with slightly lowered number of students per section. Anthropology continues to have higher rates of adjunct taught courses, limited offerings in different time slots, and more rural courses with 40% of the classes taught off-campus.
* Anthropology faculty will continue to focus on increasing student success through requesting funding for classroom supplies (casts); and updated technology in the classroom and office. These will aid in student learning by means of a multimedia approach to understanding complex concepts. Faculty will also work towards smaller sized sections, and the increasing sections offered to capture the FTES that we have been losing due to limited sections and faculty. We are concerned that the decrease in sections offered is making degree completion difficult for majors, and that fewer offerings will lead to a decrease in anthropology majors. We will strive to ensure that our anthropology majors have the access to the anthropology classes they need to complete their degree and/or transfer requirements in a reasonable amount of time, and by this we hope to have more students in the classroom.

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

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

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

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

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X [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)

X Other: technology request form; other equipment form