

De Anza College

Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		Asian American and Asian Studies (ASAM)
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? https://www.deanza.edu/about-us/mission-and-values.html).	We have a student-facing statement on the ASAM web page that reads as follows: Why Asian American and Asian Studies? If you want to ... <ul style="list-style-type: none"> ● Explore what it means to be Asian American ● Imagine and create Asian America ● Dig into the history of the U.S. and its entanglements with power ● Question assumptions about nation and belonging ● Trace current-day complexities of race, gender, class, and identity ● Advocate for Asian Americans astutely and effectively

			<ul style="list-style-type: none"> ● Build community with Asian Americans and beyond ... then our program is for you! <p>--</p> <p>Tie to Mission Statement ASAM’s decision to craft a student-facing statement—rather than an institution-facing statement—embodies the spirit of the college’s mission statement. The ASAM statement, in its direct address to student, invites them to be:</p> <ul style="list-style-type: none"> ● curious ● intellectually engaged ● personally vested ● critically thinking ● civically concerned ● mindful of collective interests ● action oriented <p>ASAM believes all students have the potential to develop these qualities, which is a belief expressed by the De Anza’s mission statement.</p> <p>Tie to the Five Core Competencies ASAM’s statement implicitly relates to the institutional core competencies. Each dimension of ASAM’s invitation—to be curious, intellectually engaged, personally vested, critically thinking, civically concerned, mindful of collective interests, action oriented—entails practice of the five competencies: communication and expression, information literacy, physical/mental wellness and personal responsibility, civic capacity for global, cultural, social and environmental justice, and critical thinking.</p>
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I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	ASAM courses and Certificate in Asian American Studies are primarily focused on providing general education to students.
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Increasingly in the last four years, there have been more students taking ASAM courses, especially the online courses, for professional development and personal enrichment . These students enroll to: <ul style="list-style-type: none"> ● prepare for graduate school ● enlarge their knowledge base for the workplace (i.e., K-12 teachers, elected school board members, college counselors) ● growing their knowledge base for parenting Asian American children
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	The Certificate in Asian American Studies was offered for the first time last year, 2020-21.. Two students received the certificate in 2020-21 and two more students earned it 2021-22, as of May 2022.
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	None Offered.

I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state “none offered”.	None Offered.
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”.	None Offered.
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	<p>The Certificate in Asian American Studies was offered for the first time last year, 2020-21..</p> <p>Two students received the certificate in 2020-21 and two more students earned it 2021-22, as of May 2022.</p> <p>ASAM is delighted to know that students are already pursuing the certificate. The numbers are heartening.</p>
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	ASAM expects the number of students who earn the Certificate in Asian American Studies to increase in the coming years. A number of students in 2021-2022 are already working toward the certificate and will likely earn it in 2022-23.

			<p>A few factors are contributing to students' pursuing the Certificate in Asian American Studies, based on what ASAM has done and learned in 2021-22:</p> <ol style="list-style-type: none">1. The certificate is straightforward (five courses total with one required course and four elective courses).2. ASAM regularly alerts counselors of ASAM course offerings and the certificate program (on a quarterly basis)3. A number of ASAM instructors inform students each quarter of the certificate.4. ASAM partners with IMPACT AAPI for course scheduling. IMPACT AAPI also informs students of the certificate.4. ASAM partners with APASA to promote ASAM courses and the certificate.5. ASAM has built a community of campus friends/allies (faculty, classified professionals, administrators) who help to spread the word about ASAM course and the certificate.6. ASAM classes pique both the personal and intellectual interests of students who have never taken Asian American studies before. Students who take ASAM classes often describe them as eye-opening and express disappointment in realizing they have never learned anything in depth about Asian Americans in their entire K-12 schooling.
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I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	<p>Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.</p> <p>Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx</p>	<p>https://www.calpassplus.org/LaunchBoard/Home.aspx</p> <p>Not Applicable.</p>
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	<p>Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.</p> <p>California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj</p>	Not Applicable.

I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	Not Applicable.
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	Not Applicable.
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	Not Applicable.

I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	ASAM has a 2.0 FTEF.
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	ASAM has no student employees.
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	ASAM's full time % of the full time load is 35%. This means just over 1/3 of the teaching in ASAM is done by a full-time faculty.
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	ASAM has no staff employees.

I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	Not Applicable.
Enrollment			
II.A	Enrollment Trends	<p>What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?</p>	<p>ASAM as a department was created in 2020-21.</p> <p>While Asian American studies and Asian studies courses have been offered prior to 2020-21, these courses were listed as either ICS (Intercultural Studies) or (INTL) International Studies.</p> <p>Note: The program review tool provides data for ASAM only for 2020-21. Enrollment data for previous years requires searching under ICS and INTL to identify courses that are currently listed as ASAM.</p> <p>On the whole, enrollment for ASAM courses has increased between 2018-19 to 2021-22.</p> <p>In recent years, ASAM has boosted enrollment with the following strategies:</p> <ul style="list-style-type: none"> • introducing new instructors to teach ASAM classes, who are attentive to student needs and engaging pedagogy

			<ul style="list-style-type: none">● creating five new ASAM courses● creating a new Certificate in Asian American Studies● inviting ASAM students to write course reviews on Rate My Professor● creating a new department website● conducting evaluations of full-time and part-time faculty to improve teaching capacities● outreach to the counseling department each quarter to inform them of ASAM course offerings and the Certificate in Asian American Studies● developing a community of faculty, staff, and administrators who actively support ASAM and encourage students to enroll● partnering with APASA for outreach for ASAM courses, integrating ASAM courses into requirements for APASA scholarship, and holding year-end student achievement ceremony <p>All of this, ASAM believes, has contributed to the increased enrollment of ASAM over the last three years.</p>
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<p>II.B.</p>	<p>Enrollment Trends for disproportionately impacted student groups</p>	<p>Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> 1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<p>Note: The program review tool provides data for ASAM only for 2020-21. Enrollment data for previous years requires searching under ICS and INTL to identify courses that are currently listed as ASAM.</p> <p>Based on 2020-21 data, ASAM courses on the whole have higher enrollment rates for Filipinx students (21%) compared to the college (7%), and for Pacific Islander students (3% for ASAM vs 1% for the college). These same courses have relatively lower enrollment rates for African American students (2% for ASAM vs 4% for the college) and Latinx students (12% vs 25% for the college).</p> <p>This is not surprising since ASAM courses include Asian American studies, Pacific Islander studies (for 2020-21), and Asian studies—all culturally relevant subject matter that tends to pique the personal and intellectual interest of Filipinx, Pacific Islander, and Asian American students in particular.</p> <p>Importantly, Asian American studies is part of the historical field of ethnic studies. This means that these courses are designed with content and pedagogy in mind to address the racial inequity in the U.S. with attention to groups such as Filipinx. This is an inherent strategy of the ASAM department, to pay attention to the educational enrollment of Asian American groups that are historically and still overlooked in school curriculum, such as Filipinx students.</p>
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II.C.	Overall Success Rate	<p>What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.</p> <ol style="list-style-type: none"> 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates? 	<p>Note: The program review tool provides data for ASAM only for 2020-21. Student success data for previous years requires searching under ICS and INTL to identify courses that are currently listed as ASAM.</p> <p>Based on 2021-22 data, ASAM on the whole has a slightly lower course success rates than the college overall (79.2% for ASAM vs 80% for the college). ASAM has a slightly higher non-success rate than the college overall (11.3% for ASAM vs 10% for the college). ASAM is close to on par with the college's overall success and non-success rates.</p> <p>Over the last three years, the overall course success rate for ASAM has increased steadily. The change can be attributed to a few key factors:</p> <ul style="list-style-type: none"> • There was a change of instructors in 2018-19, which resulted initially in lower course success rates for a few ASAM courses. • There was a shift to online classes in 2018-19, even prior to the pandemic, which resulted initially in lower course success rates for a few ASAM courses.

			<ul style="list-style-type: none"> ● Online courses, since 2018-19, have continued to hone their pedagogy and course websites, informed by “best practices” and Online U, De Anza’s extended professional development course for online instructors. ● Since the pandemic, instructors have honed their online teaching skills and course websites. ● A number of faculty evaluations—for both full-time and part-time—took place in 2021-22. <p>ASAM faculty continue to hone their online teaching skills and plan to adjust to the slow shift to increased in-person teaching anticipated for 2022-23.</p>
II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	<p>Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):</p> <ol style="list-style-type: none"> 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? 	<p>Looking at 2021-22 data, there are a number of differences in success rates by ethnicity and special student populations. Groups that are highlighted for disproportionate impact include: Filipinx, Latinx, white, low-income, and veterans.</p> <p>To better gauge the factors contributing to these patterns of disproportionate impact, ASAM would need to undertake some inquiry or take some actions. This could entail:</p> <ul style="list-style-type: none"> ● Asking ASAM faculty to survey their students on a range of questions pertaining to personal circumstance and needed support. ● Encouraging ASAM faculty to utilize Early Alert. ● Inviting ASAM faculty to share with students information about campus resources, such as counseling.

		What strategies might be helpful in closing gaps in successful course completion?	
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)	The new CSU graduation requirement to take an ethnic studies class prompted curriculum revisions to many of the Asian American studies classes in ASAM in 2020-21 and 2021-22. As of May 2022, no ASAM course has yet been approved by CSU as meeting the Area F requirement.
	Equity	In order to meet the goals within our State Equity Plan , Institutional Metrics , and Educational Master Plan , the following section asks you to reflect on questions focused on student equity to help inform our goals.	
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	The Asian American studies courses in ASAM are attentive to the vast diversity among Asian American populations. Therefore, many of the Asian American studies courses are deliberate in their curricular content to reflect populations that could be easily overlooked, such as Khmer/Cambodian, Hmong, Vietnamese, and South Asian students.
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	ASAM has undertaken a number of initiatives to engage students with equity in mind. These include:

			<ul style="list-style-type: none"> ● the creation of ASAM 30: Introduction to Filipinx History and Culture ● the creation of the ASAM website, which includes: <ul style="list-style-type: none"> ○ statements on equity and advocacy ○ the history and purpose of ethnic studies at De Anza ○ student-facing pages, such as Student Voices, Student Work ○ the yearly schedule of ASAM courses to help students plan, especially if they are pursuing the Certificate in Asian American Studies ● partnering with APASA on the APASA scholarship by integrating ASAM courses into eligibility requirements
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	<p>Yes, ASAM's equity work has generated the need for resources such as:</p> <ul style="list-style-type: none"> ● counselors who can be available for urgent student matters and who are comfortable with and informed about the culturally specific circumstances of Asian American students' lives. Currently, when these needs arise, ASAM faculty call upon their personal network of De Anza counselors to help serve ASAM students. <p>Request: Can there be any counselor time dedicated to supporting ASAM students?</p>

III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? Professional Development – what areas? Enhanced support for students Departmental Collaborations Best Practices Coaching/Consultation	Identified Need: Enhanced support for students. Request: Can there be any counselor time dedicated to supporting ASAM students?
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	Yes, it would be helpful for ASAM to have assistance to help identify strategies and/or best practices and/or resources to help facilitate student success.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:”	
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	One enhancement will be to include student self-evaluations (like a check-list) on assignments to prompt students to note whether or not they have included all the required elements of the assignment.
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	ASAM 1 ASAM 10 ASAM 11
	Resource Requests		

V.A	Budget Trends	<p>Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students.</p> <p>If you don't work with budget, please ask your Division Dean to give you the information.</p>	<p>With the creation of the Certificate in Asian American Studies in 2020-21, ASAM has needed increased support to assist students with learning about and applying for the Certificate. ASAM:</p> <ul style="list-style-type: none"> ● hold a yearly workshop on how to apply for the Certificate ● created a webpage with instructions on how to apply for the Certificate. ● provide advising to students pursuing the Certificate. <p>For this advising support, the ASAM department chair has worked the past two years with Academic Advisor Phong Lam. Phong has provided this critical advising support to ASAM on her own time, outside of her regular job duties.</p> <p>As stated in a previous section of the Program Review, it would be helpful if ASAM received some dedicated counseling/advising support to continue this assistance to students.</p>
V.B	Funding Impact on Enrollment Trends	<p>Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:</p>	<p>Although ASAM enrollment has been on the rise in the last few years, the department is nevertheless impacted by the fact that no ASAM course is currently approved for the CSU Area F ethnic studies requirement.</p> <p>ASAM anticipates even greater increase in enrollment once an ASAM course is approved by CSU.</p>

V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	None Needed Unless Vacancy
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	Not Applicable.
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	Not Applicable.
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	Not Applicable.
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	Requesting None.

V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	Requesting None.
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	<p>General resources needed reflect patterns that are probably college-wide, such as:</p> <ul style="list-style-type: none"> ● book vouchers for student ● laptops/wifi access for online course access ● dedicated counselor time for the IIS division to address immediate student needs
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	<p>General staff development needs reflect patterns that are probably college-wide, such as:</p> <ul style="list-style-type: none"> ● on-going staff development for teaching students online (canvas trainings) and the other modalities e.g. hybrid, hyflex ● coaching for instructor adaptability and flexibility as key components of being “hybrid” and nimble with multiple modalities ● improving face to face teaching especially as it relates to equity ● increasing faculty capacity to help address student needs that extend beyond classroom academic needs

V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	<p>Our college success rates during the pandemic for underserved populations rates have declined, our enrollments have been dropping, and the recent survey by Institutional Research points to many students opting for “mixed” schedules of some hybrid, online, face to face.</p> <p>Modality Preference Survey: https://www.deanza.edu/return-to-campus/documents/Student-Surveys-Fall-2022-Course-Modalities.pdf</p> <p>Also, equity gaps for the college overall point to persistent unmet student needs, with withdrawal rates and non-success rates that are disproportionately higher for targeted student groups.</p>
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	<p>One year after the retirement of the full-time faculty in Asian American Studies, ASAM received a replacement position. This one full-time faculty serves as the official department chair now (whereas this person served in the role informally for more than one year prior).</p> <p>This position has been critical to the sustainability of the department and responsible for guiding the ASAM activities described in this program review.</p>
	Submitted by:	APRU writer’s name	Mae Lee
	Last Updated:	Give date of latest update	5/19/2022