

## 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).
  - a. The African American Studies department has used the RAPP feedback to identify current enrollment trends, course success rates, and faculty workload.
  
2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#)).
  - a. Since the last Program Review submission, the African American Studies department has seen a significant increase in enrollment and faculty workload due to the implementation of the Ethnic Studies requirement for Graduation. The department has lost its only part-time faculty member and as a result, the department can only offer 10 sections per year. This has impacted both the potential course offerings and growth of the department. Enrollment is currently up 157% (2023-24 Program Review Data Sheet), which justifies offering more section. However, there is no additional FTE currently available to meet the enrollment needs or allow for growth within the department. This development has resulted in additional labor, both physical and emotional, on the sole faculty in the department, which is unsustainable long-term. If the current enrollment trends continue, the department will need to add additional sections and therefore need an additional instructor to meet enrollment needs. Additionally, the department is seeking to align with the stateside transfer degree for African American Studies and doing so will require the department to diversify its offerings and establish a pathway for graduation, which will also require more sections to be offered in the department.
  
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).
  - a. One of the goals that the AFAM Studies department identified was to work closely with the De Anza Connect Program to better support struggling students. Update: The department tried to use De Anza Connect, but did not find it helpful in addressing the student support needs. In fact, the program shared similar difficulties reaching students and having students communicate with the outreach. Just as it was discovered in department meetings, student outreach is difficult when students do not return the communication nor outreach efforts being made.

- b. Another goal identified by the AFAM Studies Department was diversifying the course offerings. This goal has yet to be met due to the lack of development time available to the full-time/Department Chair member. At this time, there are too many responsibilities placed on the full-time member, including teaching overload courses, chairing a tenure committee, and working on 5-year curriculum revisions. As the only faculty member in the department, there isn't enough time available to work on this goal.
    - c. The third goal of the AFAM Studies department, updating online course design, is being successfully implemented. The full-time faculty member/Department chair completed the Online Teaching & Design course offered by CCC during the 2023-24 academic year. Additionally, the full-time faculty member/Department Chair completed both RSI requirements, recently implemented by the College.
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.
  - a. The two remaining goals will continue to be goals of the department. The department will continue to look for ways to support students who fall behind in AFAM Studies courses and follow best practices of support student success. The goal of diversifying course offerings will be difficult with no additional faculty to support the process.
  - b. While not a previously defined goal, the full-time faculty member/Department Chair participated in the CCC Ethnic Studies Taskforce from 2022-2024, representing the department and College to better understand the new Ethnic Studies requirement on the State-level. That participation, led to the development of the Ethnic Studies Core Competencies and helped the CCCs align with both the CSUs and the UCs, as it relates to an Ethnic Studies Requirement for Graduation. As a member of the sub-committee that worked on aligning the Core Competencies language, the full-time/Department Chair represented the college so well, she was asked to work the following year with the Taskforce. That experience helped make connections and build community and continuing to find community is a goal of the one-person department.
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?
  - a. During the previous course review, the following statement was made regarding requests: "Currently, there is one full time faculty member in this department. During the 2022-23 academic year, that faculty member taught (12) twelve courses in the department. Additionally, the two part-timers taught in the department as well, teaching 8 courses between them. In total, the department offered 20 courses, with

only one full time faculty member. If this trend continues or increases, there will be a need for another full-time faculty member to balance the course offerings and not overwhelm or burn out the sole full time faculty member in the department.” This trend has continued, while the department also lost the two part-time faculty members it had previously. It is unsustainable for the department to have only one faculty member, teaching all course offerings. It is unsustainable to the faculty member to be expected to teach all section offerings, especially as enrollment demands continue to expand.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?
  - a. The lack of additional faculty members has greatly impacted students. Not every instructor can reach every student they teach. Some students learning styles work better with some instructors than others. When there are multiple faculty options, that gives students options as well. Overall, the impact on the student, especially those students needing/wanting a personal connection with their instructor, is immeasurable. Additionally, and as previously stated, the continued increase in enrollment will require additional sections of already popular courses and the fear is that the department will be unable to meet student needs, which is an equity issue.
  
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)	Examine the intersections of social constructions like race, class, gender, and sexual orientation as it relates to the Black American experience
Method of Assessment of Learning Outcome (please elaborate)	During Fall semester 2023, the methods of assessment I used consisted of weekly reflection papers, weekly discussions, research paper, film/book reviews, and exams.

Summary of Assessment Results	Number of students exceeding expectation: 10 Number of students meeting expectations: 6 Number of students approaching expectations: 3 Number of students who do not meet this/these outcome(s): 23
Reflection on Results	Original Reflection: This quarter was a bit of a challenge in terms of engagement. A lot of students relied on AI generated essays. There were also students who simply did not participate.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	New Strategies: Since this assessment, the department added a policy on AI use. It also implemented a new Introduction assignment, for each class, that requires students to verify their voice and prove they are not AI-generated.

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

8. Dean Manager Comments:

The African American Studies program highlights increasing enrollments in their courses, which demonstrate the growing interest among students in learning about African American history and culture. This is a testament to the department’s ability to engage students and provide culturally relevant, educational experiences, which plays in advancing De Anza’s mission of having students develop an equity-based mindset. The rising demand shows a need for the college to ensure we are providing adequate resources to meet student needs.

The state’s development of the Transfer Model Curriculum (TMC) for an Associate’s Degree for Transfer (ADT) in African American Studies is an exciting opportunity for De Anza and the department. The creation of C-ID descriptors for African American Studies courses will provide a framework that strengthens the alignment of our courses with state-wide transfer pathways, making it even more valuable to our students. Creating the ADT and aligning the courses with the C-ID descriptors are fantastic aspirations for the department and will provide our students greater opportunities with their transfer goals.

Given the increased enrollments and the emerging curriculum developments in African American Studies, I agree that the department needs more FTE to allow the department to grow and serve more students. While FT faculty duties and responsibilities include curriculum revisions and committee work, and department chair duties include program review submission,

managing all these responsibilities can be especially challenging when there is only one full-time faculty member in the department.

I encourage the faculty to continue building on the department's successes and collaborating with colleagues across the college to promote the value of African American Studies to students and the broader campus community.