

# Bakersfield College 2018-2019

## Program Review – Annual Update

**Program Name:** Anthropology

**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 learning environment that promotes supportive services for students and equity. At the core of the anthropology program is cultural diversity, critical thinking, and personal integrity; this program introduces students to diversity, globalization, cultural change, 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 through various modalities 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.

### ***Instructional Programs only:***

- A. Anthropology Associate in Arts Degree for Transfer

### **Program Goals:**

- A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. **Program Goal:** Work towards having anthropology courses online.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Progression and Completion; Student Learning

### **Progress on goal achievement:**

All courses were updated by senior anthropology faculty, including online instruction. And all have been approved by the curriculum committee.

**Status Update – Action Plan and any link to Resource Requests:** None required. Goal is complete.

2. **Program Goal:** Write curriculum for a lab component for Anth B1 for submittal. A lab component will increase student learning and student success. It will increase the transferability of the course (those req. a lab with life science).

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Learning, Student Progression and Completion

**Progress on goal achievement:** Senior anthropology faculty have completed a lab component for Anth B1, and have submitted it to the curriculum committee.

**Status Update – Action Plan and link to Resource Requests.** This course is pending approval. Once approved a suitable classroom will need to be acquired.

A request has been submitted for lab equipments, specifically calipers, and similar devises for student use in labs.

- B. List new or revised goals (if applicable)

1. **Program Goal:** Work towards recruiting and training an anthropology adjunct hiring pool. In the last three years we have routinely cancelled full classes due to staffing shortages. We need to be proactive in building an adjunct pool to ensure that students are able to complete their educational goals in a timely manner.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Learning, Student Progression and Completion, Leadership and Engagement

**Progress on goal achievement:** This goal (from last year) remains ongoing.

**Status Update – Action Plan and link to Resource Requests:** Recruiting adjuncts for anthropology remains difficult. The CSUB graduate program is on hold so we cannot capture new graduates; and those locally employed in anthropology are typically not interested in teaching adjunct. We will continue seeking new adjunct faculty, and continue to provide support and training for adjunct to encourage adjunct retention.

2. **Program Goal:** Work towards greater integration with campus constituents (i.e. supportive services, counseling, library) to increase student completion in a timely manner, by more intensively managing students by ensuring majors have completed ed plans, regular contact with counselors, and have access to needed courses.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Learning, Student Progression and Completion, Leadership and Engagement

**Progress on goal achievement:** This new goal is rooted in Guided Pathways. In the last year anthropology faculty have been active in Guided Pathways and have been working closely with pathway counselors to better understand the challenges and blocks unique to our pathway. Anthropology will expand on this holistic perspective of campus constituents in an effort to ensure student completion in a timely manner for both full-time and part-time students.

**Status Update – Action Plan and link to Resource Requests:** The goal will be achieved through creating an open dialogue with campus constituents, particularly counselors and ed advisors; learning and using new technology such as starfish; and having data-driven scheduling.

### **Program Analysis:**

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

**1. Please report on any unexpected changes or challenges that your program encountered this cycle:**

There was a new full-time tenure track hire in anthropology this cycle, for the first time the program had two full-time tenure track faculty members. However, we still struggle to recruit adjuncts and continue to close full classes due to lack of faculty to teach them. 56% of anthropology courses were taught by full-time faculty, up from the previous cycle, while 38% of course offerings were taught by adjuncts (who exclusively taught summer as well), down slightly from last year. It remains problematic that more than half of the courses are taught by adjuncts. 6% of courses taught were overload.

The last academic cycle was the first to fully use the new cast collection purchased two academic cycles ago from grant monies. Faculty have also purchased anthropology related posters for the classroom.

The last academic cycle was the first to award the first Anthropology Scholarship, from the anthropology fund at the BC foundation that was founded by a faculty member with funds from the Jane Goodall presentation.

Headcount increased 6% over last year due to more offerings and a second full-time position; and anthropology majors increased by 8% over the previous academic cycle. The number of degrees awarded declined slightly. The program continues to remain 'transfer' focused with most majors not graduating at BC. Two years ago there was a decrease in majors that correlated with a decrease in course offerings. The last two years we see a slight increase in offerings, and with that an increase in majors. Anthropology produced 138.5 FTES, an increase of 5.1% over the previous year and nearly 8% over two years. This increase is also related to increasing course offerings.

Program review data states 27 courses were offered, but full classes that were cancelled due to lack of faculty are included in that number. The actual number of courses taught was 24; higher than previous years. Some affinity groups have lower success rates than others, this will be discussed below in equity. Anthropology courses remain in demand, with only 3.5% of students dropping between the first day and census date and waitlists remaining for Anth B1 and Anth B2 at census date.

Course size was reduced (44 average) from the previous academic year (53). This deliberate decrease has led to higher success rate (discussed in #5). Faculty intend on moving towards class sizes comparable to biology courses as the scale and scope of material in anthropology aligns more closely with biology than other behavioral science programs.

**2. How does your trend data (or other data your area collects) impact your decision making process for your program?**

Data is a key aspect to program decision making, other considerations include conversing with majors, with counselors, and with anthro faculty at other colleges. Data informs on trends with success rates, retention and degrees awarded. These trends are analyzed through discussions with

students, counselors and faculty; determining the best courses of action. This mix of quantitative and qualitative data allows faculty to improving scheduling practices or adjust class sizes; or devise new ways to reach out to majors.

### 3. Evidence of Department Dialog of data

Due to constraints, only one faculty member is researching and completing program review.

### 4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

Demographics have not changed much since last year. The anthropology program remains primarily Hispanic (70%) and primarily female (57%), and primarily younger students, with the largest age group 20-29 (60%) and second largest 19 and younger (30%).

### 5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

Success rate notably increased, by 12%. This sharp increase is due to new faculty, smaller classrooms, and new instructional materials (casts) purchased in the previous academic cycle and first utilized in the 17-18 cycle. Faculty will continue to assess class size and student success. Online courses increased in number, but did not change much with success at 72%. This online success rate is significantly higher than college-wide averages (66%). Faculty will explore online class structure to ensure rigor.

Retention did not change significantly from the previous academic cycle at 87% in class and 82% for online courses. There is a slight increase in retention over the last 5 years. Retention is slightly higher among younger students than older, and there is no significant difference between males and females. Retention rates are higher than success rate, but follow the pattern of success rates among ethnicities, i.e. retention rates are highest among Native Americans and Asian/Pacific Islanders and lowest among African Americans.

### 6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

Success rates for the last Academic Cycle are:

Native Americans (73%)

Asian/Pacific Islanders (72%)

White 65%

Two ethnicities (61%)

Hispanic (55%)

African American (40%)

There is no discernible difference in success rates between sexes.

The lowest success rates and retention rates are among African Americans and Hispanic/Latinos. From discussions with students, a likely contributing factor is little exposure to science in high school. Many students entering anthropology courses are not only prepared for researching and writing, they

are not prepared for science courses, and often lack the basic knowledge to excel in college, such as XX and XY for sex determination or what mammals are. To reduce this success gap, faculty will consider working with other science faculty and academic faculty and the library to develop a library workshop to introduce student to courses in the sciences.

**7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.**

Faculty attended conferences on teaching anthropology at community colleges in Paso Robles and San Diego. Faculty have updated the anthropology degree for transfer and are in the process of submitting changes to the curriculum committee. All tenure-track faculty have engaged the campus community through committee work, including college council, ISIT, Guided Pathways teams, and the Renegade Writing team. One faculty member received the 'President's Leadership Award' for volunteer work supporting the BC campus. One faculty has also been involved in bringing speakers to campus and hosting talks on campus. And in the 17-18 academic cycle organized a presentation for the Tejon Indian tribe and a renowned Kenyan artist.

**8. The college has embarked on significant efforts such as Guided Pathways, affinity groups and completion coaching communities to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.**

An anthropology faculty member has served as faculty lead for the Behavioral and Social Sciences, meeting with admin regularly. Official meetings led to pre-written email messages going out to students, phone calls to students, and discussions of brochures and posters. Faculty also regularly communicated with counselors and other support staff to better understand the obstacles facing students in our pathway and how greater communication between campus constituents could encourage student success.

**9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.**

The anthropology program is not involved in dual enrollment, anthropology is sadly not taught in high schools. Anthropology currently schedules 1-3 courses at the Delano Center or other rural high schools. More often than not these full classes are cancelled due to lack of faculty. The anthropology program is not involved in inmate education in this academic cycle.

**Analysis of Received Resources from Previous Cycle**

**Discuss the type of resources you received and their Impact on program effectiveness?**

**Facilities:** The anthropology program has not received anything from the previous cycle.

*If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.*

1: Space Allocation

2: Renovation

3: Furniture

4: Other

5: Beyond Routine Maintenance

**Technology:** The anthropology program has not received anything. Our main classroom, MS 26, did receive a new projector as the old one was failing.

*If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?*

1: Replacement Technology

2: New Technology

3: Software

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

### **Other Equipment**

The anthropology program has not received a \$20,000 grant in the 16-17 academic cycle to purchase casts for use in anthropology courses. During the 17-18 cycle this money was spent on a wide-range of casts, and these have been regularly used in the classroom. These have allowed students to get hands-on experience, and allowed them to better understand concepts discussed in class. Their use has led to increasing student success.

### **Conclusion:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

Our most significant change in the 2017-18 academic cycle was the hiring of a new tenure-track position, allowing for 53% of anthropology courses to be taught by full-time faculty (up from 38% in the previous academic cycle). The anthropology program still continues to struggle with finding and retaining adjunct faculty. Currently, there is no graduate program nearby; and adjuncts typically stop teaching once they have a full-time job. In both semesters full classes were cancelled due to lack of faculty. This occurs nearly every year resulting in slowing down student completion for hundreds of students.

We have been making strides with our majors, with anthropology faculty hosting cultural presentations of campus for students and the public at large; steadily increasing the number of anthropology majors; use of new casts from grant monies; and use of an anthropology scholarship for majors. Anthropology faculty have also been active on campus committees, teaching in prisons, and initiative such as guided pathways, and have been thinking critically about program management and long-term scheduling.

Anthropology faculty will continue to work towards student success and timely completion, and will focus on our goals of providing greater integration with campus constituents and support for adjunct faculty.

