

De Anza College

Program Review – Annual Update Form

1. 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).

The Asian American and Asian Studies department (ASAM) continues the work described in our Comprehensive Program Review, using the feedback from RAPP as affirmation of the good efforts we are putting in.

ASAM faculty—through department meetings, IIS divisions meetings, teaching team meetings, exploratory partnerships, and in impromptu conversations—continue to discuss:

- curriculum development
- program goals
- enrollment trends
- student success rates and equity gaps
- teaching and learning strategies
- faculty needs

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

ASAM has several exciting new initiatives underway:

1. **National Endowment for the Humanities Grant** - ASAM faculty (Chesa Caparas and Mae Lee) are leading a NEH grant-funded set of ASAM activities in collaboration with the California History Center that includes:
 - a. Researching and documenting the history of Asian American Studies at De Anza
 - b. Piloting oral history activities with students and faculty in ASAM classes
 - c. Conducting oral histories with community leaders active with local Asian American communities and documenting them
 - d. Mentoring students
 - e. Designing a historical walking tour of Asian American communities in partnership with community groups in the Santa Clara Valley
2. **Mentorship with New Part-Time ASAM Faculty** – The ASAM department chair is facilitating regular Teaching Team Conversations with newly hired part-time faculty, particularly those teaching the one ASAM class that fulfills the CalGETC Ethnic Studies requirement.
3. **Submitting ASAM Courses for Approval of CalGETC Ethnic Studies Requirement** – One course was submitted in 2023-24 (ASAM 30: Filipinx American History and Culture). Two more courses are planned for submission in 2024-25 (ASAM 1: Asian American Experiences Past to Present, ASAM 10: Contemporary Asian American

Communities). One new ASAM course is planned for submission in 2024-25, which will be written to meet the Ethnic Studies requirement.

3. 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).

See answer to #2 above.

In addition, ASAM will pilot in 2024-25 a short student survey to gauge efficacy of mission statement.

4. 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.

No new goals.

5. 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?

Not applicable.

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

Not applicable.

7. 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)	SLO from ASAM 13: Asian Americans and Asia
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	Complete a project utilizing critical analysis, research, and writing skills to assess the relationship between the U.S. and Asia and its impact on an issue that significantly affects an Asian American population.
Method of Assessment of Learning Outcome (please elaborate)	<p>The final project for ASAM 13 is an “annotated diagram” called “Mapping Asian American Transnationally.”</p> <p>Students are asked to produce a document of text and images that analyzes a topic that they either have personal connection to or care deeply about to share how the course has prompted them to rethink their understanding of the topic. In particular, students are asked to reflect on how a “critical transnational framework” as presented in the course reshapes their thinking.</p> <p>They are to reflect on their rethinking and explicitly reference core ideas drawn from course material.</p>
Summary of Assessment Results	Almost 80% of all students produced work that demonstrated engagement with course material and concepts to analyze a topic impacting Asian Americans with a critical transnational framework grounded in Asian American Studies.
Reflection on Results	Overall, the results of the assessment are promising as they suggest the course—in its design, material, instruction, student engagement activities—facilitates success in meeting the Learning Outcome.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	The final project will be used again. Minor tweaks were already made to create a progression of step-by-step activities through “poster sessions” so that students can receive peer feedback in the process of completing the final project.

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

8. Dean Manager Comments:

I would like to acknowledge and commend the Asian and Asian American Studies department for all their hard work and dedication during this period of growth. The department has shown innovation by achieving a grant that will showcase the rich history of De Anza’s Ethnic Studies and Asian American Studies departments. Particularly impressive is how the grant is a collaboration with faculty from across campus and includes students taking Asian American Studies courses now.

The increase in enrollments is not just a result of the new general education requirement in Ethnic Studies, but also a testament to the instructors in this department who have collectively created a reputation of being student-centered. The faculty in this department are experimenting with different types of grading, such as contract grading and ungrading techniques.

The department has had to hire new PT faculty to keep up with the student demands. The department chair meets regularly with the new PT faculty in this department to discuss both content and pedagogy for these courses and provide support to these faculty. She is to be commended for her dedication in mentoring these faculty and supporting them as they develop their teaching craft.

Developing and revising curriculum are also impressive achievements. The faculty are responding to the evolving needs of our students and community. The state is working on the transfer model curriculum (TMC) for an Associate's degree for transfer (ADT) in Asian American Studies. The department will have courses that meet the TMC so that De Anza can offer this degree. In addition, the state is creating new C-ID descriptors for Asian American Studies courses. Aligning our courses to the C-ID descriptors will strengthen De Anza's pathways for students whose goal is to transfer.

Although this program review document does not ask the departments to specifically name resources, I strongly believe that the department could use a second full-time faculty member with the enrollment growing by almost 300 WSCH from 22/23 to 23/24. In the past 4 years, the WSCH has increased 33% from 1,219 in 20/21 to 1,620 in 23/24 and the trend is continuing in the 24/25 academic year.

I encourage you to continue building on the department's successes and collaborating with colleagues across the college to promote the value of Asian American Studies to students and the broader campus community. The department is doing excellent work.