Bakersfield College
Comprehensive Program Review

Program Information:

Program Name:

Program Type: X Instructional ☐ Student Affairs   ☐ Administrative Service ☐ Other

> **_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 college mission by providing an academically rigorous environment within the context of a supportive and equitable learning environment. At its core, the anthropology program emphasizes diversity, integrity and responsibility, and critical thinking. This program provides students the opportunity to learn about globalization, cultural diversity, cultural and biological change, and ethics; thereby providing students the opportunity to acquire skills and knowledge necessary to engage in a multi-cultural 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.

> **_Instructional Programs only:_** Anthropology Associate Degree for Transfer
> 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 and the difference between the two.
> C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:
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 goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018	Progress on goal achievement	Comments

	Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	(choose one)	
1. Work towards having anthropology courses online	X 1: Student Learning X☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) **X** Ongoing: _____ (Date)	Anth B1 is now online, along with Anth B2. Two anthropology courses are not online; the paperwork will be completed in Fall 2017. All anthropology courses are expected to be available online by summer 2018.
2. 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 ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) **X**☐ Ongoing: _____ (Date)	We are moving towards adding a lab component. Adding a lab course has been discussed with anthro faculty at other colleges, and a cast collection has been purchased through college grant funds. The final phase will be developing curriculum (see below).

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 must include an action plan.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. 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).	X 1: Student Learning X 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	Develop curriculum for a lab component through research, consultation with CSUB anthro faculty, which complies with C-ID standards.	Development by Summer 2018; course offering by summer 2019/fall 2020.	Krista Moreland

2. Work towards offering more classes and more times/modalities. Currently, the limited offerings is making it difficult for majors to complete coursework in a reasonable time, and inhibiting students from selecting the anthropology major. Ensuring courses are offered in various time slots and online ensures student access, which assists student completion. We will also ensure that courses required for the degree are available for students in fall and spring semesters.	☐ 1: Student Learning X 2: Student Progression and Completion ☐ 3: Facilities X☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	Be proactive in scheduling to ensure we are meeting student needs. Ties with goal 3, ensuring we have adjunct faculty to meet class needs. Consult with counselors and majors to determine what modalities/time slots are needed.	Fall 2020	Krista Moreland
3. 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.	☐ 1: Student Learning X 2: Student Progression and Completion ☐ 3: Facilities X☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	List hiring on BC website, contact faculty at other colleges, advertise at conferences for anthropology faculty. Work with prospective new adjuncts so they understand the needs of our college.	Summer 2019	Krista Moreland

Best Practices:
Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

> One faculty member has made use of the SI leader program, and has found students are more engaged and grades increased. The anthropology faculty favor a 'hands-on' approach to learning. Faculty engage students in activities that replicate natural selection, or in mapping an archaeology site. Such activities reinforce classroom materials, and also build relationships between students and students and faculty.

3 Year Program Analysis:
Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

1. **Changes in student demographics (gender, age and ethnicity).**
   No significant changes over the last three years with age, sex, or ethnicity. We continue to see higher percentages of females to male, Hispanics over other ethnicities, and students between 20-29 years old than other age groups. The demographics in anthropology courses are similar to college-wide averages, with the exception of age where students 20-29 years old are 15% higher than college-wide averages.

2. **Changes in enrollment (headcount, sections, course enrollment, and productivity).**
   Our sections have remained roughly the same over the last three years, increasing by 1 course in 2016-2017. The data show 23 courses for the last two academic years, but the actual number of sections was 19to 20 sections. The discrepancy is due to cancelled courses being included in the data, i.e. 23 courses were scheduled, with some cancelled due to lack of faculty. This lack of offerings has led to decreasing enrollments over the last 3 years, and decreasing FTES. The number of students enrolled in anthropology courses decreased by about 200 over the last three years. This drop resulted from fewer offerings, as seen in waitlists which increased by 66% over a three year period. The difference between students at enrollment and students at census has decreased, as students often have to wait a semester or more to get into an anthropology course and are more likely to keep their 'spot'. Class size not significantly decreased, and class size is significantly higher than campus-wide averages at 52 students per class (anthropology) vs. 30 (campus). With that, productivity remains higher than campus-wide averages, with anthropology courses approximating 24 and college wide 17. The number of anthropology majors has been slowly increasing over the last 3 years.

3. **Changes in achievement gap and disproportionate impact.**
   There were no significant changes over the last 3 years. Success and retention rates are similar for males and females; higher among older age groups (30-39; 40 & older); and highest among Asian and lowest among African Americans. These trends parallel campus-wide trends. The groups with the lowest success rates are younger (19 and under; 20-29) African Americans and Hispanics.

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

Success rates remain below campus-wide averages; and do not show significant changes over the last 3 years. Retention rates remain slightly below campus-wide averages; and do not show significant changes over the last 3 years. One distance learning was offered in the last 3 years. The success rate was 19% higher than the on campus anthropology classes, and 16% higher than campus wide distance learning. Completing ed plans (abbreviated and comprehensive combined) has increased over the last three years by 17%, with 18% more students completing ed plans last year than the college wide average.

5. **Any unplanned events that affected your program.**

     Nothing to report.

6. **Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).**

     The last 3 years has seen an increase in AA-T degrees and a decrease in AA degrees. There has been a slight increase in the number of degrees awarded. This is not unsurprising, as anthropology majors transfer more often than graduate. We do not have data on transfers.

7. **Reflect on any changes you would like to see in your program in the next 3 years.**

     Our main priorities for the next three years include: increasing class offerings and diversifying course offerings by time slot and modality; and increasing success rates. First, we will work towards offering more classes to accommodate demand, and we will work towards classes in all time slots and to have all anthropology courses offered online. We will work towards increasing success rates by seeking more SI leaders, adding a lab component to Anth B1, and reducing class sizes.

8. **List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.**

Full Name of Degree or Certificate	2014-2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Associates Degree	5	3	3	2	0	0	0
Anthropology Associate of Arts Degree for Transfer	0	2	5	7	10	13	15

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: *Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.*	☐ 1: Classified Staff X2: Faculty	We have added two full time faculty in the last three years, both new. One for 2015-2016; the second hired in 2016-2017 for the 2017-2018 year. This has had a significant impact on the program, prior to 2015 there was no full-time faculty member. There is now staff to manage the program, plan scheduling, and represent the program to the campus and community. We can now work towards more course offerings ensuring students have the opportunity to complete their degree in a reasonable time.
Professional Development: *Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle*	☐ 1: Provided Professional Development X☐ 2: Attended Professional Development	The full-time faculty has participated in Guided Pathways by attending conferences, campus meetings, and campus institutes, and was (and is) a member of the Behavioral and Social Sciences Pathway Completion Team. Adjunct faculty attended the California Community College Anthropology Teachers Association annual meeting.
Facilities: *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	We had requests for faculty office furniture over the last three years. No request filled.
Technology: *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_____	We put in requests for updated computers in the classroom (MS26) and faculty offices. No request was filled.

Resource Request		Discuss How Effective Request is for Student Success?
Other Equipment: *If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.*	☐ 1: Replacement X☐ 2: New ☐ 3: Other_____	We were fortunate to receive grant funds in the last academic cycle (2016-2017) for a cast collection for use in Anth B1 and Anth B3, which will be used in class, and in the future for a lab component. This academic cycle (2017-2018) will be the first use of the new collection in the classroom. We anticipate allowing students to physically see fossil casts and identify traits on them will increase student learning and success.
Budget: *Explain how your budget justifications will contribute to increased student success for your program.* (*Fiscal requests will be submitted by the faculty chair and/or area administrator.*)		na

Conclusions & Snapshot:

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 Comprehensive Review.

There has not been significant changes over the last 3 years with classroom demographics and achievement gaps. Students in anthropology courses over the last 3 years are most often Hispanic, female, and between 20-29 years old. Most are fully matriculated, and many having completed ed plans. Retention rate in anthropology classes are high and comparable to campus-wide averages, however, success rates have remained flat over the last 3 years and are lower than campus-wide averages. During the last 3 years the anthropology program has had between 30-40% of its classes available in rural areas, compared to other programs in the same department that had 3-10% of their classes in rural areas. Our lower success rate are likely in part due to rural students being less prepared for college, and having fewer supportive services available. The greatest achievement gaps occur with African Americans and Hispanics, similar to campus-wide trends. The anthropology program is hopeful that newer supportive services at the Delano center, the Equity department, and Guided Pathways, that students in rural areas will receive the support they need to increase student success.

There has not been significant changes over the last 3 years with enrollment. There has been a decline in students enrolled in anthropology courses, however, this is attributed to insufficient class offerings. Although productivity was high and classroom sizes averaged 20 more students than campus wide, full anthropology classes were cancelled due to no available faculty. Waitlists for classes increased by over 66%. This shows us we have been unable to meet demand. The number of anthropology majors has been increasing over the last 3 years at a slow pace. Limited class offerings equates to classes offered in few times slots. This creates difficulties for anthropology majors to finish their studies in a reasonable time frame.

The anthropology program's focus for the next three years is student access and success. We now have two full-time faculty members and will actively recruit for an adjunct pool. We will work towards increasing the variety and frequency of anthropology courses, including having all anthropology courses available for online instruction. We will work towards adding a lab for Anth B1, and research adding new course offerings. This will increase the transferability of anthropology, and increase student success. We will also work towards student success by working more closely with counselors and ed advisors, and participating in the Behavioral and Social Sciences Pathway, and applying concepts and strategies from pathways sessions and conferences. Student access and student success requires a collaborative effort from several campus constituents; and the anthropology faculty plan on using a holistic perspective for increasing access and success by working with campus constituents.