De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: African American Studies

2. Name of individual(s) completing the form: Julie Keiffer-Lewis

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).

   - The African American Studies department has used the RAPP feedback to continue to make departmental changes that improve the student experience, address student success rates, and ensure that the sole faculty member and department chair does not experience burnout.

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

   - Since the previous program review, the African American Studies department has completed the 5-year course curriculum revision update for two current courses (*AFM 12A: African American History to 1865* and *AFAM 12B: African American History Since 1865*). These courses have also applied to be considered for the Area F – Ethnic Studies requirement and are awaiting approval. Additionally, the department began to offer an in-person, hybrid section of the AFAM 10: *Introduction to African American Studies* course for students who require in-person courses, which enrolls 50 students each quarter. Lastly, the department changed its relationship with the Umoja scholars' program. This year, the leadership of the Umoja Scholars decided against enrolling their students in the *AFAM 10: Introduction to African American Studies* course for the 2025-26 academic year to focus on the students passing Math classes their first year. While this is an unfortunate development for the department, it is my hope that this is a temporary change. As the students in the program should have courses that ground them in their identity, as it is one of the main goals of the program.

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?

- During the last program review, the department (of 1) highlighted two main goals. First, the department has continued to look for ways to support student success. Some of the progress that has been made is a restructuring of the research assignments for the courses. Each African American Studies course requires a researched assignment and since last program review, the department made significant changes to help scaffold the assignment to achieve better student success. The scaffolding measures include requiring an Annotated Bibliography for the research, providing a Research Orientation via our Library services, and a student-faculty check-in on the progress of the research. The second goal of diversifying course offerings has not had the same success. In fact, diversifying the course offerings is no longer a goal at this point for the department. Instead, the goal of updating the course curriculum to gain approval for Area F – Ethnic Studies Requirement is a new goal. The department will need to wait to add another member, perhaps a part-timer, to complete the diversifying course offering goals.
- Feedback: "**Didn't really address the suggestion of a new program goal re: improvement of Black male success rates**": The department continues to engage in conversations about how to work on this goal. The department concludes that adding an additional part-time faculty member would be the first step in this process. The department has actively engaged in conversations with key stakeholders (Umoja Program) about ways to work on this goal.

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?

- The goal, of continuing to search for strategies that help foster student success remains, especially as it relates to teaching students the proper academic research process that allows the student to create original-researched work, remains for the department. Additionally, and due to the continued increase in offered sections and enrollment numbers, the resource that is most important for the department is a part-time faculty member, which is now a central goal of the department. I am formally requesting that the IIS Division begin a search for a part-time instructor. The part-timer could help diversify the courses offered with a new perspective and may be able to connect with students that have yet to connect to the current faculty member, which will help the department's student success goals. Lastly, the part-time faculty member could also teach in the Umoja Scholars program and help the department re-connect with the program.

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?
   - At this current time, because the request for another instructor has not been approved, there is only one instructor for the department. In addition to the added labor of being both the department chair and faculty member, there is no faculty member who can teach these courses on campus and when the one faculty member goes on their Professional Development Leave (2027-28), there will be no one to teach the courses. As the only faculty member of the department, I have chosen to delay my leave, originally scheduled for the 2026-27 academic year, so that the department can continue to offer courses.

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.

- The lack of additional faculty members has greatly impacted students. The impact on the student, especially those students needing/wanting a personal connection with their instructor, remains. The lack of an additional faculty member teaching in the department also impacts the student/faculty relationship. There is simply not enough time to connect with each student taking African American Studies. It is also difficult to plan campus events or connect with campus clubs and support systems for our students. Having another faculty member in the department would alleviate some of those issues currently impacting students.

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.
   - Feedback: "Reflection provided is not connected to the SLO's identified." This SLO assessment is aligned to the Learning outcome: "Examine the intersections of social constructions like race, class, gender, and sexual orientation as it relates to the Black and/or African American experience." The department is still confused as to why RAPP didn't feel the previous assessment connected to the SLO and would love to better understand the reasoning or maybe some suggestions on what RAPP considers connecting to have the reflection connect to the SLOs for AFAM Studies.

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 and/or African American experience
Method of Assessment of Learning Outcome (please elaborate)	Midterm Assignment: (4) - page, academic formatted (APA, MLA or Chicago) paper reflecting on your personal racial formation and identity and its impact on how you've internalized the anti-Black messages about Black people.
Summary of Assessment Results	Number of students exceeding expectations: 28 Number of students meeting expectations: 12 Number of students approaching expectations: 1

	Number of students who do not meet this/these outcome(s): 0
	N/A Not Applicable (withdrew, absent, ...): 6
Reflection on Results	After implementing the scaffolding strategy of having the students complete a Personal Identity Wheel, the number of students who met or exceeded expectations jumped dramatically from the previous year.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	The Personal Identity Wheel is a tool to help students better assess the impact of their community, family, and social settings based on socially constructed identity markers like race, class, gender, and sexual orientation.

Please email this form to your dean/manager.

10. Dean Manager Comments:

This program review is clear and thoughtful. Submitting AFAM 12A and 12B for the Ethnic Studies Area F GE approval should help strengthen the program as there is currently very high demand for Ethnic Studies courses that meet this GE area. The addition of an in-person hybrid section of AFAM 10 demonstrates your responsiveness to the needs of our diverse student body, for whom in-person classes are required to keep their status such as international students and veterans, and for whom in-person classes are more aligned with their learning style and preference.

The continued focus on improving student success, through restructuring and scaffolding of research assignment, shows a strong commitment to effective, equity-minded instruction. I appreciate the conversations on how to improve the success rates of Black male students and think it's a good idea to hire a part-time faculty member to teach in the Umoja cohort. I fully support this request.

11. Vice President/Associate Vice President Comments:

The African American Studies Department continues to demonstrate a strong commitment to equity-centered instruction and student success. The successful five-year curriculum revision of AFAM 12A and 12B and their submission for Area F Ethnic Studies approval strengthen student pathways and respond to high statewide demand for Ethnic Studies coursework. The addition of an in-person hybrid section of AFAM 10 reflects responsiveness to the needs of international students, veterans, and students who benefit from face-to-face learning. The department's scaffolded research model has significantly improved student outcomes. Given growing enrollment, approval of a part-time faculty position is essential to sustain instruction, expand offerings, and strengthen Umoja partnerships.