

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Nicholas Park

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Social Sciences: Sociology

II - CO-CONTRIBUTORS

- 1) Nicholas Park
- 2) Click or tap here to enter text.
- 3) Click or tap here to enter text.
- 4) Click or tap here to enter text.
- 5) Click or tap here to enter text.

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Sociology promotes transformative education through personal, academic, and civic engagement. The department takes a holistic approach, offering courses and experiences to enhance personal development, and preparing students to be agents of positive change. Social science students ask critical questions, develop research skills, and communicate effectively. The department promotes clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity. Social science faculty model civic and community engagement and lifelong learning through their personal practices, community activities, and academic research.

The sociology program uses a variety of innovative practices that foster student engagement. The curricula of our courses are highly applicable to the lives of our students and enriches their academic experience. Furthermore, many of our courses take a social justice oriented approach, which operates to empower our

students and prepare them to accomplish their future academic and career goals and for their lives outside of the academy.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

In previous years, the sociology program plan was included as a department wide program review. For this reason, the report will only speak to goals that apply to the sociology program specifically.

Goal 1: Engage in Dialogue Days

Sociology faculty participated in department meetings, dialogue days, and other professional development activities on campus and abroad.

Goal 2: Advocate for a Sustainable Civic and Community Engagement Program at Gavilan

Sociology faculty supported the findings of Dr Debbie Klein's sabbatical research on how to establish civic engagement on campus. Unfortunately, without a person in place to coordinate the civic engagement program and reestablish relationships with community organizations, it has not been possible to meet this program goal. Even so, we continue to support and call for this program to be revitalized for the benefit of our students.

Goal 3: Build More Campus and Department Community

Sociology faculty participated in campus events, committees, and various community building events at the department level. This included attending discussion sessions, campus wide staff development activities and social events, and department wide social events.

Goal 4: Engage in reflective dialogue about what it means to create a balance between in-person and distance education offerings.

We have had numerous department wide discussions about how to build a schedule that better balances the modalities of our courses. We have worked to recruit new faculty who can teach in person, but it has been challenging to retain these faculty. We continue to advocate for more in-person offerings and creative ways to provide accountability for online modalities.

Goal 5: Engage in more training on effective teaching practices for distance education modalities.

Sociology faculty have completed the GOTT programs to enhance our online

courses.

Goal 6: Organize and Secure funding for a Reading Apprenticeship Cohort

The sociology faculty supported the efforts to form a Reading Apprenticeship cohort. We received word at the end of the fall 2025 semester that there is now funding to do this activity. Although several faculty who were initially interested have now retired from the district, we will work to recruit faculty to participate.

Goal 7: Increase enrollment and success rates in the department.

We were unable to meet this goal. As noted elsewhere in this report, success rates in sociology have dipped. We will need to work to identify possible causes and identify ways that the program can increase these metrics recognizing that there may be broader institutional and societal factors at play.

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Due to difficulty recruiting part-time staff to teach in-person courses, we have been limited in our ability to offer more in-person sections—especially at the Hollister location. We currently have one part-time faculty member able to teach in person at the Hollister campus and one full-time faculty member able to teach in-person courses at the Gilroy campus. We had recruited three new part-time faculty, but they were unable to continue in person after their first semester. Demand for online courses is still high, so it has not affected our ability to offer courses to meet student needs overall.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#) .

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The success rates for sociology have declined slightly since the 21/22 AY where it was 76%. It dropped to 74% in 22/23, 68% in 23/24, and rose back to 72% in

24/25. The college average was 73% in 24/25, so our program is in line with success rates overall. We will need to identify reasons for the decline and find ways to increase the success rates to where they were previously.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

The persistence rates for the sociology program have declined by 6% since the 22/23 AY. In 22/23, the persistence rate rose to 79% from 76% in the previous academic year. It declined to 75% in 23/24 and to 73% in 24/25. Even with the decline, the persistence rate is higher than the college average of 62% in 24/25.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

We are unsure why there has been a decline and will need to ascertain what factors might contribute and if those factors are something that can be remedied at the program level. Even so, we are happy to find that, even with the decline, the program, is still 11% higher than the college average.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Our goal is to have as many students be successful as possible. At minimum, we strive to meet or exceed the college average. Given the college average was 72% in the last academic year, our goal is to increase our success rates by 1-2%.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

The unduplicated headcount was 556 in 22/23, 626 in 23/24, and 581 in 24/25. The success rates have been reported in questions above. We have no way to ascertain the second part of this question because we are not a service department.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Our program continues to provide students with an option to meet their social science requirements for degree transfer. It also builds skills useful for a variety of jobs and academic pathways.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

It appears that there has been a decline in headcount, which may be due to changes in the required number of social science courses students need to earn degrees. It would be prudent for our department to market our classes and for our division to demonstrate the importance and value of social science skills for the job market. These factors have not, however, impacted retention and success in the sociology program.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

In the 2024/25 AY, the success rates for Latinx and White students in sociology were both 71%. Interestingly, this marked a decrease for White students, which was 81% in 2023/24 and an increase for LatinX students, which was 65%. We are unsure what has contributed to these fluctuations. Given this lack of clarity and consistent gaps, it is difficult to ascertain if any interventions are necessary at the program level. We can continue to offer a variety of modalities and times to meet student needs and partner with campus resources to ensure student success. These issues need to be examined from the institutional level as there is limited impact that individual academic programs can have.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education

and face-to-face courses (300 words or less)?

The available data indicate that our success rates are higher in online courses than they are in face-to-face courses. There has been a marked increase in success rates for online courses over the past three semesters. We urge that these findings should be met with caution. Given the rise of generative AI and its use among our student population, it is not clear if these are authentic success rates. Anecdotal evidence among our instructors has indicated a high level of AI use and wide gaps in performance on objective measures (i.e exams and quizzes), with online students "outperforming" their in-person counterparts. Once cannot help but think on the future sustainability of online modalities without some form of intervention taking place to ensure the validity of student learning.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *"Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism."*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

Faculty in our program stive to include diverse perspectives in our courses, participate in DEIA initiatives across campus, and continue to seek out trainings to help us meet the goals laid out in the EEO plan. We have also worked to recruit diverse candidates to teach in the program, which is reflected in the updates to the posted job announcements.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

We will continue to stay apprised of the college-wide initiatives to improve success and implement those in our classes to the best of our abilities.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? Choose an item.
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

We intend to update our maps and assess our courses so that we are back on the assessment cycle.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

Based on the assessments and success rates examined thus far, the curriculum appears to be sound. We do not have plans to modify any further at this time. Individual instructors continue to assess their individual assignments for usefulness and make corrections as needed.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

Our students are encouraged to think critically, communicate effectively, practice social responsibly, and cultivate well-being. The ILOs are supported by the curriculum in sociology courses as well as the assignments and assessments that we utilize.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans

to improve them?

We are working to get back on the proper assessment cycle. Of the SLOs that have been assessed for Introduction to Sociology thus far, it appears the majority of the students are meeting the SLOs. However, there are a number of students who do not complete the courses nor the work; assessments need to take into account whether or not the work was actually attempted by students in order to have meaningful and useful findings

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

We have been asked to create a certificate of completion in sociology that students can earn as they work toward the ADT. It is argued that such certificates help to encourage students to complete their degrees by creating a midway milestone.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Since the pandemic began, we have not taught SOC 4 nor SOC 25. We are working to begin offering SOC 4 and have recruited an instructor who can teach the course in the online modality. We were unable to offer it for a year as we waited for the course to gain DE approval.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

We offer Introduction to Sociology, the primary course in the program, at a variety of times and in a variety of modalities. It has been challenging to find instructors willing and able to teach some of the other courses in-person, so we would like to continue to recruit new part-time faculty in order to rotate the

offerings of the other sociology courses (SOC 4, SOC 1B).

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

2022/2023 - FTEF = 5.4

2023/2024 - FTEF = 5.6

2024/2025 - FTEF = 6.6

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

There are no foreseeable issues with personnel in terms of reassignment or sabbaticals.

3. Additional Comments: We need to recruit more in-person faculty.

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

This does not apply to our program.

1. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

Our discipline budget of \$350 has helped support teaching through the acquisition of books, and other teaching resources.

2. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

This is a department and division level issue that we cannot tackle in the sociology program.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College?

What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

We will continue to work with the CAPS leaders to ensure that our program contributes to the success of our students.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

The greatest threat to our program is the reduction of required social science courses for GE. Our classes have seen declining enrollment, especially for in-person courses over the past semester. It is unclear if this will be part of a larger trend.

We are not sure how this will affect our program, but there have been political attacks on sociology at the federal level. Programs have been reduced, closed, and sanitized in other states.

Another threat is the introduction of generative AI. This has greatly called into question the legitimacy of our online courses. As noted previously, the "success" rates of our online courses has increased compared to our in-person courses, but we question the role that generative AI has played in these differences. Our faculty have noted that there is a high level of cheating in our online courses that needs to be dealt with campus wide. We feel the campus needs to have a testing center and require online students complete assessments in a controlled environment.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**

As noted above, online instruction has proved difficult in the current environment. It is near impossible to ensure the legitimacy and authenticity of student work given these technological advancements.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

There will be more cheating and less authentic work submitted in online and in-person courses. It is not enough for faculty to simply alter their assessments, as even

the most seemingly AI proof assignments have proved otherwise.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** Revise program maps.
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
Click or tap here to enter text.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
- Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
- Responsible Party (One Sentence limit): **Click or tap here to enter text.**
- Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
Click or tap here to enter text.
- **Goal (One Sentence Limit):** Ensure that SLOs are assessed, updated, and properly mapped/aligned.
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
Click or tap here to enter text.

- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
 - Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - Responsible Party (One Sentence limit): **Click or tap here to enter text.**
 - Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**
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- **Goal (One Sentence Limit):** Revise courses to comply with the CCN standards.
 - Alignment to Strategic Goal Choose an item.
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
 - Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - Responsible Party (One Sentence limit): **Click or tap here to enter text.**
 - Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**
-
- **Goal (One Sentence Limit):** Click or tap here to enter text.
 - Alignment to Strategic Goal Choose an item.
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
 - Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - Responsible Party (One Sentence limit): **Click or tap here to enter text.**
 - Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): **Click or tap here to enter text.**
2. Request amount: **Click or tap here to enter text.**
3. Type of Request: Choose an item.
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **Click or tap here to enter text.**

5. Is this a one-time or ongoing expense? Choose an item.
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Choose an item.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Click or tap here to enter text.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they

provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? **Our program and department participate in the mentoring program. Our faculty have served as official and unofficial mentors to new faculty. We continue to participate in professional learning activities.**
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. **Currently, the need is in recruiting more faculty to teach in-person courses.**
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **We continue to seek out--and complete--training related to DEAI initiatives. We have included these perspectives when we hire faculty in our program area and the social sciences department at large.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. **Click or tap here to enter text.**

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The sociology program continues to provide students with a rigorous plan of study that prepares them for transfer and career goals. We employ curriculum and assignments that challenge students to think critically, engage in their communities, and become productive members of society.

Although some success rates have declined, we are generally in line with the rates of the college as a whole. We will need to continue to monitor equity gaps and success rates

along modalities. We seriously question the integrity of online modalities across the campus, and our data indicate that students are passing online courses at a higher rate than the in person courses. This does not necessarily mean that students are more “successful” in these modalities, so the data should be taken with caution and interrogated further.

The program strives to become more visible, especially given the overall decline in students taking social science courses due to the reduction of required social science credits for degree transfer. Furthermore, there have been political attacks on sociology in the ongoing national movement to reduce, eliminate, and sanitize disciplines that speak to diversity and social justice issues. The sociology program continues to be a core discipline for the advancement of the DEIA principles put forth by Gavilan and the state.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.