

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name:

Comparative Ethnic Studies (CETH) – Intercultural and International Studies (IIS) Division

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

Debbie Lee

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 department is appreciative that RAPP and President Torres approved a FT faculty member. The department was able to hire a FT faculty member, who started in Fall '25. For the 24/25 academic year, all the CETH courses were taught by part-time faculty or as overload assignments for FT faculty.

RAPP feedback included the following suggestions and comments for improvement:

- A more robust consideration of equity gaps and teaching strategies is needed. Appreciate that RSI training has been helping faculty gain insights, but find it concerning that it's been difficult to have discussions with PT faculty on teaching pedagogy and strategies and resources available to students.

To address this concern, the division dean reviewed the upcoming Title 5 changes, which would require course outlines to incorporate universal design learning strategies, to accommodate and engage diverse student bodies, to advance equitable student outcomes, and to promote the inclusion of all students. Subsequently, time at several division meetings was dedicated to discussion of the ASCCC document, "DEI in Curriculum: Model Principles and Practices", which highlights traditional educational practices, equity principles, and suggestions for culturally responsive classroom practices. In addition to reviewing this document, faculty exchanged culturally relevant and responsive pedagogical practices they used in the classroom. For faculty who were unable to attend these meetings, the document was made available in the Division Canvas shell.

In addition to division meetings, there were more in-person CETH classes scheduled, which allowed faculty to see each other at the division building and have impromptu conversations with each other about teaching strategies.

- Need to continue to pay attention to the equity gap, particularly for black students. This should be included as a Program Goal. The committee recognizes the challenge of being the Dean/Chair/only full time person in the role and how that be difficult in advancing equity strategies for an entire department.

During the division meeting, the dean printed out and made available to each department the success rates of Black students and other students. The faculty discussed possible reasons for equity gaps between Black students and other demographics. They also discussed possible strategies that could be used in the classroom, both in-person and online, on addressing the issue.

Below is a table of success rates in CETH classes for different ethnicities. This table includes all modalities. The majority of the CETH classes are offered asynchronously online.

Ethnicity	Success Rates
Asian	90%
Black	75%
Filipinx	82%
Latinx	73%
Native American	100% (only 6 students)
Pacific Islander	56% (only 9 students)
Unknown ethnicity	93%
White	78%
All	83%

The overall success rates are above 80%. However, we see success gaps with both Black and Latinx students. Decreasing the equity gap for both demographics is a new program goal for this year.

To address these gaps, only faculty who have completed the RSI training were assigned asynchronous online courses. Also, knowing that the in-person success rates are stronger for De Anza, the department is offering more in-person CETH classes. This was difficult to do since the department did not have a single dedicated FT faculty member. With the hiring of a new, full-time faculty member and part-time faculty who live close to campus, the department has been able to offer more in-person sections, which will provide more options on the learning modality for courses in this department.

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

Since the last program review, the department has:

- Hired a new FT faculty.
- Hired three new PT faculty.

- Offered 19 more sections in 24/25 compared to 23/24. This is a 76% increase in one year.
- More than doubled the number of FTEF from 23/24 to 24/25.
- Increased overall success rates from 79% to 83%.
- Created a new Certificate of Achievement in Ethnic Studies. This certificate is available starting Fall 2025.

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).

Of the three goals listed in the comprehensive review from 2023/24, the department has hired a new FT faculty member and has created a certificate of achievement in Ethnic Studies. The third goal was to create an Associate’s Degree for Transfer in Ethnic Studies. That has not been accomplished due to factors completely out of our control. The creation of the transfer model curriculum for the Ethnic Studies AD-T has stalled at the state level due to differing opinions on whether or not one should be created.

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?
Increase success rates for Black and Latinx Students	The success rates for Black and Latinx are 75% and 73%, respectively. Overall, the success rate is 83%. We would like to make the gap no more than 5%.	Discipline faculty	Office of PD, Office of Equity, other faculty	Look at success rates.	Check to see if the equity rates have decreased.

<p>Hire a new FT Comparative Ethnic Studies/Native American Indigenous Studies Faculty</p>	<p>The department has shown tremendous growth this past year. With the Ethnic Studies GE requirement, there has been strong student demand. The department is struggling to keep up with hiring new PT faculty to meet this demand. Also, there is no FT faculty available to oversee the NAIS department. PT faculty are limited to 2/3 teaching load of FT faculty. DA used to have a dedicated FT Native American Studies instructor.</p>	<p>Discipline faculty, RAPP</p>	<p>Dean, faculty, HR</p>	<p>Whether or not we get approved for a FT CETH/NAIS position</p>	
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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?

We were able to hire a new FT faculty member who started in Fall '25. This has helped the department offer in-person classes. We will not see if this impacts the overall success rates until next year. Since the instructor just started, they will focus on Phase I of the tenure process, which includes discipline content and teaching pedagogy. The department will wait at least a year before the instructor starts working on curriculum. The instructor would also like to teach with the FYE learning community and/or with Rising Scholars.

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.

It has been a tremendous asset to the department to hire a FT faculty member who is dedicated to overseeing the department, is able to teach in-person classes, and will update the curriculum. We will not see the impact on success rates for another year. The FT faculty member is interested in teaching with learning communities, but not until they have completed at least Phase I of tenure.

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)	1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
Method of Assessment of Learning Outcome (please elaborate)	The students were asked to write an essay (minimum of 800 words) critically analyzing and deconstructing on the chapter title: "Shifting Racial Terrain for Muslim Americans: The Impact of Racialized Surveillance." They were asked to reflect on some of the key tropes or themes covered during the quarter and to include thought-provoking commonalities with the assigned chapter title.
Summary of Assessment Results	53 students exceeded expectations. 3 students met expectations and 6 students did not meet expectations.

Reflection on Results	Very proud of the students who took the initiative to think critically and have an open-minded and an open-heart approach to the discourse throughout the quarter.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	In the future, I plan to incorporate more subjectivity / intersubjectivity assignments where the students can use social media to share with their peers their sense of reality, their community and their culture(s). I think social media can be incorporated within the course to facilitate a more culturally responsive teaching educational environment. As someone from an older generation, I am learning that social media can be a great incorporation that can help students engage with the discursive praxis. I am excited for this incorporation.

Please email this form to your dean/manager.

10. Dean Manager Comments: The dean completed this form. As such, it would be inappropriate for the dean to make comments on this program review.

11. Vice President/Associate Vice President Comments:

The Comparative Ethnic Studies Department has made remarkable progress in expanding access, strengthening instruction, and responding to strong student demand following the implementation of the Ethnic Studies GE requirement. The hiring of a full-time faculty member, addition of new part-time faculty, and a 76% increase in sections have significantly expanded instructional capacity and raised overall success rates to 83%. The launch of a new Certificate of Achievement in Ethnic Studies strengthens student pathways. The department's focus on reducing equity gaps for Black and Latinx students through RSI-informed pedagogy and expanded in-person offerings reflects a strong commitment to equity-centered teaching and continuous improvement.