

**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)

The feedback from the Comprehensive Program Review has been helpful in looking at the sustainability plan for the IMPACT program. By identifying essential aspects of our program that have been benefiting our program and students, we have been able to formalize these as core elements of our program. This feedback highlighted some programming concerning our NHPI (Native Hawaiian and Pacific Islander) students and community. What we have been able to do in the past few years has been implementing a part-time NHPI key faculty member who has been committed to teaching and being a part of the IMPACT program as well as teach our NAIS 31 (Pacific Islander Studies course). This faculty member is a renown NHPI scholar who originally created the NAIS 31 course at De Anza many years ago and has graciously returned to teaching it again with our program and root these courses as part of our community and program. However, as a part-time instructor, it is important to hire a full-time faculty member who will be able to expand NHPI specific courses and act as an advisor moving forward in the program. Additionally, we would like to update our current recruitment methods to incorporate more of the specific nuances and needs that NHPI students would need to be successful here at De Anza. Recognizing this, we are exploring new ways to connect with and recruit our NHPI students in the Bay Area. We have already increased and partnered with outside colleges/programs that we hope can lead to more collaboration, research, data collection and strategies. We are actively working on incorporating more NHPI history, culture, and relevance into our curriculum to ensure that NHPI students see themselves reflected on our campus.

Furthermore, to address some of the challenges identified in the program review feedback, we are proposing the creation of an additional payroll position to support our efforts in closing the equity gaps faced by our NHPI students. We have received some AANHPI (Asian American, Native Hawaiian, and Pacific Islander) funding from the California Community Colleges to support this initiative and aim to expand our campus-wide efforts to enhance programming for NHPI students. This will help build a bridge to the entire campus, increasing success for all students.

The program review process also prompted our department to revisit and update our Mission and Vision statements. At the time of submitting our program review, the IMPACT program was actively creating Student Learning Outcomes (SLOs) but we have since created them and started implementing these outcomes this year.

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

The funding from the Foundation of California Community Colleges has been instrumental in providing more opportunities for our program. It has enabled more students to participate in campus field trips, higher education conferences, and student leadership conferences. Part of this funding is allocated to the IMPACT AAPI program, while part of the remainder supports the wider De Anza campus to create AANHPI programming. However, it is important to note that the AANHPI funding is not permanent.

Also, our Talanoa Speaker Series has been partnering with the department of International and Intercultural studies to expand the program beyond 1 quarter and we have attached this series to more Ethnic Studies courses and our Ethnic Studies summit in the spring quarter.

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).

Our Talanoa Speaker Series was successfully implemented in the last year and we have officially started our second annual Talanoa Speaker Series this year, while also expanding and attaching it to other Ethnic Studies courses and events here on campus.

Also, with the help of the AANHPI funding, we've been developing an IMPACT co-coordinator job description that will be available for faculty/staff who are interested in developing more programming, implementing focus groups and research to see how we can better serve this community within the larger AANHPI umbrella. This is something that can be helpful campus-wide and we anticipate that this can be a large factor in how we can meet the NHPI equity challenges across the wider De Anza campus.

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.

Our goals have not changed and we are still focusing on our current goals listed in our review. At this time, no other changes have been made.

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?

We have had no previously requested resources and this has not changed.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Although there were no changes or additional resources requested previously, this has not specifically affected our disproportionately impacted students. However, given the campus-wide need, it would be beneficial to create more programs to support the broader Asian and

Native Hawaiian Pacific Islander student communities beyond the IMPACT program. Our current program doesn't have the staffing and programming capacity to address campus-wide community needs. To effectively support all these students in these communities, changes in funding and cultural perspectives on student support are essential.

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)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>PLO 1.0: Students will gain a deeper understanding of their cultural identity through coursework.</b></p> <p><b>PLO 1.1: Students will develop agency and self-efficacy in their academic and personal lives.</b></p> <p><b>SLO 1.0: Students will achieve the academic milestone of completing transfer-level English and Math courses within their first year in the program.</b></p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p><b>PLO 1.0: Students will gain a deeper understanding of their cultural identity through coursework.</b></p> <p><b>Method of Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Pre-survey/Post-survey:</b> Measure changes in students' self-reported understanding of their cultural identity before and after completing relevant courses.</li> <li>2. <b>Reflection Essays:</b> Evaluate students' written reflections on how the coursework has influenced their understanding of their cultural identity.</li> </ol> <p><b>PLO 1.1: Students will develop agency and self-efficacy in their academic and personal lives.</b></p> <p><b>Method of Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Pre-survey/Post-survey:</b> Assess changes in students' self-efficacy and confidence levels before and after participating in the program.</li> </ol>

	<p>2. <b>Counseling Appointments:</b> Track the number and outcomes of counseling appointments to monitor students' progress in setting and achieving personal and academic goals.</p> <p>3. <b>Engagement Metrics:</b> Tracking students' participation in campus/community activities and workshops to gauge their level of engagement and agency.</p> <p><b>SLO 1.0: Students will achieve the academic milestone of completing transfer-level English and Math courses within their first year in the program.</b></p> <p><b>Method of Assessment:</b></p> <p>1. <b>Course Completion Rates:</b> Track the completion rates of transfer-level English and Math courses among program participants within the first year.</p>
<p>Summary of Assessment Results</p>	<p>Our assessment and methods were newly created this year, and we are planning to fully integrate and implement PLO 1.0 and PLO 1.1 assessment methods in the fall 2025 – spring 2026 academic year. However, we have begun part of our PLO 1.0 methods of assessments in our EWRT 1A class this fall 2024 quarter by having students' complete self-reflection essays and assignments around their own cultural understanding and identity. Furthermore, we are in development of creating pre/post surveys to assess levels of student self-efficacy, confidence and engagement on campus to measure PLO 1.1.</p> <p>We have been tracking SLO 1.0 for many years now and will continue to use those assessments to track completion rates of transfer level English and Math courses within students first year in the IMPACT program.</p>
<p>Reflection on Results</p>	<p>Through our program review and feedback, we have gained insights into our students' pathways to success within our program and at De Anza College. One key aspect is the importance of creating a compelling draw for students to be actively involved on campus. We recognize the need to refine our approach and better understand the diverse backgrounds and aspirations of all our students, demonstrating how their presence here is worthwhile and can contribute to their future success.</p> <p>More recently, we've seen students express a desire for more online flexibility and classes. However, many of our IMPACT student populations are generally less successful in an online learning environment, which we mostly see after they've taken our classes in-person and decide to take more online classes their second year. As a program, we are striving to find a balance between encouraging in-person attendance and allowing the flexibility to manage other obligations, such as family and work. The post-</p>

	<p>pandemic transition has highlighted the struggle many face in balancing their academic responsibilities with personal lives.</p> <p>IMPACT hopes to help students grow in community with each other and wants to honor the new changes students are experiencing after the pandemic. Furthermore, we want to continually accommodate student needs while also guiding them towards a structured path that ensures their success at our college.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>We have identified several strategies to enhance student engagement and success within the AAPI program at De Anza College. We plan to implement a series of surveys to gather comprehensive feedback from our students, including a pre-program survey at the beginning, and a post-first year survey to assess their experiences in the program. Those questions will be tailored to our new PLOs. Furthermore, an exit survey upon graduation or program departure will also be gathered. These surveys will help us understand students' expectations, evaluate their overall satisfaction, and identify areas for improvement in our programming. Additionally, we will hold regular meetings to ensure that our Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO) are effectively implemented. Our curriculum in all our IMPACT classes will also be assessed weekly in our faculty meetings throughout the academic year to make sure our students are developing and learning more about their cultural identity through lectures, projects and coursework.</p>

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

8. Dean Manager Comments:

The IMPACT-AAPI program has been making steady progress towards their previously identified goals of making headway within the Pacific Islander community at De Anza College. These efforts to attract and retain PI students are primarily about developing a cultural center for the PI community at De Anza College. The Talanoa Speaker Series is one important start to this. The next steps for this series is to attract broader attention within the campus community to increase attendance beyond the ethnic studies courses affiliated with the speaker series; and to start to position the program as a community program, where PI community members unaffiliated with De Anza College may attend and get a sense of the programming our college offers their community. Doing this may require some re-tooling of the series, including changing the times in which the talks are offered and how to make them accessible to the community. Conversations about expanding this program districtwide have already begun, and I look forward to seeing how this will develop in the future.

A job description for a co-coordinator for the IMPACT program has been created, however movement on finding someone to lead this area of research around the PI community has been difficult. There's a commitment from faculty in the program to find someone with a deep understanding of PI culture to be able to lead some of the activities built into developing

strategic pathways into our learning community programs. I think if we're going to move this forward, we'll need to figure out a compromise on how to move forward, should we not find that person with that specific knowledge base.

The IMPACT program (like many of our learning communities) enjoy a lot of success in their completion rates for courses and student educational goals. The IMPACT program enjoys a high level of student engagement—largely due to an active student assistant core and the Faculty Coordinator extending themselves heavily to provide numerous out of class workshops and community building activities. With my feedback, the IMPACT coordinator is beginning to actively identify which aspects of their programming are having a significant effect on their student success and reframe those efforts as foundational to their program. I hope that by identifying those activities that are fundamental to the program, it will help the coordinator to release the things that aren't as necessary, to help alleviate their load.

Part of this identification process entails developing clearer tracking processes that align with their SLOs/PLOs. For instance, while the program is tracking SLO 1.0 listed above, I would like them to more specifically be able to answer questions like what are the specific completion rates for transferable English and math for the IMPACT cohort in the first year? How many counseling appointments are required for students in the first year? What about in their second year and/or final year before graduation/transfer? And whether or not students are meeting those appointment goals. I will continue to work with them on getting more specific in the data they want to both collect and understand about their students, but I'm encouraged by the changes they are already making to their student evaluations to get that information.