

## De Anza College

### Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: IMPACT AAPI/Student Success and Retention Services (SSRS)
2. Name of individual(s) completing the form: Amy Wang
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 feedback from the Comprehensive Program Review has been helpful in reviewing the sustainability plan for the IMPACT program. By identifying essential aspects of our program that have benefited both our students and the program overall, we have been able to formalize these as core elements of our work.

This feedback highlighted programming related to our NHPI (Native Hawaiian and Pacific Islander) students and community. With the RAPP feedback, we continued our efforts and successfully hired a part-time NHPI key faculty member who has been committed to teaching as part of the IMPACT program through the NAIS 31 (Pacific Islander Studies) course. Although previously mentioned, we hope to hire a full-time faculty member who can expand NHPI courses and act as an advising member moving forward. We have also been in conversation with other departments on campus to determine how we might merge these goals.

With new Southeast Asian (SEA) and NHPI recruitment and research needs, we have decided to hire a research liaison to support us in reaching our program goals. Also, we have increased partnerships with outside colleges and programs, which we hope will lead to more collaboration, research, data collection, and strategic planning.

Furthermore, based on identified NHPI student challenges in our program review feedback, we created a part-time coordinating position to support efforts in closing equity gaps faced by both NHPI and SEA students. This position is funded through categorical AANHPI resources. The hiring of the co-coordinator will help increase our capacity to serve more students by collaborating with campus programs outside of IMPACT that are doing similar work and providing them with funds to expand their efforts.

With AANHPI (Asian American, Native Hawaiian, and Pacific Islander) funding from the Foundation for California Community Colleges, we aim to continue expanding campus-wide efforts to enhance programming for NHPI students. As part of the new program review process, our department has revisited and updated our Mission and Vision statements. The IMPACT

program has also created Student Learning Outcomes (SLOs) and began implementing these outcomes this year.

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

The updates to our program are that we successfully have been able to fully implement a co-coordinator this year for the program. This role has been pivotal to our growth as we have doubled our programming because of it—leading to more exciting and new opportunities for our students. Another update is that we’ve created Student Learning Outcomes and Program Learning Outcomes for the IMPACT program and have already started implementing assessment methods to try and find out our outcomes and summary results for each cohort.

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?   |
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| Hire IMPACT AAPI Faculty Co-coordinator | Our goal is to strengthen and expand the IMPACT AAPI program by adding a co-coordinator. | IMPACT AAPI Counselor/Coordinator, Associate Dean of Learning Communities | AANHPI Foundation for California Community Colleges Liaison | The evidence is that we were able to get this position approved and funded for the 2025 - 2026 academic year. | Since creating the position and job description, programming for students has doubled, demonstrating | There are no updates at this time, as the co-coordinator position was recently established. We plan to conduct a formal assessment of this goal at the |

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|  | <p>Currently, one full-time faculty member manages both counseling and coordination, which limits our capacity to meet growing student needs. Comparable programs have multiple coordinators, and adding this role is an equity issue that will allow us to distribute responsibilities more effectively. A coordinator will</p> |  |  | <p>significant growth in services and outreach. The addition of a coordinator has also enabled us to collaborate with both existing and new departments across campus, including the Nursing Department, Mental Health and Wellness Center, Asian American Studies Department, LinC, and Intercultural Studies Department, etc. Meeting this goal</p> | <p>end of the academic year.</p> |
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|  | enhance program operations , improve student experience, and strengthen our ability to serve AANHPI communities' campus wide. |  |  |  | has strengthened campus-wide connections and allowed us to provide more counseling and opportunities for IMPACT students. Furthermore, we have expanded partnerships with external organizations, increasing our reach to Southeast Asian (SEA) and Native Hawaiian and Pacific Islander (NHPI) students in the South Bay |  |
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|   |  |   |  |   | Area. With the co-coordinator role, we've witnessed how essential it is to advance program goals, improve student support, and foster broader institutional and community collaboration. |  |
| More focused programming for NHPI students. | Our goal is to develop more intentional support and resources for NHPI students at De Anza College. The first step focuses on increasing | IMPACT AAPI Counselor/Coordinator, Associate Dean of Learning Communities, Dean of Intercultural Studies, NAIS 31 instructor. | AANHPI Foundation for California Community Colleges Liaison, Intercultural Studies, IMPACT Faculty, Dean of Learning | To monitor progress for the Talanoa Speaker Series, we will collect data from our NAIS faculty, including student attendanc | Results from our Talanoa Speaker Series and the surveys, focus groups and results from our new research this year can be a   | Following our assessment, we identified the need for more comprehensive research to evaluate our current NHPI programming and test its |

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|  | <p>outreach to Pacific Islander students by engaging with local high schools and participating in Pacific Islander conferences and community events. Then, expand course offerings within the Intercultural Studies (ICS) Department to include more classes in Critical Pacific Islander Studies, with the long-term objective of creating a certificate program and full-time NHPI faculty member. Lastly, we aim to</p> |  | <p>Communities.</p> | <p>e, persistence, and student testimonials. We also survey NHPI students to identify the programs and resources they need and want within the series. Evidence of our Talanoa's success includes maintaining a full roster of national and international speakers for the academic year and securing their participation. Additionally, with</p> | <p>way to assess the achievement of the goal.</p> | <p>effectiveness in meeting student needs. While cross-campus collaboration has strengthened engagement around this population, we recognize that data-driven decision-making is critical for long-term success. To address this, we are creating a research liaison position to lead evidence-based initiatives, including focus groups and targeted research that have been limited by campus capacity. This new</p> |
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|  | <p>continue the Talanoa Speaker Series, which brings Pacific Islander community leaders together with De Anza faculty, staff, and students. Our vision is to eventually expand this series district-wide and invite participation from broader community networks.</p> |  | <p>the success of Talanoa, growth in course offerings within Critical Pacific Islander Studies can serve as evidence of progress toward developing an NHPI studies certificate program. Each of these indicators can help us measure the effectiveness of our initiatives and identify areas for continued improvement. Furthermore, we've hired a research liaison to</p> | <p>role will enable us to collect and analyze robust data from NHPI communities both on and off campus, as well as from our Talanoa events. In leveraging these insights, we can refine programming to better align with NHPI student needs and equity goals. Beyond supporting the IMPACT program, this research will inform campus-wide strategies to serve NHPI students—ensuring our efforts are impactful, sustainable</p> |
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|  |  |  |  | <p>assess and better identify ways we can retain, recruit and expand programming to better fit the needs of our NHPI students on and around campus.</p> |  | <p>e, and grounded in evidence-based practices.</p> |
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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? |
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| N/A        |                  |                     |                        |   |  |

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

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.

With funding from the AANHPI Student Equity Achievement Program (AANHPI SEAP), our program has been able to more effectively support disproportionately impacted students by expanding resources and programming. This includes adding co-coordinator support, doubling student-centered programming, increasing student employment and leadership development opportunities, facilitating attendance/participating in national conferences, and offering cultural activities and student success workshops. We also anticipate further improvements with the planned hiring of a research liaison and want to expand and strengthen career readiness initiatives and mental health resources for students.

Based on data from the past two years, we currently do not see significant disproportionate impacted student gaps within our program. However, we are closely monitoring specific groups who may be close to being disproportionately impacted in the future. These groups include male students, students with unknown gender, and Filipinx students. We also want to note that the NHPI student population remains too small to yield statistically significant data, yet we recognize this group as a priority for targeted support. Additionally, Southeast Asian subgroups within our Asian student population are not disaggregated, which limits our ability to fully assess their needs. Addressing these gaps will require additional resources and research to ensure equitable outcomes for all our 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 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)**

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| Learning Outcome (SLO, AUO, SSLO) | PLO 1.0: Students will gain a deeper understanding of their cultural identity through coursework. |
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| <p>Method of Assessment of Learning Outcome (please elaborate)</p>          | <p>Method of Assessment:</p> <ol style="list-style-type: none"> <li>1. Pre-survey/Post-survey: Measure changes in students' self-reported understanding of their cultural identity before and after completing relevant courses.</li> <li>2. Reflection Essays: Evaluate students' written reflections on how the coursework has influenced their understanding of their cultural identity.</li> </ol>   |
| <p>Summary of Assessment Results</p>  | <p>Our assessment and methods were newly created last year, and we are planning to integrate and implement PLO 1.0 assessment methods in the fall 2025 – spring 2026 academic year. We started our PLO 1.0 methods of assessments in our ENGL C1001 class this fall 2025 quarter by having students' complete self-reflection essays and assignments around their own cultural understanding and identity.</p>   |
| <p>Reflection on Results</p>  | <p>Students in ENGL C1001 responded positively to these activities and expressed that they enjoyed exploring their cultural identity. To support this process, we provided journals for weekly reflections and prompts related to cultural values and identity. Through these writings, we observed that many students had not previously engaged in critical thinking about their identity or how external factors shape their self-understanding.</p> <p>Viewing written journal entries throughout the year reinforced the importance of continuing these conversations with IMPACT students. These findings highlight the value of culturally responsive curriculum and the need to expand opportunities for students to reflect on identity as part of their academic experience.</p> |
| <p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p> | <ul style="list-style-type: none"> <li>· Full Integration of PLO 1.0 Assessments: Expand assessment methods to additional courses during the 2025–2026 academic year.</li> <li>· Update and Pre-/Post-Survey Framework: Standardize surveys to measure growth in cultural identity awareness across all IMPACT courses.</li> <li>· Expand Reflection Activities: Create structured prompts and rubrics for reflection essays to ensure consistency and deeper analysis.</li> <li>· Scale Identity-Based Programming: Incorporate similar reflective practices into workshops and student success activities beyond the classroom.</li> </ul>   |

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**Please email this form to your dean/manager.**

10. Dean Manager Comments:

The implementation of a co-coordinator this year is a significant accomplishment, and the resulting expansion of outreach, partnerships, and student programming highlights how essential this role is to program growth and student support. The development of the Talanoa Speaker Series, increased collaboration with Intercultural Studies and external partners, and targeted recruitment for Southeast Asian and Native Hawaiian and Pacific Islander students all reflect strong progress toward addressing the needs of communities that have historically been underserved in higher education. The planned hiring of a research liaison is particularly important, as ongoing data disaggregation and analysis will be key to ensuring that future programming for NHPI and Southeast Asian subgroups remains evidence-based and equity-driven. While the college does have the ability to disaggregate our population of Asian students, the systems we use internally--as well as those that are designed to report college/districtwide data up to the state--do not disaggregate this data. If they do, it was because a particular student group was identified as disproportionately impacted years back; however, that reporting hasn't been updated. We believe that there are potentially new student groups that are lost in the aggregate. It is an extra step for our IMPACT AAPI program to request and wait on that specific information, instead of having it embedded in tools like Precision Campus that make it readily available.

Looking ahead, I encourage IMPACT AAPI to continue refining its assessment strategy as newly implemented outcomes generate usable results. The program's recognition of students' desire for more flexible online options, balanced against lower success levels in online environments, shows strong awareness of the holistic factors impacting persistence. As data from surveys and reflection assignments becomes available, I look forward to seeing how this informs course delivery models, student engagement strategies, and ongoing resource needs.

Overall, the program continues to demonstrate strong alignment with institutional equity goals and serves as a vital support system for AANHPI students. Continued investment in personnel including sustained co-coordinator capacity and expanded NHPI-focused faculty and research support will be critical to ensuring the long-term sustainability of this impactful work.

11. Vice President/Associate Vice President Comments:

The IMPACT AAPI Program continues to demonstrate exemplary leadership in advancing equity, access, and student success for Asian American, Southeast Asian, and Native Hawaiian and Pacific Islander students. The successful implementation of a co-coordinator has significantly expanded programming, strengthened partnerships, and doubled student engagement opportunities. Targeted initiatives such as the Talanoa Speaker Series and Critical Pacific Islander Studies coursework reflect a deep commitment to culturally responsive education and community connection. The planned hiring of a research liaison will further strengthen data-informed planning and program sustainability. Continued investment in co-coordinator capacity, faculty leadership, and research infrastructure is essential to sustaining growth and deepening impact across AANHPI communities.