

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Asian American and Asian Studies

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

Mae Lee, Department Chair

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

Key Points from RAPP Feedback from 2024 and 2025	Use of RAPP Feedback
1. Many commendations on ASAM’s work on: mission statement, program goals, enrollment approach, success rate factors, equity gaps, teaching and learning strategies, trends in awards, SLO assessment.	1. ASAM continues its intentional work in these areas through the efforts of individual ASAM faculty and through departmental discussions and activities. <i>Example:</i> How best to <u>engage students</u> in the classroom and how to <u>craft meaningful assignments for online courses</u> especially <u>in the era of AI mania</u> have been regular topics of departmental meetings and for individual faculty experimentation in 2024-25 and 2025-26.
2. Suggestion to have program goals include an “increase success rate for Latinx and low-income students and increase enrollment of Black students.”	2. ASAM will continue to discuss these equity gaps at department meetings in 2025-26.
3. Question posed: “Is there a need for a classified staff (Administrative Assistant or Program Coordinator) along with a second FT faculty member?”	3. The plan is to request in 2026 a second FT faculty member.

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

Since the last program review (submitted in January 2025), the following are key updates for ASAM:

1. **Celebration of 55 Years of Asian American Studies at De Anza College:** ASAM held a campus event to celebrate the history and people who established and have stewarded Asian American Studies for 55 years at the college. The event brought together faculty, staff, and administrators from each of the decade (1970s, 1980s, 1990s, 2000s, 2010s, and 2020s) to share stories about the institutional and activist history of Asian American Studies. The event showcased “Our Narrative,” a grant-funded project that documents that history, as described below.
2. **Conclusion of National Endowment for the Humanities Grant:** ASAM faculty (Chesa Caparas and Mae Lee) completed a NEH grant-funded set of ASAM activities in collaboration with the California History Center in June 2025 that included:
 - a. **Project 1 - *Our Narrative: A History of Asian American Studies at De Anza College*:** A video trailer of the project is on the ASAM homepage: https://www.youtube.com/watch?v=5_GHENfPr9M. A narrative timeline is posted on the ASAM web site: <https://www.deanza.edu/asam/our-narrative/index.html>.
 - b. **Project 2 - *Storytellers of Santa Clara Valley: Asian American Oral Histories*:** A video trailer of the project is on the ASAM homepage: <https://youtu.be/-1YwilJBmv8>. The oral histories are posted on the ASAM web site: <https://www.deanza.edu/asam/storytellers/>.
 - c. **Project 3 - *A Place for Us: Lesson Guides for Teaching Place-Based Oral History Using an Ethnic Studies Framework*:** The curriculum resources are posted on the ASAM web site: <https://www.deanza.edu/asam/a-place-for-us/index.html>.
3. **Hiring of New PT Faculty:** ASAM has hired about 5-7 new PT faculty in the last two years. This has been due to two main factors:
 - a. the increased demand for ASAM classes given the new Cal-GETC and CCC general education requirements for Ethnic Studies
 - b. the department chair going on PDL the last two fall quarters.
4. **Mentorship with New Part-Time ASAM Faculty:** This began in 2024-25 and will continue in 2025-26. It entails regular quarterly meetings and one-on-one discussions to provide a sense of community and discussion, guidance, and training on topics such as: AI, curriculum, assignments, pedagogy, SLOs, assessments, academic integrity, and professional opportunities. The meetings are led by the department chair.
5. **Submitting ASAM Courses for Approval of CalGETC Ethnic Studies Requirement:**
 - a. **2023-24:** One existing course was submitted (ASAM 30: Filipinx American History and Culture).
 - b. **2024-25:** Three existing courses (ASAM 1: Asian American Experiences Past to Present, ASAM 10: Contemporary Asian American Communities, ASAM 13:

Asian Americans and Asia) and one new course (ASAM 33: Introduction to Comparative Filipinx and Asian American Literature) were submitted.

6. Mentoring of Returning Student for Graduate School: From 2023-2025, the department chair mentored a returning student who was interested in pivoting from high-tech employment to graduate school in Asian American Studies. The student received the Certificate in Asian American Studies at De Anza in June 2025 and enrolled in 2025 in UCLA's MA program in Asian American Studies.

7. New LinC Learning Community with ASAM 10 and ESL 5: In Winter 2026, ASAM will offer a new LinC class called *Asian America: Communities Always in the Making*. The class combines ASAM 10 (Contemporary Asian American Communities) and ESL 5 (Advance Composition and Reading) to create a learning community that centers Ethnic Studies in content and pedagogy with intensive practice in college-level writing and reading. The instructors are Christine Chai and Mae Lee.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
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.	faculty	students	ASAM asked faculty to send survey to students, beginning in Spring 2025.	We have results from 2024-25 and 2025-26, with over thirty responses to date. Consistently, over 80% of students say their class experience helped them engage in each of the focal areas of the mission statement.	ASAM plans to discuss the results in department meetings in 2025-26 and continue with the student survey.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Equity and Enrollment	ASAM will facilitate a departmental discussion on the topics of success rates for Latinx and low-income students and enrollment of Black students in ASAM courses.	Dept. chair	ASAM faculty	Documentation of department discussions and recommendations.	We will be "successful" if we have these discussions and come up with agreed upon recommendations of action (whether as individual faculty or as collectively as a department).
Associate's Degree for Transfer in Asian American Studies	With the TMC for Asian American Studies released in Fall 2025, ASAM will develop an ADT for Asian American Studies.	Dept. chair	ASAM faculty	Writing and submission of the new curriculum.	Completion.

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

N/A (No pending requests.)

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Future Personnel Request: ASAM plans to request one new FT faculty position in Spring 2026.

Current Faculty: The ASAM department currently has only one FT faculty, who also serves as department chair. ASAM currently has about 10-12 PT faculty teaching each year.

Increase in Course Demand: In the last few years, student demand for ASAM classes has increased due to the new Cal-GETC and CCC Ethnic Studies requirements.

New ADT: ASAM plans to create a new Associate’s Degree for Transfer in Asian American Studies since a new Transfer Model Curriculum has been approved.

A second FT faculty in ASAM would therefore would provide additional personnel for addressing the following:

- Curriculum roadmap, new curriculum development, curriculum revisions
- Tracking and award ceremony for Certificate in Asian American Studies
- Mentoring PT faculty
- Mentoring students through student internships, student research projects, and student leadership initiatives
- Departmental efforts focusing on equity gaps (ex: success rates for Latinx and low-income students, enrollment of Black students)
- Departmental programming, such as campus events, collaborations with campus partners (like California History Center, Euphrat, LinC, IMPACT AAPI)
- Teaching ASAM classes and focusing more on low-income, first generation college-going Asian American student populations

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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 for 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 (i.e., digital poster) 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 on that particular topic.</p> <p>They are to reflect on their rethinking and explicitly reference core ideas drawn from course material.</p>
Summary of Assessment Results	<p>84% of students (of those who turned in the work) 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.</p> <p>Of those 84%, there was about one quarter whose work could have been more complete or stronger.</p>
Reflection on Results	Based on my experience with the asynchronous class, I have noticed that Zoom meetings with students to talk about the project seemed to have been useful. The meetings have tended to serve as: 1) a check-in with me so that I can give guidance if they are not quite on track, 2) time for brainstorming together, 3) helping them choose a subject that is personally meaningful to them, 4) showing them an example of quality student work.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	I plan to include a required Zoom session with students as a small group work session for the project. The Zoom session will include particular elements that I will ask the students to prepare for.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Asian American and Asian Studies (ASAM) Department continues to be an exemplary department. The accomplishments over the past year, including the 55th Anniversary celebration, reflect an impressive commitment to preserving and advancing the history, relevance, and impact of Asian American Studies at De Anza College.

The ongoing efforts to hire, mentor, and build community among part-time faculty are especially important given the increased demand generated by new Ethnic Studies GE requirement. Mae is to be commended for her work in mentoring our new part-time faculty as it has helped strengthen the instructional quality, academic integrity, and student success and retention. More importantly, they have built camaraderie and feel comfortable reaching out to each other.

I appreciate the attention to equity, particularly the planned discussions focused on Latinx and low-income student success and the enrollment of Black students. These conversations strive to close equity gaps in the department. Additionally, the SLO assessment reflection shows a commitment to enhancing instructional approaches in the asynchronous modality, which can help close the success gaps.

The plans to pursue an AD-T in Asian American Studies align well with statewide goals. Our two neighboring CSU's, San Francisco State University and San Jose State University, both have bachelor's programs in Asian American Studies. As such, this degree pathway has the potential to create a pipeline of transfer opportunities for students. The need for a second full-time faculty member is clearly supported by the increased student demand for ASAM courses, curricular responsibilities, and the depth of departmental initiatives. I fully support the department's intention to submit a faculty request.

11. Vice President/Associate Vice President Comments:

The Asian American and Asian Studies Department continues to exemplify academic excellence, equity-minded leadership, and innovation. Its 55th anniversary celebration and NEH-funded "Our Narrative" project highlight the program's historical and cultural significance. The department's mentorship of new part-time faculty, attention to student equity, and integration of research and community-based learning reflect strong alignment with institutional priorities. The forthcoming ADT in Asian American Studies will create vital CSU transfer pathways, strengthening statewide articulation. Given growing enrollment, new curriculum, and program expansion, the request for a second full-time faculty position is timely.

Email the form to RAPP tri-chairs.