



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Program Review - Sociology/Social Work

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)

- **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 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 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)
- **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)
- **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)

Summary of Progress or Results
<p>Summary Date: 12/01/2024</p> <p>Summary of Progress or Results: In progress: Currently working on the faculty hiring request.</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position</p> <p>Action steps for this academic year.:</p> <p>Update: Steps to hire</p> <p>Currently the BSS Department Chair in conjunction with social work faculty, will create 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 would also support 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.</p>

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)

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

Summary of Progress or Results

Summary Date: 09/23/2024

Summary of Progress or Results: Continue with implementation of low cost/ZTC coursed in Social Work

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Social Work courses, currently, appear to be completely ZTC and or low-cost. 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)

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

Summary of Progress or Results**Summary Date:** 09/23/2024**Summary of Progress or Results:** Currently in progress.**Reporting Period:** 2024 - 2025**Status:** Not Started**Action steps for this academic year.:**

Immediate action steps include discussing the equity gaps discussed in this program review with social work adjunct staff. Having a Social Work adjunct staff, who teaches social work, complete this program review separately from Sociology is valuable to increase knowledge regarding current barriers. Perhaps, as mentioned in the program review, creating staff meetings that are tailored to Social Work and Social Work adjunct staff to discuss strategies and assignments that have been beneficial and successful in the past can open up discussion to challenges and possible solutions to reduce equity gaps in Social Work. Eventhough it is being done informally amongst the two social work adjunct staff, more ways to share grading strategies that are equitable and discuss culturally competent curriculum that may be more appealing to underrepresented groups.

Currently, data collection due to the development of the Social Work Certificate Program is being collected which can also support progress of goal #3. Currently, the BSS Department Chair is closely involved in the development and implementation of the Social Work certificate program which works in partnership with San Diego Workforce. The San Diego Workforce Partnership aims to support students through mentoring, offering support which aligns with local workforce/career needs in San Diego related to social work and expanding career exploration. The estimated growth of this program in this academic year supports decrease in equity gaps.

Program Overview and Update

Lead Author

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Collaborator(s)

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Dean/Manager(s)

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Initial Collaboration Date with Dean

11/25/2024

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

Sociology:

Sociology has a stable enrollment, with more students coming back to campus for in-person classes. Equity gaps remain, both in online and in-person classes. There does not seem to be one modality that is better in terms of equity gaps except for Hispanic/Latinx students, who seem to experience more equity gaps in DE/online classes. The full-time instructor has been working on implementing teaching methods that are equity driven and student-centered, and will continue to do so over the coming years.

Sociology still has assess and report SLOs for some classes, which should be done in the next year.

Social Work:

In summary, it appears that success rates for social work have increased and stabilized. The increase is apparent from Spring 2023 (69%) to Spring 2024 (80%). Although success rates have appeared to stabilize in an upward trend over the last year, equity gaps persist for African American/Black and Hispanic/Latino students.

Similarly, the number of students enrolled in the program has increased significantly, it rose from 90 to 176 by Spring 2024. Nevertheless, the low enrollment rates of certain underrepresented groups are still a major concern that needs to be addressed, especially in a discipline that is focused on diversity and social justice.

The potential addition of a full time faculty to Social Work may prove successful and align with program goals in various ways:

- Decrease equity gaps and increase access to different modalities students experience Social Work classes and training
- Provide adjunct staff with equitable content tailored to Social Work curriculum and demographics
- Assess SLOs and PLOs in an efficient way in order to decrease equity gap and increase positive outcomes
- Expand and grow the newly created Social Work Certificate program

Recently, the creation of a Social Work Certificate program, in addition to offering a Case Management course (SW 130), may provide students with broader access to skills and services that were not being offered before. It is exciting to see how these changes will impact completion and progress towards goals established for this discipline.

Assessment and Student Achievement

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.

Sociology:

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Only one of the 7 sociology courses is on track. That course is SOC-120, which has SLO assessments from Fall 2021 and Fall 2023. Two of our courses have not been offered in recent years; SOC 150 has not yet been offered and SOC 140 was last offered in Spring 2020. These courses need to be offered again in order to report SLO assessments. One other course, SOC 114 is offered regularly and I will update the SLOs for that class at the end of this Fall 2024 semester. Two other courses, SOC 138 and SOC 130, are offered in the Spring semester, during which time the SLOs can be assessed and reported.

Social Work:

No, Social Work Department SLOs appear to be off track. This can be due to various reasons, such as the focus of the department to develop a Social Work Certificate of Achievement and the fact that the department relies entirely on 2 adjunct faculty which pose time constraints on SLO assessment completion. In order to ensure SLOs are assessed, the Social Work program needs to hire a full time faculty member.

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

Sociology:

SOC-114; SOC-125; SOC-130; SOC-138; SOC-140 and SOC-150 (SOC-140 and 150 have not been offered in recent years).

Social Work:

SW 110, 120, 130, and 170 have not been assessed in the last 4 years. SW 130 will be offered for the first time in Spring 2025 and SW 170 has yet to be 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.

Sociology:

- As the full time faculty, I have been focused on restructuring and readjusting my classes. I have been frequently changing the entirety of my courses as we encounter new changes and challenges since the pandemic. Now that things have started to become more settled, I have more time to focus on assessing and reporting SLOs.
- Also, please see the second bullet under SW.

Social Work:

The barriers to assessment are outlined below:

- The entire SW program is operated by two adjunct faculty members. It is unrealistic to expect these faculty to conduct SLO evaluations on top of redesigning classes and managing courses with class caps of 50 students.
- The larger department has not prioritized SLO assessment. However, the new Department Chair aims to change that with a goal of assessing SLOs across all disciplines this academic year.

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.

Sociology:

- In order to restructure my classes, I have been reading a lot of empirical research on best teaching strategies for sociology. These strategies are equity-driven and promote more active, student-centered learning. I have implemented some into my courses this Fall 2024 semester, and seen improvements in student engagement and learning. This includes project based learning in my SOC 120 introductory course. I intend to make further changes based on this research for my classes next semester, and semesters into the future. I look forward to examining the student learning outcomes in my courses over time.

Social Work:

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This year, we are working as a department to map all of our SLOs on Canvas to each assignment so that we can ensure all assessments are meaningful. I am unaware of any specific projects that were completed during the 23-24 academic year related to outcomes assessment, however the department as a whole has been incorporating equity-minded teaching strategies such as ungrading and moving toward application-based assessments.

Student Achievement

Please discuss any equity gaps in access or success.

Sociology:

I will report equity gaps over most recent 2 academic years (FA22-SP23 and FA23-SP24)

For the entire discipline (across all courses), there are equity gaps in retention rates for:

- African American/Black students in FA23.
- Hispanic/Latino students in SP24
- Middle Eastern or North African in FA23 and SP24.
- Multiple Races/Ethnicities in FA23.

For the entire discipline (across all courses), there are equity gaps in success rates for:

- African American/Black students in SP23, and FA23.
- Hispanic/Latinx students in FA23, and SP24.
- Middle Eastern or North African in SP23 and SP24.
- Multiple races/ethnicities FA23

SOC 120, which is the introductory sociology course, has the most and largest equity gaps. The following are details about the equity gaps for SOC-120:

- Equity gaps in retention rates for
 - African American/Black students in FA23
 - Hispanic/Latino in SP24
 - Middle Eastern or North African in FA23, and SP24
 - Multiple races in FA23.
- Equity gaps in success rates for
 - African American/Black students in FA23.
 - Hispanic/Latino students in FA22, FA23 and SP24
 - Middle Eastern or North African students in SP23, FA23 and SP24
 - Multiple Races/Ethnicities in FA23

Equity gaps in 100% DE classes are as follows:

- For African American/Black students and Multiple Races/Ethnicity students, there is an equity gap for total (average) retention rates during fall semesters (6%) and success rates during fall semesters (18%). There is also an equity gap for African Americans for total (average) retention rates for spring semesters (4%) and success rates for spring semesters (5%). There are, however, no equity gaps for any specific semester over the last two years for either group.

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- For Hispanic/Latino students, there is an equity gap label during SP23 in retention rates and success rates, but the numbers do not actually show an equity gap.
- For Hispanic/Latino students, there are equity gaps during FA23 in retention rates (5%) and in success rates (21%) and during SP24 in retention rates (36%) and in success rates (25%). There are equity gaps during FA22 in success rates (5%).
- For Middle Eastern/North African students, there is an equity gap label during SP23 in retention rates and success rates, but the numbers do not actually show an equity gap.
- For Middle Eastern/North African students, there are equity gaps during FA23 in retention rates (3%) and success rates (3%), and during SP24 in retention rates (14%) and success rates (13%).
- For Multiple Races/Ethnicities, there are equity gaps for total (average) for fall semesters in retention rates (4%) and success rates (7%).

Equity gaps in On-Campus classes are as follows:

- For African American/Black students, there is an equity gap for total (average) retention rates during fall semesters (15%) and in retention rates during spring semesters (3%). There is also an equity gap for total (average) success rates in spring semesters (9%) and fall semesters (11%). There is also an equity gap in FA23 in retention rates (36%) and success rates (30%).
- For Hispanic/Latino students, there is an equity gap during FA22 in retention rates (10%) and in success rates (3%). There is an equity gap in FA23 in success rates (9%). There are equity gaps in SP24 in success rates (11%).
- For Middle Eastern/North African students, there is an equity gap in total (average) retention rates for spring semesters (5%) and success rates for spring semesters (15%). There is also an equity gap in success rates for SP24 (15%).
- For Multiple Races/Ethnicities, there is an equity gap in total (average) success rates during spring semesters (10%), but no equity gaps in any specific semesters.

Summary and additional notable takeaways from data:

- Across all sociology courses and in SOC-120 specifically, there are more equity gaps in spring semesters than in fall semesters for African American students, Hispanic/Latinx students, and Multiple Race/Ethnicity students. This requires us to think what may be happening during Spring semesters that leads to equity gaps for these student groups.
- Over the last 5 years across all sociology courses and in SOC-120 classes, there are equity gaps in success rates for Middle Eastern/North African students *only during spring semesters*, but not during fall semesters. This requires us to think what may be happening during Spring semesters that leads to equity gaps for Middle Eastern/North African students.
- Across all sociology classes, equity gaps are persistent over the last 5 years for Hispanic/Latinx students in both retention and success rates during spring and fall semesters.
- In terms of modality --
 - The data is mixed as to whether African American/Black students, Middle Eastern/North African students, and Multiple Races/Ethnicity students have higher retention rates and success rates in online or on-campus classes. Equity gaps are at times higher in online classes and at other times higher in on-campus classes.

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- The data suggests that Hispanic/Latino students tend to have higher retention rates and success rates in on-campus classes. With the exception of one semester (FA22), equity gaps are larger in online classes than in on-campus for Hispanic/Latino students.
- Both SOC 138 and SOC 114 (crosslisted with ETHN 114) have no equity gaps. SOC-130 only has one equity gap: Hispanic/Latinx students in SP23 in both retention and success rates
- SOC 140 and SOC 150 have not been offered in recent years.

Social Work:

Although there was a slight decrease in success rates from Spring 2022 (71%) to Spring 2023 (69%), it appears overall success rates for social work have increased. Success rates picked up significantly from Spring 2023 (69%) to Spring 2024 (80%). Additionally, Fall 2022 (62%) success rates increased to 78% in Fall 2023.

Further, the overall success rates for social work are on target with the college's goal of 75%. During Spring 2023 the overall success rate for Social Work was lower at 69% than the college overall success rate of 74%. However, there was an increase in the Social Work success rate for Spring 2024 (80%) which significantly increased not only from the previous semester but also surpassed the overall college-wide success rate of 79%. Similarly, during Fall 2023 the overall college-wide success rate was 75% with Social Work being slightly higher for the same semester at 78%. The most significant increase of social work success rates was that of 9 percentage points from Spring 2023 to 2024.

In terms of equity, the data was trending lowering success rates amongst African American/Black students since spring 2021. However, there was an increase of 50% success rate in Spring 2023 for this group to 70% in Spring 2024. There were fewer than 10 students in Spring 2023, so the success rates are not indicated as equity gap. Additionally, the concerning decrease in success rates for this group from Spring 2021 (67%) to Fall 2022 (33%) has experienced a strong increase to 70% success rate in Spring 2024.

Generally, there have also been equity gaps for Hispanic/Latino students and Middle Eastern/North African. However, there is no equity gap for Middle Eastern/North African students, success rates have steadied, and no equity gap is apparent for Fall 2023, Spring 2023, 2024. The equity gap between White and Hispanic/Latino students is significant and has been for the last few years. The gap was 12 percentage points in Fall 2021, 34 percentage points in Spring 2022 and 9 percentage points in Fall 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%). There were also no apparent equity gaps for both groups during this semester. Additionally, Middle Eastern/North African students show no equity gap from 2023 to Spring 2024.

Please note there are not equity gaps highlighted for American Indian, Asian and Pacific Islander students and students of multiple races every semester over the last few years due to lack of enrollment of over 10 students.

Although success rates have seemed to stabilize in an increase pattern over the last year, equity gaps are continuous for African American/Black and Hispanic/Latino students. Additionally, low enrollment for historically marginalized groups is a concern especially in a field where diversity and social justice are at the core of the discipline.

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 to consider could be modality, nonetheless efforts to offer in person classes have failed due to low enrollment.

Social Work appears to be a popular discipline. It continues to be in the college-wide top 5 list of degrees awarded by Cuyamaca.

What action will the department or discipline take to address these equity gaps?

Sociology:

As I wrote above, I have been reading a lot of empirical research on equity-driven, student-centered teaching strategies and practices. I began implementing some into my courses this Fall 2024 semester, and plan to improve

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upon them, and implement additional strategies and practices in future semesters. One of my main focuses are on ways to incorporate students' experiences and interests in learning and assessments. I am also working on incorporating various types of activities and assessments in order to accommodate different styles of learning. While there is a question on this program review that asks about what resources or support would be helpful to improve enrollment and access, there is unfortunately not a similar question about what resources and support would be helpful in decreasing equity gaps. I feel compelled to address this anyway. Equity gaps are an important concern. Unfortunately, most of the work for closing equity gaps has fallen on the shoulders of individual instructors, who are simultaneously confronted with pressures to teach online classes, which have more students, and to make significant changes/adjustments in short periods of time as we confront new challenges, such as adjusting to AI. Further, equity-driven teaching itself requires more attention to our individual students as well as time to learn about and implement equitable teaching methods. In all, there feels to be, over time, more demands with less support. I believe our college and district (and our community college system more generally, which is less in our control, of course) should invest more in assisting faculty. Smaller class sizes is one way to do this. There are probably other resources and support that would be beneficial that do not come to mind now; more discussion of how to make our institution (and system) more equity-driven, so that equity is not on the shoulders of individual faculty, would also likely be fruitful.

Social Work:

There have been challenges with communication regarding SLO assessment requirements and needs that are primarily due to Social Work adjunct staff time constraints and inability to attend department meetings and participate in person. General department meetings might prove successful; however, it would be beneficial to consider more Social Work – targeted mandatory / paid meetings for adjunct faculty in this discipline with the aim to achieve more specific goals related to equity gaps, success rates, SLOs and retention in a field that is continuing to grow in enrollment amongst Cuyamaca students.

Items to consider:

Since online classes have proven to be popular based on enrollment, then strategies for teaching and course design that can effectively decrease equity gaps such as equitable grading and assignments should be prioritized.

Creation of a template online course and syllabus that adjunct staff can use and modify would be beneficial to systemically addressing issues related to equity gaps.

Attempting to offer in person classes that can appeal to working-class students.

Partnering with different on-campus programs and services that could provide volunteer student worker roles in the form of opportunities/internships to students could benefit retention as they simultaneously gain work experience.

It is important to consider that at Cuyamaca Social Work has traditionally been grouped under the umbrella of Sociology, primarily due to the absence of a full-time faculty member. This risks overshadowing Social Work as a distinct and independent discipline, potentially overlooking any specific needs of the program.

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

Sociology

The number of students enrolled in sociology classes has fluctuated over the last 5 years during the fall semesters: rising from 280 in FA19 to 314 in FA20, then decreasing to 232 in FA2, and 249 in FA22 and then rising again to 296 in FA22. Enrollment has decreased steadily over the last 5 years during the spring semesters, going from 269 in SP20 to 209 in SP24. I am not sure why there is this difference between fall and spring semesters.

One positive recent change has been the return of many students to in-person sociology classes. We were able to run 3 SOC-120 classes and 3 SOC-114/ETHN classes in person this fall 2024 semester.

One challenge is that Grossmont College offers multiple sections in person and online for each of our sociology courses. For some courses, such as SOC-130, Grossmont College schedules multiple for classes in multiple modalities while we are able to fill only 1 section (and often with barely enough students).

Social Work

Enrollment rates in Social Work have experienced a significant increase in the last academic year. From Spring 2023 to Spring 2024 there has been a nearly 100% increase (90 students in Spring 2023 to 176 students to Spring 2024). Additionally, retention rates have been in the 90 percentiles for the last academic year. It seems online course offerings have supported increase in enrollment taking into consideration that in Spring 2023 fewer online classes were

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offered with 1 hyflex course offering which had the lowest enrollment in the last academic year with an enrollment of 19 students with only 17 retained compared to the online rates.

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?

Sociology:

I think that continued recruitment at local high schools, which I believe is happening, will help. Perhaps inviting me or another sociology instructor to accompany recruiters would help as well. The sociology instructor could talk to high school students about the discipline and its value to a wide array of careers. Also, counselors suggesting sociology to students has been helpful.

Social Work:

Data does not suggest there has been a decline in enrollment experienced in the Social Work program. More online accessible course with zero textbook options seem to have supported an increase in enrollment. As mentioned previously, online course offerings have supported increase in enrollment taking into consideration that in Spring 2023 fewer online classes were offered with 1 hyflex course offering which had the lowest enrollment in the last academic year with an enrollment of 19 students with only 17 retained compared to the online rates.

What has this data revealed about the progress of the program review goals you set?

We still need to close equity gaps (Goal 3)

Social Work:

Previous attempts to encourage in-person learning have seemed to be unsuccessful, mostly due to low enrollment, but there are evidence that students are gradually returning to campus. To improve in-person enrollment and retention, it would be beneficial to reassess Social Work internship options for student on-campus and increase support for placement in outside agencies. By increasing a hands-on approach to teaching social work and using campus resources the program might engage more students to attend in-person classes. Additionally, encouraging partnerships with programs like counseling and nursing on campus, can support student's increase of skills and training.

Distance Education Course Success (If Applicable)

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

Sociology

Online classes are currently taught by part-time sociology instructors. The chair of our department discusses this at our monthly meetings, although not all part-time sociology instructors attend. The chair will likely discuss this in more depth at the start of the spring 2025 semester department meeting. Most, if not all, sociology instructors attend that meeting.

Social Work

Social work instructors would benefit from continued professional development which helps promote and increase RSI. Currently, syllabi outline how often students can expect communication and how via Canvas messages and office hours. Discussion assignments within Canvas also specify expectations for student participation in assignments.

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review

