

#26

**COMPLETE**

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Page 1: I. Program Overview and Update

**Q1** Department(s) Reviewed:

Sociology &amp; Social Work

**Q2** Lead Author and Participants: Please list any person who participated in the preparation of this report.

Rachel Jacob-Almeida

**Q3** Dean/Manager:

Alicia Munoz

**Q4** Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

Sociology has added two new courses: SOC-114 (Sociology of Minority Group Relations) and SOC-140 (Sex and Gender Across Cultures). Paperwork was also submitted during Fall, 2019 to change the name of SOC-114 to Race and Ethnicity; this name change will be reflected in the AY 2020/21 college catalog. Also, the full-time Sociology instructor completed the year-long ETMLI training, and one Social Work and one Sociology part-time instructor have signed up to begin ETMLI training next semester. Equity gaps in Sociology courses have narrowed with changes to course content and pedagogy. Further, more SLO data has been entered for Sociology and Social Work courses (although work still needs to continue to fully update data). Finally, the full-time Sociology instructor, Rachel Jacob-Almeida, defended her dissertation in November, 2019 and now has her Ph.D.

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Page 2: II. Assessment and Student Achievement

**Q5** 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **No**

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**Q6** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

**Q7** 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

During Professional Development week of every semester, instructors of Sociology meet to discuss SLO results and plan on how to assess SLO's in coming semesters. In the past, we would assess 1 SLO per semester per course. Recently the SLO coordinator has suggested that we instead assess all the SLO's in the same semester, and this Spring 2020 we will be doing that for the first time.

SLO Assessment results were entered only for SOC-120 in FA19. The following is the # of students successful / # of students assessed=success rate for each course SLO that has results entered.

For SOC-120 in FA19: SLO#1: 42/45=93%; SLO#2: 38/45=84%; SLO#3: 42/45=93%; SLO#4: 23/28=82%

The last SLO assessment results entered for SOC-125 was in SP16, and it was only entered for SLO#3: 19/38=50%

The last SLO assessment results entered for SW-110 SLO#1 was in SP19: 14/70=82% and 30/30=100%. Results for SW-110 SLO#3 were last entered in FA15: 37/48=77%.

The last SLO assessment results entered for SW-120 SLO#1 was in SP17: 50/56=89%. Assessment results for SW-120, SLO#3 from SP19 are: 33/39=85%.

No other SLO assessment data has been entered for Sociology or Social Work courses. We need to update all SOC and SW course SLO assessment data. This is a goal for the program.

**Q8** 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

**Q9** 4. How are you currently assessing your PLOs?

We are in the process of deciding with Tania Jabour how we will map SLO's to our PLOs. The faculty leads in our ACP (me, Josh Franco, Steve Weinert and Kristin Zink) met with Tania Jabour during the FA19 semester. She told us that we could either have our own individual-discipline PLOs and map our course SLO's to them, or we could create PLOs that are the same for all disciplines within the ACP, and then map our own course SLOs to them. Since that meeting, we have unfortunately not discussed the matter again.

**Q10** 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here.

No

**Q11** 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **No**

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Page 4: II. Assessment and Student Achievement

**Q12** Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

**SOCIOLOGY:**

In Fall semesters, the success rate has varied widely. In Fall 2017, the success rate was 71%, which is the highest rate of all Fall semesters in the last five years. The following Fall 2018, however, the success rate fell five percentage to 66%. The success rates in Spring semesters has tended to be better than the success rates in Fall semesters. With regards to the Spring semesters over the last five years, the success rate has tended to increase every year. Spring 2019 had the highest success rate, at 73%. In sum, the most recent two semesters had the following success rates: 66% in FA18 and 73% in SP19.

**SOCIAL WORK:**

The success rate in general has consistently been high over the last five years – it has been above 80% for every semester except SP18, when it was at 79%. The highest success rate was in FA18, at 93%. The success rate the following semester (SP19), however, the success rate fell to the second lowest, at 80%.

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**Q13** Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

**SOCIOLOGY:**

In the last Annual Program Review, I wrote that we ideally would see at least a 1% increase in success rate from SP18 to SP19, and indeed we achieved that increase. Our most recent success rate of 73% in SP19 thus shows that we are moving in the right direction towards meeting the college success rate goal. However, we do need to do more to increase the success rates for Fall semesters in general.

One recent change is that I, the full-time Sociology faculty, recently completed the ETMLI two-semester training. ETMLI made a large impact on me, and motivated me to change much of my course content to be more inclusive. I have also further diversified my teaching methods so that they employ students' experiences and participation more. I have seen this greatly improve success rates in my own courses. Another related change is that we hired a new part-time instructor, who will begin participating in ETMLI next semester. I will also continue to encourage the other part-time sociology instructors to participate in ETMLI.

With regards to the Fall semesters, all instructors should become aware of the trend that success rates tend to be lower in the first (Fall) semester of each academic year. We could discuss possible reasons, one of which is likely that there are more first-time college students during the Fall semesters. Us instructors should be more mindful of the fact that a larger proportion of students during Fall are first-time students, and therefore we should be more deliberate about engaging in more intrusive and student-centered approaches.

**SOCIAL WORK:**

The success rates for Social Work are already beyond the college's success rate goal. One of the two current part-time instructors will also begin participating in ETMLI next semester. This should only help to improve the success rates.

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**Q14** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

**SOCIOLOGY:**

With regards to gender, over the last two semesters (FA18 and SP19) male students have had a lower success rate than the discipline success rate (by 4%). This does not, however, necessarily indicate a meaningful equity gap in and of itself. Research continuously shows that gender alone does not tell the whole story in terms of disadvantage and equity gaps. Research shows male students may have lower outcomes compared to female students but that white male students tend to have higher or the same outcomes as their white female counterparts, and that disparities in rates exist for black and brown male students compared to their white peers and compared to their black and brown female peers. Further, black and brown female students tend to have lower outcomes relative to white female students. Race/ethnicity is a crucial piece to our understanding of disadvantage and equity gaps in schools. Until we have access to cross-tabulated data of gender with race/ethnicity, it is difficult to speak on what these gaps mean in terms of equity.

With regards to race/ethnicity, there are somewhat persistent equity gaps between discipline success rates and the success rates of African-American/Black students and Latinx students. Importantly, though, the success rates of African-American/Black students and of Latinx students has been improving overtime compared to discipline success rates (equity gaps have been decreasing).

The equity gaps for African-American/Black students was as high as 19% in SP15 and 20% in FA16, but the equity gap started to shrink to 13% in FA17. The gap in fact disappeared in SP18, when African-American/Black students had a higher success rate (by 7%) than the discipline success rate. In FA18 the equity gap reappeared (3%), but then has disappeared completely in SP19, when African-American/Black students had the same success rate as the discipline success rate (73%). In sum, equity gaps were: SP15 19%; FA16 20%; FA17 13%; SP18 no equity gap; FA18 3%

Over the last 5 years, there were no equity gaps for Latinx students in some semesters (e.g., FA 16, SP17, FA17), but the equity gaps for Latinx students was at its highest in SP18, with a difference of 7%. The equity gap then decreased to 2% in SP19. In sum, equity gaps were: SP18 7%; SP19 2%

The fact that the equity gaps for such student populations have decreased, and at times disappeared, in recent semesters is a good sign; however, the fact that there are still equity gaps in recent semesters shows that we still must be vigilant and work on improving the success rates of our African-American/Black and Latinx students.

There have also been equity gaps for Asian students and Filipino students, although they have not tended to be as big or persistent as they have been for African-American/Black and Latinx students (the enrollment numbers of Asian and Filipino students is also much lower, rarely exceeding 10). In most semesters over the last five years there has not been an equity gap for Asian or Filipino students and in SP19 such categories of students had success rates higher than discipline rates. In FA18 and FA17, however, there were equity gaps of 9% and 3%, respectively, among Asian students. We should therefore remain vigilant here as well.

For some categories of students in terms of race/ethnicity, there were too few students to identify patterns. The enrollment of American Indian/Alaskan Native in sociology courses has never exceeded one in any semester and the enrollment of Pacific Islanders has never exceeded two in any semester. Nevertheless, it is important to note that in SP19 the enrollment for American Indian/Alaskan Native was 1 but success rate was 0%.

As reported in last year's Annual update, with the exception of FA17, white non-Hispanic students have had success rates higher than the discipline success rates. In SP19, the success rates for this group was 3% higher than the discipline success rate.

**SOCIAL WORK:**

With regards to gender, fewer male students than female students tend to enroll in Social Work courses. For example, in SP19, 82 female students were enrolled compared to 19 male students. There were few disparities over the last five years, although female students had success rates 2% below the discipline success rates in SP19. Further, male students tend to have higher success rates than the discipline – male students' success rates were 7% and 9% higher than discipline success rates in FA18 and SP19, respectively. Male students also had higher success rates than female students in FA18 (7% higher) and in SP19 (11% higher). Despite these disparities, the success rates overall along gender lines are fairly high (higher than college goal of 75%)

With regards to race/ethnicity: Again, in general, the success rates overall for social work are relatively high. However, there are

disparities between discipline success rates and success rates among African-American/Black students that we must pay attention to. Further, the enrollment numbers of African-American/Black students have declined over recent years, from a high of 14 students in SP16 to 1 student in FA18 and 6 in SP19. The disparities in success rates have been particularly wide in Fall semesters, although they have disappeared in Spring semesters. Part of these wide disparities is due to the low enrollment numbers of African Americans--in FA18 success rate was 50% (43% below discipline success rate), but there were only two African-American/Black students during that semester. Nevertheless, we must remain vigilant of these gaps in success rates. In FA17, the disparity in success rate was 37% and in FA16, the disparity was 21%. These are very big equity gaps that we must work to remedy.

The success rates of Latinx students in Social Work courses has also tended to be close to or higher than the college 2024 goal of 77%, although the success rate of Latinx students has been lower than the discipline success rates in most semesters over the last 5 years. The largest disparity was in SP18, when Latinx success rate was 57%, compared to the discipline 79% success rate. Over the last year, the Latinx success rate rose to 90% in FA18 (3% lower than the discipline success rate that semester) and was then 73% in SP19 (7% lower than the discipline success rate that semester). These disparities should be watched over time.

As in Sociology, some categories of students in terms of race/ethnicity had too low enrollments to identify patterns. The enrollment of American Indian/Alaskan Native in Social Work courses has never exceeded two in any semester, and in all three semesters where there were two students the success rate was 100%. The enrollment of Filipino has never exceeded 4; the success rate for Filipino students has been 100% for every semester they enrolled, except for SP17, when the success rate was 75%. The enrollment of Pacific Islanders has not exceeded 1 student in a semester, and the success rate has been 100% for such semesters.

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**Q15** What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

Our equity gaps are narrowing, which suggests that we are starting to be more equity-minded in our courses and on campus.

Some department/discipline factors that have contributed to the lower success rates can be: no or not enough culturally responsive content and pedagogy; not following up with students who are struggling in the courses (i.e., no or not enough “intrusive practices”); and cost of textbooks. The fact that more of our faculty have or will participate in ETMLI suggests that these equity-driven materials and practices are starting to be brought into our courses may explain why gaps are starting to narrow, but the fact that there still are equity gaps suggests we still have work to do. With regards to textbook cost, we may need to more seriously consider how we can move towards zero-cost or at least cheaper reading materials for courses. As the faculty-lead, I need to learn more about available options – I struggle with the fact that I haven’t been satisfied with much of the OER for sociology that I’ve encountered but I also realize I may not have seen all available options. I also would like to explore whether it is possible for each student to have access to all the course readings without having to pay anything, even if I do not use OER.

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**Q16** What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

**SOCIOLOGY**

We have one new face-to-face instructor who is part time. We have 5 sociology instructors, one of which is me (full-time). I have continued to implement changes to my courses based on my participation in ETMLI. Of the 4 part-time instructors, one will be participating in ETMLI for the Academic Year FA20/SP21. These equity gaps also suggest to me that I should work more to encourage the other part-time instructors to participate in ETMLI. I also should share with the part-time instructors information and material I acquired from ETMLI, in the case that they choose not to participate in the training. As stated above, I’d also like to start exploring OER for sociology, as well as ways for students to have access to reading materials without having to pay, even if instructors do not use OER

**SOCIAL WORK:**

As of FA18, we have one new Social Work instructor in addition to an adjunct instructor who has been here for a number of years. The new part-time instructor will be participating in ETMLI for the Academic Year FA20/SP21. I will also encourage the other Social Work instructor to participate in ETMLI.

**Q17** How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

Ideally they will close equity gaps and increase overall success rates..

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**Q18** In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

As the full-time sociology faculty, I have been very involved in cross-discipline efforts to engage students across campus. I have worked with faculty in disciplines like history, political science and psychology to put on and participate various events for heritage months on campus. These include co-organizing and participating in panels for Black History Month in February of 2019 (my presentation was "Media Representations of African Americans") and for LatinX Month in October, 2019 (my presentation was "Current Threats to Brazil's Amazon Rainforest and its Indigenous Inhabitants"). I've also organized or co-organized with other faculty film screenings & discussions for Black History Month in February of 2019 (film "The Black Panthers: Vanguard of the Revolution"), and Pride Month of 2019 (film "Moonlight").

I've also worked directly with student services to invite speakers and plan and participate in events for heritage months, including inviting the keynote speaker for college hour for this year's Black History Month. In Spring 2019 I also invited Hip Hop artist Jasiri X to speak to our students about Hip Hop and Education; this event was very-well attended (with over 120 students in attendance) and well-received. I also in Spring 2019 co-organized and co-facilitated the 1st Annual Social Justice Conference for Cuyamaca College, which entailed 3 sessions (a keynote speaker and two panels of local activists), and lunch. This event was also very well-attended (with about 100-150 students per session) and had a positive response from students and faculty.

I've also coordinated with the faculty leads in History, Political Science (and recently Psychology) to hold a "Meet N' Greet" for students in our courses. On the first day of each semester, we bring our classes together to introduce our students to our disciplines and to students in others' classes.

As Department Chair, I've also invited speakers from counseling and tutoring to speak at our department meetings. DSPS Counselor Rachelle Panganiban presented to our department at the Fall 2018 meeting, and Writing/ESL Center Director Mary Graham presented to our department at the Spring 2019 meeting.

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**Q19** OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

**Respondent skipped this question**

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Page 5: II. Assessment and Student Achievement

**Q20** Do you offer distance education (online) courses?

**Yes**

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Page 6: II. Assessment and Student Achievement

**Q21** Are there differences in success rates for distance education (online) versus in-person sections?

**Respondent skipped this question**

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**Q22** If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

Only Sociology has online classes, and all online Sociology courses are 100% online: There are no huge differences in general success rates between online and face-to-face classes but there are some disparities among some racial/ethnic groups. For example, in Fall 2018 African American students had a success rate of 71% in face-to-face classes but a success rate of 50% in the online courses. Further, the general success rate for online classes that semester was 62%, so the equity gap between general online success rates and African-American students' success rates online in FA18 was 12%. In Spring 2019, the success rates among African American students was 86% whereas it was 50% in online courses. Further, the online general success rate for that semester was 70%, so the equity gap between general online success rates and African American students' success rate online in SP19 was 20%. Similarly, in FA18, there was a disparity of 9% in online success rates (62%) and Latinx online success rates (53%). We must work to remedy these equity gaps.

**Q23** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Faculty evaluations are the only mechanism in place.

Page 7: III. Previous Goals: Update (If Applicable)

**Q24** Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

**Q25** Previous Goal 1:

Two new courses will be established—one focusing on sociology of race and ethnic relations and the other focusing on sociology of gender and sexuality.

**Q26** Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

**Q27** Please describe how this goal advances the college strategic goal identified above.

Students express interest in learning more about sociological perspectives on sex, gender and sexuality and on race, ethnicity and racial/ethnic inequality. Before these two courses were established at Cuyamaca, students had to take them at Grossmont College. Adding these courses increases enrollment and interest in the Sociology program. Also, these courses fulfill Area D for Cuyamaca GE requirements

**Q28** Goal Status **Completed**

Page 9: III. Previous Goals: Update (If Applicable) continued

**Q29** Please describe the results or explain the reason for deletion/completion of the goal:

SOC-114 Sociology of Minority Group Relations and SOC-140 Sex and Gender Across Cultures were established in FA19. SOC-114 was first offered in FA19 and SOC-140 has been offered for the first time in SP20. Please note too that in Fall, 2019, paperwork was submitted so that the title of SOC-114 will be changed to Race and Ethnicity for the 2020/21 Academic Year

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**Q30** Do you have another goal to update? **Yes**

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Page 10: III. Previous Goals: Update (If Applicable) continued

**Q31** Please describe action steps for the year: **Respondent skipped this question**

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**Q32** How will this goal be evaluated? **Respondent skipped this question**

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**Q33** Do you have another goal to update? **Respondent skipped this question**

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Page 11: III. Previous Goals: Update (If Applicable) continued

**Q34** Previous Goal 2:

SOCIOLOGY: SLO assessment results and reflection dialogue will be updated from at least FA14. Also, faculty-lead for Sociology will be regularly inputting the SLO assessment results and dialogue every semester. SOCIAL WORK: Regularly conduct SLOs and reflect on them.

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**Q35** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

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**Q36** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

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**Q37** Goal Status **In Progress-will carry this goal forward into next year**

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Page 12: III. Previous Goals: Update (If Applicable) continued

**Q38** Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

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**Q39** Do you have another goal to update? **Respondent skipped this question**

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Page 13: III. Previous Goals: Update (If Applicable) continued



**Q40** Please describe action steps for the year:

A new online system has been created for instructors to individually input their SLO assessment results and reflections. This system has made the process much easier. Also, last semester the SLO coordinator suggested that all SLOs for courses be assessed in the same semester; before we had been assessing 1 SLO per semester in sequential order.

FOR SOCIOLOGY: In response to the SLO coordinator's advice, all SLOs were assessed and results were submitted for FA19 for at least one SOC-120 course in Sociology. SLO results have not been recently submitted for any of the other SOC courses.

FOR SOCIAL WORK: Assessment data for only SLO #1 for SW-110 has been recently entered (in SP19); SLO #1 and SLO#3 for SW-120 were last entered in SP17 and FA15, respectively. We thus still have a ways to go to assess SLOs for all Sociology and Social Work courses.

SOCIOLOGY AND SOCIAL WORK: In coming years, I want to implement a plan for assessing and submitting SLO results in a rotation of Sociology and Social Work courses. I think this will make assessment and reporting (and reflection/dialogue) more manageable for instructors, more consistent and therefore more meaningful.

For Sociology: the plan is as follows: In Fall semesters, instructors of SOC-120, SOC-125 and SOC-114 will assess (and report) all course SLOs. Instructors of such courses will then dialogue on these SLO results during professional development week of the following Spring semester – this dialogue will include a joint reflection on the Fall SLO results and a discussion about necessary changes to implement in SOC-120, SOC-125 and SOC-114 in light of these results during Spring and following Fall semesters. This dialogue will also include a joint discussion on how to best assess the SLOs in the courses that will be assessed in Spring semester. In Spring semesters, instructors of SOC-130 and SOC-140 will assess (and report) all course SLOs. Instructors of such courses will then dialogue on these SLO results during PD week of the following Fall semester – this dialogue will include a joint reflection on the Spring SLO results and discussion about necessary changes to implement in SOC-130 and SOC-140 in light of these results during the Fall and Spring semesters. This rotation will continue like this yearly.

For Social Work, the plan is as follows: In Fall semesters, instructors of SW-110 will assess (and report) all SLOs of the course. Instructors of such courses will then dialogue on these SLO results during professional development week of the following Spring semester – this dialogue will include a joint reflection on the Fall SLO results and a discussion about necessary changes to implement in SW-110 in light of these results during Spring and following Fall semesters. This dialogue will also include a joint discussion on how to best assess the SLOs in the course that will be assessed in Spring semester. In Spring semesters, instructors of SW-120 will assess (and report) all course SLOs. Instructors of such courses will then dialogue on these SLO results during PD week of the following Fall semester – this dialogue will include a joint reflection on the Spring SLO results and discussion about necessary changes to implement in SW-120 in light of these results during following Fall and Spring semesters. The rotation will continue like this yearly.

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**Q41** How will this goal be evaluated?

SOCIOLOGY: SLO assessment data will be updated for SOC-130 and SOC-140 for SP20 and for SOC-120, SOC-125 and SOC-114 for FA20. SOCIAL WORK: SLO assessment data will be updated for SW-120 for SP20 and for SW-110 for FA20

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**Q42** Do you have another goal to update?

Yes

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Page 14: III. Previous Goals: Update (If Applicable) continued

**Q43** Previous Goal 3:

SOCIAL WORK: By FA21 Social Work should have a full-time instructor, possibly who also teaches Sociology

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**Q44** Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

**Q45** Please describe how this goal advances the college strategic goal identified above.

SW courses tend to have high enrollment and high success rates. A more developed program has the potential of increasing engagement among Cuyamaca students who are interested in Social Work as a career. A more developed program also has the potential of bringing more students to Cuyamaca College—this is especially likely given that there is only one other full-time Social Work community college instructor in all of San Diego (at SD City College).

**Q46** Goal Status **Deleted**

Page 15: III. Previous Goals: Update (If Applicable) continued

**Q47** Please describe the results or explain the reason for deletion/completion of the goal:

This is more of an ideal still, rather than a realistic goal at this point. SW work courses tend to have high enrollment and success rates, and students show a lot of interest in the discipline. However, we have not yet seen the need to increase the number of SW courses beyond the 3 we have been offering in recent semesters. Therefore, there is not enough student demand just yet to justify hiring a full-time instructor. Hopefully in the future we can return to this as a possibility.

**Q48** Do you have another goal to update? **No**

Page 16: III. Previous Goals: Update (If Applicable) continued

**Q49** Please describe action steps for the year: **Respondent skipped this question**

**Q50** How will this goal be evaluated? **Respondent skipped this question**

**Q51** Do you have another goal to update? **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

**Q52** Previous Goal 4: **Respondent skipped this question**

**Q53** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

**Q54** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

**Q55** Goal Status

Respondent skipped this question

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Page 18: III. Previous Goals: Update (If Applicable) continued

**Q56** Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

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**Q57** Do you have another goal to update?

Respondent skipped this question

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Page 19: III. Previous Goals: Update (If Applicable) continued

**Q58** Please describe action steps for the year:

Respondent skipped this question

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**Q59** How will this goal be evaluated?

Respondent skipped this question

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**Q60** Do you have another goal to update?

Respondent skipped this question

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Page 20: III. Previous Goals: Update (If Applicable) continued

**Q61** Previous Goal 5:

Respondent skipped this question

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**Q62** Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

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**Q63** Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

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**Q64** Goal Status

Respondent skipped this question

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Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

**Q65** Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

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Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

**Q66** Please describe action steps for the year:

Respondent skipped this question

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**Q67** How will this goal be evaluated?

Respondent skipped this question

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Page 23: IV. New Goals (If Applicable)

**Q68** Would you like to propose any new goal(s)? **Yes**

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Page 24: IV. New Goals (If Applicable) continued

**Q69** New Goal 1:

Modify the Associate Degree for Transfer requirements in Sociology so that SOC-114 and SOC-140 are included as options in List A.

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**Q70** Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

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**Q71** Please describe how this goal advances the college strategic goal(s) identified above.

Adding more options to the degree requirements will help students successfully compete the degree and transfer within a timely manner. It will also allow students to explore more fields of Sociology for their degree.

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**Q72** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

This goal is in response to the development of the two new courses, SOC-114 and SOC-140, at Cuyamaca College. It is also informed by enrollment data; enrollment in SOC-120 remains high, but has not been as high in SOC-114 or SOC-140. By establishing these as options for the AA-T, more students will enroll in them. This may also bring more students into the Sociology program; students who decide to take SOC-114 or SOC-140 as their first Sociology course may become interested in it as a major. In such cases that students decide to pursue an AA-T in Sociology, they will have already fulfilled one of the requirements by taking the course. Finally, these courses are part of the Sociology Transfer Model Curriculum (TMC) (<https://c-id.net/tmc>)

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**Q73** Action steps for this year:

Submit Program Modification form along with other appropriate forms to the Curriculum Committee before the last Governing Board Meeting of Spring 2020 (June 16).

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**Q74** How will this goal be evaluated?

AA-T in Sociology degree requirements will be updated to include SOC-114 and SOC-140 by Fall, 2020

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**Q75** Do you have another new goal? **Yes**

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Page 25: IV. New Goals (If Applicable) continued

**Q76** New Goal 2:

Modify SOC-114 and SOC-140 courses so that they satisfy general education requirements for the CSU (Area D) and UC (Area 4).

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**Q77** Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

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**Q78** Please describe how this goal advances the college strategic goal(s) identified above.

Adding more options will help students successfully meet their GE requirements and transfer within a timely manner. It will also allow students to explore more fields of Sociology.

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**Q79** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Enrollment data – enrollment in SOC-114, SOC-130 and SOC-140 has not been very high. By establishing more sociology courses as GE options for CSU and UC, more students will enroll in them. Further, more students will have the chance to explore Sociology as a field. This may increase the number of students who decide to pursue sociology as a major (AA-T) or decide to simply take more Sociology classes. This would increase enrollment in our program more generally.

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**Q80** Action steps for this year:

Submit Course Modification form along with other appropriate forms for SOC-114 and SOC-140 to the Curriculum Committee before the last Governing Board meeting of Spring 2020 (June 16)

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**Q81** How will this goal be evaluated?

SOC-114 and SOC-140 will be included as options in Area D for CSU and Area 4 for UC in AY 2020/21 Course Catalog

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**Q82** Do you have another new goal? **Yes**

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Page 26: IV. New Goals (If Applicable) continued

**Q83** New Goal 3:

Update PLOs and map PLOs onto course SLOs

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**Q84** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

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**Q85** Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

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**Q86** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

This goal is informed by the fact that we our PLOs do not accurately reflect our disciplines, and PLOs are not mapped onto course SLOs.

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**Q87** Action steps for this year:

Meet with SLO coordinator and other ACP faculty leads to decide whether we will create PLOs for the entire ACP grouping or keep SLOs discipline specific. After that decision has been made, continue to work with SLO coordinator to write PLOs and then map them onto course SLOs (for Sociology and Social Work).

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**Q88** How will this goal be evaluated?

PLOs will be written for Sociology and Social Work (or their entire ACP grouping) and PLOs will be mapped onto all Sociology and Social Work courses within a year (by Spring 2021).

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**Q89** Do you have another new goal?

**Yes**

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Page 27: IV. New Goals (If Applicable) continued

**Q90** New Goal 4:

Encourage all part-time instructors in Sociology and Social Work to participate in ETMLI training.

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**Q91** Which College Strategic Goal does this department goal most directly support?

**Guided Student Pathways**

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**Q92** Please describe how this goal advances the college strategic goal(s) identified above.

(This goal supports both Guided Student Pathways and Student Validation and Engagement):Equity gaps must be addressed if we want to increase the time students take to complete degrees and transfer. Equity gaps must also be addressed if we want to increase student validation and engagement. This is the case for both face-to-face Sociology and Social Work classes and for online Sociology classes. As written above in section C (Distance Education), there are large equity gaps in online Sociology courses that must be remedied.

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**Q93** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

This goal is informed by the data for the Sociology instructional program, provided by IESE. As described in above sections of this Program Review, there are equity gaps that still need attention.

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**Q94** Action steps for this year:

Email part-time Sociology and Social Work instructors who have not yet signed up or taken ETMLI training. Email will have to be the method of contact since not all part-time instructors attend Department meetings. I (the Department Chair) will indicate the value of ETMLI training for employment here and at other colleges. I will also provide information about current equity gaps in the disciplines, the ETMLI training and how to enroll.

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**Q95** How will this goal be evaluated?

I cannot mandate that instructors participate in ETMLI. Nevertheless, I will evaluate this goal based on how many Sociology and Social Work instructors will have participated in or signed up for future ETMLI by Spring 2021. Ideally all instructors will have participated in it or signed up for future ETMLI training.

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Page 28: V. Resources Needed to Fully Achieve Goal(s)

**Q96** Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **No**

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Page 29: VI. Faculty Resource Needs

**Q97** Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Respondent skipped this question**

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Page 31: VIII. Classified Staff Resource Needs

**Q98** Are you requesting one or more Classified Positions to achieve this goal? **Respondent skipped this question**

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Page 33: X. Technology Resource Needs

**Q99** Are you requesting technology resources to achieve this goal? **Respondent skipped this question**

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Page 35: XIV. Supplies/Equipment Resource Needs

**Q100** Are you requesting supplies and/or equipment resources to achieve this goal? **Respondent skipped this question**

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Page 37: XVI. Facilities Resource Needs

**Q101** Are you requesting facilities resources to achieve this goal(s)? **Respondent skipped this question**

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Page 39: Final Check

**Q102** Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

**I am ready to submit my program review**

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