

#25

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Wednesday, January 03, 2024 1:57:20 PM
Last Modified: Friday, January 05, 2024 11:07:58 AM
Time Spent: Over a day
First Name: Rachel
Last Name: Jacob Almeida
Email: Rachel.Jacob-Almeida@gcccd.edu
Custom Data: Sociology/Social Work
IP Address: 72.199.208.127

Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Sociology and Social Work

Q2

2. Lead Author:

Raquel Jacob-Almeida

Q3

Respondent skipped this question

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

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

Respondent skipped this question

5. Initial Collaboration Date with Manager/Dean:

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

More sociology classes scheduled and more of them are in-person

Equity gaps remain, but in sociology they have decreased

More regularly held monthly department meetings

Page 2: II. Assessment and Student Achievement

Q7

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

No: Please describe the department's plan to update them: These will be assessed for FA23 by the end of SP24 (for both Sociology and Social Work).

Q8

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

There is no specific reason other than not remembering and seeking rest by the end of the extremely busy semesters. I will work on this.

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

Respondent skipped this question

Q10

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

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q11**9. Please discuss any equity gaps in access or success****SOCIOLOGY:**

The overall success rate for sociology has decreased from fall 2019 (89%) to fall 2022 (71%) and from spring 2019 (73%) to spring 2023 (69%). Further, the overall success rates for sociology have been lower than the college's goal of a 75% success rate and lower than the college's overall success rates. Both of these are unfortunate changes that we as a discipline need to examine further. The biggest difference between college and sociology success rates was 9 percentage points. This large difference occurred during both spring 2022 and spring 2023 (in spring 2022, the college's overall success rate was 76% while sociology's was 67%. In spring 2023, the college's overall success rate was 74% while sociology's was 67%). The smallest difference was 2% in fall 2022, when the college's success rate was 73% and sociology's was 71%. In both spring and fall of 2021 the difference was 4%.

In terms of equity, there was a large decline in success rates for African American/Black students in the spring of 2023, when the success rate was only 40% (4/10 students). The previous two semesters also show low success rates for African American/Black students, with a success rate of 58% in spring 2022 and a success rate of 50% in fall 2022, although there were fewer than 10 students during fall 2022 so this does not register as an 'equity gap'. The equity gap between White students and African American/Black students was 9 percentage points in spring 2022 and 24% in spring 2023. The equity gap of 24% smaller than the largest gap in the last 5 years (it was 32 percentage points in fall 2020), but it is nevertheless quite alarming. Further, these success rates for African American/Black students are the lowest in the last 5 year period (their success rate ranged from 61% in fall 2022 to 78% in spring 2020). It was in spring 2022 that their success rates dropped to 58% from 75% the semester before, and the success rate has not improved since. We thus need to determine what has caused this drop in success rates amongst African American/Black students and focus on remedying it.

Over the last two year period, there are four additional equity gaps. In fall 2021, there was an equity gap of 4 percentage points between White students (63% success rate) and students of multiple races (59%). In spring 2022, there was an equity gap of 6 percentage points between White students (67% success) and students of multiple races (61% success). Then, in the last year we see an equity gap of 3 percentage points in fall 2022 between white students (73% success) and Hispanic/Latino students (70% success) and an equity gap of equity gap of 7 percentage points in spring 2023 between white students (64%) and Middle Eastern/North African students (57%).

Overall, we see some improvements and some continued challenges in terms of equity gaps in sociology. On the one hand, there are fewer equity gaps per semester since fall 2021. Further the equity gaps that have appeared are smaller than they were before fall 2021. This suggests that sociology professors' efforts to decrease equity gaps in sociology have been somewhat successful. On the other hand, equity gaps still exist and the relatively large equity gaps between White students and African American/Black students show we must continue, and even step up, our efforts to close equity gaps.

SOCIAL WORK

The overall success rate for social work has steeply declined from fall 2019 (82%) to fall 2022 (62%) and from spring 2019 (80%) to spring 2023 (69%). Further, the overall success rates for social work have tended to be lower than the college's goal of 75% success rate and than the college's overall success rates. This is a change from previous years, when the success rates for social work tended to be at or above 75% and higher than those of the college. These are unfortunate changes that faculty in the discipline and department need to examine further.

The biggest difference between college and social work success rates was 11 percentage points. This large difference occurred in fall 2022, when the college's overall success rate was 73% and social work's was 62%. The smallest difference was 5% in spring 2022 and spring 2023 (in spring 2022 the college success rate was 76% while social work's was 71% and in spring 2023, the college success rate was 74% while social work's was 69%). Only in fall 2021 was social work's success rate (75%) higher than that of the college (72%).

In terms of equity, the data suggest a pattern of lowering success rates amongst African American/Black students since spring 2021. There were fewer than 10 students in fall 2021 and spring 2022, so the success rates are not indicated as equity gaps; however, the

drop of a 67% success rate in spring 2021 to a 33% success rate in fall 2022 is alarming. The equity gap between White students and African American students grew from spring 2021, when the gap was 21 percentage points, to fall 2022, when the gap was 27 percentage points.

There have also been equity gaps for Hispanic/Latino students and Middle Eastern/North African over the last two years. The equity gap between White and Hispanic/Latino students has tended to be quite large; the gap was 12 percentage points in fall 2021, 34 percentage points in spring 2022 and 9 percentage points in fall 2022. The equity gap between white and Middle Eastern/North African students was 7 percentage points in fall 2021 and 20 percentage points in spring 2022. In spring 2023, however, both Hispanic/Latino and Middle Eastern/North African students had higher success rates than White students (that semester, White students had a success rate of 52% while Hispanic/Latino students had a success rate of 77% and Middle Eastern/North/African students had a success rate of 80%). Note that there were under 10 American Indian, Asian and Pacific Islander students and students of multiple races every semester over the last two years, which is why equity gaps for these groups are not discussed.

These equity gaps in social work are very concerning. The equity gaps tend to be large, ranging from 7 to 34, and the equity gaps tend to exist every semester for every marginalized racial/ethnic group whose enrollment is more than 10. Further, this is a pattern that extends over the last five-year period for which data is available. For example, since 2019 there is an equity gap for Hispanic/Latino students every semester except spring 2023. Since 2019, there is also an equity gap for African American/black students whenever their enrollment is over 10 students. Since 2019, there is only one semester that there are more than 10 students of multiple races enrolled, and in that semester we see an equity gap for that group of students.

One major possible cause for these gaps is likely the fact that we do not have a full-time social work faculty. Another major factor for the widening equity gap in fall 2022 seems to be modality. Fall 2022 was the first semester that social work classes were offered online, and online classes were the *only* option for students to take social work classes at Cuyamaca college. Please recall that it is in that fall 2022 semester that we see drastic declines in success rates and large equity gaps for African American/Black and Hispanic/Latinx students. We must keep an eye on equity gaps in different modalities as we make scheduling decisions in the future. We should also be sure to maintain more in-person options for students until we are able to increase success rates and decrease equity gaps in online social work classes.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

Our department has been trying to hold regularly monthly department meetings. We were unsuccessful in doing so during the spring 2023 semester, but were successful in holding them regularly this last fall 2023 semester. Department meetings are an area where we have tried to discuss equity, but now that I have reviewed the equity gaps more thoroughly, I would like to explore the possibility of holding regular meetings with only sociology and social work faculty. The challenge with this is that I am the only full-time faculty in sociology and we have no full-time faculty in social work. I am not the chair of the department and thus do not get reassigned time. If meetings are not possible, I will send monthly emails to sociology and social work faculty or find another way for us to dialogue monthly.

Whether it is in meetings or over email, us sociology and social work faculty should discuss the following:

- 1) strategies for teaching and course design that have been empirically shown to decrease equity gaps. I have begun to explore academic teaching sociology journals for articles about teaching sociology and designing sociology classes, and I believe this has improved my teaching to a diverse student body – and the decrease in equity gaps also suggests this has been beneficial. This discussion can also include encouraging faculty to take equity-focused professional development opportunities, such as EMTLI.
- 2) differences in success and equity-gaps in online, hybrid, and in-person classes and in each course (e.g., in SW 110 vs. SW 120), and explore which factors in each modality and in each course may complicate students' performance. This should also include a discussion about our need to provide in-person and online options to students, especially in social work, until we are able to increase success rates and decrease equity gaps in online social work classes.
- 3) the cost to the students for performing well in the class, and how to decrease any costs that remain. If they have not already done so, faculty should consider options for students to be able to acquire the material for free or low cost. The consideration of cost for materials should include students' access to technology, including a computer.
- 4) institutional and societal-level factors that contribute to equity gaps, and how we as faculty may be able to address them.
- 5) current success and challenges in each faculty member's courses, so we can discover the root causes of low success rates and of equity gaps and address them more immediately. This discussion should also include what each faculty member has found to work for them, and what areas they continue to find challenging.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

The goals remain similar, although I would like to add the goal of more regular contact amongst sociology and social work faculty as described in my answer to the previous question, and more efforts to close equity gaps.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

We have tried to hold regular monthly department meetings, and were successful in doing so this last fall 2023 semester. At those meetings, we share events for faculty to share with their students, professional development opportunities for faculty (e.g., EMTLI), and any other updates related to our college's vision.

I (full-time sociology professor) served on screening and hiring committees this last semester, and my emphasis in such committees is on candidates' level of equity-mindedness and commitment to social justice.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

One is the number of classes in general, along with the number of in-person classes. While the number of classes has increased slowly, as has the number of in-person classes, we are still not where we were pre-pandemic. Every semester we do have more students enrolled in in-person sociology classes, however, which is promising. We need to bring back more in-person social work classes, especially now that data show big equity gaps AND suggest that online classes are a major factor, which I described in my answer to question #9 above.

Q16

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Page 4: II. Assessment and Student Achievement continued

Q17

Yes

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

12. 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.

SOCIOLOGY

When comparing on-campus classes to online classes, the higher success rates tend to vary. In fall 2021 and spring 2022, students in 100% online classes had higher success rates (71% in fall 2021 and 67% spring 2022) than in on-campus classes (63% in fall 2021 and 64% in spring 2022). On the other hand, in fall 2022 and spring 2023, students in on-campus classes had higher success rates (80% in fall 2022 and 91% in spring 2023) than in 100% online classes (69% in fall 2022 and 59% in spring 2023).

Hybrid, 8-week sociology classes were offered for the first time in FA22 and SP23. The success rates in these hybrid sociology classes (67% and 65%, respectively) were lower than success rates in on-campus sociology classes (80% and 91%, respectively) and lower than hybrid classes across the campus (73% and 69%, respectively). In fall 2022, students in hybrid sociology classes had a slightly lower success rate (67%) than those in fully online classes (69%), but in spring 2023, students in hybrid sociology classes had a higher success rate (65%) than students in 100% online sociology classes (59%).

SOCIAL WORK

There has been only one semester in which there were 100% online social work classes, which was fall 2022. The success rate for those 100% online classes was 62%. Further, as described in my answer to question 9 above, equity gaps were larger in online social work classes. The success rates for African American/Black students and for Hispanic/Latinx students declined in fall 2022, and it was a steep decline particularly amongst African American/Black students. That fall 2022 semester was also the first semester in which social work classes were offered online, and online classes were the *only* option for students to take social work classes at Cuyamaca.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

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

Q20

In Progress - will carry this goal forward into next year

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

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

Q22

Yes

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Eliminate equity gaps in course success (passing grade in class)

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q24

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).

This goal is related also directly to "increase hiring and retention of diverse employees to reflect the students and communities we serve."

Regarding Action Steps:

The social work program is in desperate need of a full-time faculty that can develop the program and focus on increasing success rates and closing equity gaps. This is especially the case given that the social work program is popular not only amongst students, but especially amongst students of color. In fall 2022, for example, a higher percentage of social work students than college-wide students were African American/Black (10% of social work students compared with 6% of college-wide students), and Hispanic/Latino (37% of social work students compared with 35% of college-wide students). We see a similar pattern in spring 2023, when 9% of social work students were African American/Black, compared to 5% of college-wide students, and 41% of social work students were Hispanic/Latino, compared to 35% college-wide students.

At this time, however, there unfortunately does not seem to be enough load cushion to support a full-time faculty, despite the fact that scheduled classes tend to have high fill rates. We need to therefore focus on increasing the number of sections of each course. Doing so will also increase options for students, especially during those semesters that in recent semesters have tended to offer more online-classes than face-to-face social work classes (as a reminder, success rates are lower and equity gaps are higher in online social work classes compared to in-person social work classes).

Following are the specific action steps:

First, by the start of spring 2024, I need to communicate to the chair of my department the need to work on increasing the number of social work sections, especially in-person classes.

Second, during spring 2024 and fall 2024, I will hold more regular, monthly discussions with social work faculty about student success and equity in their classes. During these semesters, the chair and I will also encourage social work faculty to enroll in EMTLI and/or engage in other equity-focused opportunities.

Schedule more social work sections for fall 2024. The scheduling should also offer more options in modality and time-slots for students.

Submit a faculty request for a full-time, tenure track social work instructor in fall 2024.

Q25 Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q26 Yes

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

1. Previous Goal 2:

Increase number of sociology and social work courses that are zero-textbook cost (ZTC) or low-cost textbook

Q28 In Progress-will carry this goal forward into next year

3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29 Respondent skipped this question

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

Q30 Respondent skipped this question

Do you have another goal to update?

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

Q31 Increase equitable access (enrollment)

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support?
(Check only one)

Q32

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).

I have already made all of my sociology courses ZTC, which is more ZTC classes than previous years. This year, I for the first time made my ETHN/SOC 114 and SOC 130 classes ZTC.

Action steps for next year include:

Encourage other faculty in sociology and social work to consider ZTC or low-cost options, but doing so in a way that does not hinder their academic freedom. Also remind faculty to inform the chair if their classes are ZTC so that their classes are correctly labeled in the online schedule. This will be done in regular monthly department and discipline meetings and emails.

Q33

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q34

No

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

Respondent skipped this question

1. Previous Goal 3:

Q36

Respondent skipped this question

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37

Respondent skipped this question

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

Q38

Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39

Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support?
(Check only one)

Q40

Respondent skipped this question

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).

Q41

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q42

Respondent skipped this question

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43

Respondent skipped this question

1. Previous Goal 4:

Q44

Respondent skipped this question

3. Goal Status

Page 16: III. Previous Goals: Update continued

Q45

Respondent skipped this question

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

Page 17: III. Previous Goals: Update continued

Q46

Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support?
(Check only one)

Q47

Respondent skipped this question

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).

Q48

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 18: IV. New Goals

Q49

Yes

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

Page 19: IV. New Goals continued

Q50

1. New Goal 1:

Explore strategies to close equity gaps in sociology and social work classes.

Q51

Eliminate equity gaps in course success (passing grade in class)

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

Q52

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

This discipline goal is the college strategic goal (eliminate equity gaps in courses).

Q53

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):

As described in this program review, there are equity gaps in sociology and social work classes.

Q54

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).

First, inform sociology and social work faculty of the data showing equity gaps, which was described above in this program review. This can be done in the first department meeting of the spring 2024 semester.

Then, discuss with the faculty how we can meet or dialogue regularly (monthly) about strategies to eliminate equity gaps. Possible ways to dialogue are in regular meetings or over email. Faculty can vote on preferred method.

Then, explore and discuss teaching methods to eliminate equity gaps. This includes encouraging faculty to take EMTLI and/or other equity-focused opportunities. This also includes searching for and sharing research articles that have show strategies to engage students and lessen/eliminate equity gaps in sociology and social work classes. I can begin sharing some from teaching journals in sociology. Social Work faculty can inform us of teaching journals in social work and we can search for and share articles from those journals as well.

Then follow up to discuss articles and plans to implement new strategies.

Q55

6. How will this goal be evaluated?

We will examine equity gaps in the next program review cycle (FA24) and compare them to equity gaps in this fa23 program review cycle.

Q56

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q57

No

Do you have another New Goal?

Page 20: IV. New Goals continued

Q58

Respondent skipped this question

1. New Goal 2:

Q59

Respondent skipped this question

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

Q60 Respondent skipped this question

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

Q61 Respondent skipped this question

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):

Q62 Respondent skipped this question

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).

Q63 Respondent skipped this question

6. How will this goal be evaluated?

Q64 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q65 Respondent skipped this question

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66 Respondent skipped this question

1. New Goal 3:

Q67 Respondent skipped this question

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

Q68 Respondent skipped this question

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

Q69 **Respondent skipped this question**

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):

Q70 **Respondent skipped this question**

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).

Q71 **Respondent skipped this question**

6. How will this goal be evaluated?

Q72 **Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q73 **Respondent skipped this question**

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74 **Respondent skipped this question**

1. New Goal 4:

Q75 **Respondent skipped this question**

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

Q76 **Respondent skipped this question**

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

Q77

Respondent skipped this question

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):

Q78

Respondent skipped this question

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).

Q79

Respondent skipped this question

6. How will this goal be evaluated?

Q80

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 24: Final Check

Q81

I am ready to submit my program review

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."
