Comprehensive Program Review

A. Department Information
Mission
Please enter your department's mission statement here.

Note: The mission statement of the Asian American and Asian Studies department (ASAM) is intentionally written to be public-facing with students in mind. The mission statement is published on the homepage of the ASAM website and meant as an invitation to students.

ASAM's Mission Statement

The department of Asian American and Asian Studies aims to foster the intellectual development, personal growth and empowerment, and community engagement of students through coursework and the Certificate in Asian American Studies.

ASAM invites students to….

- **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 and racial justice astutely and effectively
- **Build community** with Asian Americans and beyond

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

ASAM's mission statement translates the mission, vision, and values of the college into the specific work that ASAM does through its course offerings and Certificate in Asian American Studies.

- ASAM's mission statement identifies the focal areas (the bulleted items) through which students will develop their intellect, character, and abilities as stated in the **college's mission statement**. These focal areas include:
  - exploring identity
  - actively imagining and creating new social worlds
  - investigating history and historical narratives with attention to power relations
  - interrogating presumptions about nation and belonging
  - tracking social divisions of hierarchy using intersectional analysis
  - participating in advocacy for people and justice
  - cultivating togetherness across communities
- ASAM's mission speaks directly to the **college's vision** of supporting students' "educational goals," "an equity-based mindset," and civic engagement and leadership.
- ASAM's mission statement is an invitation to students to engage with the **college's values** through academic study, personal development, and community connections focusing on Asian American experiences and beyond.

Program Goals
Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Mission Statement Survey	Survey students who have taken ASAM classes to ask to what degree they feel their ASAM course helped them engage in the various focal areas of the mission statement.	ASAM Faculty	ASAM students	Equity, Institutional Responsibility, Student Success	student survey results	Review and discuss survey results among faculty.
CSU Alignment	Submit 1-3 ASAM courses for review for the CSU Area F ethnic studies requirement.	ASAM faculty	Curriculum staff and committee	Equity, Institutional Responsibility, Student Success	Curriculum review process.	CSU approval of submitted ASAM courses

Changes Imposed by Internal/External Regulations or Factors
Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

Recent, ongoing, and expected future changes in ethnic studies requirements as legislated and implemented for CSUs, UCs, and CCCs will likely affect enrollment in ASAM classes. As graduation requirements in ethnic studies get rolled out in these three systems, enrollment in ASAM classes might get a boost.

B. Enrollment Trends

Enrollment Variables and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	630	699	843	858	843	33.8%
Enrollment	667	745	965	950	898	34.6%
Sections	21	23	32	32	32	52.4%
WSCH	889	996	1,289	1,266	1,197	34.7%
FTES (end of term)	60	67	87	86	80	33.3%
FTEF (end of term)	0.9	1.0	2.0	2.1	2.1	133.6%
Productivity (WSCH/FTEF)	988	977	645	603	570	-42.3%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☑ the data trend shows an increase in Enrollment

☐ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Enrollment in ASAM classes in the last 5 years has been on the rise. A few possible factors might be contributing to this:

1. **New Courses:** Five new ASAM courses were written in 2019 and effective Fall 2020, when we see a notable jump in enrollment and sections offered.
2. **New Certificate:** A new Certificate in Asian American Studies was written in 2019 and effective Fall 2020, when we see a notable jump in enrollment and sections offered.
3. **Changes in Faculty:** There were some changes among the primary faculty who were teaching Asian American studies in starting in 2018 and again 2020.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. 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.

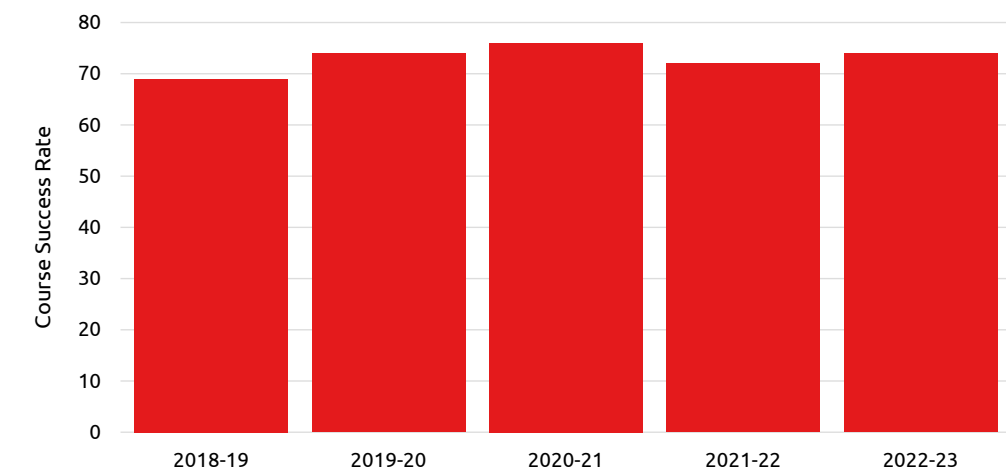N/A

D. Course Success

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Course Success

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success	Success Count	Enrollments	Course Success	Success Count	Enrollments	Course Success	Success Count	Enrollments	Course Success	Success Count	Enrollments	Course Success	Success Count

		Rate			Rate			Rate			Rate			Rate	
Measures	667	69%	461	745	74%	554	965	76%	731	950	72%	684	898	74%	664

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☑   the data trend shows an increase in Course Success

☐   the data trend shows a decrease in Course Success

☐   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

The **overall course success rate** for ASAM courses **has increased** over the last five years, by 5 percentage points. However, there has been some fluctuation in the intervening years: from 69% to 74% to 76% to 72% to 74%.

Possible factors influencing the success rate could be:

1. **New Faculty:** The primary faculty teaching ASAM courses has changed in the last five years (partly due to new ASAM courses being offered). Newer faculty and the class activities, assignments, grading rubrics that they use may have contributed to fluctuations in the course success rate.
2. **Faculty Experimentation:** Faculty--based on ongoing department and division conversations about meaningful learning assessments, course success data--have been experimenting with class design, modalities of delivery, class activities, assignments, and grading rubrics. These quarterly and yearly tweaks might be contributing to fluctuations in the course success rate.

Strategies Attentive to Course Success

ASAM faculty, particularly those who teach the ethnic studies classes of Asian American studies, are keen to teach in ways that put into practice the historical intent of creating classroom experiences that engage and empower students in their own educational journey. Some of these strategies include:

- course material that speaks to the lived experiences of students
- course material that theorizes foundational concepts of the field by drawing on the lived experiences of students
- classroom practices that invite students to share their lived experiences and points of view in a way that is directly connected to intellectual theory-building
- classroom practices that invite students to develop sustained personal connections to course material
- classroom practices that draw upon students' connections to course material to create intellectual-creative work

All of these examples of **course content and pedagogy** affirm not only the student themselves but their lived experiences and the relevance of those experiences to the intellectual and educational project of Asian American studies.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.
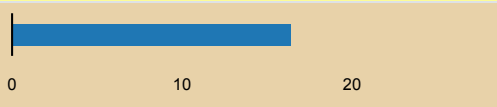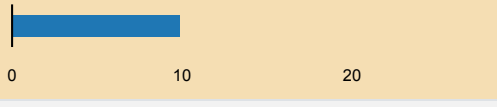
Additional successes needed to erase percentage point
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Asian and Asian American Studies-DA
Number of sections: 32

2022 Summer to 2023 Spring

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	898	74%	74%	0		
Asian	496	77%	70%	+6		
Black	15	93%	74%	+20		
Filipinx	150	72%	74%	-2		4
Latinx	114	60%	76%	-16		19
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	42	83%	73%	+10		
White	70	69%	74%	-6		5
Female	410	75%	73%	+2		
Male	467	73%	75%	-2		9
Non-Binary	0					
Unknown gender	21	71%	74%	-3		1
Foster youth	N/A					
Individuals with disabilities	19	74%	74%	0		1
Low Income	360	68%	78%	-10		36
Not Low Income	538	78%	68%	+10		
Veterans	11	73%	74%	-1		1

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐ there is no gap (e.g., 0)

☐ there is a negative gap of 5-percentage points or less (e.g., -5)

☐ there is a negative gap greater than 6 percentage points (e.g., -6)

☑ there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐ there is no gap

☐ there is a negative gap of 5-percentage points or less

☐ there is a negative gap greater than 6 percentage points

☑ there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐ there is no gap

☑ there is a negative gap of 5-percentage points or less

☐ there is a negative gap greater than 6 percentage points

☐ there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐ there is no gap

☐ there is a negative gap of 5-percentage points or less

☑ there is a negative gap greater than 6 percentage points

☐ there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐ there is no gap

☐ there is a negative gap of 5-percentage points or less

☑ there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

> The overall course success rate for 32 sections of ASAM classes is 74%. Three trends with regard to gaps in course success rates are most striking:
>
> 1. **Black Students:** There is a plus 20 percentage point difference between the overall course success rate (74%) and the course success rate of Black students (93%). This data is for 15 Black-identified students.
> 2. **Latinx Students:** There is a negative 16 percentage point difference between the overall course success rate (74%) and the course success rate of Latinx students (60%). This data is for 114 Latinx-identified students.
> 3. **Low Income Students:** There is a negative 10 percentage point difference between the overall course success rate (74%) and the course success rate of low-income students (60%). This data is for 360 low-income-identified students.
>
> These trends are worth a conversation among ASAM faculty, since the contributing factors are not immediately apparent.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

> Teaching and Learning Strategies to Close the Gap
>
> - Have ongoing departmental conversations about teaching strategies, experimentation, observations, and learnings.
> - Encourage faculty to use De Anza's Connect services, to identify individual students' needs and link them with corresponding college services and support.
>
> These strategies align with ASAM's efforts to facilitate students' intellectual development, personal growth and empowerment, as well as making sure students are successful in their educational pursuits.

Trends in Awards
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Degrees and Certificates by Ethnicity

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐   an increase in the number of Associate Degrees awarded

☐   a decrease in the number of Associate Degrees awarded

☐   no change in the number of Associate Degrees awarded

☑   Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐   an increase in the number of Associate Degrees for Transfer awarded

☑   a decrease in the number of Associate Degrees for Transfer awarded

☐   no change in the number of Associate Degrees for Transfer awarded

☑   Not applicable

Trends in Credit Certificates awarded show:

☐		an increase in the number of Credit Certificates awarded
☐		a decrease in the number of Credit Certificates awarded
☐		no change in the number of Credit Certificates awarded
☑		Not applicable

Trends in Non Credit Certificates awarded show:

☐		an increase in the number of Noncredit Certificates awarded
☐		a decrease in the number of Noncredit Certificates awarded
☐		no change in the number of Noncredit Certificates awarded
☑		Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

> There is no data reported in this section.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

> 1. **Courses Not Offered in Last Two Years:** not applicable
> 2. **Plans for Degree/Certificate Currently Offered:** There are no plans to remove the Certificate in Asian American Studies.
> 3. **Plans for New Degrees:** ASAM plans to create an ADT for Asian American Studies once the model curriculum for transfer is approved and finalized. This effort will be done in tandem with CSU guidelines, which is anticipated in the next couple of years.

Staffing Trends

Faculty Workload

Faculty Workload
Asian and Asian American Studies-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.4	0.6	0.8	0.7	0.7	75%
Full Time %	44.5%	60.4%	40.0%	33.3%	33.3%	-25%
Overload	0.2	0.2	0.2	0.3	0.0	-100%
Overload %	22.2%	19.0%	10.0%	14.3%	0.0%	-100%
Part Time Load	0.3	0.2	1.0	1.1	1.4	369%
Part Time %	33.2%	20.6%	50.0%	52.4%	66.7%	101%
Total FTEF	0.9	1.0	2.0	2.1	2.1	134%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐		the data trend shows an increase in Full Time %
☑		the data trend shows a decrease in Full Time %
☐		the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

> Currently, ASAM faculty include one full-time faculty whose primary load is ASAM courses, other full-time faculty who teach ASAM courses for overload or as part of the part-time pool, and a number of part-time faculty. There is no staff assigned to ASAM.
>
> For the one full-time faculty teaching the bulk of ASAM courses, burn out is real since the department is small and all administrative responsibilities of the department fall on this faculty's shoulders.
>
> It is likely that in the future, a second full-time faculty may be needed as enrollment in ASAM continues to grow,

Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

Summary of Dialogue and Strategies

For ASAM courses, the recently approved CSU Area F ethnic studies requirement has prompted conversations among ASAM faculty and changes in course SLOs. The conversations and changes have revolved around the CSU-defined ethnic studies core competencies. The changes mean that ASAM faculty will be conducting new SLOACs accordingly for ASAM courses.

In addition, with the CSU Area F ethnic studies requirement along with anticipated ethnic studies requirements for UCs and California Community Colleges, De Anza's **ethnic studies program** will likely have ongoing conversation to review the PLOs for ethnic studies.

Dean/Manager Comments

Fantastic mission statement! It gets to the heart of what Ethnic Studies is and is in complete alignment with the college's missions, values and goals.

The second goal of revising the course outlines of record for some of the ASAM courses is a commendable one. The demand for courses that meet the Ethnic Studies GE requirement will be increasing since IGETC now requires it (starting 22/23 academic year) and all Associate degrees awarded by CA community colleges will require one Ethnic Studies course starting in Fall '24. Also, since the department is looking into creating an Associate's degree for transfer in Asian American Studies, it will need more courses that meet the Ethnic Studies GE requirement. AB 928, which passed in 2021, requires students to declare a major if their intent is to transfer. Having an AD-T in Asian American Studies would offer these students a wonderful option as it is a program (not just a class) that affirms their identities and empowers them to question how they know what they know.

The department is also to be applauded for having meaningful dialogue and conversations with their colleagues in the division and at the campus level about teaching strategies that could be employed to improve the success rates for students, especially those in the targeted groups. Discussions have included alternative assessments and grading methods, including looking into "ungrading" practices.

Kudos to this department! There is one lone FT instructor who oversees this department and coordinates faculty to teach various courses in this department so that it is healthy and growing.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.