#16

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Sociology and Social Work

Q2

I.2. Lead Author:

Raquel Jacob-Almeida

Q3   **Respondent skipped this question**

I.3. Collaborator(s) - list of any person that participated in
the preparation of this report:

Q4

I.4. Dean/Manager(s):

Lauren Halsted

Q5   **Respondent skipped this question**

Initial Collaboration Date with Manager/Dean:

Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

1) In spring, 2021 I revised the SOC 114: Introduction to Race and Ethnicity course to cross-list it with Ethnic Studies and submit it to CSU for review to meet the new Area F: Ethnic Studies graduation requirement. The course was approved by CSU, which means that students who successfully complete the course will have fulfilled CSU's Area F graduation requirement. This course is now being offered this semester (fall 2021), and will be offered every fall semester moving forward.

2) Cuyamaca College's Third Annual Social Justice and Black Consciousness Conference was held during this Fall, 2021 semester. This conference began in Spring 2019 as a one-day Social Justice Conference and grew out of the sociology program. The first annual conference was created and facilitated by just two people, the full-time sociology instructor, Raquel Jacob-Almeida, and the Associated Student Government President and sociology-major, Jesus Suarez. The conference has since grown to now incorporate more topics, more sessions, and more organizers and facilitators. The second and third iterations of the conference focused not only on social justice issues but also on Black consciousness. They were also organized and facilitated by a workgroup of faculty and students from programs such as Counseling, English, History, Psychology, Math, and Sociology. Many of the workgroup's faculty and students are also part of the Umoja program. The Social Justice and Black Consciousness Conference has also grown to be a multi-day event that has proven to be successful, as each session is attended by 30 to 100 people and receives much positive feedback.

3) We have brought on a new adjunct instructor that is popular among students. She also holds an MA in Social Work and will be teaching one Sociology course and one Social Work class in the spring 2022 semester.

4) We have been able to increase our SW course offerings every academic year due to the popularity of the discipline. It is only due to required reduction in LED in the department that we have had to reduce the number of SW course offerings from four to three.

Page 2: II. Assessment and Student Achievement

Q7

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

We have established a 4-year assessment cycle for both sociology and social work. We are behind in reporting SLO assessments. This will become a priority for the Spring, 2022 semester (we are to assess SLOs during Spring semesters).

Q8

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

Sociology & Social Work Assessment Plans.docx (17.9KB)

Page 3: II. Assessment and Student Achievement

Q9

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

SOCIOLOGY:
Overall success rates for sociology have been higher than the college overall success rates over the last two academic years. The biggest difference was 13% in Fall 2019, when the success rate was 76% for the college and 89% for sociology The smallest difference was 1% in Fall 2020, when the success rate was 74% for the college and 75% for sociology.

The overall success rate for sociology decreased from fall 2019 (89%) to spring 2021 (81%). One factor in that may be the continued online teaching and learning due to the pandemic; students may increasingly experience challenges as the pandemic continues and teaching continues online.

Over this two year period, the success rates for White, African American/Black students, and Asian students increased. Between fall 2019 and spring 2021, the success rate increased in general for White students (from 76% to 79%), for African American/Black students (from 65% to 76%), and Asian students (from 62% to 100%).

The success rate declined for the other racial/ethnic demographic groups over this two year period. The success rates declined 35% for students of multiple races and ethnicities from fall 2019 to spring 2021. This is the biggest decline in success rates amongst all demographic groups, and it is a drastic decline. From fall 2019 to spring 2021, the success rates also declined for Hispanic/Latino students (from 70% to 60%), for Middle Eastern/North African students (from 88% to 74%).

Equity gaps have decreased for some groups and increased for others. Despite the general increase in success rates for African American/Black students, there are still equity gaps for this group of students. This equity gap decreased, however between fall 2019, when it was 11%, and spring 2021, when it was 3%. The equity gap for Asian students was 14% in fall 2019 but no longer present in spring 2021.

Unfortunately the equity gap grew for other racial/ethnic demographic groups. The biggest increase was for students of multiple races/ethnicities, who had no equity gap in fall 2019, spring 2020, and fall 2020 but had a 36% equity gap in spring 2021. The equity gap for Hispanic/Latino students also grew substantially from 6% in fall 2019, 7% in spring 2020 to 19% in spring 2021. Finally, there was no equity gap for Middle Eastern/North African students until spring 2021, when the equity gap appeared at 5%.

SOCIAL WORK:
With the exception of spring 2021, the overall success rates for social work have been higher than the overall success rates for the college over the last two academic years. In both fall 2019 and spring 2020, the overall success rate was 76% for the college and 82% for social work. In fall 2020, the overall success rate was 74% for the college and 78% for social work. In spring 2021, however, the overall success rate was 75% for the college but 72% for social work.

The overall success rate for social work decreased from fall 2019 (82%) to spring 2021 (72%). Again, this may largely be due to the fact that teaching and learning continued online due to the pandemic; students may increasingly experience challenges as the pandemic continues and teaching continues online.

Over this two year period, the success rates only increased in general for Asian students, going from 71% in fall 2019 to 100% in spring 2020 and fall 2020 and then to 78% spring 2021.

The success rate for all other racial/ethnic demographic groups unfortunately decreased over this two year period. Specifically, success rates declined from fall 2019 to spring 2021 for African American/Black students (from 75% to 67%), Hispanic/Latino students (from 79% to 55%), students of multiple races and ethnicities (from 89% to 63%), white students (from 88% to 86%). The success rate also decreased during this time period for female students (83% to 72%) but stayed about the same for male students at 71%.

The only group to see a decrease in equity gap was Asian students, who had an equity gap of 17% in fall 2019 and an equity gap of

9% in spring 2021. The equity gaps increased for all other racial/ethnic groups of color, and many of these equity gaps grew substantially. The biggest increase in equity gap was amongst Hispanic/Latino students, whose equity gap grew 28% from 3% in fall 2019 to 31% in spring 2021 (having been at 35% in fall 2020). Students of multiple races/ethnicities also experienced a dramatic increase in equity gap, growing from 0% in fall 2019 to 23% in spring 2021. The equity gap amongst African American/Black students also grew from 13% in fall 2019 to 32% in spring 2021 (having been 32% in fall 2020). The equity gap also grew among Middle Eastern/North African students from 0% in fall 2019 to 8% in spring 2021. These equity gaps are especially large and we must address them.

Q10

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

We would like to decrease and eliminate these equity gaps. The equity gaps have increased substantially after the start of the pandemic, and we must identify strategies to reduce them given the new challenges that have now arisen because of the pandemic.

Plans to do so include:
•   encouraging faculty to participate in EMTLI if they haven't yet done so or a second time if they have done so already. The faculty of our program participated in the early stages of EMTLI and those who participate again now may benefit further from the developments in EMTLI.
•   encouraging faculty to attend Teaching Dialogues so they can continue to learn about effective culturally-relevant and equity-minded teaching practices. Note that one challenge to this is that part-time instructors are not compensated for their attendance to these workshops and all sociology and social work instructors, except me, are part-time instructors.
•   focusing on equity gaps and equity-minded teaching practices in monthly department meetings. This can be done by reviewing the equity gaps indicated by this data and discussing what has worked and what has seemed to be challenging over the course of the semesters. Again, note that one challenge to this is that part-time instructors are not compensated for their attendance to these workshops and all sociology and social work instructors, except me, are part-time instructors.
•   continuing to use effective practices for increasing the diversity of our instructors. These include interview questions that assess whether applicants for adjunct teaching positions are equity-minded and value inclusive and culturally-relevant teaching practices. These also include encouraging new instructors to participate in EMTLI.
•   discovering and encouraging ways in the department and on campus to better compensate and support our adjunct faculty. Student success and equity depend on our instructors feeling supported and having enough time to dedicate to teaching and to students.

Q11

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

The program learned:
• that remote teaching is a challenge and not the best modality for all students or instructors.
• that the online courses offered by Cuyamaca College were very helpful but likely not enough for effective online teaching. Cuyamaca's courses were wonderful for training and certifying instructors for online teaching in such a short period of time as we transitioned to remote teaching. However, more training is likely necessary for instructors to make online classes as effective as face-to-face classes for student success and equity.
• the importance of relationships in learning. We learned that it is difficult for instructors to build meaningful relationships with students and it is difficult for students to build meaningful relationships with each other in an online format. For example, in order to accommodate students' different situations while in synchronous online classes, many instructors did not require students to turn on their videos and most students did not turn on their videos. We realized, however, that we as instructors often rely on non-verbal cues to adapt how and what we discuss in class. When we cannot see our students' movements, we cannot gauge details that are often communicated through facial expressions and/or body movements, such as whether our discussions are making sense to all students, or whether students have "gotten the point" and thus lost interest in the long discussion, etcetera. Further, small exchanges in face-to-face interactions between instructors and students and between students are actually very important to building trust. Even small gestures like a "hello" or "how are you doing?" while moving around the classroom are so important for building relationships, especially with students who tend to be quiet or shy. Unfortunately, this gets lost in the online environment.
• to improve the student experience and student success in the future, we need to be sure to offer in-person classes as soon as it is safe to do so (e.g., when COVID variants no longer present a threat)
• we need to support our adjunct instructors more. Our college, like colleges and universities across the country, depends disproportionately on adjunct faculty to teach our classes and yet adjunct faculty receive low pay and little support. Before the pandemic, adjunct faculty often had to teach at multiple campuses around the county and worry every semester about getting enough load to continue receiving health care insurance. The pandemic has illuminated this precariousness even further. The stress that comes with the pandemic is no doubt intensified by fears of not receiving enough teaching load to continue paying bills and receiving health insurance (at a time when housing and health insurance is even more important). We are in line with other colleges and universities in terms of percent of classes taught by adjuncts and the pay and benefits we pay adjuncts, but if we care about our students and about equity, we need to take the lead and re-think how we compensate adjunct instructors. It is not fair to expect part-time instructors to put in the time and effort to revise their classes and invest in students when they do not receive adequate pay and support to in order to do so.
• that we need to emphasize critical thinking, science literacy and media literacy skills in our classes. The lack of basic scientific knowledge and the wide embrace of conspiracy theories in our society (and among employees in our district) is astonishing. As social science instructors, we must recognize our role in this phenomenon and our potential to limit this in the future.

Q12   **No**

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

Page 4: II. Assessment and Student Achievement continued

Q13   **Respondent skipped this question**

II.B.5. Please share your observations about the employment rate for your program over the past several years.

Q14

Respondent skipped this question

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Q15

Respondent skipped this question

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

Page 5: II. Assessment and Student Achievement continued

Q16

Yes

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

Page 6: II. Assessment and Student Achievement

Q17

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Only Sociology has offered online/DE courses:
The last comprehensive program review was in 2018-19. During the semesters represented (Fall 2012 to Fall 2016), there were higher success rates among on-campus sociology students than online sociology students. The difference (favoring on-campus) varied from 6% in Fall 2012 to 22% in Fall 2013, ending with 11% in fall 2016.

This difference between on-campus and online success rates has shrunk since fall 2016. Examining the overall data for fall and spring semesters (beginning fall 2016), we see that in general, the success rate continues to be higher for on-campus/ERT sociology students than for online sociology students (this is the case for all semesters except the two most recent fall semesters). However, this difference tends to be between 2-4%.

During this time period, however, there are big differences that favor online students in the fall semesters. While the total success rates from fall 2016 to fall 2020 tend to be higher for on-campus than for online sociology students, the success rates tend to be higher for online than for on-campus sociology students in the most recent fall semesters (fall 2019 and fall 2020). Further, the difference in success rates was 14% in fall 2019 (favoring online) but decreased to 3% in fall 2020 (favoring online).

Spring semesters: During the spring semesters of this time period (spring 2017 to spring 2021), the total success rate is higher for on-campus/ERT students than for online students, but this difference is just 2%. The success rates are also higher for on-campus/ERT students than online students in the two most recent spring semesters (spring 2020 and spring 2021), but this difference is between 3-4%.

Most online/DE sociology courses have been taught by two adjunct instructors who are well-trained and have been teaching their online courses for many semesters now. They are thus very skilled at online teaching. We also hired a third adjunct instructor who began teaching an online/DE course in Spring 2021. This third instructor has taken additional training through @One and makes great effort to find inexpensive/free materials in place of a high-cost textbook. She has also participated in EMTLI and employ a wide variety of equity-minded, culturally-relevant, student-centered teaching practices in her courses.

Page 7: III. Previous Goals: Update

Q18

1. Previous Goal 1:

Hire a full-time, tenure-track instructor in Social Work to focus on developing the Social Work program.

Q19   **Guided Student Pathways**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q20   **In Progress - will carry this goal forward into next year**

3. Goal Status

Page 8: III. Previous Goals: Update continued

Q21

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

Respondent skipped this question

Q22

Do you have another goal to update?

Respondent skipped this question

Page 9: III. Previous Goals: Update continued

Q23

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Social Work course offerings had been increasing until we were required to decrease the department's LED due to the pandemic.

Continue and, if possible, increase the amount of Social Work course offerings

Submit faculty request for full-time social work instructor once we are able to offer at least 5 sections of Social Work classes – hiring a full time instructor has the potential of decreasing equity gaps and increasing enrollment in social work classes. It also has the potential of bringing more students to Cuyamaca College, especially since only there is only one full-time Social Work community college instructor in all of San Diego (at SD City College).

Q24

Do you have another goal to update?

No

Page 10: III. Previous Goals: Update continued

Q25

1. Previous Goal 2:

Respondent skipped this question

Q26

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q27

3. Goal Status

Respondent skipped this question

Page 11: III. Previous Goals: Update continued

Q28

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

Respondent skipped this question

Q29

Do you have another goal to update?

Respondent skipped this question

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

Q30

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q31

Do you have another goal to update?

Respondent skipped this question

Page 13: III. Previous Goals: Update continued

Q32

1. Previous Goal 3:

Respondent skipped this question

Q33

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q34

3. Goal Status

Respondent skipped this question

Page 14: III. Previous Goals: Update continued

Q35

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

Respondent skipped this question

Q36

Do you have another goal to update?

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q37

Action Steps for the Next Year: If you are requesting
resources in order to achieve this goal, please list them
below as action steps and specify the type of request (e.g.,
submit technology request for new laptop computers).

Respondent skipped this question

Q38

Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q39

1. Previous Goal 4:

Respondent skipped this question

Q40

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Respondent skipped this question

Q41

3. Goal Status

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q42

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

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q43

Action Steps for the Next Year: If you are requesting
resources in order to achieve this goal, please list them
below as action steps and specify the type of request (e.g.,
submit technology request for new laptop computers).

Respondent skipped this question

Page 19: IV. New Goals

Q44   **Yes**

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

Page 20: IV. New Goals continued

Q45

1. New Goal 1:

Increase number of Sociology and Social Work courses that are zero-textbook cost (ZTC) or low-cost textbook

Q46   **Guided Student Pathways**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q47

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

High-cost textbooks tend to be a major reason that students are unable to complete assigned readings. Of course, since they cannot purchase the book, they are unable to complete the readings. Finding low-cost or, ideally, zero-cost textbooks and readings will eliminate this barrier to student success.

Q48

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Equity gaps exist in both Sociology and Social Work. Eliminating costs for readings will eliminate one factor in creating equity gaps.

Q49

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Implement zero-cost or low-cost textbooks in my (Raquel Jacob-Almeida's) courses

Discuss with other sociology and social work instructors the benefits of zero-cost or low-cost textbooks

Recommend to other instructors good options to replace their higher cost textbooks.

Q50

6. How will this goal be evaluated?

This will be evaluated by:
•   an increase in sociology and social work course offerings that are given the "ZTC" designation or, if created, the designation for "low-cost" textbooks.
•   A decrease in equity gaps in courses that are ZTC or low-cost.

Q51   **Yes**

Do you have another New Goal?

Page 21: IV. New Goals continued

Q52

1. New Goal 2:

Increase emphasis on scientific and media literacy skills in sociology courses.

Q53   **Guided Student Pathways**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q54

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

In order to do well in future courses and in careers in or related to sociology, students must continue to develop their critical thinking skills as they relate to science and the media. Scientific literacy skills prepare students to better comprehend published research and to conduct their own research after they transfer and at the graduate level. Scientific and media literacy skills also prepare students to better discern which claims and facts they encounter are valid and reliable and which are baseless. This will help them be better in their careers, as they work with others, and will help them in life more generally to be more active and productive members of their communities.

Q55

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This is informed by my own experience in my courses. In my SOC 130: Contemporary Social Problems class, for example, I have begun to require students to find and read a peer-reviewed journal article and to develop their media literacy skills through online lessons that I'd learned about from my colleague, Marissa Salazar. I noticed that both activities seemed new to many students. Many students, for example, seemed to have never used the library databases to find journal articles or to have thought critically about representations in the media or the credibility of media sources. I would like these skills to be emphasized and developed more in classes earlier in the sociology sequence, such as SOC 120: Introductory Sociology.

Q56

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

In each of my sociology courses, require students to read and discuss at least one scholarly journal article and complete lessons about media literacy
Encourage instructors of other sociology courses to also require students to read and discuss at least one scholarly journal article and complete lessons about media literacy.
Discuss with instructors the progress of these activities.

Q57

6. How will this goal be evaluated?

Increased success rates for course SLOs about research methods
Create learning objectives about media literacy in courses.
High success rate (at least 70%) on assessments of media literacy learning objectives.

Q58

Do you have another New Goal?

No

Page 22: IV. New Goals continued

Q59

1. New Goal 3:

Respondent skipped this question

Q60

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q61

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

Respondent skipped this question

Q62

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q63

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Respondent skipped this question

Q64

6. How will this goal be evaluated?

Respondent skipped this question

Q65

Do you have another New Goal?

Respondent skipped this question

Page 23: IV. New Goals continued

Q66

1. New Goal 4:

Respondent skipped this question

Q67

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q68

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

Respondent skipped this question

Q69

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q70

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Respondent skipped this question

Q71

6. How will this goal be evaluated?

Respondent skipped this question

Page 24: Resources Needed to Achieve Program Goal(s)

Q72

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

My program is not requesting any resources at this time

Page 26: Final Check

Q73

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

I am ready to submit my program review