De Anza College
Program Review – Annual Update Form
Sociology Department

1. *Sociology*

2. *Name of individual(s) completing the form: Steve Nava*

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

In our feedback from RAPP our department was commended on our alignment with the campus Mission Statement and our focus on problem solving, critical thinking, and civic engagement were also commended as was our department's work making our students more socially aware. That noted, we were asked to examine our equity gap for African American student success which is of concern. Since the pandemic, like most departments, we saw an immediate overall drop in black student enrollment and in all enrollment, but numbers have been increasing since. From 2022-2023 to 2023-2024 we saw a rise in black student successfully passing our courses from 87 to 134 black students within these academic years[1]. In more recent data, however, for the 2024 summer to 2025 Spring the equity gaps for black-identified students is -17 and for Latinx students it's -11 gap. For White-identified learners it's -21 and for male-identified learners the gap is -5. Our low-income learners showed a -20 equity gap. We see the challenge and we will certainly do our best to nurture our learners as we strategize on how to best support them. We will recommend our faculty to attend equity-focused Professional Development workshops and discussions going forward as well. We also think it's a good idea to discuss census data to compare this with our institutional data. In my experience including our learner sin conversations about student success by race/ethnicity can inspire us all to be more conscious about the importance of our work together as people of color who persist against the odds.

In the previous feedback from RAPP the question was posed: "**Information listed about data on enrollment and success rates going up and down but not a lot of discussion on why.**" **In response, it is not clear to us which of the multiple variables has the strongest influence on our learners during a given period, however we as the Chairs (Jayanti and me, and eventually Marx) will continue to pay close attention and have this critical conversation about how to improve our retention of our target student groupings. We will turn our attention to how we can stimulate the interest of our learners in their truest learning experiences and how we can best direct them to needed resources. We have very passionate faculty in the Sociology department and I believe we can**

improve in the retention of black and other target groupings of our learners moving forward.

Additionally go forward I plan to hold a department meeting about comparing students successfully completing asynchronous versus in-person classes so our department can strategize and problem solve as related to scheduling and equity better practices.

RAPP representatives asked about how new scaffolding structure would look like. One conversation our department needs to have, in my estimation, is about how we build on students' existing knowledge. I noticed one of our FT faculty building on learners' knowledge by using Socratic seminar style teaching whereby learners bring in their knowledge to the topic. The instructor built on their examples to scaffold their theory lesson and bring elevate the conversation with more complexity. In my own classes, I have focused on teaching foundational concepts and bring them up more often when introducing contemporary concepts in order to scaffold learning. I noticed more of my current Fall 2025 learners grasping sets of related concepts with this new approach.

4. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review submissions).

Our overall student success rate went down since the last Program Review. Our success rate overall was 74% between Summer 2022 – Spring 2023 and more recently our 2023-2024 data shows 72% success rate, a 2% decline.

In terms of African-American student success rates in comparison to all other students, **the success gap in summer 2022 – Spring 2023 period was -17% (with a 58% success rate)**. In the Summer 2023 – Spring 2024 period the equity gap decreased in comparison to other groups: **-14% gap** but the success rate went down to 57%. (The comparison group went down from 75% to 71%.) It is unclear why these fluctuations occurred. Indeed, if there was a 3% improvement between one academic year to the next, but the increase is not incrementally decreasing consistently, what conclusions can we guess are causing the outcome? This is why I think the data is driving us to reflect more on our current challenges and less an opportunity to come to clear conclusions about "why the outcomes are as they are." Correlation does not equal causation of course, as we all know.   The data is still important to foster new critical questions about how we can improve, but it can hardly tell us what's causing the equity gaps and what's precisely making the needed difference in most cases. Regardless, we will continue to work toward equitable teaching in our capacity.

In our last Program Review feedback we were also asked to examine the **Labor Statistics information about careers in sociology**. After reflecting on the website content some of our faculty decided to post the main link to my homepages so students taking my courses can learn (at least broadly) what the Sociology field focuses on and the kinds of

educational degree requirements, pay, and tasks sociologists do. It also made me interested in discussing this with my fellow sociology department members to get us thinking about how we have been sharing career ideas with students in our classroom conversations. Our department will add more career information to our Sociology Website by the end of Spring 2026 and discuss this topic in our department meeting in Winter 2026.

5. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

One goal is to promote our major and the second is to create GE courses to attract more sociology majors. In 2022-2022 we had 38 Sociology Transfer degrees awarded compared (of the 357 transfer degrees SSH awarded) to 44 the previous academic year. (We award 10% of the SSH AA transfer degrees.) I imagine as the labor market becomes more competitive and technical potential Sociology majors might not see the immediate benefits of a Sociology degree. It is up to us to make this explicit. We have begun posting labor data and career information on our website, added our department faculty pictures, and have plans to enhance our department website more this academic year. Another way we can promote the major is through developing new courses as we have begun to do this academic year.

6. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

We don't have any requests for resources at this time. New goals include non-credit courses and a focus on expanding course offerings.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

In Fall 2024 we added two fulltime faculty to our Sociology department and the impact is yet to be seen but, my hope and efforts are invested in onboarding them effectively and working together to develop our department in the areas of increased majors and decreasing equity gaps through more RSI and inclusive teaching strategy sharing as well as collaborating on a new course and enhancing our presence on our website toward increasing enrollment.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Not having enough fulltime affects the departments' campus presence and our ability to promote the major beyond the classroom as part time faculty are not available more most on campus work outside of teaching. Our students can only benefit from the new FT faculty presence and future collaborations should be very fruitful.

9.   Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	
Method of Assessment of Learning Outcome (please elaborate)	For SOC 1: Learners correctly apply social theory by first defining at least three concepts and then offer personal experiences and observations as examples. This was a research paper focused on describing the social forces that shape one's social identity. Sociological concepts were to be used to explain the structural challenges one faces.
Summary of Assessment Results	33 A went above and beyond expectations, 6 performed above average, and 3 approached expectations while 7 did not complete the analysis.
Reflection on Results	For this asynchronous online course
Strategies Implemented or Plan to be Implemented (aka: enhancements)	To improve the number of learners attempting the assignment (given the 7 Fs for non-attempts) We plan to scaffold these types of complex analytical assignments more. Create instructional videos explaining the learning outcomes more and doing more than one Q/A recorded synchronous session so

	students can ask questions and get immediate answers.

Done? Please email this form to your dean/manager.

10.   Dean Manager Comments:

The Sociology Department, supported by three full-time faculty members, is well positioned to expand its programmatic offerings and increase its impact through strategic growth initiatives. One promising area for expansion is the development of noncredit offerings, which could allow the department to reach new student populations, support community education, and respond more flexibly to emerging social issues. Conversations with department faculty indicate strong interest and readiness to engage in this work, suggesting that noncredit programming would be a natural and timely progression for the department.

The department also benefits from a highly engaged faculty who are actively involved in campus initiatives, shared governance, and interdisciplinary collaboration. This level of engagement creates a strong foundation for innovation in curriculum design and program development. In particular, the department is well suited to deepen its focus on ethics, technology, and artificial intelligence, areas that increasingly shape social institutions, labor markets, governance, and everyday life.

Many community colleges are beginning to integrate sociological perspectives into courses and certificates that examine the social impacts of AI, data ethics, surveillance, inequality, and digital labor. These themes align closely with sociology's core learning outcomes and offer opportunities for both credit and noncredit course development. By embedding content related to ethics and artificial intelligence into existing courses, or by creating targeted noncredit offerings and community workshops, the Sociology Department can remain responsive to future workforce and civic needs while enhancing enrollment and relevance.

Overall, the Sociology Department demonstrates strong capacity for growth through noncredit expansion, interdisciplinary curriculum innovation, and sustained faculty engagement. With intentional planning and institutional support, the department can continue to play a critical role in advancing student success, ethical inquiry, and socially informed understanding of emerging technologies.

11. Vice President/Associate Vice President Comments:

The Sociology Department continues to demonstrate strong instructional quality, civic engagement, and commitment to equity-centered teaching. Faculty remain deeply engaged in problem solving, critical thinking, and social awareness, aligning closely with the college mission. The addition of two full-time faculty members strengthens departmental capacity for curriculum development, assessment, and student mentoring. While overall success rates have declined slightly and equity gaps persist for Black, Latinx, and low-income students, the department is actively responding through professional development, inclusive pedagogy, and expanded scaffolding strategies. Planned expansion of noncredit offerings and enhanced career pathway information will further strengthen student engagement, access, and long-term program vitality.