

#5

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Friday, February 08, 2019 4:03:45 PM
Last Modified: Friday, February 08, 2019 4:17:28 PM
Time Spent: 00:13:42
First Name: Rachel
Last Name: Jacob-Almeida
Email: rachel.jacob-almeida@gcccd.edu
Custom Data: Sociology and Social Work
IP Address: 160.227.129.196

Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Sociology and Social Work

Q2 Lead Author and Collaborators:

Rachel Jacob-Almeida

Q3 Dean:

Alicia Munoz

Q4 Program Update (Required): Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

Sociology: Course Outlines for two new Sociology courses have been written and submitted, along with the appropriate forms, to the Curriculum Committee, with the hope that they will be added to the 2019/2020 Course Catalog. Sociology SLO assessment data has begun to be submitted. The full-time Sociology instructor is participating in the Equity in Teaching Institute, along with other faculty from the History, Social and Behavioral Sciences Department.

Page 2: IIB. Student and Program Learning Outcomes

Q5 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Instructional Program Review Annual Update

Q6 Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

There is still not much SLO data in trackdat for Sociology. I will be submitting more SLO results over the course of this SP19 semester.

Q7 Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **No**

Q8 Are the PLOs mapped onto the course SLOs? **No**

Q9 Discuss your assessment plan for the PLOs.

I need to meet with the SLO Coordinator during Spring 2019 to receive assistance on this.

Page 3: IIB. Student Achievement

Q10 How has the program's success rate changed over the past year?

From FA13 to FA14, the success rate for the Sociology program increased from 71% in FA13 to 79%, but then fell to 66% by FA16. As of FA17 and SP18, the success rate has increased again, which is a positive sign. As of SP18, the success rate for the program overall was 72%.

The success rate for Social Work has remained pretty consistent, hovering between high 70% to high 80%. The success rate went up to the low 90s in SP16 (90%), FA16 (93%), SP17 (94%) down to 80% in FA17 and 79% in SP18.

Q11 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

SOCIOLOGY

Our success rate has started to increase again as of FA17 (71%) and continued to increase into SP18 (72%). This is a positive indication that we can continue to increase the success rate of our students. Further, the fact that our success rate is currently in the low 70% suggests that we are somewhat close to the overall College goal. Ideally we will see at least a 1% increase from SP18 into SP19. Therefore, by Fall, 2019, we would like to see our success rate at 73%.

SOCIAL WORK

Social Work's success rate is already above 77%. The goal for 2019/2020 is to at least keep the success rate at its current level.

FOR BOTH SOCIOLOGY AND SOCIAL WORK:

Currently, I (the full-time Sociology faculty) am participating in the Equity in Teaching Institute. This is a multi-semester institute that focuses on closing equity gaps. I plan to use what I learn from the institute to develop strategies to close equity gaps in my classes. I also plan to share what I learn with the other sociology and social work instructors, so they too can incorporate new strategies into their classes. If successful, this would increase success rates for the program. Also, as part of the SLO assessment process, sociology and social work instructors reflect on student success of the previous semester during professional development week for every semester. Part of this discussion includes strategies to increase student success.

Instructional Program Review Annual Update

Q12 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

SOCIOLOGY:

The program success rate was 71% in FA17 and 72% in SP18. One interesting pattern is the difference in success rates between Fall and Spring semesters, for each category of students. I will address that variation as it relates to each student category that has or has had lower success rates compared to that of the program overall.

There is no equity gap among male students or among female students. Overall both male and female students are at or above this success rate (among males it is 72%, among females it is 73%).

Among African American students, the success rates are quite low during Fall semesters. As of Fall 2017, the success rate among African American students was 58%. However, success rates for this category of students tends to be higher during Spring semesters, and in fact increased substantially into Spring 2018, during which it was 79%. We will pay close attention to see whether and how this success rate changes in coming semesters.

The enrollment of Asian students in the Sociology program tends to be quite low (between 3-10 students). Asian students had 60% success rate, among only 5 students enrolled, in FA17 and 75% success rate, among 4 enrolled in SP18.

The success rate among Hispanic/Latinx students remained below the program success rate from FA2013 to FA16, but was higher than the program success rate in FA17 (74% compared to the program's success rate of 71%). However, in SP18, the success rate fell below the program's success rate (65% compared to the program's success rate of 72%)

The enrollment of Pacific Islanders in the Sociology program has been very low (between a high of 4 in SP16 and a low of 2 in both FA17 and SP18). Out of an enrollment of two, the success rate was 50% in both FA17 and SP18, which means that one student passed and one student did not.

Finally, white non-Hispanic students tend to perform overall above the program's success rate. The only semester during which they did not perform above the program's success rate was in FA17, during which they had a 69% success rate, which was below the program's 71% success rate.

SOCIAL WORK:

In general, all categories of students have the same or higher success rates than the program's success rates. Some areas of concern include male students in SP18, during which time their success rate fell to 50% (from 100% in SP17 and 86% in FA17).

African American students' success rate has varied over the last 5 years. In Spring semesters (SP14 to SP18), their success rates were have tended to be above the program's success rates; however, during Fall semesters (FA13 to FA17) the success rates have tended to be below the program's success rate. Success rates for African Americans during Fall semesters have been 43% (compared to the program's 88%) in FA13, 50% (compared to the program's 89% in FA15), 71% (compared to the program's 93%) in FA16, and 43% (compared to the program's 80%) in FA17. SW instructors should examine what factors occur specifically during Fall semesters that lower African American students' success rates.

Until the most recent year, Hispanic/Latinx students' success rate tended to be above the program's success rates. However, in FA17 and SP18, their success rates fell below the program's success rates: 75% (compared to the program's 80%) in FA17 and 57% (compared to the program's 79%) in SP19. This is an area that should be monitored.

Instructional Program Review Annual Update

Q13 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

SOCIOLOGY: All sociology instructors would likely benefit from more information on equity-informed strategies. I have had equity trainings and, as indicated above, am currently participating in the Equity in Teaching Institute. I am not sure how much direct training the part-time instructors have had, although I know they are committed to closing equity gaps. I believe that they would be willing to receive and use whatever information I can share with them.

Equity training is not enough, however. We also have to be very attentive to our students, and communicate early with students who are slipping in their grades. For example, we need to find ways to assess early in the semester whether students are completing and comprehending the reading assignments.

Finally, one part time instructor commented recently that she did not believe all students who needed DSPS services were actually receiving them. I too have had students who did not seem to have the reading or writing skills necessary for a Sociology, or any college, course. I and the other instructor have suggested going to DSPS to receive services, but there seems to be a reluctance on the part of students. Based on my conversations with a few such students, I get the impression that the students unfortunately feel ashamed to need DSPS. I have tried to communicate to such students that there is no shame in needing DSPS, although I understand that there culturally there is a stigma attached to the services. Perhaps the college or DSPS can develop a plan to decrease that stigma and to find ways to identify and provide services to more students who need DSPS.

SOCIAL WORK: Instructors would benefit from identifying what factors impact African Americans' students success rates in the fall semesters. They should also identify what factors may have contributed to the lowering success rates of Hispanic/Latinx students during the last two semesters (FA17 and SP18).

Q14 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

As indicated in previous sections, the full-time instructor is taking part in the Equity in Teaching Institute here at Cuyamaca College. I will be sharing whatever helpful information I gain with the other instructors before the Fall 2019 semester, when we meet to discuss SLO assessments.

Q15 How do these activities align with the goals set forth in your last comprehensive program review?

Ideally they will close equity gaps.

Q16 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. You can upload PDF, Word, and image files.

Respondent skipped this question

Page 4: Distance Education

Q17 Does your program offer any courses via distance education (online)? **Yes**

Page 5: Distance Education Course Success

Q18 Are there differences in success rates for distance education (online) versus in-person sections? **No**

Instructional Program Review Annual Update

Q19 If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities? **Respondent skipped this question**

Page 6: IV. Previous Goals: Update (If Applicable)

Q20 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 7: Previous Goal 1

Q21 Previous Goal 1:

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

Q22 Link to College Strategic Goal(s): **Student Validation and Engagement**

Q23 Goal Status **In Progress**

Q24 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

We hope these two classes will be approved in time to appear in the 2019/2020 Catalog and be offered at least one time during the 2019-2020 Academic Year.

Q25 Please provide the rationale for this goal:

Cuyamaca College currently only offers three Sociology courses (SOC-120, SOC-125 and SOC-130). Students in SOC-120 (Introductory Sociology) often express a desire to gain more in depth knowledge about topics that we can only introduce in a survey course. Specifically, students express interest in learning more about sociological perspectives on sex, gender and sexuality and on race and ethnic relations. Because Cuyamaca does not as of now offer these courses, such students end up having to take them at Grossmont College. In the interest of serving our students' needs here on campus, and in increasing student enrollment in Sociology classes, we are going to add these two courses.

Q26 Please provide the goal action steps for the year (previously "Activities"):

Cuyamaca Course Outlines for SOC-114: Introduction to the Sociology of Minority Group Relations and SOC-140: Sex and Gender Across Cultures have been written. This month (February, 2019), they along with the appropriate forms were submitted to the Curriculum Committee. We hope to have them be a part of the March Governing Board docket so that they can appear in the 2019/2020 Catalog.

Q27 Do you have another goal to update? **Yes**

Page 8: Previous Goal 2

Q28 Previous Goal 2:

SOCIOLOGY: SLO assessment results & reflection dialogue will be updated from at least Fall 2014 until now. Also, the faculty-lead for sociology will be regularly inputting the SLO assessment results and dialogue every semester. SOCIAL WORK:: To regularly conduct SLOs and reflect on them. This has now been institutionalized as reflected in section I above

Q29 Link to College Strategic Goal(s):

Respondent skipped this question

Q30 Goal Status

In Progress

Q31 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

SLO Assessment results for Sociology and Social Work will be up to date by Fall 2019.

Q32 Please provide the rationale for this goal:

SLO Assessment data must be updated by the time of the ACCJC site visit next Fall (2019)

Q33 Please provide the goal action steps for the year (previously "Activities"):

The full-time sociology instructor has submitted SLO assessment results for some of the past semesters. She has also submitted her SLO assessment plan. She still has to check which semesters are missing SLO assessment result data and submit those.

Q34 Do you have another goal to update?

Yes

Page 9: Previous Goal 3

Q35 Previous Goal 3:

Have conducted and analyzed results from focus groups about student interest in sociology courses, with an emphasis on students from particular demographic groups (e.g., male students, African American students)

Q36 Link to College Strategic Goal(s):

Respondent skipped this question

Q37 Goal Status

Deleted - Please explain below::
Upon reflecting on success rates over recent semesters, as well as learning other strategies to improve success rates, focus groups do not seem to be the best strategy to decrease equity gaps.

Instructional Program Review Annual Update

Q38 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

Q39 Please provide the rationale for this goal: **Respondent skipped this question**

Q40 Please provide the goal action steps for the year (previously "Activities"):
Respondent skipped this question

Q41 Do you have another goal to update? **Yes**

Page 10: Previous Goal 4

Q42 Previous Goal 4:

An established Educational Plan—Degree roadmap for sociology majors will be finalized.

Q43 Link to College Strategic Goal(s): **Guided Student Pathways**

Q44 Goal Status **Completed**

Q45 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Maps will be available to students in FA19

Q46 Please provide the rationale for this goal:

This will clarify for students which classes to take and when in order to graduate with an AA-T in Sociology.

Q47 Please provide the goal action steps for the year (previously "Activities"):

These were finalized and submitted to Tammi Marshall, who heads the pathways mapping review and approval workgroup, at the most recent ILAT meeting, on Monday, February 4, 2019

Page 11: V. New Goals (If Applicable)

Q48 Would you like to propose any new goal(s)? **Yes**

Page 12: New Goal 1

Instructional Program Review Annual Update

Q49 New Goal 1:

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

Q50 Link to College Strategic Goal(s):

**Student Validation and
Engagement**

Q51 Please provide the rationale for this goal:

Currently there are no Full-time faculty in Social Work. There are 2 adjunct instructors who teach three SW work courses.

On average, the SW courses tend to have high enrollment, filling at an average of 80%. As of February 1, 2019, one SW-110 class was at 88%, with 35 students, and one SW-120 was at 94%, with 47 students. The other SW-110 class is at 42%, with 21 students. This is a night class, which may be the reason it is filled at a lower rate than the other two SW classes.

Students succeed in the Social Work program at relatively high rates. For example, college-wide success rates have been around the mid 70s in recent semesters, while the Social Work program has had success rates around 85-90%. Consider the following comparisons: SP18 SW 79% compared to college-wide 72%; SW 80% compared to college-wide 75% in FA17; SW 94% compared to college-wide 73% in SP17, and SW 93% compared to college-wide 77% in FA16.

Further, there are very few equity gaps among categories of students in the SW program. In general, African American, and Hispanic/Latinx students tend to perform at or above the Social Work program success rates, and perform better than their success rates college-wide. College-wide, African Americans tend to have a success rate at the low to mid 60%; in the SW program, their success rates average about mid 70% over all semesters (e.g., 80% in SP18, 43% in FA17, 100% in SP17, 71% in FA16, 100% in SP16 and 83% in SP15). College-wide, Hispanic/Latinx students tend to have success rates in the high 60%, whereas in the SW program, their success rates average around 80% over all semesters. A full-time instructor could focus on areas of potential equity gaps and ensure that they continue to remain narrow and/or disappear.

The Social Work major and classes are quite popular among Cuyamaca students. A more developed program has the potential to bring in even more students to Cuyamaca College. This is especially likely not only because the field is already popular among Cuyamaca students, but also because there is only one full-time Social Work instructor in all of San Diego.

Q52 Please provide the goal action steps for the year (previously "Activities"):

Submit a in SP20 a Faculty Position Request Form for Social Work, with all relevant data.

Q53 How will the goal be evaluated?

A full-time Social Work instructor is hired by FA21

Q54 Do you have another new goal?

No

Page 13: New Goal 2

Q55 New Goal 2:

Respondent skipped this question

Q56 Link to College Strategic Goal(s):

Respondent skipped this question

Instructional Program Review Annual Update

Q57 Please provide the rationale for this goal: Respondent skipped this question

Q58 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q59 How will the goal be evaluated? Respondent skipped this question

Q60 Do you have another new goal? Respondent skipped this question

Page 14: New Goal 3

Q61 New Goal 3: Respondent skipped this question

Q62 Link to College Strategic Goal(s): Respondent skipped this question

Q63 Please provide the rationale for this goal: Respondent skipped this question

Q64 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q65 How will the goal be evaluated? Respondent skipped this question

Q66 Do you have another new goal? Respondent skipped this question

Page 15: New Goal 4

Q67 New Goal 4: Respondent skipped this question

Q68 Link to College Strategic Goal(s): Respondent skipped this question

Q69 Please provide the rationale for this goal: Respondent skipped this question

Q70 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q71 How will the goal be evaluated? Respondent skipped this question

Page 16: VI. Resources Needed to Fully Achieve Goal(s)

Instructional Program Review Annual Update

Q72 Is the program requesting resources this year to achieve this goal? **No**

Page 17: V. Faculty Resource Needs

Q73 Are you requesting one or more faculty positions to achieve this goal? **Respondent skipped this question**

Page 18: Faculty Position Request(s)

Q74 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested: **Respondent skipped this question**

Q75 Faculty Position Request 1 - Related Program Goal(s): **Respondent skipped this question**

Q76 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

Q77 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested: **Respondent skipped this question**

Q78 Faculty Position Request 2 - Related Program Goal(s): **Respondent skipped this question**

Q79 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here. **Respondent skipped this question**

Page 19: VI. Classified Staff Resource Needs

Instructional Program Review Annual Update

Q80 Are you requesting one or more classified positions to achieve this goal? **Respondent skipped this question**

Page 20: Classified Staff Position Request(s)

Q81 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q82 Classified Staff Position 1 Related Program Goal(s): **Respondent skipped this question**

Q83 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. **Respondent skipped this question**

Q84 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Q85 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q86 Classified Staff Position 2 Related Program Goal(s): **Respondent skipped this question**

Q87 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

Q88 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Page 21: VII. Technology Resource Needs

Q89 Are you requesting technology resources to achieve this goal? **Respondent skipped this question**

Page 22: Technology Request(s)

Q90 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Q91 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Page 23: VIII. Perkins and Strong Workforce Resource Needs

Q92 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **Respondent skipped this question**

Page 24: Perkins Request and Strong Workforce

Q93 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

Q94 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

Page 25: IX. Supplies/Equipment Resource Needs

Q95 Are you requesting supplies and/or equipment resources to achieve this goal? **Respondent skipped this question**

Page 26: Supplies/Equipment Request(s)

Q96 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Instructional Program Review Annual Update

Q97 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q98 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q99 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 27: X. Facilities Resource Needs

Q100 Are you requesting facilities resources to achieve this goal?

Respondent skipped this question

Page 28: Facilities Request

Q101 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

Respondent skipped this question

Q102 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#)

Respondent skipped this question

Page 29: XI. Professional Development Resource Needs

Q103 Are you requesting professional development resources to achieve this goal?

Respondent skipped this question

Page 30: Professional Development Request

Q104 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q105 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 31: XII. Other Resource Needs

Q106 Are you requesting any other resources to achieve this goal? **Respondent skipped this question**

Page 32: Other Resource Requests

Q107 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below. **Respondent skipped this question**

Q108 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below. **Respondent skipped this question**

Page 33

Q109 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module. **Respondent skipped this question**
