

CAPSTONE PROGRAM REVIEW REPORT

Academic Affairs -
Anthropology/Sociology/Women's Studies

Program Information

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Program Information

Manager / Dean

Dr. Walter Jones

Executive Summary and Narrative

Provide a brief account of the program evaluation process.

Our program evaluation process integrates both quantitative and qualitative approaches to attempt to gain a more comprehensive understanding of student success in our disciplines by exploring our own instructional practices and the student learning process holistically. In terms of quantitative data, we explore metrics such as success rates, SLO achievement, and other established benchmarks we feel add value to our understanding of student success. Complementing this, we employ a more flexible qualitative approach to examine intersectional factors, external influences, and utilize student voice to better understand the learning process beyond student outcomes and success, while recognizing that there are some factors within our control and others outside of it. We also use data-driven research to identify and address obstacles to success that can be mitigated within the department through interventions such as reading apprenticeship, oncourse, and a multitude of other best practices and techniques. While a standardized method for data collection and analysis would be ideal, most of our real insight of student learning emerges from inquiry-based research driven by situational factors.

Provide key accomplishments since the last 4-year review and major recommendations for the next 4.

Nearly all department faculty are online certified, with only one exception, demonstrating a strong commitment to accessible and flexible learning. The faculty have also developed several innovative courses, including *SOC 150: Race and Ethnicity*, *SOC/WMNS 286: Introduction to LGBTQ+ Studies*, and *ANTH 199*, which provides students with hands-on experience through partnerships at the Cooper Center while earning academic credit. Additionally, the department is in the process of creating an interdisciplinary LGBTQ+ certificate program, reflecting its dedication to addressing diverse student interests and needs.

Looking ahead, the department has ambitious plans for the next four years. These include renaming the Women's Studies department to Women, Gender, and Sexuality Studies, aligning it more closely with contemporary academic standards in the discipline. Plans are also underway to develop a Social Justice degree along with the corresponding curriculum to meet our student need and community interests. The department aims to expand its offerings by introducing several new transferable courses in anthropology, sociology, and women's studies to better prepare students for degree completion. In addition, the nearly completed LGBTQ+ certificate program will soon be accompanied by an expanded range of course offerings to enhance its impact and relevance across campus.

Include program review team members (if applicable).

Prepared by: Mario Robertson

Contributions: Alondo Campbell, Wendy Cundiff, Ailissa Leroy, Moises Placensia, David Cheetham, Tracy Evans, Sergio Torres, Rene O'Dell, Giana Cicchelli, Leng Chhuo, Andrew Aleman, Christina Ramirez, Kirsten Boles and countless others who advised and contributed to our continuously evolving evaluation process.

Rewrite, grammer, and editing suggestions by Microsoft Word, ChatGPT, and my wife.

Description of Program

Summarize the history of this program on campus (briefly).

The Department of Anthropology, Sociology, and Women's Studies has always embraced its multidisciplinary nature, serving as a bridge between the humanities and the sciences. While consisting of three distinct disciplines, the department operates collaboratively to provide students with a holistic understanding of the social sciences. Anthropology and sociology, often viewed as two sides of the same coin, have been housed together at SAC since the 1970s; however, by the late 1980s, both programs faced a decline in enrollment and resources. In the early 1990s, Sandra Wood, the sole full-time faculty member, began teaching both anthropology and sociology to sustain the programs. Her dedication revitalized interest and enrollment, eventually leading to the repositioning of David Dobos as a full-time sociology instructor from another department. Continued growth brought additional full-time faculty members, including Alondo Campbell in sociology and myself in anthropology, resulting in significant increases in demand, enrollment, FTES, and course offerings over the past two decades.

Women's Studies joined the department when SCC formed, as the sole Women's Studies faculty transitioned to SCC in order to build their program. The Women's Studies program at SAC struggled, often going several semesters without courses or faculty, and was on the verge of disappearing. Recognizing the discipline's importance, Sandra Wood integrated Women's Studies into our department, preserving it from extinction and getting a couple of courses back in circulation. While Women's Studies is still small in scope, with limited course offerings and no dedicated full-time faculty, we are committed to its growth and improvement. Our long-term goal is

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to expand the program to justify a full-time faculty position, potentially one that bridges Women's Studies and Sociology to foster interdisciplinary collaboration and add value to both disciplinary areas.

Amount of program's faculty and staff (FT/PT, staffing ...).

Anthropology currently has one full-time faculty member, following the retirement of Sandra Wood in 2017 and an unsuccessful attempt to fill the position. To meet student demand, the Anthropology relies on six part-time instructors, each teaching three sections per semester.

Sociology also has one full-time faculty member. Although a new hire was approved, the search was halted due to the COVID-19 pandemic. Sociology is supported by six part-time instructors teaching three sections each and four additional part-time instructors who teach fewer than three sections per semester to accommodate student needs. Women's Studies, in contrast, has no full-time faculty members and relies on a single part-time instructor who teaches two to three courses per semester, depending on demand and limited course offerings.

Alignment with Santa Ana College's vision, mission, values and regional and national standards

Explain how the program's mission aligns with the College's mission.

Our department supports students' transfer goals and degree completion by offering a comprehensive selection of transferable and degree-applicable courses in Anthropology, Sociology, and Women's Studies. These courses are designed to meet general education and transfer requirements while providing students with a solid foundation for further study and career advancement. Beyond facilitating academic progression, we are deeply committed to promoting cultural diversity, equity, inclusion, and social justice through a curriculum that engages students on intellectual, personal, and professional levels.

Our courses encourage students to critically examine complex societal issues within their own communities, fostering the development of analytical and reflective critical thinking. By challenging pre-existing assumptions and broadening perspectives, we aim to empower students to become more informed and empathetic global citizens. Additionally, our programs emphasize the acquisition of practical skills, including basic technological competencies, that are essential for navigating and excelling in today's professional environments. Through this holistic approach, we prepare students not only to succeed academically but also to contribute meaningfully to their communities and to address the diverse challenges of a rapidly evolving world.

Has the purpose of the program changed in the past 4 years?

The core purpose of our program has remained relatively consistent, staying true to its mission of fostering the appreciation, understanding, and respect for cultural and biological diversity through the lens of scientific principles. Our curriculum and research frequently parallel and intersect with other academic disciplines, highlighting the importance and value of multidisciplinary perspectives in education, research, and exploration of issues. This approach not only enriches students' academic experiences but also broadens their understanding of the interconnected, intersectional, and holistic nature of the world.

Do you expect the purpose to change in the next 4 years?

Over the next four years, the program's primary focus will be on expanding into key academic areas within our disciplines that address unmet needs. These include LGBTQ+ Studies, Social Justice, and the development of additional transferable curriculum or experiences centered on human and human-adjacent topics. These planned expansions aim to offer students enhanced opportunities to delve deeper into cultural and biological diversity, all within the rigorous scientific framework that the social sciences provide. Through these efforts, we seek to further enrich the academic experience and better prepare students to meet their educational goals of degree completion or transfer.

Students Served

Student Learning Outcomes Assessments (Faculty Driven - programs showcase their own assessments)

Our department regularly discusses student success across our respective courses, aiming to better understand and address the factors that influence our outcomes. One of our greatest challenges is interpreting the authenticity and implications of data related to student success. While traditional metrics, such as success rates and SLO assessment outcomes, provide valuable insights, they often fall short of offering actionable strategies that go beyond content mastery and performance assessment. For years, we have tried different approaches to explore data that is truly meaningful, emphasizing factors that provide a holistic understanding of student achievement. This has led us to focus on metacognitive approaches to learning and the integration of culturally responsive curricular strategies, with our most effective insights often emerging from qualitative and anecdotal information

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Insights on Culturally Responsive Curriculum

- **Increased Engagement:** When students have opportunities to incorporate their cultural backgrounds and personal interests into the coursework, they demonstrate higher levels of engagement. This connection fosters a more meaningful relationship with the material and encourages active participation.
- **Enhanced Critical Thinking:** Assignments that invite students to share their research and perspectives within the course often reveal complex issues that challenge students assumptions. This approach equips students with analytical tools to understand and address diverse problems, broadening their cultural and intellectual horizons.

Insights on Metacognitive Practices

- **Initial Resistance:** Many students initially resist metacognitive activities and reflective practices, often perceiving them as unrelated to content mastery. However, as they recognize the value of these strategies in enhancing comprehension and academic performance, resistance diminishes.
- **Improved Problem-Solving and Critical Thinking:** Reflection on challenges and the learning process through a metacognitive lens fosters resilience and equips students with better problem-solving skills. These practices encourage students to approach academic obstacles with a growth mindset.
- **Academic Confidence:** While significant improvements in academic performance are not always immediately evident, students frequently express increased confidence in their abilities. Proficiency in metacognitive knowledge and tools for self-regulation provides them with a sense of agency in their learning journey.

By focusing on these and other strategies, our department strives to move beyond valuable surface-level indicators of success, delving into the deeper elements of student learning and development. Through culturally responsive teaching and metacognitive practices, we aim to provide students with the skills and confidence they need to thrive academically and personally. It should be noted that we do recognize that we have the privilege of speaking to many of these issues and practices as part of our default course content.

Demographics (see the Program Review website to the right for data paths and links)

When examining demographic data, we observe minor shifts linked to the expansion of dual enrollment course offerings within our disciplines and broader trends in the student population. These changes have resulted in a demographic profile that better reflects the additional characteristics of high school-aged students.

Student Age: Over the past four years, the proportion of students under 18 has risen from approximately 2% to 10%, driven by the growth of dual enrollment courses. Correspondingly, the percentage of students aged 20-24 has declined by about 5%.

Ethnicity: Latinx students continue to make up the majority of our student population, though their proportion has decreased slightly from nearly 80% pre-pandemic to approximately 70% over the past four years, following a downward trend. Conversely, the white student population has experienced a modest increase, now approaching 10%, while other demographic groups have remained relatively stable.

Gender: Gender distribution has remained consistent, with female students outnumbering male students by a ratio of 2 to 1 across our disciplinary areas.

Educational Goals: Around 50% of our students aim to transfer with a degree, and an additional 10% intend to transfer without earning a degree. Notably, there has been an increase in students whose primary goal is to graduate high school, a trend directly tied to the rise in dual enrollment. Other educational goal statistics have shown little variation over this period in our disciplinary areas.

Student Satisfaction (see program review website to the right for data paths and links)

Our faculty often receive positive feedback and recognition from students, reflecting their passion for the content they teach and the methods by which they deliver it. While our curriculum naturally engages students by addressing socially relevant and thought-provoking topics, it is the expertise, approachability, and teaching methods of our faculty that truly resonate. Students frequently commend both full-time and part-time faculty for their ability to create meaningful and dynamic learning experiences as well as professional relationships.

One area that is regularly acknowledged is the quality of our online courses which exploded in popularity during and after the pandemic, with many students highlighting the well-structured and engaging design of our Canvas modules. Faculty are also recognized for their clear, effective instruction, which fosters a deeper understanding of

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complex concepts and prepares students to excel in transfer programs, in the workforce, or within their community. This combination of rigorous, relevant content and skilled delivery ensures that most of our students leave our courses feeling intellectually enriched and academically confident. Our faculty's commitment to fostering a supportive, inclusive, and academically challenging environment continues to elevate the reputation of our programs and contribute to student success across the campus.

Student Success (see program review website to right for data paths and links)

We evaluate success rates, retention rates, and degree completion as foundational metrics to assess and analyze student success within our programs. These quantitative measures offer valuable insights into how well students are progressing academically and achieving their educational goals in the broadest sense.

Success and Retention Rates:

Anthropology:

- Retention rates have consistently remained strong, ranging between 88% and 90% over the past four years.
- Success rates, however, have experienced a slight decline, moving from 77.7% to 72.9% during the same timeframe.

Sociology:

- Retention rates show more variability, ranging from 86% to 81.4% over the last four years.
- Success rates have demonstrated a notable decline, dropping from 70.5% to 58.9%.

Women's Studies:

- Retention rates range from a high of 91.5% to a low of 82.2% over the past four years.
- Success rates have significantly decreased since the pandemic, falling from 68.7% to 45.4%.

ADT and AA Completion:

Anthropology:

- Over the last four years, 15 Associate Degrees for Transfer (ADTs) and 7 Associate of Arts (AAs) degrees were conferred.

Sociology:

- Sociology demonstrates the highest degree completion numbers, with 165 ADTs and 16 AAs awarded in the last four years.

Women's Studies:

- No degrees have been conferred in Women's Studies during this period.

Qualitative Measures:

Beyond quantitative data, we assess student success through a variety of qualitative approaches, which allow us to capture more nuanced dimensions of academic and personal growth. These include personal reflections, self-assessments, class discussions, assignment feedback, portfolio reviews, and evaluations. These methods provide a deeper understanding of how students develop holistically.

Personal Growth: Self-efficacy, resilience (grit), and critical thinking

Sense of Belonging: Engagement, inclusion and validation, and relationships

Skill Development: Communication, collaboration, and leadership

Social Responsibility: Community engagement and societal impact

Academic Experience: Learning satisfaction, knowledge application, academic identity, and professional skills

This comprehensive approach allows our department to identify actionable insights and adapt strategies that enhance both individual and collective student outcomes. We do acknowledge that the application of more qualitative data collection tends to be spontaneous, less organized, situationally initiated, and less rigorous than quantitative information.

Curriculum

Summary of Program Courses

ANTHROPOLOGY

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Anthropology has observed a growing demand and increased enrollment in our biological anthropology lecture and laboratory courses. In contrast, enrollment in cultural anthropology courses has gradually declined over the past decade and has stabilized at a lower level in the last four years. We attribute this trend primarily to the saturation of competing courses available to fulfill transfer requirements. However, we anticipate that upcoming changes related to transfer requirements may further reinforce this trend.

- ANTH100/H Intro to Cultural Anth/Honors
- ANTH101 Intro to Biological Anth
- ANTH101L Intro to Bio Anth Lab
- ANTH103 Intro to Archeology
- ANTH104/H Language and Culture/Honors (Cross listed ENG104/H)
- ANTH105 Ancient Mesoamerican Civilization (Cross listed HIST105)
- ANTH108 Religion, Magic and Witchcraft
- ANTH125 Native Americans in the U.S. (Cross listed HIST125)
- ANTH199 Independent Study

SOCIOLOGY

Sociology has experienced minor fluctuations in enrollment, with a gradual decline over the past few years, likely influenced by changes in transfer and degree requirements for general education. Despite this, enrollment remains relatively strong. Looking ahead, we anticipate some impact from the new Ethnic Studies requirement and adjustments to transfer arrangements. However, we expect continued robust demand for sociology courses, as evidenced by the consistently high number of Associate Degrees for Transfer awarded in this discipline.

- SOC100/H Intro to Sociology/Honors
- SOC112 Relationships, Marriages, and Families
- SOC140/H Social Problems/Honors
- SOC150 Intro to Race and Ethnicity
- SOC240 Intro to Social Psychology (Cross listed PSYCH240)
- SOC286 Introduction to LGBTQ+ Studies (Cross listed WMNS286)
- SOC401 The Sociology of Health, Illness, and Medicine

WOMEN'S STUDIES

Enrollment in Women's Studies has shown a slight rebound but continues to face challenges due to the absence of a dedicated full-time faculty member to lead and develop the program. Currently, we offer two to three sections per semester, contingent on student demand. Looking ahead, we aim to revitalize and expand the program by introducing innovative and dynamic curriculum that aligns more closely with the evolving field of Women, Gender, and Sexuality Studies, fostering greater interest and engagement among students.

- WMNS101 Introduction to Women's Studies
- WMNS102 Women in America: Work, Family, and Self
- WMNS286 Introduction to LGBTQ+ Studies (Cross listed SOC286)

New Courses/Degrees/Certificates - Student Learning Outcomes/Program Learning Outcomes

SOC150: Intro to Race and Ethnicity

- Explain how race and ethnicity are a social construction.
- Distinguish between race and ethnicity in contemporary society.
- Analyze and explain the consequences of racism in contemporary society.

SOC/WMNS286: Introduction to LGBTQ+ Studies

- Demonstrate familiarity with the major concepts, theories, methods and findings in LGBTQ+ studies.
- Apply the major sociological theories and perspective to the issues and experiences within LGBTQ+ studies.

LGBTQ+ Studies Certificate (In Process)

Each of the SLO's maps directly to one of the five disciplinary areas (sociology, child development, history, communication studies, and journalism/media studies) that are highlighted in this certificate. In the future we may need to adjust as we include additional courses and areas related to LGBTQ+ studies as options for students to select from.

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- Students will develop a foundational understanding of LGBTQ+ identities, histories, and experiences, with particular emphasis on intersections with race, gender, and class, through sociological, historical, and interdisciplinary lenses.
- Students will critically evaluate how LGBTQ+ individuals and issues are portrayed in media, considering the impact of race, gender, and other social factors on representation, as well as the role of media in shaping public perception and discourse.
- Students will analyze the dynamics of LGBTQ+ experiences within family structures and community contexts, with a focus on child development and the support systems that foster inclusivity and well-being in diverse environments.
- Students will demonstrate effective communication strategies that acknowledge and bridge gender differences, with particular attention to how gender and sexuality influence communication patterns in various social, personal, and professional settings.
- Students will explore significant historical events, movements, and figures that have shaped the struggle for LGBTQ+ rights in America, while critically engaging with how these historical developments inform contemporary advocacy and social justice efforts.

New Courses/Degrees/Certificates - Data Analysis

All courses are newly approved and have no data to present in terms of results, success rates, student feedback, etc.

SOC150 Introduction to Race and Ethnicity is being offered for the first time this semester (Fall 24).

SOC/WMNS286 has not been offered yet but is anticipated to be offered in Fall 25.

LGBTQ+ certificate is still in the pipeline of development, but should be sent to curriculum by Spring of 25.

Course deletions - Data Analysis

No courses have been deleted since our last quadrennial review.

Distance Education additions - Student Learning Outcomes

Since the pandemic, we have ensured that all courses are available in both face-to-face and distance education formats, including fully asynchronous and hybrid options. To maintain consistency across modalities, the Student Learning Outcomes (SLOs) are aligned and remain equivalent, regardless of whether the course is offered in-person or online.

Distance Education additions - Data Analysis

n/a

Assessment - List any changes made to curriculum as a result of SLO assessment

Curriculum modification and adjustment is an ongoing, dynamic process. Our instructors are typically highly flexible and responsive to both student and situational needs, often making small, real-time adjustments to enhance the learning experience while adhering to the COR.

SLO Refinement: While some departments prefer very specific Student Learning Outcomes (SLOs), we tend to favor more generalized outcomes, even though this approach may result in broader assessments that are less precise.

Formative Assessment: We continually refine formative assessments, striving to align our observational insights with easily extractable quantitative data, ensuring we capture a comprehensive view of student progress and struggles.

Rubrics: The use of rubrics among our faculty has been somewhat inconsistent. Some instructors find them an invaluable tool for clearly communicating expectations to students, while others encounter challenges in their application for various reasons.

Incorporating Diverse Assessment Methods: We've discovered that a one-size-fits-all approach to assessment is useful for aggregating data across sections but doesn't always meet the needs of individual teaching styles or course goals. Faculty have also raised concerns about the limitations of standardized data collection and its effectiveness in capturing the full scope of student learning.

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Integration of Technology and Online Tools: We have integrated Canvas into our face-to-face classes to improve student access and enrich the overall learning experience, enhancing both in-class and online learning opportunities.

Exploring Disproportionate Impact: We've identified several areas within our curriculum where disproportionate impact occurs, and these areas warrant further investigation to ensure more equitable outcomes for all students.

Innovations or Changes

The changes we implement in our teaching practices are often individualized and pedagogical in nature, allowing for flexibility and responsiveness to the unique needs of each class. Rather than adopting rigid, uniform instructional modifications, we embrace fluidity and adaptability, tailoring adjustments to the dynamics of specific classes. Several areas have emerged as focal points for innovation and improvement within our instructional approaches:

Promoting Metacognitive Awareness: We have increasingly integrated reflective practices that encourage students to think critically about their own learning processes. This includes activities such as journaling, self-assessments, and discussions about study strategies. By providing explicit instruction on effective learning techniques and encouraging goal setting, we empower students to take ownership of their educational journeys, improving both self-regulation and academic resilience.

Adopting Culturally Responsive Practices: Our curriculum and pedagogy have evolved to become more inclusive and reflective of the diverse cultural backgrounds of our student population. This involves designing curriculum materials that represent a broad range of perspectives, offering flexible assessment methods to accommodate varied learning styles, and fostering open dialogues that validate and celebrate students' unique experiences. These adjustments not only enhance engagement but also create a more equitable learning environment.

Adjusting Teaching Methods: We continuously refine our teaching methods to better support diverse learning needs. Differentiated instruction ensures that all students can engage with the material in meaningful ways, while scaffolding provides the support they need to build on their knowledge incrementally. Peer-to-peer learning opportunities also allow students to share insights and collaborate, enriching their understanding through interaction with their peers.

Encouraging a Growth Mindset: Our focus on the learning process rather than merely the outcomes helps students develop a growth mindset. By celebrating persistence, effort, and incremental progress, we foster an environment where students feel motivated to embrace challenges. Faculty also model metacognitive processes, demonstrating how reflecting on one's own learning and teaching practices leads to continuous improvement. Through these pedagogical adjustments, we remain committed to fostering a learning environment that is inclusive, adaptive, and focused on the holistic development of our students.

Support and Services

Technology

The Distance Education department has demonstrated exceptional performance over the past four years. They have successfully certified nearly all of our department faculty for online instruction, provided ongoing support and training for Canvas, and ensured that all systems are operating smoothly. Their efforts have been instrumental in maintaining the functionality and adaptability of our program, enabling us to effectively meet student needs as we expanded online during the pandemic.

Facilities and Equipment

Our dedicated lab space in Dunlap Hall for in-person ANTH 101L: Introduction to Biological Anthropology Laboratory sections is essential to supporting student success. While we strive to maintain cleanliness and implement protocols to minimize wear and tear, the chairs in the classroom have naturally experienced deterioration over time due to regular use. Aside from this issue, the institution has been highly responsive and supportive in addressing the needs of our dedicated classroom as they have arisen.

Professional Development

Our professional development team has consistently been available to offer excellent training opportunities and assist in navigating the often non-intuitive professional development gateway system. Much respect for the hard work Amberly has done to keep this running during this highly transitional time.

SAC Focused: Guided Pathways and Equity & Vision Goals

What improvements to “Ensure Learning” have been made within your program?

Our department is deeply committed to meeting the diverse needs of our students and ensuring meaningful learning across our disciplinary areas by aligning our efforts with the Guided Pathways framework. While both qualitative and quantitative data provide valuable insights into trends in student success and challenges, we recognize that each course and even each section presents unique student needs and dynamics. In evaluating learning and in particular equity-focused education at a public institution we try to effectively serve a diverse group of students without relying on fully individualized instruction. To address this, our department has organically embraced culturally responsive teaching methods and integrated metacognitive practices into our curriculum to foster student engagement and improve the quality of their educational experience.

In terms of ensuring learning, we have implemented several strategies informed by the Guided Pathways framework. First, we have designed clear and structured course sequences that align with degree pathways, helping students connect course content to their academic and career goals. Second, we emphasize active learning techniques—such as project or applied research-based assignments, collaborative discussions, and critical reflection activities—that encourage students to apply concepts to real-world contexts. Third, we incorporate regular formative assessments that provide immediate feedback, enabling both students and instructors to identify areas for improvement early in the learning process. Finally, our culturally responsive approaches, such as incorporating diverse perspectives into course materials and fostering inclusive classroom discussions, ensure that all students feel seen and valued, which enhances their motivation to engage deeply with the material.

While these strategies may not always be directly reflected in metrics like increased success rates, they create a foundation for long-term academic and personal growth, equipping students with the critical thinking and problem-solving skills they need to succeed beyond the classroom. Through continued reflection and adaptation, we aim to further align our practices with the equity goals of the Guided Pathways framework, ensuring that learning remains at the heart of our departmental mission while building a passion for life long learning in our students.

Reviewing Section VI: Curriculum above, how has your curriculum, including PLOs, been informed by Guided Pathways and Equity initiatives? Please share specific examples.

Our three disciplinary areas are fortunate to align naturally with the institutional equity initiatives, as the content we explore inherently addresses issues of systemic inequities, social justice, and cultural understanding. Equity at the institutional, individual, and interactional levels is deeply embedded in our professional practices, systemic approaches, and the lived experiences of both faculty and students. This alignment allows us to assess our Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) with a focus on identifying and mitigating potential biases or barriers that hinder students from progressing through their academic pathways. By incorporating these principles, we aim to create a more equitable and supportive environment that fosters student success.

One of the primary challenges we've identified beyond ensuring learning lies in the "stay on the path" phase of the Guided Pathways framework. This phase is often where the intersectional complexities of students' lives—such as work, family, and societal expectations—pose the greatest obstacles to persistence. While clarifying and entering the path are critical initial steps, staying on the path and ensuring learning remain the most significant hurdles for many of our students. Insights gained from initiatives such as the Basic Skills Initiative in 2015, research on grit and persistence by WestEd, and Carnegie-funded studies on accelerated curriculum highlight the enduring nature of these challenges. Despite progress in addressing these barriers, they continue to affect both our on-campus and online student populations, necessitating ongoing efforts to adapt and evolve our practices.

For our traditional on-campus students, external factors such as gender role expectations, familial pressures, socioeconomic challenges (including work obligations), and varying attitudes toward education often present significant barriers to persistence. Institutional factors, such as the cultural competency of faculty and accessibility of student support services, also play a role. While we can address some of these challenges through culturally responsive teaching, equity-driven practices, and institutional support, others require broader cultural and societal shifts that develop over time. Our departmental and campus-wide initiatives aim to close these gaps by fostering inclusive and supportive environments, though we acknowledge that some challenges will persist as part of the larger social context.

For our online students, in addition to many of the same external and institutional factors, we face unique challenges in fostering a sense of community and student buy-in. The flexibility of online learning often allows students to explore multiple instructional styles and enroll in similar courses across institutions, which can dilute their sense of commitment to persistence in our programs. To combat this, we emphasize the integration of culturally responsive teaching and learning opportunities within our online courses. We are also exploring

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strategies to strengthen community-building through representative activities, interactive assignments, and collaborative projects. By focusing on these areas, we aim to create a more engaging and connected online learning experience that supports student retention and success.

Through these efforts, we continue to refine our curriculum and teaching methods to align with the principles of Guided Pathways and Equity, ensuring that our students are supported at every stage of their academic journey.

Are there areas of disproportionate impact? What may be contributing to these distributions? What could you do differently to reduce disproportionate impact?

Over a four-year period, an analysis of disproportionate impact across our three disciplines has revealed specific areas that warrant further investigation. These findings highlight the need for a deeper understanding of the factors contributing to disparities in student success. As we strive to enhance cultural competency and foster culturally responsive classroom environments, we remain committed to addressing the challenges students face. However, we also recognize that some contributing factors, such as systemic inequities or external pressures like work and family responsibilities, may fall outside our immediate control. Despite these challenges, our goal is to create an inclusive educational space that mitigates these impacts wherever possible and supports all students in achieving their academic potential.

Anthropology

1. Our anthropology courses reveal disproportionate success rates among Black, Pacific Islander, and Latinx populations, as well as among students aged 25 to 29 and those 50 or older. While factors such as work or family commitments may contribute to challenges faced by older students, the disparities in success rates among ethnic groups warrant deeper investigation. Examining the relationships between factors such as ethnicity, race, and gender uncovers a range of areas that merit further exploration. The charts below provide a detailed analysis: the first illustrates overall disproportionate impact, the second examines the intersectionality of ethnicity and gender, and the third explores the intersectionality of age and gender.

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Disproportionate Impact: Success
2019-20 to 2023-24

Ethnicity	Enrollment	Success	Success Rate	Gap
American Indian/Alaska Native	14	11	78.6%	
Asian	515	439	85.2%	
Black/African American	135	86	63.7%	15
Filipino	53	44	83.0%	
Hawaiian/Pacific Islander	23	12	52.2%	5
Latinx	4,845	3,586	74.0%	160
Two or More Races	213	168	78.9%	
Unknown	165	122	73.9%	
White/Caucasian	627	467	74.5%	

Gender	Success	Success Rate	Gap
Female	2,760	76.1%	
Male	2,070	73.2%	
Non-Binary	76	75.2%	
Unknown	29	78.4%	

Age	Enrollment	Success	Success Rate	Gap
19 or younger	2,275	1,783	78.4%	
20 to 24	2,578	1,914	74.2%	
25 to 29	806	558	69.2%	52
30 to 34	379	284	74.9%	
35 to 39	227	164	72.2%	
40 to 49	203	151	74.4%	
50 or older	99	60	60.6%	14
Unknown	23	21	91.3%	

Disproportionate Impact: Success

2019-20 to 2023-24

Ethnicity	Gender	Enrollment	Success	Success Rate	Gap
Asian	Female	257	225	87.5%	
Asian	Male	242	199	82.2%	
Asian	Non-Binary	11	10	90.9%	
Black/African American	Female	46	26	56.5%	9
Black/African American	Male	88	59	67.0%	
Filipino	Female	28	24	85.7%	
Filipino	Male	22	17	77.3%	
Hawaiian/Pacific Islander	Female	15	6	40.0%	5
Latinx	Female	2,798	2,090	74.7%	
Latinx	Male	1,950	1,421	72.9%	
Latinx	Non-Binary	78	57	73.1%	
Latinx	Unknown	19	18	94.7%	
Two or More Races	Female	85	73	85.9%	
Two or More Races	Male	118	89	75.4%	
Unknown	Female	98	77	78.6%	
Unknown	Male	67	45	67.2%	
White/Caucasian	Female	295	235	79.7%	
White/Caucasian	Male	324	227	70.1%	16

Disproportionate Impact: Success

2019-20 to 2023-24

Age	Gender	Enrollment	Success	Success Rate	Gap
19 or younger	Female	1,246	1,019	81.8%	
20 to 24	Female	1,376	1,018	74.0%	
25 to 29	Female	432	296	68.5%	30
30 to 34	Female	232	176	75.9%	
35 to 39	Female	132	98	74.2%	
40 to 49	Female	140	109	77.9%	
50 or older	Female	56	34	60.7%	8
Unknown	Female	12	10	83.3%	
19 or younger	Male	942	689	73.1%	
20 to 24	Male	1,179	883	74.9%	
25 to 29	Male	366	256	69.9%	19
30 to 34	Male	141	106	75.2%	
35 to 39	Male	90	63	70.0%	
40 to 49	Male	57	39	68.4%	
50 or older	Male	40	23	57.5%	7
Unknown	Male	11	11	100.0%	
19 or younger	Non-Binary	72	61	84.7%	
20 to 24	Non-Binary	11	3	27.3%	5
19 or younger	Unknown	15	14	93.3%	
20 to 24	Unknown	12	10	83.3%	

Sociology

Sociology exhibits similar trends, with Black and Latinx populations experiencing disproportionate impacts on success rates, followed by non-binary students and those under 19 years of age. When examining the relationships between factors such as ethnicity, race, and gender, various areas emerge that could benefit from targeted support and enhancement. The charts below provide a detailed analysis: the first highlights overall disproportionate impact, the second examines the intersectionality of ethnicity and gender, and the third explores the intersectionality of age and gender.

Capstone Program Review

Disproportionate Impact: Success

2019-20 to 2023-24

Ethnicity	Enrollment	Success	Success Rate	Gap
American Indian/Alaska Native	10	7	70.0%	
Asian	524	433	82.6%	
Black/African American	128	69	53.9%	17
Filipino	97	84	86.6%	
Hawaiian/Pacific Islander	13	10	76.9%	
Latinx	5,741	3,747	65.3%	437
Two or More Races	166	119	71.7%	
Unknown	218	154	70.6%	
White/Caucasian	466	306	65.7%	

Gender	Success	Success Rate	Gap
Female	3,541	67.2%	
Male	1,312	66.9%	
Non-Binary	59	56.2%	11
Unknown	17	68.0%	

Age	Enrollment	Success	Success Rate	Gap
19 or younger	2,544	1,604	63.1%	151
20 to 24	2,625	1,792	68.3%	
25 to 29	1,035	743	71.8%	
30 to 34	543	378	69.6%	
35 to 39	248	174	70.2%	
40 to 49	255	167	65.5%	
50 or older	89	51	57.3%	
Unknown	24	20	83.3%	

Disproportionate Impact: Success

2019-20 to 2023-24

Ethnicity	Gender	Enrollment	Success	Success Rate	Gap
Asian	Female	327	270	82.6%	
Asian	Male	189	156	82.5%	
Black/African American	Female	82	43	52.4%	12
Black/African American	Male	43	24	55.8%	
Filipino	Female	69	61	88.4%	
Filipino	Male	27	22	81.5%	
Latinx	Female	4,243	2,779	65.5%	144
Latinx	Male	1,398	912	65.2%	
Latinx	Non-Binary	88	47	53.4%	12
Latinx	Unknown	12	9	75.0%	
Two or More Races	Female	109	80	73.4%	
Two or More Races	Male	48	35	72.9%	
Unknown	Female	152	106	69.7%	
Unknown	Male	63	47	74.6%	
White/Caucasian	Female	276	193	69.9%	
White/Caucasian	Male	184	108	58.7%	16

Disproportionate Impact: Success

2019-20 to 2023-24

Age	Gender	Enrollment	Success	Success Rate	Gap
19 or younger	Female	1,829	1,146	62.7%	105
20 to 24	Female	1,873	1,284	68.6%	
25 to 29	Female	723	519	71.8%	
30 to 34	Female	405	282	69.6%	
35 to 39	Female	182	131	72.0%	
40 to 49	Female	193	134	69.4%	
50 or older	Female	55	36	65.5%	
Unknown	Female	11	9	81.8%	
19 or younger	Male	669	431	64.4%	
20 to 24	Male	729	495	67.9%	
25 to 29	Male	290	212	73.1%	
30 to 34	Male	125	88	70.4%	
35 to 39	Male	57	37	64.9%	
40 to 49	Male	49	26	53.1%	7
50 or older	Male	30	12	40.0%	8
Unknown	Male	13	11	84.6%	
19 or younger	Non-Binary	39	22	56.4%	
20 to 24	Non-Binary	13	5	38.5%	4
25 to 29	Non-Binary	21	12	57.1%	
40 to 49	Non-Binary	11	6	54.5%	
20 to 24	Unknown	10	8	80.0%	

Women's Studies

In Women's Studies, areas of concern are primarily concentrated in disparities in success rates among Black and White students compared to other student populations. Other metrics of success appear to fall within acceptable established parameters. The following charts provide a detailed analysis: the first illustrates overall disproportionate impact, the second examines the intersectionality of ethnicity and gender, and the third explores the intersectionality of age and gender.

Capstone Program Review
Disproportionate Impact: Success
2019-20 to 2023-24

Ethnicity	Enrollment	Success	Success Rate	Gap
Asian	19	12	63.2%	
Black/African American	16	5	31.3%	4
Latinx	631	361	57.2%	
Two or More Races	31	19	61.3%	
Unknown	16	10	62.5%	
White/Caucasian	72	32	44.4%	9

Gender	Success	Success Rate	Gap
Female	401	57.2%	
Male	45	52.3%	

Age	Enrollment	Success	Success Rate	Gap
19 or younger	265	158	59.6%	
20 to 24	312	172	55.1%	
25 to 29	99	57	57.6%	
30 to 34	61	30	49.2%	
35 to 39	25	14	56.0%	
40 to 49	17	7	41.2%	
50 or older	16	11	68.8%	



Disproportionate Impact: Success
2019-20 to 2023-24

Ethnicity	Gender	Enrollment	Success	Success Rate	Gap
Asian	Female	16	10	62.5%	
Black/African American	Female	10	3	30.0%	
Latinx	Female	585	336	57.4%	
Latinx	Male	36	22	61.1%	
Two or More Races	Female	20	12	60.0%	
Two or More Races	Male	11	7	63.6%	
Unknown	Female	12	8	66.7%	
White/Caucasian	Female	47	22	46.8%	
White/Caucasian	Male	25	10	40.0%	

Disproportionate Impact: Success

2019-20 to 2023-24

Age	Gender	Enrollment	Success	Success Rate	Gap
19 or younger	Female	243	142	58.4%	
20 to 24	Female	279	159	57.0%	
25 to 29	Female	86	53	61.6%	
30 to 34	Female	49	24	49.0%	
35 to 39	Female	15	8	53.3%	
40 to 49	Female	12	5	41.7%	
50 or older	Female	14	9	64.3%	
19 or younger	Male	18	14	77.8%	
20 to 24	Male	29	12	41.4%	
25 to 29	Male	12	4	33.3%	
30 to 34	Male	12	6	50.0%	

Summary/Conclusion

Summary/Conclusion

The ongoing efforts to refine and adjust our instructional approach and curriculum to better understand student learning has been driven by a commitment to student success, equity, and inclusivity across our Anthropology, Sociology, and Women's Studies programs. Through the use of both qualitative and quantitative assessments, we strive to create a learning environment that supports diverse student needs while ensuring learning outcomes are meaningful and impactful. Culturally responsive teaching and metacognitive practices have been central to enhancing student engagement and critical thinking, particularly for those who face systemic barriers to academic success. As we continue to explore and address disproportionate impacts, we recognize the importance of flexibility in assessment methods, acknowledging that one-size-fits-all models may not always align with individual teaching styles or student needs.

Our small department is fortunate to have some truly exceptional faculty members, both full-time and part-time. Our instructors have earned college-wide recognition for their contributions, including taking on leadership roles on campus and in professional societies, organizing and presenting at conferences, engaging in community activities, and finding countless other ways to contribute to the betterment of society and student growth. The diverse research interests, skill sets, personal passions, and ambitions of our faculty greatly enrich our department and enhance the student experience. We are privileged to work alongside such a dedicated and talented group of colleagues, both within our department and across the campus.

Looking ahead, our department is focused on expanding and adapting our curriculum to meet the evolving needs of our students, particularly with regard to the integration of new academic areas like LGBTQ+ Studies and Social Justice. While we anticipate challenges related to shifting transfer requirements and the impact of changing educational trends, we remain committed to fostering an environment that promotes academic excellence, personal growth, and social responsibility. The integration of technology, particularly Canvas, has played a pivotal role in enhancing both in-person and online learning experiences, providing students with increased access and opportunities for engagement. Moving forward, we will continue to refine our approaches to assessment, curriculum design, and student support to ensure our programs meet the diverse needs of our students and align with institutional goals for equity and student success.

Capstone Program Review