

Santa Ana College  
Department of Anthropology, Sociology,  
and Women's Studies  
Program Review  
2016-2020

Submitted to:  
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Interim Dean of Humanities and Social Sciences  
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By:  
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Chair of the Department of Anthropology, Sociology, and Women's Studies

## II. Executive Summary

The program review evaluation process was started in October of 2020 with a reading of our previous quadrennial review. Our program review and evaluation team consist of two full time faculty members:

Dr. AC Campbell, Professor of Sociology

Mario Robertson, Professor of Anthropology and Department Chair of Anthropology, Sociology, and Women's Studies

After reviewing, discussing, and identifying key areas of interest in the 2012-2016 report, the information necessary to complete the document was assembled. This included evaluating information related to our department mission statement, Program Learning Outcomes (PLOs), the colleges mission statement, Student Learning Outcomes (SLOs), and other relevant data to assist in the formation of this document.

### ***Key Accomplishments***

- In 2017 Professor Sandra Wood, one of our full-time faculty members, retired. Professor Wood is one of those instructors who could never be replaced by just a single person because at the time of her hiring and her educational background she was able to teach in both disciplinary areas of anthropology and sociology. While you may occasionally find individuals cross-trained it is becoming more and more of a rarity. Her further contributions as BSI coordinator and emphasizing reading and writing across the curriculum shaped the experience of numerous Santa Ana College students and instructors.
- Two independent attempts at hiring an anthropologist and a sociologist were unsuccessful due to differing circumstances.
- The development of the Associate of Arts for Transfer degrees in Anthropology and Sociology.
- The development of Pathways in anthropology and sociology to assist students in completion of their academic goals.
- Identified and started development of new curriculum to enhance sociology offerings to better meet the needs of transfer students.
- All SLO's in anthropology and sociology were updated with a current review as they were added back into the course record on CurricunetMeta.
- In consultation with our part-time women's studies instructor, Kristen Boles, we are in the process of redesigning the women's studies program and curriculum.
- All our full-time and part-time instructors obtained Remote Instruction certificates and most have completed the complete Online Instruction Certificate as well.
- Successful transition of all anthropology, sociology, and women's studies curriculum over to remote instruction or online format including the physical anthropology laboratory.

## ***Recommendations***

- Evaluate enrollment trends and course demand in online, hybrid, remote instruction, and face to face course offerings.
- Evaluate the impact that Pathways has on our course enrollment and demand. This may involve course reductions in some areas and course additions in others.
- Evaluate our curriculum for gaps which may be impeding student progress and preparedness for transfer.
- Complete the modification and update of the women's studies program.
- Strengthen the SLO assessment cycle in all three discipline areas and aim for full compliance.
- Continue development of online pathways like the Sociology Online Pathway for transfer with Distance Education to meet the needs of students.
- Develop pedagogical solutions to decrease the disparity in success rates between cultural and physical anthropology.
- Hire a full-time faculty member in sociology to help better serve the needs of students.
- Continue to strengthen and value all department faculty members through faculty development, inclusion in department activities, and sharing effective pedagogical approaches.
- Continue to update and develop course materials and supplements to improve student success such as acquisition of media, laboratory supplies, and other resources.

## **III. Description of Program**

The Department of Anthropology, Sociology, and Women's Studies offers students a unique opportunity to explore human diversity through analysis of human cultures, societies, and institutions. Each of our three disciplines bring a critical perspective to this process that includes helping students develop the ability to better understand systems which are similar and different from their own. While not the degree juggernaut that some of the more traditional disciplines are, we provide a range of course offerings that can meet the transfer needs and general education requirements for the A.A., A.A.-T., and A.S.-T. degrees in most majors in addition to offering course work for corresponding degrees in our own disciplines. Our department's course offerings and disciplinary specialization range from areas of studying human societies, gender roles, cultural differences, genetics, and human evolution that intersect with students' daily lives and educational demands.

## ***Mission***

The Department of Anthropology, Sociology, and Women's Studies is composed of three separate disciplines under one single department umbrella. Individually these disciplines offer unique lenses to examine issues at the core of the social sciences, however, collectively they share an overarching goal of helping to develop an appreciation and understanding of human diversity. Our program has opted to develop a department mission statement that reflects our shared program mission. It reads:

The mission of the Anthropology, Sociology, and Women's Studies Department is to promote appreciation, understanding and respect for cultural and biological diversity using scientific principles. The three distinct disciplines of the department provide a variety of courses for students seeking AA degrees, transfer opportunities, careers, and opportunities for professional and personal growth. Through diverse curriculum and pedagogy emphasizing academic reading, writing, critical thinking, and laboratory experiences, we prepare students to successfully engage a diverse cultural and social environment in the community and workforce.

As expressed within our department's mission statement we offer a range of courses across the three disciplines that seek to inform students of the world around them and prepare them for transfer to four-year institutions or joining the workforce. Our courses play a role in meeting the requirements of our student population not only among disciplinary majors but also among those seeking to fulfill general education requirements. Across the three disciplines we offer courses that allow students to complete Plans A, B, or C, discipline pathways, online degree pathways, the bachelor's degree in Occupational therapy, and other academic/intellectual needs.

## ***Goals and priorities***

The Department of Anthropology, Sociology, and Women's Studies had emphasized three goals for our department in our previous program assessment. The goals from 2012-2016 are as follows:

**Goal 1:** Our department plans to increase student success and retention by 4% over the next four years. This proposed increase is highly contingent upon improving our students reading, writing, and critical thinking skills based on the academic standards of our textbooks and learning objectives. Our courses have no prerequisites which makes it extremely difficult to find a common pedagogy leading to our proposed increase in success and retention rates.

**Status:** We have worked towards this goal with mixed results. In several of our classes we have improved student success with varied results but have not reached our 4% goal in growth across the board. We continue to try different pedagogical approaches based on research that supports a correlation between academic reading and writing.

**Goal 2:** Replace Sandra Wood, Professor of Anthropology, who is retiring in June 2017.

**Status:** In spring of 2017 we held a search for a full-time anthropology faculty member. A candidate was selected but failed to meet the necessary requirements to advance in candidacy through the tenure evaluation process during the early stages of peer review in the first year.

**Goal 3:** Improve student success by developing discipline specific DLAs focusing on challenging academic vocabulary and concepts. Promote and encourage the use of The Learning Center tutors, reading and writing DLAs, and enrolling in transferable reading courses (Reading 102 and Reading 150).

**Status:** We have developed several discipline specific DLA's and have regularly directed students to tutors at the Learning Center. One of the sets of data we noticed in the past program review was the more often students accessed the Learning Center the better they performed in our discipline areas. While we have seen small rates of improvement among our students, we intend to continue to explore this goal across our three disciplines in the next assessment cycle.

### ***History of Program***

The disciplines of anthropology and sociology have always walked hand-in-hand as cousin sciences. The nature of their analysis and approaches to data collection often serve as an opportunity to offer broadly shared or dovetailed curriculum at most institutions including our own. Prior to my predecessor, Sandra Wood, the two disciplines in the department had atrophied to a handful of classes forcing her to teach both sociology as well as anthropology to meet her course load when she was brought on as a full-time faculty member. Since her revitalization of the two programs during that period the department has grown, and the disciplines of anthropology and sociology have flourished as both independent and interdependent disciplines under one single department.

The Women's Studies program was added to the department to save it from complete extinction. With the discipline down to a near skeleton of itself after the departure of the long-time faculty member who over saw the program in the 1980's our department adopted it. It was down to just a single class at the time but has since increased to three section per semester. An increased interest in the discipline by students has encouraged the disciplines continued growth and redesign in our department. While still not large enough to garner its own full-time faculty member, our department intends to foster and cultivate the discipline over the next few years.

## **Staffing**

The Department of Anthropology, Sociology, and Women's Studies currently has two full-time faculty members, thirteen part-time faculty members, and one lab assistant for a total of sixteen members of the department. The two fulltime faculty members are Dr. AC Campbell in sociology and Mario Robertson in anthropology. Our current part time faculty are divided with six faculty in each of the respective disciplines of anthropology and sociology and one faculty member in women's studies. Our lab assistant, Hilda Beaver, has been with our department for over fifteen years as a 19 hour per week employee. While we may experience an occasional rotation in our part-time faculty, our staffing remains relatively consistent.

Currently, our part-time employees are offered a consistent and regularly scheduled course load semester to semester. This consistency has been one of the things our part-time faculty have often appreciated as they attempt to schedule out diverse staffing times at other southern California institutions. We have received significant praise from our part-time faculty who appreciate the efforts we go to in order to ensure that they feel as though they are a valued part of our department. We foster an environment within the department that offers part-time faculty opportunities to participate in curriculum development, SLO design and analysis, department discussions, and department meetings. We also have a semesterly department retreat where we invite our colleagues from SCC and other institutions to join us for scholarly discussion and socializing on a human level. This contributes to our long-lasting relationships with our faculty, many who have been teaching with us for over ten years.

In 2017 we attempted add an additional full-time faculty member to the anthropology program to replace the retirement of Sandra Wood; however, the candidate was not successful in advancing through the evaluation process. In 2019 we were provided an opportunity to screen for a new full-time faculty member this time in sociology; however, with the COVID-19 pandemic, our search was terminated just after the closing date for the position. We hope to be competitive in future position requests once the economic uncertainty surrounding the pandemic settles.

## **IV. Alignment with Santa ana College's vision, mission, values, and regional and national standards**

Santa Ana College's mission statement is:

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

The Department of Anthropology, Sociology, and Women's Studies helps to achieve the mission of the college through offering a diverse range of courses and exceptional faculty that provide an opportunity for students to develop a deep understanding of the

social, biological, and institutional forces shaping their lives. Through our course content we allow students to peer behind the curtains of the day to day interactions and institutions that permeate our lives. Grounded in the analysis and interpretation of human diversity our disciplines hope to offer students an empowering wealth of knowledge that can shape how they experience the world around them. This serves as a powerful tool for our community of learners as they acquire associate degrees, prepare to transfer to four-year institutions, expand their existing knowledge base, or simply wish to develop new knowledge.

Over the past few years, the purpose of the department's programs has remained relatively consistent in terms of meeting students' academic and lifelong learning needs. We have experienced some demand shifts in our courses due to competitive curriculum from other disciplines being introduced that meet similar requirements. This has impacted our enrollment in cultural anthropology, for instance, where the Plan A, B, and C categories present several alternative options for fulfillment. We anticipate with the requirement of ethnic studies on the horizon at CSUs and the implementation of Pathways this may have a negative impact on enrollment in similar courses. As discussed with the Geography Department, who has experienced a similar trends in enrollment, the focus of our programs may need to narrow more towards the biological and physical science aspects of our disciplines like anthropology and decrease offerings that have traditionally introduced students to cultural diversity.

## **V. Students Served**

### ***SLO Assessment***

SLO assessment has been inconsistent throughout the department over the last four years. Numerous factors including delays in course quadrennial reviews, delays in program modification, and delays in refinement of assessment mechanisms have contributed to inconsistency in SLO assessment. Even without as comprehensive data collection as we would prefer over the last four years, we have still been able to aggregate the data in a way to make meaningful observations that guide our instruction, curriculum development, course offerings, and department planning.

An example of this is the disproportionate performance we see between cultural anthropology and physical anthropology. For years we have identified differences in course enrollment, persistence, success, and SLO specific performance between these two courses. The SEAT data confirms a significant difference in success rates between cultural and physical anthropology. Over six semester the average success rate for cultural anthropology is 56% compared to physical anthropology which has a success rate that averages 74%. Having been a question our department has wrestled with since before I was hired through an informal survey of students and discussions, we identified several factors which account for this:

- **Perceived familiarity of content:** Students often report that because they feel they are more familiar with the content in cultural anthropology that they do not study as hard.
- **Critical reading of the text:** Students in physical anthropology often critically read the content of the text to develop understand of topics they are not familiar with. Many students in our physical anthropology course report this having been the first time they read a textbook all the way through.
- **Alternative options:** Physical anthropology often appeals to students as an alternative to your traditional sciences whereas there are numerous equally interesting and engaging classes that fulfill the same requirement as cultural anthropology.
- **Effort:** Students report putting in more hours developing an understanding of the course content in physical anthropology.
- **Difficulty of the material:** While this may seem counter-intuitive students often report that complexity of the material in physical anthropology causes them to read with a more critical eye.

While these just represent a few of the differences we discovered through follow up of our SLO assessment, it does provide insight into a portion of student success that we often neglect in our hyper-focus on institutional performance...the student. The complexities of our students outside of the classroom play a significant role in academic performance; however, there is always opportunity for pedagogical growth and innovation in the classroom that can tap into unexplored aspects of student success.

### ***Demographics***

Demographic trends among our three disciplinary areas are consistent with the larger institutional trends regarding population demographics. Our students primarily identify as Latino, with Asian and White Caucasian students making up the next two largest demographic categories for race. Slightly more females take our courses than males apart from women's studies which lends itself to heavy female enrollment. Most of the student population we serve in our department tends be under 25 with slightly more than half being part-time.

### ***Student Satisfaction***

Student satisfaction data and graduate exit survey data was only available for our sociology program. This is likely due to the small number of anthropology and women's studies students we have and even fewer declaring the disciplines as their major before transferring. The student satisfaction survey for sociology indicates scores of 4.2 and above for all categories surveyed. The graduate exit survey indicated the following views students held regarding our sociology program:

- More than half of our sociology students (53%) felt that they exceeded their educational goals, with a bit more than a quarter (27%) feeling as though they completed all their goals in 2017. Those numbers changed just slightly in 2019



with 45% feeling they exceeded and 32% feeling as though they completed all their goals while attending SAC.

- From 2017 to 2019 our students felt that faculty and instructors helping them exceed to a great extent increased from 53% to 82%.
- Students views towards the overall quality of the courses in their educational program remained constant from 2017 to 2019 holding steady at 67% as thought the overall quality of the courses helped them succeed and changed only slightly in the other categories.
- The perceived in class experience helping students succeed to a great extent increased just slightly from 60% to 64%.
- The overall recommendation of Santa Ana College to friends and family among Sociology majors decreased just slightly from 100% in 2017 to 95% in 2019.

### **Student Success**

Student success rates have been largely consistent with in each discipline over time. In comparisons of fall to fall and spring to spring success rates within each discipline, we observe very little variation. Occasional divergent success rates in a particular course or discipline have often been tied to external events which clearly had an impact on student success. While some of these life and work events are inevitable it does highlight how institutional operations and individual instructor actions can have a significant impact on student success.

### **Persistence**

Persistence rates among our three disciplines tend to be consistent with what we have seen in the past and reflective of larger institutional trends. In the chart below you can observe persistence rates for fall to spring and fall to fall for Anthropology, Sociology and Women's Studies for 2016, 2017, and 2018.

<b>Persistence Rates in Anthropology, Sociology, and Women's Studies</b>			
<b>Degree</b>	<b># of students</b>	<b>Fall to Spring</b>	<b>Fall to Fall</b>
ANTH AA	10	.8	.7
SOC AA	6	.333	.666
SOC AA/SAC	185	.643	.486
SOC AA/SAC Transfer	77	.675	.519
WMNS AA	5	.8	.4

### **Course Completion**

Course completion rates are relatively consistent between corresponding semesters within each disciplinary area. Of course, there is variance, but as mentioned these can often be tied to faculty life complexities, staffing changes, or other significant disruptions which may have had an influence on student

success. Below is a chart that illustrates the percentage of students who completed the course successfully:

<b>Percentage of Students Who Successfully Completed</b>							
<b>Discipline</b>	<b>Sp 17</b>	<b>Fa 17</b>	<b>Sp 18</b>	<b>Fa 18</b>	<b>Sp 19</b>	<b>Fa 19</b>	<b>Sp 20</b>
Anthropology	67.14	62.99	65.38	68.40	67.42	70.73	69.54
Sociology	77.39	70.26	76.03	71.81	75.13	67.60	64.46
Women's S.	75.81	69.01	84.44	62.07	75	70	61.02
SAC	68.94	66.48	69.05	68.27	70.81	67.44	68.13

### **Degrees and Certificates Awarded**

The degrees awarded to students within the Department of Anthropology, Sociology, and Women's Studies provide a small fraction of the total number of degrees offered at Santa Ana College; however, it should be noted that the majority of our classes are taken by students fulfilling their general education requirements. The following two tables show the degrees offered under each discipline and how many degrees we have awarded.

<b>Degrees Offered by Discipline</b>			
<b>Degree Type</b>	<b>Anthropology</b>	<b>Sociology</b>	<b>Women's Studies</b>
A.A.	Yes	Yes	Yes
A.A.-T.	Yes	Yes	No

<b>Degrees Awarded by Discipline</b>				
<b>Degree</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Anthropology A.A.	0	2	1	0
Anthropology A.A.-T.	1	7	4	4
Sociology A.A.	4	8	4	5
Sociology A.A.-T.	52	62	51	62
Women's Studies A.A.	n/a	n/a	n/a	n/a
Total:	57	79	60	71

### **Time to Degree**

In evaluating the time to degree for each of the three disciplines in our department, we hold relative consistency between disciplines. Our time to degree numbers are also comparable to the average time to degree trends from the division of Humanities and Social Sciences collectively. The chart below

compares the time to degree for Anthropology, Sociology, Women's Studies, and the Humanities and Social Sciences division.

<b>Time to Degree</b>				
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Anthropology	4.63	4.56	4.58	4.62
Sociology	4.81	4.36	4.63	4.50
Women's Studies	4.99	4.55	4.86	4.75
Humanities and Social Sciences	4.65	4.55	4.66	4.59

## **VI. Curriculum**

The Department of Anthropology, Sociology, and Women's Studies offers a wide variety of courses annually. Our course offerings allow students the opportunity to complete degrees with in each of our disciplinary areas as well as meet the requirements of degrees in other disciplinary areas as they complete their educational goals.

### ***Summary of Courses***

Our course offerings, by discipline, are as follows:

#### **Anthropology**

- ANTH 100: Introduction to Cultural Anthropology
- ANTH 100H: Honors Introduction to Cultural Anthropology
- ANTH 101: Introduction to Physical Anthropology
- ANTH 101L: Introduction to Physical Anthropology Laboratory
- ANTH 103: Introduction to Archeology
- ANTH 104: Language and Culture
- ANTH 104H: Honors Language and Culture
- ANTH 105: Ancient Mesoamerican Civilization
- ANTH 108: Religion, Magic, and Witchcraft
- ANTH 125: Native Americans in the U.S.

#### **Sociology**

- SOC 100: Introduction to Sociology
- SOC 100H: Honors Introduction to Sociology
- SOC 112: Relationships, Marriages, and Family Dynamics
- SOC 140: Social Problems
- SOC 140H: Honors Analysis of Social Trends and Problems
- SOC 240: Introduction to Social Psychology
- SOC: 401: The Sociology of Health, Illness, and Healing

## **Women's Studies**

- WMNS 101: Introduction to Women's Studies
- WMNS 102: Women in America – Work, Family, Self

### ***New Courses/Degrees***

The Department of Anthropology, Sociology, and Women's Studies is due for both curriculum updates and a program update. Currently, we are developing new curriculum in sociology that includes *Introduction to Sociological Research Methods* to better prepare our students for transfer. Several of our anthropology course titles need modernization to bring them in-line with course offerings at the university. Our women's studies program is significantly overdue for a program modification to align with contemporary academic trends expanding the program to include broader gender studies as well. We believe this will better serve our student population in developing awareness of issues surround gender but also provide an opportunity for student requested curriculum expansion to accompany the program change.

### ***Distance Education***

The emergency transition to remote instruction during the spring of 2020 due to the COVID-19 pandemic has offered a transformative opportunity for our department. While several of our instructors were trained for online instruction previously, many of them have completed the full online training certification during this transitional period. While a few of our instructors have opted to only complete the Remote Instruction Certification, this major shift offers an opportunity to expand our course offerings and presents innovative mechanisms to assess student performance.

The increase in demand for online course offerings due to the COVID-19 pandemic presents an opportunity to shift more courses to an online format that we have not traditionally offered. The trend towards online course offerings as an alternative to traditional instructional modalities has been persistently increasing with this confluence of events presenting the best opportunity for large scale department and institutional shifts to offering more sections of online courses. This will increase the potential for SAC to attract and capture a larger online audience.

### ***Innovations or Changes***

Due to the emergency transition to an online and remote format we have taken steps to transition all our sections to a comparable format. This was particularly challenging given our laboratory course Anth 101L: Introduction to Physical Anthropology Laboratory. Traditionally the course has involved hands on analysis of physical samples which presents some significant challenges for remote and online instruction. Our anthropology lab instructors developed an innovative strategy to recreate the laboratory experience using photographic imagery in a way that would allow students to achieve parity and similar rates of success online to what is accomplished in our face to face sections.

While we were excited to develop the A.A.-T. degrees in anthropology and sociology we were less enthusiastic about guided pathways. Developing and putting our guided pathway together highlighted the dangers of tribalism and the adverse impact it could have on our disciplinary areas and course offerings. In reviewing pathways for several other disciplines, small disciplinary areas will be greatly affected by the choices made for students in developing these pathways. While in the past students were able to search through and select course that were of interest to them in fulfilling their requirements the expectation or impression of an expectation to adhere to the pathway will completely negate the option for choice and exploration of various academic arenas. I'm sure pathways will assist in funneling students through the community college system like a factory making cogs but I am not confident that it will "inspire, transform, and empower a diverse community of learners" any more than a prescribed curriculum from high school does.

## **VII. Support and Services**

### ***Facilities and Equipment***

The Department of Anthropology, Sociology, and Women's Studies has one full-time dedicated anthropology laboratory space in Dunlap Hall. This facility provides storage and curation of our physical anthropology collection of hominid crania and other relative skeletal samples. The facility is well-maintained and offers the space and arrangement needed for our laboratory and lecture courses to operate.

### ***Budget***

Our budget for the Department of Anthropology, Sociology, and Women's Studies adequately meets our demands. Our annual budget for lab supplies and equipment allows us to maintain one of the best collections of laboratory fossil among southern California community colleges. Our budget also includes funding for a 19 hour per week laboratory assistant. Additional lottery money provides opportunities for the purchase of media and other resources which increases our abilities to bring students diverse, current, and engaging content.

## **VIII. SAC Focused: Guided Pathways and Equity & Vision Goals**

### ***Improvements to "Ensure Learning"***

One of the activities the Department of Anthropology, Sociology, and Women's Studies does to help improve student success is to encourage sharing of effective classroom strategies. During our semesterly retreat, we often focus in on an area that is traditionally difficult or challenging for our students and try to brainstorm pedagogical approaches that would help mitigate some of the challenges faced. We have also

increased tutoring availability and access to the laboratory outside of the traditional laboratory hours. Professional development activities have been designed for our laboratory instructors to help them familiarize themselves with new specimens, equipment, and protocol. SLO assessment has allowed us to target content areas that need adjustment and clarification to increase student success and ensure learning.

### ***Analyzing Program Learning Outcomes***

The analysis of our program learning outcomes can be challenging when producing so few majors in our disciplines; although, we can evaluate the impact our programs have in helping students achieve their educational goals. We use transfer rates for discipline majors, graduation rates, success rates in individual courses, general academic performance in our classes, SLO assessment of courses, and anecdotal information from current and former students. We feel as though our data indicates that each of our three programs are successfully meeting the needs of our respective students but that there is always opportunity for innovation and improvement. The learning outcomes for our three programs currently are:

#### **Anthropology**

Students will be able to recognize and analyze the complex diversity of humans and their ancestors by examining our biological, cultural, and evolutionary adaptation utilizing the scientific method.

#### **Sociology**

Students will be able to identify, contrast and apply the methods and theoretical perspectives in sociology utilized to explain social interaction and social structure, including the analysis of social problems.

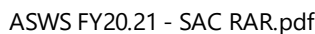
#### **Women's Studies**

Students will be able to utilize a feminist theoretical analysis of social interactions and social structures, explaining the formation, maintenance, and change of socio-cultural identities.

### ***Any areas of disproportionate impact been identified?***

The areas of disproportionate impact are consistent with the general trends we see college wide. When we evaluate data according to race, we see that often our Latino students tend to experience lower success rates compared to Asian and White Caucasian students. Given a limitless amount of time, we could compare a wide variety of variables using the SEAT program and identify several gaps in disproportionate impact; however, the numbers do not really tell us much beyond their existence. This point was raised in our previous program review that we can identify numerous areas of disproportionate impact beyond race and gender, but we are only looking at a small part of a larger more complex issue that in part also rests with the external factors we can't control with students themselves. Spending many years working closely with the basic

## IX. Resource Allocation Request



## X. Summary

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Humanities and Social Sciences as well as Santa Ana College, we are successful in accomplishing our department goals, achieving our program outcomes, and fulfilling our mission statement. In the last four years, we have developed Associate of Arts Transfer Degrees in Anthropology and Sociology, created well defined Pathways for our majors to follow as they complete their educational goals, and we continue to thrive in our course offerings and meeting of student needs.

The biggest strength in the Department of Anthropology, Sociology, and Women's Studies is that we see each other and our students as individuals. The nature of our respective disciplines brings a unique opportunity as instructors to critically evaluate the intersectionality of socio-cultural factors that shape our student's educational experiences. We develop collegial bonds with students who are our majors and often see them maintain contact long after they have departed Santa Ana College. In a few instances those former students come back, join our faculty as fellow instructors, and reinvest their efforts back into our community and our department. We are privileged to have two former Santa Ana College Students, Moises Plascencia and Sergio Torres, among our part time faculty giving back to students and helping shape the department.

We also derive strength in our program from our exceptional full and part-time faculty. Dr. AC Campbell is an example of one such faculty member in the department. His deep connections with students over sociological content is reflected not only in the regular praise from his students, but in the awards and recognitions he receives from our institution and beyond. In addition to being honored as *Transfer Advocate of the Year* and the *Open Education Resource Faculty Fellowship*, Dr. Campbell has also received the *2016 NAACP Freedom Fund Stratton Award* for service and community dedication as well as numerous acknowledgements for involvement in efforts to empower youth from municipalities and the state bodies. This parallels his academic professionalism with regular presentations at the Pacific Sociological Association and Association of Black Sociologist conferences every year. Dr. Campbell is but one of many talented faculty members we are privileged to have amongst our faculty in the Department of Anthropology, Sociology, and Women's Studies who give back to the community through service.

We are always striving to improve student success in our disciplinary areas and address the needs of our student population. Through faculty development, improvement in pedagogy, improving our SLO assessment, and curriculum development we intend to continue shaping our department and individual disciplines into the future. While we anticipate fairly significant change over the next few years with the full implementation of Pathways and the requirement of Ethnic Studies we will continue to adapt and strive to provide our students with the best in their achievement of educational goals.



## **XI. Action Plan**

We would like to work towards achieving the following three goals between now and our next evaluation cycle:

**Goal:** Improve student success and retention in our courses. This has been an ongoing goal of the department for several years now as we focus on improving students reading, writing, and critical thinking across our disciplines. This will require shifts in pedagogical approaches and additional faculty development to assist with innovative design. This will be department wide and cover the time span till our next four-year review.

**Goal:** Hire a full-time sociologist to help augment our department personnel and meet student demand for sociology courses. This faculty member would help replace Sandra Wood who retired in 2017. This is contingent upon budget and will involve Dr. Campbell, additional faculty, and I.

**Goal:** Redesign and update the women's studies program by 1) renaming and redesigning the program to reflect contemporary approaches to the discipline; 2) redesigning current Women's Studies curriculum; and 3) adding new course to program. We hope to complete this process by the 21-22 academic year and will involve Professor Boles and I.