



C U Y A M A C A  
· C O L L E G E ·

# **Annual Update Report**

Academic - Sociology (SOC) & Social Work (SW) - (AHSS)

## Hire a full-time, tenure-track instructor in Social Work to focus on developing the Social Work program, including closing equity gaps. (Goal 1)

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

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Hire a full-time, tenure-track instructor in Social Work to focus on developing the Social Work program, including closing equity gaps. (X)
- **Eliminate Equity Gaps in Course Success:** Hire a full-time, tenure-track instructor in Social Work to focus on developing the Social Work program, including closing equity gaps. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Hire a full-time, tenure-track instructor in Social Work to focus on developing the Social Work program, including closing equity gaps. (X)
- **Increase Completion and Eliminate Equity Gaps:** Hire a full-time, tenure-track instructor in Social Work to focus on developing the Social Work program, including closing equity gaps. (X)
- **Increase Hiring and Retention of Diverse Employees:** Hire a full-time, tenure-track instructor in Social Work to focus on developing the Social Work program, including closing equity gaps. (X)

### Summary of Progress or Results

**Summary Date:** 10/02/2025

**Summary of Progress or Results:** In Progress

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position

### Action steps for this academic year.:

The BSS Department Chair in conjunction with social work faculty, created a proposal to hire a clinical-track faculty which is directly related to the goal "increase hiring and retention of diverse employees to reflect the students and communities we serve." Additionally, it's important to note that hiring a full time faculty also supports completion of additional program goals such as increasing ZTC classes, increase in-person class offerings and create more practical in-person experience by improving the internship requirement of social work classes. This new position has been approved and hiring is anticipated during SP 2026.

## Increase number of social work and sociology courses that are zero-textbook cost (ZTC) or low-cost textbook (Goal 2)

**Program Goal:** Increase number of social work and sociology courses that are zero-textbook cost (ZTC) or low-cost textbook.

**Goal Status:** Active

## Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Increase number of social work and sociology courses that are zero-textbook cost (ZTC) or low-cost textbook. (X)
- **Eliminate Equity Gaps in Course Success:** Increase number of social work and sociology courses that are zero-textbook cost (ZTC) or low-cost textbook. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Increase number of social work and sociology courses that are zero-textbook cost (ZTC) or low-cost textbook. (X)
- **Increase Completion and Eliminate Equity Gaps:** Increase number of social work and sociology courses that are zero-textbook cost (ZTC) or low-cost textbook. (X)

### Summary of Progress or Results

**Summary Date:** 10/02/2025

**Summary of Progress or Results:** Continuing with implementation

**Reporting Period:** 2025 - 2026

**Action steps for this academic year.:**

Social Work courses currently, appear to be completely ZTC. It would be beneficial to continue growing this goal and have congruency regarding OER textbooks/material being used in Social Work that is individually tailored to the different populations served in social work practice settings.

## Explore strategies to close equity gaps in sociology and social work classes (Goal 3)

**Program Goal:** Explore strategies to close equity gaps in sociology and social work classes.

**Goal Status:** Active

## Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Explore strategies to close equity gaps in sociology and social work classes. (X)
- **Eliminate Equity Gaps in Course Success:** Explore strategies to close equity gaps in sociology and social work classes. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Explore strategies to close equity gaps in sociology and social work classes. (X)
- **Increase Completion and Eliminate Equity Gaps:** Explore strategies to close equity gaps in sociology and social work classes. (X)
- **Increase Hiring and Retention of Diverse Employees:** Explore strategies to close equity gaps in sociology and social work classes. (X)

### Summary of Progress or Results

**Summary Date:** 10/02/2025

**Summary of Progress or Results:** In Progress

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position

## **Summary of Progress or Results**

### **Action steps for this academic year.:**

This program review has been completed separately from sociology to help attain this goal. This will continue in the future. Additionally, the social work faculty are now meeting for several intensive "communities of practice" to explore these issues and strategies and will continue to do so through SP 2026. Hiring a full time social work faculty member will also allow more focus on these gaps and strategies to close them - the position has been approved and hiring is expected to be complete in SP 2026.

The BSS Department Chair has been closely involved in the implementation of the Social Work certificate program and the Regional Equity and Recovery Partnerships (RERP) program with San Diego Workforce Partnership. Many students were referred to both programs this year, supporting the reduction of equity gaps and the success of social work students. Additionally, the Social Work counselor has been heavily involved in these and related student success efforts, likely contributing to a reduction in gaps by offering one-on-one support to social work students, ensuring quality education plans, and the like.

### Program Overview and Update

#### Lead Author

Ashley Maier (Social Work) and Raquel Jacob-Almeida (Sociology)

#### Collaborator(s)

Marissa Salazar, Carol Anderson, Andrea Vega

**Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.**

Social Work:

The author asked the department chair relevant questions via email and provided a draft to the department chair for review and comments. She then updated accordingly. The author also contacted the other instructors in the department via email to gather information and data, as well as gathered necessary data live during monthly social work community of practice meetings with faculty.

Sociology:

I emailed sociology adjuncts with a list of questions based on the questions in this Annual Update. Carol Anderson and Andrea responded with very helpful insight and ideas.

**Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.**

Social Work:

The author proposed vision, goals, and resource needs and asked the Dean relevant questions via email. She shared the draft report with the Dean who then reviewed the report and make comments. The author updated/adjusted the report accordingly.

Sociology:

Rachel Jacob-Almeida met with Dean Jane Gazale on November 5 for 1 hour to discuss the program review.

**Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.**

Social Work:

Overall, the most significant achievement is approval to hire a full time social work faculty member (goal 2). This is currently in progress as the position has been approved and hiring is expected SP 2026 for a FA 2026 start date. We were also able to hire a program director who established a social work internship program (with over 30 host sites). This was directly related to the completion of a major Regional Equity and Recovery Partnerships (RERP) grant in September. Through that grant, we referred almost 30 social work major or certificate students to the San Diego Workforce Partnership for financial and related support to achieve their educational goals. This also led to nearly as many meetings with our dedicated social work counselor to ensure quality educational plans were in place. This process has now been institutionalized. Additionally, CORs for Intro SW and Fields of Service were significantly updated and are expected to be approved by Spring 2026, bringing the program more into alignment with state-level common course numbering efforts and similar social work programs throughout the state. Finally, we were awarded a major Dept. of Health Care Access and Information (HCAI) grant to create a training program for Wellness Coach I applicants and made significant inroads including drafting a new course on trauma, making related curriculum adjustments, and securing two major K-12 school districts as field education partners.

Sociology:

We are offering more on-campus classes.

SLOs have been updated for more courses (although the dashboard has not yet been updated), and we are moving forward on continuing to update SLO data in coming semesters.

## Annual Update

Spring 2025 is the first semester in over 5 years in which there are no equity gaps in success or retention rates.

## Assessment and Student Achievement

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**After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?**

No

**If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.**

Social Work:

All faculty has been asked to incorporate SLOs into assignment rubrics so that the data will be automatically collected. They have been offered support, training, and technical assistance to do so. We expect all SLOs to be automatically assessed (through their inclusion in rubrics) starting Spring 2026.

Sociology

Sociology is almost on track, although it appears the SLO Assessment Dashboard has not yet been updated to reflect the updates. I, the lead faculty, submitted assessment results on December 2, 3 and 11 for both SOC 120 and SOC 114 (cross-listed with ETHN 114).

SOC 120 has 4 SLO's, and I submitted assessment results for SLO's 1, 2 and 4 in December 2025. Further, results for SLO 3 had been submitted in Fall 2023. Thus, SOC 120 is up to date.

SOC 114 has 4 SLO's and I submitted results for SLO's 2 and 3. I plan to submit results for SLO's #1 and #4 from the Fall 2025 course at the start of Spring 2026, when I return to my office.

**Which courses have not been assessed in the last 4 years?**

Social Work:

SW 110, SW 120, and SW 170 have not been assessed in the last 4 years.

Sociology:

As mentioned in the previous question, most SLOs have been assessed and reported for SOC 114 and SOC 120, but the dashboard has not yet been updated to reflect the submission of those results.

After the dashboard has been updated, we will see that the following courses have not been updated in the last 4 years: SOC 125, SOC 130, SOC 138, SOC 140, SOC 150 (which has never been offered)

**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.**

Social Work:

SLO 1 in SW 130 was assessed last year. As faculty are all currently adjuncts, this has been a barrier to having the time to incorporate SLOs into rubrics and assess them. Hiring a fulltime social work faculty member should alleviate this as well as the additional support, training, and technical assistance currently being provided to faculty for SLO assessment. The department is committed to SLO assessment and anticipates full assessment starting SP 2026. The program could benefit from individual technical assistance to instructors for setting up SLO assessment in Canvas.

Sociology:

SOC 125 is offered by an adjunct. Assessing and submitting SLOs takes a good amount of time and, as we are all aware, adjuncts often have less time (and are paid less) to do this extra work. That being said, the adjunct for this class has said that she has completed the training to have SLOs matched to some assignments in Canvas, and was able to match them in some assignments. I will speak to the chair of the department to see how we can work together to help the adjunct submit SLO results, if she hasn't already done so.

SOC 130 is only offered during Spring semesters. I will submit assessment results from the Spring 2026 class at the end of the semester.

SOC 138 is crosslisted with PSY-138 and taught by a Psychology faculty. I will speak to the department chair to determine the status of SLO assessment for that course.

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SOC 140 has not been offered since the pandemic because of low enrollment numbers. We must work to try to get that class offered soon.

SOC 150 has never been offered at Cuyamaca College, and I need to speak to my chair to decide if we will continue to have this class in the catalog or if we'd rather discontinue the class.

**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.**

The department has been diligently working on getting all faculty to incorporate SLOs into their rubrics so they will be assessed automatically via Canvas starting SP 2026. The department chair has discussed this in every department meeting, has individually contacted faculty about this, and has provided additional support, training, and technical assistance to enable this.

## Student Achievement

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**Please discuss any equity gaps in access or success and share what the program will do to address them.**

### Social Work:

Overall the FA success rate was higher than the college's at 76% (college 75%). It was much higher at 84% for FA 2024 (college 78%). Overall, the SP success rate was the same as the college at 77%. It was higher than the college success rate for SP 2025 at 90% (college 88%).

Gender differences were not very significant, with 2% difference in success rates for FA 2024 (female 83%, male 85%) and 3% difference in success rates in SP 2025 (female 91%, male 89%). The higher male success rate in FA 2024 challenges traditional notions of social work being a woman-centered profession and merits a close eye on future rates for possible intervention.

Equity gaps exist for African-American/Blank Non-Hispanic students, however there has been improvement. The FA 2024 success rate of 80% improved 13% from the previous Fall. The SP 2025 success rate of 90% was the first time since SP 2021 in which there was an equity gap, but improved 15% since SP 2024.

While American Indian/Alaskan Native student success rates demonstrated no gap, there was no data for SP 2025, suggesting a possible enrollment issue.

Overall, Asian student success has an equity gap at 75%, however there was no gap for FA 2024 and the SP 2025 success rate of 71% improved by 4% from the previous year.

Hispanic students face a trending equity gap, however that trend is also improving. The FA 2024 success rate of 81% improved 14% since the previous FA and the SP 2025 of 82% improved 8%.

Middle Eastern/North African student success showed a gap for the first time since 2021 with FA 2024 at 84%, a decrease of 2% since FA 2023. SP 2025's success rate was 96% improving by 14% since the last year and eliminating the SP equity gap.

There was no data for Pacific Islander student success, indicating an enrollment issue.

For students with multiple races/ethnicities, there is an overall equity gap at 71%, however there was no gap for FA 2024 (100%) and no data for SP 2025. Again, there may be enrollment issues here.

The department has recently placed a faculty member on the SSEC as the AHSS representative. This combined with hiring a full time faculty member will allow for increased attention to – and solutions for - equity outcomes and gaps.

### Sociology:

In Fall 2024, Sociology had a higher overall success rate (80%) than the college-wide overall success rate (78%), and a higher overall retention rate (93%) than the college-wide overall retention rate (90%).

In Spring 2025, Sociology had the same overall success rate (81%) as the college-wide overall success rate (81%), and a slightly lower overall retention rate (89%) than the college-wide overall retention rate (91%).

Fall 2024 semester: There were no equity gaps in success rates for gender groups in sociology for FA24. Equity gaps in success did exist for the following race-ethnic groups in sociology for the FA24 semester. Note that the comparison is White Non-Hispanic, which had a success rate of 85% in FA24:

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- African-American/Black Non-Hispanic -- 78% success rate. The positive is that this is a huge improvement in success from the previous FA23 semester, in which the success rate was 43%.
- Hispanic/Latino -- 74% success rate. This is also an improvement from the previous FA23 semester, in which the success rate for this group was 67%.

There were no equity gaps in retention rates in sociology for any gender or race-ethnic groups for the FA24 semester.

Spring 2025 semester: For the first time in at least 5 years, there are no equity gaps in success or in retention for any gender or racial/ethnic groups in sociology for the SP25 semester. I am very pleased to see this improvement in our program!

### Changes for the future:

As the lead sociology faculty who teaches the bulk of sociology classes, I have been working very hard to make my courses equity-driven, inclusive, and student-centered. I have taken EMTLI twice. Also -- and what has been most beneficial -- I have read a number of books on equitable, student-centered and inclusive practices for grading, course design and teaching methods and strategies. These books have helped me significantly restructure my courses so that they are interesting to students, connect to students' lives, and promote learning. I still have a lot I'd like to learn about effective, equitable, student-centered teaching (I am enrolled in a teaching course for Sp25, for example) in order to continue making improvements.

In her feedback, Andrea Vega suggested that we revise SLOs and that faculty collaborate more to suggest assignments and offer ideas on how to be more accessible and equitable in our practice. I would like to work more regularly with adjuncts in the program, as well as faculty more broadly in the department, to do just this. I believe our department chair is also interested in creating a "community of practice" for our department, and I plan to discuss this idea further with her. I would like to have more regular contact with either only sociology faculty or with department faculty within a year.

### **Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.**

#### Social Work:

For FA 2024 female and male enrollment increased (females by 47 and males by 13). For SP 2025 female enrollment decreased (by 9 students) and male enrollment increased (by 13 students). The department appears to be successfully challenging the perception that social work is only a female profession. All race/ethnicity categories increased enrollment except multiple races/ethnicities for FA 2024. For SP 2025, all race/ethnicity categories increased except for white, multiple races/ethnicities, and unknown. This suggests, overall, increased interest in the social work program and its classes. However, the lack of enrollment from Pacific Islander students in both FA 2024 and SP 2025, as well as the very low enrollment for American Indian/Alaskan Native students in both semesters, indicates a significant issue. While this is consistent with low enrollment of these populations in the college, the program clearly needs to be promoted to these students and consider if these identities are reflected in the program/courses.

While we have some of the highest numbers of students enrolled in our degree program, the overall trend has been slightly downward (from 38 in 2023-2024 to 31 in 2024-2025). This indicates that the program's focus on marketing is warranted.

The program has primarily been offering online courses as we are having difficulty filling in-person classes. When we do schedule such courses, they often have to be canceled due to low enrollment. While students anecdotally tell us they'd like in-person offerings, enrollment data does not support this. We remain committed to offering in-person courses and will continue doing so, as well as exploring methods for increasing their enrollment.

#### Sociology:

There were 283 students in sociology during Fall 2024, which is a slight decrease of 13 students from Fall 2023 (296 students).

There were 224 students in Spring 2025, which is a slight increase of 15 students from Spring 2024 (209 students).

Over the semesters, we have been offering more on-campus classes.

In Fall 2024, we offered four on-campus classes, three 100% online classes. (One less than 50% online class was also offered at HSHMC). A total of 126 students enrolled in all combined on-campus classes and a total of 128 students enrolled in all combined 100% online classes. [Click here for a link to the archived FA24 schedule.](#)

In Spring 2025, we offered six on-campus classes and four 100% online classes. A total of 94 students enrolled in all combined on-campus classes and 137 students enrolled in all combined 100% online classes. [Click here for a link to the archived SP25 schedule.](#)

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While this data suggests there continues to be more interest (as measured by enrollment) in online classes, the fact that we are able to get enough enrollment in scheduled on-campus classes is promising.

With regards to enrollment, Andrea Vega, who teaches SOC 125, said that the online SOC 125 has consistently been full and with a waitlist. She adds, however, that barriers include fraudulent students and high AI use, which might prevent access to students who truly need or want to take the class.

Andrea also suggests having an internal AI tracking system on Canvas, which could encourage students to recognize the benefit of using and developing critical thinking and analytical skills without relying on AI.

### If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?

Social Work:

While we do not have a significant decline in enrollment, the program spent the last year heavily focused on marketing the social work program to students and ensuring students are properly registered for the major (have strong education plans). We also referred many students for extra support through the San Diego Workforce Partnership - this support provides resources to ensure community college social work student success. The addition of a full time faculty member in the program will enhance these efforts and allow for a focused tracking and engagement.

Social Work:

I would love more information on how to do outreach to feeder schools and other opportunities to increase interest in our program.

## Distance Education Course Success (If Applicable)

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### If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

Social Work:

The department chair discusses RSI frequently at monthly department meetings and this is incorporated into all faculty evaluations. We also invite speakers and trainings from distance education staff at school and department meetings. These include a focus on RSI.

Sociology:

I do not teach online classes, but I have asked sociology adjunct instructors how they ensure RSI. The following are their comments:

Adjunct instructor #1:

"With respect to your request regarding RSI, I do the following:

- Students receive a minimum of 2 messages (written and/or video) from me per week in the canvas inbox plus feedback regarding assignments, etc.
- Each module has a discussion board regarding the topic we are working on ( race, hate crimes, family, class) and students are required to respond to at least one other student.
- I created what I call a 'CHAT ROOM' where I will bring up a social issue, create a video or ask a question and the interactions start with writing, videos, photos, images, graphs, charts. Likewise, students can bring topics up, ask questions, post stuff, etc. Same thing is done with 'current events' or 'news bulletins'."

Adjunct instructor #2:

"The attendance requirement is defined in the syllabus: attendance = participation. Weekly participation is expected from week 1, and regular emails within the first 3 days of class start if the student has not submitted the first assignment. Personalized emails to ensure assignment completion/AI use. Expectations are clarified during the first week of class and in the syllabus. Drop students if participation has not been met as per the syllabus and email outreach."

## Annual Update

### Program Goals

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#### Program Goals Status

I have updated the progress on my previous goals.

#### Program Goals Mapping

Mapping for all active Program Goals complete.

### Submission

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#### Program Review response is complete and ready for review.

Yes - Response complete and ready for review

## Dean Approval and Feedback

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**I have reviewed the program review with the author and provided feedback.**

Yes - Review and feedback complete

### Feedback

The report reflects what the department has been working on for the past year. Hiring the full-time Social Work faculty is in progress with a projected completion of Spring 2026.