

DEPARTMENT OF ASIAN AMERICAN STUDIES

College of Humanities and Social Science
California State University, Fullerton

PROGRAM PERFORMANCE REVIEW

2012-2023

DEPARTMENT SELF-STUDY

January 31, 2024

PROGRAM PERFORMANCE REVIEW

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Note: ASAM's last Program Performance Review was in 2011. The report below focuses on more recent years, but where data is available, the report reflects on ASAM since 2011.

I. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.

The mission of the Asian American Studies Department (ASAM) is to realize the department's vision through creating knowledge, teaching, and serving Asian, Pacific Islander, and South Asian American (APISAA) communities. ASAM's vision is to achieve and sustain social justice for all, with a specific focus on APISAA communities. Through learning and teaching, advancing social justice, and promoting the interdisciplinary study and research of the historical and contemporary experiences of APISAA communities, ASAM fulfills a critical part of CSUF Strategic Plan 2018-2023 to "cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility."¹ ASAM is committed to student success, scholarly and creative activities, civic engagement, collegial governance, integrity, service to the region, and diversity, equity, and inclusion.

For over 25 years, ASAM has proudly served our diverse student body at CSUF. Since our last program performance review (PPR) in 2011, ASAM has moved from a program under the threat of dissolution to a dynamic and vibrant department in Fall 2018. From 2011 to 2023, three faculty members were promoted to professor (Dr. Eliza Noh in 2015, Dr. Jennifer A. Yee in 2020, and Dr. Eric Estuar Reyes in 2023), one was promoted to associate professor (Dr. Tu-Uyen Nguyen in 2012), three new tenure track faculty joined the department in 2021-22, and increased faculty part-time lecturers from 5 to 20. Our eight tenured/tenure track faculty identify as teacher-scholars who balance teaching effectiveness, research productivity, service provision, community engagement, and program administration through collaboration, critical reflection, and planning. ASAM aims to meet our mission and goals despite continuing mission-level challenges from environmental factors, including staffing challenges and instability, substantial changes in leadership at college- and university- levels, department leadership development, state budget crises, and significantly, the implementation of state-wide ethnic studies' general education requirement. For example, with less than a year's notice, the department began implementing in AY 2020-21 the requirement to offer Area F courses in Fall 2021.

¹ <https://planning.fullerton.edu/past/2018-2023/>

In April 2022 (previously updated in 2013), the department updated and affirmed our core values and beliefs while upholding our mission and goals to achieve and sustain social justice for all, and maintaining excellence in teaching, scholarship, and service. While the department has met challenges from rapid growth and development, we have actively maintained our core values that serve as a guiding framework from which we make transparent and well-intentioned decisions on ways to achieve our department goals.

ASAM's core values and goals reflect the CSUF Strategic Plan, 2018-2023. In particular, ASAM's values, goals, and activities support the Plan's principal objectives to: 1) ensure all undergraduate students participate in at least three high-impact curricular or co-curricular experiences; 2) promote and support the critical roles of faculty and staff in collaborative student success efforts; 3) increase the number of tenured or tenure-track faculty, with concentrated attention to those from historically underrepresented groups, and report annually; 4) build and support programs that enhance a sense of belonging and community; and, 5) foster university-wide community engagement efforts to develop a meaningful CSUF presence in Orange County.

Core Values as of April 22, 2021

1. **Health and Happiness.** Equity; balance between teaching, service, and research; maintaining joy in work, service, and community activism; and agency/ability to make decisions about our personal and professional lives to grow and sustain holistic wellness.
2. **Playfulness.** Creativity, imagination, possibility, and dreaming; asset- and strength-based thinking; and interconnectedness that allows faculty to frame or reframe everyday situations.
3. **Kindness, Compassion, Open-Mindedness, Love, and Care.** Enabling faculty to lead sustainable and open communication that brings open-hearted understanding and awareness of each other's vulnerability and needs.
4. **Simplicity, Clarity, and Transparency.** We are committed to the department's success and working ethically, effectively, and collaboratively. To do this, we believe faculty should be free to be vulnerable, speak their minds, and hold each other accountable for their actions.
5. **Advocacy and Independence.** We are mindful of how power dynamics may affect our advocacy work. We aim to use our privileges responsibly, striving for independence of thoughts and actions while being aware of our diverse boundaries and interconnectedness.

6. **Ethos of Humility.** Understanding of thoughts aligning with actions and practice of working from a point of partial perceptions toward seeking shared understanding.

Department Goals

1. To promote study and research by, for, and about Asian and Pacific Islander Americans.
2. To teach students about the experiences of Asians and Pacific Islanders in the US and in the world.
3. To teach students critical thinking and communication skills.
4. To prepare students for social and community engagement by providing opportunities to gain skills and organizational experiences.
5. To advance social justice for Asian and Pacific Islander Americans.

Significant Changes since the last PPR

- 2018: ASAM became a department
- 2020: Implemented AB1460, CSUF General Education Area F ethnic studies requirement
- 2021: Three new tenure-track faculty joined the department

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

Trends in the Discipline. Asian American Studies as a critical race-based interdisciplinary field emerged out of the social movements of the 1960s and liberation fronts, as Asian American students joined other students of color to demand an education more relevant and accessible to their communities. Since establishing the first Asian American Studies departments at San Francisco State University and UC Berkeley in 1968-69, the field has grown tremendously, particularly over the last three decades, from interdisciplinary collaborations to transnational studies. Specifically, as the number of Asian Americans grew from 6.9 million in 1990 to 24 million by 2020, Asian American Studies departments and programs began offering courses on the narratives and experiences of Asian immigrants from other parts of Asia such as Vietnam, Cambodia, Laos, India, Korea, Pacific Islands, and the Middle East. The field took on a transnational turn, producing scholarship on comparative ethnic communities and histories, drawing connections of war, empire, and colonialism rather than a one-way process of immigration, and attending to relational methods in both local and global contexts about power and inequality. The disciplinary trends in Asian American Studies are abundantly apparent in faculty scholarship. (See Appendix D) While attending to the trends in the discipline, the department maintains the original goals of Asian American

Studies with a focus on the everyday experience of local communities, community development, civic engagement, partnerships with activism, solidarity with other communities of color, and centering critiques of power and work for transformative justice.

Response to the Changing Fields. Central to our department's culture, our classes reflect scholarly trends, student needs, and our commitment to innovative curricula, high-impact practices, and equitable pedagogies. Alongside our teaching, we value and support scholarship, creative activities, and community engagement and service that align and advance developments in Asian American Studies. These approaches reflect new directions and longstanding trends in our curriculum and research and align with our departmental guiding principles, core values, and the University's mission, goals, and strategic plans.

Our current courses (and courses we plan to develop) reflect existing and emerging trends in Asian American Studies and ethnic studies. The expertise of several of our faculty in spatial theory and politics is present in our courses that introduce topics such as militarism, war, art, leisure, food cultures, community and identity, and placemaking. In addition, our commitment to the field's community-engaged learning is reflected in place-based pedagogies, such as service learning with local community partners and topics regarding communities in Orange County and Southern California. For example, Dr. Jennifer A. Yee developed and teaches one of the few successful service-learning courses on campus (ASAM 230). Dr. Nguyen has engaged with and published community-based participatory research, particularly with local Vietnamese American communities. ASAM's commitment to students and communities reflects the department's goals and visions, stressing the virtue of community service and advocacy.

Our curriculum also includes a multidisciplinary approach, including but not limited to psychology, history, cultural studies, women and gender studies, and public health in courses on ethnicity, women, family, immigration, labor, racialization, and popular culture. We offer community-specific curricula, such as two sequenced courses on Filipino Americans communities, and we plan to revitalize courses on South Asian American and Southeast Asian American communities. With our partner ethnic studies departments, Chicana and Chicano Studies (CHIC) and African American Studies (AFAM), we updated our existing comprehensive introductory course to ethnic studies (ASAM 101: Introduction to Ethnic Studies) to fulfill the AB 1460 state-mandated ethnic studies requirement for all California State University students. Our shared syllabus approaches theoretical foundations and trends through topics of carefully curated contemporary issues that students recognize, such as border security, immigration

exclusion, racial stereotyping, homeownership, racial wealth gap, reparations, the environment, labor, and activist movements. We intend to enhance and widen our curricular and co-curricular offerings around our academic expertise to teach students about the interdisciplinary and multidisciplinary foundations of Asian American Studies. Lastly, several faculty members are advancing their proficiency with emerging technologies such as multimedia/teaching applications for learning management systems (Titanium/Moodle to Canvas), digital projects/scholarship, and generative AI.

External Factors. Significant institutional and societal factors have impacted ASAM development, specifically changes in general education and CSU-required degree program structure. Although these factors have slowed the effort to establish sustainable development of the department and faculty, ASAM continues to adapt.

Institutional External Factors

CSU system-wide, CSUF University- and Humanities and Social Sciences (HSS) College-level forces continued to affect ASAM. Significantly, cultural taxation continues to structure the department and individual faculty work. Per the University Policy Statement (UPS), cultural taxation is defined as “Faculty members belonging to traditionally underrepresented groups (such as women and faculty of color) may experience additional demands on their time over and above the usual demands made of all faculty members.”²

Changes to General Education. In AY 2019-20, newly appointed chair Dr. Reyes and Dr. Yee, with assistance from Dr. Fujita-Rony, met the challenge of developing and implementing new CSU-wide ethnic studies requirement in response to AB 1460. Drs. Nguyen and Noh were on leave. As courses needed to be in the AY 2021-22 catalog, ASAM and the other two ethnic studies departments, AFAM and CHIC, had to respond quickly.

ASAM, AFAM, and CHIC submitted a successful Academic Senate resolution to institutionalize control and definition of the ethnic studies requirement solely under the purview of the three ethnic studies departments. The Academic Senate Ethnic Studies Review Committee (ESRC) was constituted and included the chairs of the ethnic studies depts., Dr. Reyes served as chair and was charged with implementing the newly defined CSUF General Education Area F Ethnic Studies Requirement (Area F). The ESRC guided the revision of the UPS and identified courses. The departments submitted existing and proposed courses to this committee to meet the deadline of having classes listed in the schedule for the following Fall 2021.

² See UPS 212.002, page 5.

https://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.002.pdf

Area F affects all of the department's core activities, and the department has been asked to address work beyond its core responsibilities. Subsequent new legislation and policies about ethnic studies and general education continue to affect external expectations of what ASAM can do. These include CA-AB 1040 (community colleges: mentoring credit program), CA-AB 101 (high school graduation requirements: ethnic studies), and initiatives to change general education across all three California college systems. Community colleges pressured to provide ethnic studies courses have begun requesting more and more classes for articulation. Further, high schools and community colleges have approached ASAM and the other ethnic studies departments for assistance with their soon-to-be-implemented ethnic studies requirements.

Changes to the Major. During the review period, ASAM changed the degree program in response to multiple CSU Executive Orders (EO) and CSU-wide initiatives. Per CSU GE Breadth Requirement, our academic offerings align with CSU system-wide Graduation Initiative 2025 (passed in 2018) that aims to improve graduation rates, EO 1100 (passed in 2017) that requires compliance with new CSU-wide structure of shared GE breadth and requirements, and EO 1071 (passed in 2017) that concerns with clarification on approvals and requirements for CSU subprograms concentrations like options, concentrations, emphases, and minors. Due to EOs 1071 and 1100, the previous structure of an "option" was changed to "concentration," and the departments identified a list of shared core courses that consist of more than 50% of required major courses.

ASAM expects external institutional factors to continue to change the context within which we are expected to fulfill department responsibilities to meet department goals and student learning outcomes. The uncertainty and degree of these changes have slowed ASAM's ability to create a sustainable capacity to meet existing and changing expectations from the University.

Societal External Factors

Most recently, since 2020, significant social and demographic changes have affected the department's ability to develop the capacity and expertise to meet department goals. At the societal level, the global COVID-19 pandemic from 2020, the re-emergence of anti-Asian/Asian American racism, and anti-Black state violence have affected almost every aspect of how we teach, learn, and serve our students and communities. These external forces significantly impacted ASAM and university activities, for example:

- Deepened collaboration with CHIC/AFAM, Dean's Office/HSS/University;
- Increased awareness and concern for faculty/staff/student physical safety;
- Affected mental health of students, staff, and faculty;

- Required faculty to teach (and/or learn how to teach) online;
- Forced the university to transform all administrative processes to online;
- Increased cultural taxation on faculty and department; and
- Altered the ways we interact (e.g., Zoom meetings).

Moreover, ongoing changes in Orange County (OC) demographics and the communities CSUF serves continue to affect ASAM. OC, where CSUF is located has been a minority majority county since 2003 – meaning the non-Hispanic white population no longer comprised more than 50% of the county population. From 2010 to 2020, Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI) made up 26% of the population. Almost 800,000 Asian Americans and over 22,000 Native Hawaiians and Pacific Islanders live in OC.³ The largest Vietnamese population in the U.S. also lives in OC.⁴ According to Asian Americans Advancing Justice, “Orange County is an epicenter of economic growth. Asian Americans have made significant contributions to this growth with over 78,000 Asian American-owned businesses generating over \$25 billion in revenue. Despite this economic prosperity, Orange County is a vast metropolitan area with significant unmet needs. 59% of the AANHPI population in Orange County are immigrants born outside of the US with more than 35% being limited English proficient. 11% of the AANHPI population is uninsured while 12% live below the poverty line.” Recognizing these demographic changes mean our faculty tirelessly work with and maintain partnerships to build bridges between the department and community organizations serving AANHPI, such as Orange County Asian and Pacific Islander Community Alliance (Drs. Nguyen, Reyes, and Yee), Vietnamese Americans Arts & Letters Association (Dr. Nguyen), Cambodian Family of Orange County (Drs. Nguyen and Yee), and Korean Resource Center (Dr. Yee).

Despite many changes and challenges, our mission and core values have not altered and remain aligned with the University’s mission, goals, and strategies. As demonstrated in Section I.A., we maintain our mission and core values, and are committed to students’ academic achievement, which includes learning, engagement, personal development, and professional growth. In sum, our curriculum, scholarship, and teaching are engaged with the current trends in Asian American Studies. A degree in Asian American Studies prepares students with critical thinking and communication skills for social and community engagement, graduate study in the humanities or social

³ The exact numbers since 2010, individuals identified as Asian (by one race) is 22.2% or 706,813 and in combination with one race or more is 24.9% or 792,539. See CSU Fullerton, Center for Demographic Research, “Orange County 2020 Census Demographic Profiles,” and “Orange County Change: Census 2010-2020,” <https://www.fullerton.edu/cdr/demographics/census2020.aspx>, accessed on November 26, 2023.

⁴ See Asian Americans Advancing Justice - Southern California, <https://www.ajsocal.org/orange-county/about-oc/>, accessed on November 26, 2023.

sciences, and/or career fields that address Asian and Pacific Islander Americans' issues, including but not limited to health and medicine, education, law, journalism, creative writing, business, social work, policy advocacy, and digital and media industries. Our graduates pursue MA/graduate track work in Asian American Studies as well as other graduate degrees such as public health, social work, child and adolescent development, student affairs, ethnic studies, and American studies.

C. Identify the unit's priorities for the next three (short term) and seven years (long term).

ASAM is intensively developing our organizational capacity and expertise to implement ASAM's long term priorities through sustainable development in alignment with ASAM's guiding principles. See Section VII and Appendix F.

Short Term Priorities and Plans

Administration, Policy, and Planning

- **Leadership development.** Develop faculty leadership to chair.
- **Governance.** Develop and adopt department protocols, and decision-making.
- **Planning.** Normalize operational and strategic planning practices to guide intentional and proactive decision-making.
- **Department Committees and Subcommittees.** Identify and account for all department work, including establishing committee structures, expectations, responsibilities, and accountabilities.
- **Service Workload.** Identify and operationalize clearly defined baseline service expectations of each faculty member (non-tenured, tenured, and senior).
- **College/University Service.** Encourage all faculty, especially senior faculty to engage with college/university-level governance.

Human Resources

- **Faculty Recruitment and Retention.** Support faculty to complete activities to meet standards for tenure and promotion to associate, and promotion to full.
- **Faculty Hiring.** Hire faculty to meet the demand of growing department responsibilities to campus and communities.
- **Lecturer Support.** Hire and develop a pool of highly qualified part-time lecturers with content expertise and critical pedagogy.
- **Staff Hiring.** Hire staff to support curricular and co-curricular activities.

Finance/Budget

- Develop transparent budget procedures, reports, and planning.

Scheduling

- Develop transparent, equitable, and intentional scheduling to balance the needs, capacity, and responsibilities of individual faculty and the department to provide courses for our students.

Curriculum and Assessment

- **Curriculum Development and Pedagogy.** Identify and develop ASAM's approach to Asian American Studies as a discipline, expertise, and topics of study to guide curriculum development and structure of the major/minor.
- **Assessment.** Develop and ensure curriculum supports the achievement of department and course student learning outcomes.
- **Curriculum Streams.** Develop curriculum streams/areas in 1) Community/civic engagement, 2) Southeast Asian Studies, and 3) Pilipinx American Studies.
- **Curriculum Pathways.** Develop career-focused classes that are discipline-specific and aligned with student interests and faculty discipline and expertise.
- **Curriculum Review.** Develop and implement a review process of new course proposals from faculty, syllabus analysis for required elements, and alignment from course to assessments.

Student Advising

- Increase the number of majors and minors through outreach, developing student organizations, providing ongoing advising and high-impact learning experiences such as internships, service learning, volunteer community organization work, and mentoring and leadership development programs.

Organizational and Community Development

- **Capacity and Expertise.** Develop capacity and expertise in effective community partnerships - organizational relationships with on-campus and off-campus communities.
- **Community Partnerships.** On campus, continue working with Asian Pacific American Resource Center and Asian American Pacific Islander Faculty and Staff Association; Off campus, continue working with and developing community partnerships with community-based organizations.
- **Communication.** Develop capacity and expertise to communicate department goals and activities with campus and off-campus communities.

Scholarships and Awards: Identify sustainable funding for scholarships and awards.

Scholarly and Creative Activities: Develop capacity and opportunities for faculty to create new knowledge and culture.

Long Term Priorities

ASAM's long term priority is to develop the capacity and expertise to achieve department goals and student learning outcomes through:

1. Students - teach and support students to learn and graduate;
2. Faculty - faculty growth;
3. Department - sustainable growth; and
4. Community - engagement with community partners (on/off campus).

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

Non-applicable.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

The department offers students an interdisciplinary curriculum that examines the diverse Asian American communities and histories in the United States and globally. The department offers courses about class, race, identity, and culture and has made substantial curricular changes since its last review from a program in 2011 to a department in 2018. These changes reflect the continual growth of the department since its existence in 1998 as an interdisciplinary minor and program. We are one of two Asian American Studies departments in OC, and becoming a department in 2018 reflects institutional commitment to provide students in the region with the stability and assurance that the university is committed to fulfilling its responsibilities to provide quality student learning for all of California. The last review noted that the department "continues to develop academic offerings to reflect the growing breadth and depth of student and faculty interests." ASAM continues to develop academic offerings:

- ASAM 101 (joint submission with AFAM and CHIC, Reyes)
- ASAM 202 and 303 added to the curriculum as CSUF GE Area F Ethnic Studies (Yee)
- ASAM 202 and 303 added to major (Reyes)
- ASAM 230 Civic Engagement through Asian American and Pacific Islander Studies is a new course added to the major and fulfills CSUF GE E Lifelong Learning and Self Development. (Yee)
- ASAM 300 approved for online instruction (Reyes)

- ASAM 362B Contemporary Issues in Filipina/o America added to curriculum (Reyes)
- ASAM 490 Ethnic Studies Senior Seminar (Reyes)

Ethnic Studies Requirement Area F. ASAM identified three courses to offer that would fulfill Area F: 1) ASAM/ETHN 101- Introduction to Ethnic Studies (3 units); 2) ASAM 202 - Ideas, Imagination, and Intersections in Ethnic Studies/Asian American Studies (3 units); and 3) ASAM 303 - Community, Liberation and Action in Ethnic Studies/Asian American Studies (3 units). ASAM/ETHN 101 was a pre-existing course cross-listed with AFAM and CHIC. Dr. Yee developed ASAM 202 and ASAM 303 as complementary to existing courses and will provide the department with a multiple-level framework to structure the major courses simultaneously. Currently, all three classes are part of the core curriculum and satisfy the requirements for the major.

Core Ethnic Studies Courses. Due to EO 1071 and EO 1100, the structure of the degree has changed (see above). Additionally, in response, ASAM (with AFAM and CHIC) adopted ETHN 490 Ethnic Studies Senior Seminar as the cross-department capstone course developed by Dr. Reyes. All Ethnic Studies majors, regardless of concentration, must complete this course. Dr. Reyes taught the course for two years, then taught the other two core ethnic studies courses, 307 Research and Writing in Ethnic Studies, and 101 Introduction to Ethnic Studies to align the core courses.

Sequencing. ASAM has developed and seeks to integrate sequencing into the curriculum. The model we have implemented is in Filipina/o American Studies. We have a foundational “experience” course and a more intensive community action-focused course: 362A Filipina/o American Experiences, 362B Contemporary and Filipina/o America. Dr. Reyes revised 362A and developed 362B, teaching both several times, while currently lecturer Dr. Ryan Leano teaches the courses. ASAM is considering similar two-course sequencing for our other community-specific courses (e.g., Vietnamese American Experiences) and a broader course on APISAA communities based on ASAM 300 Introduction to Asian American Studies.

Online Courses. ASAM has expanded to include more online courses. Until 2019, only Dr. Noh, Dr. Reyes, and lecturers taught online courses. Dr. Noh initially taught our limited number of online courses, particularly 325 Asian American Film and Video. Dr. Reyes subsequently began teaching and developing 320 Asian American Cultural Studies. Dr. Reyes also developed the online 300 Introduction to Asian American Studies. Dr. Yee developed 230 Civic Engagement in Asian American Studies and 308 Asian American Women for online instruction. During the Area F development, Dr. Reyes, Dr. Natalie Graham (AFAM chair), and Eduardo Gonzalez (CHIC chair) revised 101 for on-campus and online instruction. Similarly, Dr. Yee developed two new

courses, ASAM 202 and 303, as approved for on-campus and online instruction. Since March 2020, COVID-19 required all tenure-track and lecturers to teach online. Increasing student demand and preference for online courses has made course modality a new factor for scheduling. Online teaching has become an increasingly important part of ASAM curriculum development. As such, ASAM is engaged with and will continue developing online pedagogical approaches in alignment with our on-campus teaching.

Lower/Upper Division. The profile of ASAM course offerings has changed tremendously. Before Area F, ASAM scheduled primarily upper-division (300-level) courses as these fulfilled upper-division GE requirements and enabled the department to meet FTES targets. While departmentalization somewhat reduced the urgency to meet FTES targets, Area F reversed the balance of classes offered with the majority of classes now lower division (101 Introduction to Ethnic Studies). In Fall 2020 (one year before Area F was implemented), 86% (30/35) of all ASAM courses taught were upper-division, while in Fall 2022, 36% (16/44) classes were upper-division. Also, while the total number of classes offered each semester has increased, the need to service campus-level Area F courses has restructured the lower/upper division ratio. ASAM continues to engage with this issue in scheduling and curriculum development.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources.

The Asian American Studies curriculum emphasizes critical thinking, knowledge, and social awareness and civic engagement of Asian and Pacific Islander American experiences. It aligns with the CSUF Mission Statement and the University's values as stated in its 2018-2023 Strategic Plan. ASAM courses approach scholarly and creative activities, civic engagement opportunities, and service to the region through a multidisciplinary framework inclusive of all experiences and knowledge. The department's student learning goals prepare students to pursue graduate degrees in sociology, ethnic studies, history, and public health. Also, for their professional lives, for instance, in nursing, business, law, counseling, human services, public administration, health professions, and education at K-12 or college levels. The placement of our students in the workforce after graduation demonstrates our department's cultivation of creative thinkers and socially responsible leaders in their communities. To achieve this, ASAM majors must complete 36 units, and ASAM minors must complete 18 units. The ASAM curriculum provides students with competency in each of these areas through required courses: 1) Core Courses (place emphasis on critical thinking and communicating); 2) Topical Requirements (emphasis on knowledge); and 3)

Comparative Cultures Breadth Requirements (place emphasis on social awareness and civic engagement).

Fulfilling these requirements, students earn an Ethnic Studies B.A. with a concentration in Asian American Studies. The three ethnic studies departments each have specific requirements and shared core classes. This unique structure requires the departments to collaborate closely even though the three departments vary in size, composition, and developmental status of the department. This collaboration with two other departments adds to the departments' and chairs' workloads.

C. Using data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).

Student demand for ASAM offerings has increased and since 2011, ASAM's contribution to FTES has dramatically increased. While ASAM has experienced considerable internal and external changes, ASAM is adapting within our capacity and expertise to respond to these changes. Continual change in ASAM's environmental context makes any analysis of data contingent at best as the impact of significant external factors on department data during the review period is impossible to measure. Trends remain the same and obscure how and to what extent these external factors hindered or distorted the development of different trends in the data. With this context in mind, ASAM acknowledges the continuing challenges to fulfill the department's responsibilities to meet department goals and student learning outcomes. While the number of majors remains low, the department's tremendous increase in FTES demonstrates ASAMs increased and significant contribution to the University.

Note that the data on enrollment, admission, and graduate rates must be analyzed cautiously since it does not include minors. Students arrive at CSUF never having heard of the major unlike subjects in History and English, and ASAM is not offered in high school. Most students are recruited through our GE classes or "discovered" ASAM later as second majors. ASAM generated a large portion of its FTES through upper-division courses, but because of Area F, the lower-division FTES has increased and will soon surpass upper-division FTES.

ASAM will identify trends in the future when CA AB 101 takes effect in AY 2025-26 (ethnic studies as a high school graduation requirement). ASAM plans to recruit and market toward students and counselors about the major from high school feeders in

Orange County. We anticipate this will increase ASAM major enrollments among First-Time Freshman regular admits.

The curricular context of implementation of ethnic studies into the curriculum on CSUF campus, cross-CSU campuses, cross-CSU/UC/CC college systems, and cross-level (K-12) systems all have and are having an impact on student demand for ASAM offerings. Since Area F, ASAM has met or exceeded enrollment targets. Students want and are taking our classes. The number of minors has increased and ASAM is developing ways to transform interest in Area F courses into majors. AY 2022-23 was the second year of Area F implementation and the second year newly hired untenured faculty taught Area F courses. Currently, the baseline is insufficient to indicate definitive trends or outcomes. However, students have begun taking more ASAM classes after taking 101 and are "following" our untenured and tenured faculty teaching 101 into upper-division ASAM classes.

Specific data below reflects the tumultuous impact of Area F on ASAM. While again, the baseline for data collection is simply too short, ASAM is working to align curriculum and scheduling with faculty resources to meet student demand for our courses and to support students' progress to graduation.

Enrollment.

Applications/Admission/Enrollment (see Appendix A, Table 1-A and 1-B)

The number of students applying for, admitted to, and enrolled as Asian American Studies majors has increased slowly. Data indicates additional activities to increase enrollment, especially for upper-division transfers (UDT). Opportunities may be emerging for targeted recruitment of UDTs due to Area F and ethnic studies.

Since 2011, a yearly average of 22 FTF and 6 UDT sought admission to CSUF as Asian American Studies majors. For FTF, an average of 12 students were accepted for admission and an average of 1-2 students enrolled. For UDT, an average of 6 were accepted with few to none enrolled. Noteworthy changes include increased applications for FTF of 136% (14 to 33), admitted 146% (9 to 22), and enrolled 100% (0 to 2)

Graduation Rates for Majors. (see Appendix A, Table 3-A and 3-B) Since 2014, despite few majors among First-Time Full-Time Freshman and Transfer students in the initial cohorts, the graduation rates for majors indicate 100% (2/2 - FT Freshman) and 100% (1/1 - Transfer). The data does not show that most of the majors declared ASAM as a second major as upper-division students, which indicates that majors "discovered" ASAM later in their progress toward the degree. Since these late majors have not been tracked, no definitive trend can be identified in major retention. From 2016 to 2023, 14

students graduated with a bachelor's degree in Ethnic Studies-Asian American Studies (ES-ASAM), and 74 completed the minor. (See Appendix A, Table 4 Degrees Awarded). The number of students graduating with a BA in ES-ASAM has remained constant since 2016-17, with an increase of 4 students in 2019-2020. The number of students graduating with a BA in ES-ASAM is lower than in our last review, where 33 students earned degrees from 2003 to 2010. (See Appendix A, Tables 1-A and 1-B)

Time to Degree. The data on time to degree shows our majors take between 4-6 years to graduate. Transfer students graduated in 4 years, while First-Time Full-Time Freshman and Transfer students graduated in 4 to 6 years. Students usually do not declare Asian American Studies as their major until they are sophomores or juniors. The data does not show students adding ASAM as a second major. Therefore, the data on graduation rates need to be interpreted cautiously, and no definitive trend can be identified based on the time to degree. (See Appendix A, Tables 3-A and 3-B).

Equity Gaps. ASAM majors and minors reflect the diversity that is the hallmark of CSUF. The numbers for majors in relation to first-generation college students have averaged 61% since 2011. From 2018-23, an average of 80% of first-generation college students were majors, and the academic years 2019-19, 2020-21, and 2021-22 were 100%. The average Pell Grant recipients are 95% from 2018-23. These numbers do not include minors, which make up the majority of our graduate rates. (See Appendix A, Tables 5-A and 5-B).

D. Discuss the unit's enrollment trends since the last program review based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).

ASAM enrollment continues to increase significantly. During the review period, significant environmental factors greatly changed ASAM. While Area F remains the most tangible impact on ASAM activities, the lasting impact of COVID-19 and racial reckoning on student enrollments remains difficult to assess. The following data suggest that Area F has created tremendous change. However, because of the scale of change, data may possibly occlude changes in student enrollment due to the pandemic and racial reckoning.

Undergraduate Enrollment Trends/FTES (see Appendix A, Table 2-A, 2-B)

Since 2011, ASAM has taught a significantly increased number of students regardless of major.

How has FTES changed?

From Fall 2012 to Fall 2022, ASAM FTES has increased dramatically and ASAMs contribution to HSS FTES has risen significantly. Lower division FTES (all regardless of major) **increased 614%** (23.1 to 164.9) while upper division remained stable increasing 1% (101.9 to 103.1), and total FTES **increased 114%** (125.0 to 268.0). See Table 2-A.

Meanwhile, from Fall 2012 to Fall 2022, overall HSS course FTES remained stable with a 1% increase from (9404.23 to 9487.22). (Source: Analysis based on data from CSUF OEIP Course Enrollment/Course FTES dashboard which is semester-based and different from data from Table 2-A which is AY-based).

What was ASAM's contribution to HSS FTES and change?

From Fall 2012 to Fall 2022, ASAM's course FTES percentage of total HSS course FTES has **tripled** from 1% (130.6/9404.23) to 3% (291/9487.22).

Is ASAM meeting FTES targets?

ASAM is **exceeding** FTES targets set by HSS. Data provided for 2019-20 to 2022-23, ASAM has increased the extent of **exceeding target by 9%** (102% to 111%). ASAM has **averaged 103%** (actual 210.70/target 203.20) of target for 2019-20 to 2022-23.

What is the impact of Area F?

Assumptions: Using 2018-19 as a baseline year to provide a five-year span for analysis. Area F preparation began in 2020-21 (Year 0) while actual implementation began in 2021-22 (Year 1). The PPR Review Period ends 2022-23 (Year 2), providing only two years of data to analyze Area F's impact. Regardless, changes from before Area F are significant and have affected all department activities.

Area F has moved the balance of course offerings from upper-division to lower-division. From 2018-19 to 2022-23, ASAM FTES has increased dramatically, especially for lower division with an **increase of 248.6%** (47.3 to 164.9) versus a decrease of -13.8% (119.6 to 103.01) for UD, while there was an **overall increase of 60.6%** (166.9 to 268.0).

From data OIEP GE Enrollment 1/8/2024, focusing on Fall semesters: From F21 to F22, Area F enrollment **increased 34%** (1674 to 2236). From F21 to F23 (outside review period), overall, Area F enrollment **increased 85%** (1674 to 3091)

From data OIEP GE Enrollment 1/8/2024, focusing on Fall semesters:

From F21 to F22, ASAM Area F enrollment **increased 83%** from 448 to 820. From F21 to F23 (outside review period), overall, Area F enrollment **increased 151%** (448 to 1124)

As a percentage, ASAM's contribution to overall Area F capacity increased from 27% to 37%, with the remainder provided by AFAM and CHIC.

Source: OIEP GE Enrollment Trend accessed 1/8/2024

Faculty Allocation/FTEF

Based on OIEP data (Table 9) ASAM actual FTEF has **increased 95%** (4 to 7.8). In 2021, ASAM added three TT faculty because of additional faculty lines approved by then CSUF Provost Carolyn Thomas. Before 2021, ASAM last faculty search was in 2007. See Section VI Resources and Facilities below.

Student-Faculty Ratio (SFR)

ASAM SFR is significantly higher than CSUF SFR. ASAM SFR for all faculty disproportionately increased when compared to CSUF SFR. From Fall 2013 to Fall 2022, CSUF SFR for all faculty remained the same (21.8) (CSU Report). Meanwhile, ASAM SFR for all faculty **increased 6%** (32.4 to 34.4). As a percentage, ASAM SFR for all faculty ranged from 3%-15% above CSUF SFR for all faculty.

Focusing on TT, from Fall 2013 to Fall 2022, CSUF SFR for TT decreased 7% (42.2 to 39.3), while ASAM SFR for TT increased 3% (32.4 to 33.5). This is based on data from CSUF DIEP PPR Table 2-A, 9 and from Page 8, Faculty Profile: Fullerton, CSU Tenure Density and Student to Faculty Ratio Report: 2013-2022.

Majors/Minors

Based on the January 8, 2024, weekly student report, 15 ASAM majors and 35 ASAM minors are currently enrolled. The number of juniors or seniors who are majors is 12, and for minors 30, which may indicate the number of students “finding the major” later in their academic career.

Based on OIEP data, overall, the number of degrees awarded (1st, 2nd, and 3rd majors and minors) remains low. However, the number of minors has increased significantly.

Majors - The number of majors has varied from 2 to 10. See Table 4.

Minors - From AY 2011-12 to AY 2022-23, the number of ASAM minors has **increased 700%** (2 to 16). Area F may have had an impact as from AY 2018-19 to AY 2022-23, the number of minors awarded has **increased by 23%** (13 to 16).

Combining the number of students who have graduated with an ASAM major or minor, ASAM has increased the number of students **graduated by 67%** (12 to 20), for 2011-12 to 2022-23. For Area F impact, for 2018-19 to 2022-23, ASAM has **increased 25%** (16 to 20).

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).

Changes in the Undergraduate Program.

Curriculum changes aim to provide a sustainable response to demands for Area F courses while supporting increases in majors/minors. Curriculum changes in the long-term are aligned with our long-term priorities (see I.C.) and long-term plans VII.

Short-term Plan for Curriculum Changes

- Continue to develop Area F sequence ASAM 101, ASAM 202, and ASAM 303
- Change ASAM 300 into two courses focusing on Asian American Studies
- Revise capstone experience requirement/490/Community research engagement
- Expand curriculum to reflect faculty scholarly expertise, creative interests, community engagement, and developments in the field

Long-Term Plan/Priorities for Curriculum Changes

- Ensure curriculum is in alignment with student learning goals and outcomes at the department- and course levels
- Develop curricular collaborations (e.g., double majors with American Studies)
- Develop curriculum pathways

F. Include information on any Special Sessions self-support programs the department/program offers.

During Winter Intersession and Summer Intersession, ASAM offers:

- ASAM 101: Introduction to Ethnic Studies
- ASAM 300: Introduction to Asian Pacific American Studies
- ASAM 308: Asian American Women
- ASAM 320: Asian Pacific American Cultural Studies
- ASAM 325: Asian American Film and Video

Due to the implementation of Area F, the demand for 101 has increased, and ASAM offers at least 1 section in Winter and 2 sections in Summer.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

Since the last PPR, the department has changed assessment by establishing the Assessment Committee (AC). The AC is responsible for developing and implementing assessment of student learning. Externally, the AC fulfills the department responsibility to university-level accountability and guidelines. Internally, the AC fulfills the department responsibility to ensure the effectiveness and alignment of our curriculum with our guiding principles. In AY 2021-2022, Drs. Yee (Chair) and Chung (Committee member) implemented a process to assess undergraduate student learning annually. The two AC members have specific roles and responsibilities. The chair sets the agenda for assessment: calling meetings, surveying, collecting data, analyzing the data, and writing and revising the report. The second member analyzes the data, edits the report, and uploads the report. Assessment activities provide data for ongoing curriculum mapping to monitor department achievement of student learning outcomes. Activities include but are not limited to identifying and archiving the enrollment of majors and minors in ASAM courses year-to-year, developing and implementing systematic procedures for data collection, and identifying and planning courses to evaluate, developing methods of analysis, data analysis, and report writing.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

The Student Learning Outcomes (SLOs) and description of direct and indirect assessment methods used to measure student learning are found in Appendix F. Direct assessment is based on exams, quizzes, project proposals, research papers, and creative work. Indirect assessment is based on student self-reflection assignment of their process of researching and writing a research paper or producing creative work. Our department is currently discussing the implementation of additional indirect assessment measures, such as an exit survey for graduating majors and minors, to identify further what areas help students achieve mastery of department learning outcomes.

Direct and indirect assessment measures have demonstrated our students' mastery of our department SLOs. For example, the Assessment Committee analyzed ASAM 201: The History of Asian Pacific Americans to measure student learning outcome number 3: "Demonstrate the ability to think critically about the issues and concerns of Asian Americans and Pacific Islanders." ASAM 201 is an essential course that provides

students critical historical approaches to interpreting Asian American experiences with an emphasis on structural contexts. We assessed five ASAM minors using two separate quizzes and two distinct criteria of success. All five minors demonstrated critical thinking through their understanding of the structural conditions of colonialism, post-industrialism, Cold War politics, war, labor and immigration in shaping Asian American history, migration, and settlement in the United States. In addition, all five students demonstrated critical thinking in their awareness of the diversity of Asian American experiences along race, class, and gender.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.

Assessment Committee activities have helped increase department effectiveness by providing baseline data on the actual learning outcomes of ASAM majors and minors in our classes. Annual assessments have enabled the department to begin curriculum mapping in efforts to revise and develop new courses to ensure student learning objectives are met across the curriculum. For example, in the last three years, the assessment committee has assessed three different courses and three different department student learning objectives. The committee assessed courses at the 200, 300, and 400-level and for the first time, assessed Student Learning Objective 2: “Demonstrate competence in using multidisciplinary and interdisciplinary perspectives in the study of Asian, Pacific Islander, and South Asian communities.” These activities enable the department to identify student learning objectives that, perhaps, require enhancement and further integration into the curriculum.

D. Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).

Graduation rates for our students are excellent. We also gauge the success of our department through the career paths of our graduates and alumni. ASAM alumni have attended leading graduate schools, including Stanford University, UCLA, UC San Diego, USC, University of San Francisco, San Francisco State University, Columbia University, and Yokohama University. Moreover, ASAM graduates have moved into careers in education, including elementary, secondary, and community college teaching, library science; and increasingly in positions in student service divisions in higher education. Alumni also work for nonprofits, the entertainment industry, journalism, and business. ASAM alumni have careers across various companies, including Apple Inc., Dim Mak Records, Handy Elementary, Japanese American Living Legacy Organization Omoide Project, National Academies of Science and Engineering, and more. Some of our

graduates have returned to teach in the department, such as Dr. Leano, who received an Ed.D. from the University of San Francisco and is currently a full-time lecturer with a 3AY contract. Another alumni, Ashely Ongalibang, completed a Master of Science in Counseling, Student Development in Higher Education from CSU Long Beach in Spring 2022 and since Fall 2022 has taught ASAM 101 Introduction to Ethnic Studies. At the same time, Ashely is also working in CSUF Housing and Residential Engagement as a Community Coordinator working with the students and staff that live on campus.

E. Many departments/programs offer courses and programs via technology (e.g., online) or at off-campus sites and in compressed schedules. How are these courses identified, and how is student learning assessed in these formats/modalities?

ASAM offers online courses to meet student demand and in response to rising preference. ASAM has identified high-demand courses and prioritized creating online versions. Faculty competencies for online modalities have continued to develop since the pandemic. ASAM assesses student learning through the procedures identified above. Development of specific assessment by modality continues.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program's or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

Since our 2011 PPR, the number of ASAM faculty members has grown from five to eight tenured and tenure-track faculty members. Three faculty members have been promoted to professor (Noh 2015, Yee 2020, Reyes 2023), and one has been promoted to associate professor (Nguyen 2012). As part of the Area F implementation, the University provided FTEF to hire three new assistant professors (Chung, Kaur, Sisavath) in 2021. Note that the last hire was 14 years ago in 2007. In addition to concerns over the department's capacity to provide Area F courses, existing faculty rank diversity and retirements were factors in the hiring.

In the Fall of 2021, Dr. Davorn Sisavath and Dr. Brian Chung joined the department, and Dr. Tavleen Kaur joined in the Spring of 2022. Dr. Sisavath specializes in militarism, environmental studies, and science, technology and war; Dr. Chung specializes in the suburban political cultures of middle-and-upper-middle class Asian Americans,

specifically in relation to the urban planning of technology and science; and Dr. Kaur specializes in South Asian American community arts and built environments, with particular focus on Islamo-racist hate violence exhibited on gurdwaras, mosques, and temples. These faculty members have been central to the department's standardization of Area F GE's required course, ASAM 101 Introduction to Ethnic Studies. They will add new courses to our curriculum, such as Critical Refugee Studies, Asian American Placemaking, Asian American Food Studies, and South Asian American Art and Architecture, and revitalize our existing courses, such as Asian American Cultural Studies, Asian American Identities, and South Asian American Experiences.

Tenure density remains high based on OIEP data from 2011 to 2022, ranging from 71% to 100%, with an average of 86%. Variations in data are due to late starts by new faculty, faculty on reduced loads, and the number of part-time lecturers. Overall analysis shows that restricted budget allocations and challenging FTES targets affected tenure density pre-Area F. While with Area F, increased budget allocations, increase in actual faculty lines/FTEF, much higher FTES targets (target and actual), and dramatically increased number of part-time lecturers obscure tenure density analysis.

B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.

When considering new faculty positions, ASAM considers changes in curriculum, projected GE changes, needs for department development, developments in the field, and evolving student enrollment and demographics. ASAM prioritizes faculty hires in the areas of transnationalism or global/local (Orange County) politics, Pacific Islander Studies, and Southeast Asian Studies. New tenure-track faculty will strengthen their capacity to address the issues and concerns of students with transnational backgrounds and interests. A transnational scholar would expand our teaching and research to provide a global context and insights into the complexities of the transnational experiences and possibilities of our students and local communities. As the faculty member moves forward, they will be expected to develop elective courses to expand ASAM's range of perspectives to span local to global perspectives. In addition, we see advantages to hiring new assistant professors in cohorts. With at least three faculty members close to retirement and the increased need for faculty capacity, we anticipate hiring 3-5 faculty members in the next 3-7 years.

C. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.

Role of Tenured/Tenure-Track Faculty. ASAM curriculum and academic offerings are determined by ASAM chair and faculty. All full-time faculty regularly teach three classes unless they have assigned time (these courses vary from two GE classes and one elective to three GE classes). Faculty members are the primary personnel responsible for developing and evaluating curriculum and determining academic offerings. Before hiring our three tenure-track faculty, the department developed the curriculum as a whole and scheduled by the semester. Since then, the chair has engaged with ongoing faculty consultation and annual scheduling to provide some baseline stability for faculty. Through multi-year planning in consultation with faculty, the chair has mapped out potential class assignments to build curricular continuity (students know which classes are taught usually by which faculty), faculty expertise (both for service classes and faculty area of expertise), and provide peer support (scheduling faculty to similar schedules to enable informal on-going curriculum and pedagogical development). As the department grows and moves to a committee structure, and in consultation with the chair and all faculty, a curriculum committee will continue to develop its baseline charge, scope of work, and proposed priorities and plans for curriculum development.

In spring 2023, ASAM offered 39 classes; tenured or tenure-track faculty taught 16 courses (41%) while lecturers taught 23 courses (37%).

There are no parts of the curriculum solely or primarily the responsibility of part-time faculty or teaching assistants.

Role of Lecturers (full-time and part-time). Lecturers constitute an important part of our department. From 2011 to 2020, ASAM had between two to five lecturers. Since Area F implementation started in Fall 2021, ASAM has had between 10 and 15 PTL teaching each term. Until Fall 2021, lecturers only taught GE courses for the major, primarily 300-level courses. From 2021, Area F demand has shifted the balance to lecturers teaching more of these courses, e.g., 101. The demand for Area F capacity directly increased the hiring of lecturers. This demand has required the chair to be in near constant recruitment of new lecturers, onboarding, and training. The increased number of lectures also increases the Department Personnel Committee's work on evaluating lecturers annually.

The department, as a principle consults with part-time lecturers as appropriate and tries to include part-time lecturer concerns in our plans. The department is mindful of the

limitation of what we can ask part-time lecturers to do and avoids potential exploitative situations (e.g., part-time lecturers do not write/create new classes). Since Fall 2020, Dr. Reyes, as the chair, has met individually with part-time lecturers at least once a year to share information and learn more about each lecturer's situation and desired schedules. The department believes shared understanding facilitates intentional course assignments that balance the department's needs with the capacity and teaching priorities of full-time and part-time lecturers. When opportunities arise, we provide them honoraria to take various on-campus trainings and provide travel funding for those who present at the annual conference of the Association for Asian American Studies (AAAS). Several lecturers have participated in AAAS meetings (Dr. Ryan Leano, Juben Rabbani, and Susan Shimazu) and department colloquia (Dr. James (Proceso) Paligutan).

Role of Graduate and Undergraduate Student Assistants. Starting in AY 2022-23, ASAM has begun hiring graduate assistants (GAs) each semester. GAs have provided support for faculty per Unit 11 CBA, including course preparation, attending course meetings, evaluating student assignments, and maintaining student records. Student assistants currently assist ESO and are managed by ESO staff.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Not applicable.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.

Department student support and advising has evolved. From 2011 to 2020, undergraduate academic advising was the chair's responsibility. Due to the workload, Dr. Yee developed ASAM Student Advising in Fall 2017 to create stability for our majors and minors because of the complicated external factors of multiple and significant changes in college- and university-advising structures. Dr. Yee co-created ASAM Student Advising with students who wanted to work together and host advising socials. Moreover, faculty present at the event would provide on-site advising. During the pandemic, the department developed online advising hours utilizing peer advisors who were ASAM alums and part-time faculty. This advising structure provided student support with very limited resources.

Although the pandemic changed advising from in-person to online (including submission of documents via electronic format), we have continued to develop in-person advising. As we have done in the past, we continue to pursue best practices to improve our advising structure. ASAM develops supportive relationships through periodic individual meetings throughout students' academic careers to discuss course choices and overall progress toward graduation. The ASAM faculty advisor is the key person responsible for developing these critical relationships.

From 2021 to 2023, with three new TT faculty, the Department developed the ASAM Advising Committee which consists of two faculty (co-advisors) to monitor the progress of our majors and minors to provide students with the greatest opportunity for academic and professional success, mainly through appointments in-person and online via Zoom. Each academic year, co-faculty advisors monitor student progress through CSUF's system of "grad checks" done the semester before graduation to alert students of outstanding requirements. They also monitor the department's advising email inbox (asamadvising@fullerton.edu), designate weekly advising hours to answer students' questions, host advising week each semester before course registration for the following semester, and maintain advising in the summer months. Moreover, the lead faculty advisor updates the list of majors and minors, and ASAM major and minor worksheets as needed. These worksheets provide students with a roadmap of courses required to graduate with a major or minor degree. Faculty recruit new majors and minors via in-class and online recruitment, and through campus orientations. The effectiveness of this advising structure allows the department to evaluate our contributions to student recruitment and retention. This structure provides students with knowledgeable advisors who are accessible and make clear to students where they can obtain advising for major and minor requirements. The co-advising model allows collaboration with faculty to support student success and is conducive to sharing information and collaborating with each other.

The College of Humanities and Social Sciences (HSS) provides academic advising for students majoring in an HSS program to seek guidance on GE requirements, and review overall units and GPA requirements, but does not provide major advising. In summer 2023, HSS transitioned to a new model for student success and designated a tandem advisor for American Studies, Ethnic Studies (AFAM, ASAM, and CHIC), and Liberal Studies. The role of the Tandem Advisor is to provide student advising, maintain program assessment and reporting, and collaborate with departments on advising programs. The tandem academic advising is new and ASAM does not have data reflecting the structure's success. While the ASAM Advising Committee uses this new model, the department continues our current student advising led by the ASAM Advising Committee to maintain stability for our majors and minors.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.

ASAM students have many opportunities to participate in community engagement activities, undergraduate research and the AAAS annual meeting. In support of student involvement and campus-community partnerships, ASAM faculty also have provided opportunities for individual students to explore their specific areas of interest. Significant achievements in student engagement include:

Service Learning and Internships. Students participate in service-learning through ASAM 230 Civic Engagement in AAPI Communities, which Dr. Yee developed and teaches. In 2015, ASAM 230 was approved as ASAM's only GE E Lifelong Learning course. ASAM 230 requires significant faculty engagement before, during, and after instruction to foster and maintain community partnerships with local organizations where students are placed.

Association for Asian American Studies (AAAS) Conference. The department actualizes our mission of student success and scholarly and creative activities by providing opportunities for majors and minors to participate and present at AAAS. Faculty work with students each year to conduct, refine, and prepare to present their papers at AAAS. We attribute students' success not only to their talents and hard work, but also to the excellent advising and guidance they received from our faculty. For example, Drs. Chung, Kaur, Nguyen, and Yee from ASAM, Dr. Christina Chin from Sociology, ASAM graduate assistant Tracey Nguyen, and ASAM undergraduate alumna Kasandra Tong collaborated with six ASAM majors and minors to participate in two roundtable panels at the 2023 AAAS Conference in Long Beach, CA.

Scholarships and Publications with Students. ASAM majors and minors have opportunities to work with faculty in the department. Students enrolled in ASAM 230 Civic Engagement Through Asian American & Pacific Islander Studies (service-learning course) or independent study have worked closely with faculty and co-published policy reports and journal articles. For example, Dr. Yee worked with six alumni (including three who became community partners) to conduct a four-year autoethnographic self-study to examine the relationship between the students taking ASAM 230 at CSUF and their leadership, activism, and professional aspirations. The field's leading journal, the *Michigan Journal of Community Service Learning* published "Sparking a Commitment to Social Justice in Asian American Studies: Critical Service Learning That Centers

“Community” to Inspire Leadership, Activism, and Social Change” in 2021. Faculty continue to seek opportunities to work and publish with students and alumni.

Asian Pacific American Resource Center (APARC)/Student Organizations. The department works closely with APARC to provide students with opportunities to volunteer with the center. In spring 2011, Dr. Yee facilitated the implementation of three APARC-affiliated programs (formerly Asian American and Pacific Islander Community Resource Center (AAPICRC) and convened a steering committee to re-open conversations about the AAPICRC mission, vision, and next steps. The resource center provided ASAM with a vehicle to manifest CSU’s commitment to active learning through the development of student support and advising, leadership development, service-learning, and internships. Our ASAM majors and minors often volunteer or work at APARC. The department works closely with APARC on events such as Titan Night Market, APISSA Heritage Month, APISSA Recognition Celebration, and many more. The department also works closely with our students to provide leadership opportunities, such as organizing and leading different versions of student organizations (for example, Students for Asian American Studies (SAAS) established in 2018-19).

Study Away. In Spring 2017, Dr. Tu-Uyen Nguyen successfully implemented a “study away” program after successfully receiving an HSS grant. The Study Away program was a local version of the typical Study Abroad program and provided students with a focused learning experience away from campus in a nearby community. Dr. Nguyen’s program provided an intensive learning experience for 15 students in Little Saigon in nearby Westminster/Garden Grove. Dr. Nguyen’s expertise and deep experience with the local Vietnamese American community enabled students to gain a deeper understanding of cultural, social, and political resources.

High Impact Practices Grant (HIPs). In AY 2013-14 and 2014-15, Drs. Eliza Noh and Eric Estuar Reyes led the department in implementing specific high-impact practices. Dr. Noh focused on developing student involvement with AAAS and provided seminar-based peer mentoring instruction. Dr. Reyes focused on peer mentoring instruction through supervising several ASAM students teaching and guiding other students in ASAM classes. Both activities contributed to establishing ASAMs high level of student engagement and student/faculty interaction.

Future Plans. Through our ongoing and intensive planning process (e.g., current curriculum development plan and bi-annual retreats), ASAM will develop learning experiences to enhance student engagement. Overall, ASAM student support and advising has been successful and reflects our commitment to fostering and instilling a sense of community for ASAM students, faculty, staff, and community members.

VI. Resources and Facilities

Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).

ASAM resources and facilities are misaligned with workload expectations and responsibilities. Before Area F, ASAM baseline state support was in decline (\$14,500 to \$11,034). Because of Area F, ASAM overall financial resource baseline has increased dramatically. However, staffing and space have remained stagnant or declined.

CSUF in 2020-21 approved the hiring of three tenure-track faculty to support ASAMs implementation of the new GE Area F Ethnic Studies requirement. ASAM acknowledges and appreciates deeply the support and partnership with the leadership and staff of HSS and CSUF, especially Dean Sheryl Fontaine.

At the CSU-level, the 2021-22 CSU Operating Budget identified 2021-22 expenditures increases of \$16,319,000 to comply with AB 1460 (CSU Office of the Chancellor Memo -2021-22 Final Budget Allocations, July 13, 2021. Coded Memo B 2021-02, Attachments. Page 2). The funding is intended for the cost "to provide an ethnic studies course to all students" and is "comprised of instructional, administrative, and one-time Associate Degree for Transfer (ADT) review activities. (2021-22 Final Budget Allocation. July 13, 2021. Coded Memo B 2021-02, Attachments. Page 19). The annual CSU Operating Budget and CSUF identifies funding in annual budgets specifically for Ethnic Studies to comply with AB 1460. "Ethnic Studies" at CSU Fullerton is defined as the Departments of African American Studies, Department of Asian American Studies, and Department of Chicana and Chicano Studies (CSU Fullerton ASD 20-96 Resolution to Create the Ethnic Studies Requirement Committee, 2020).

In Fall 2021, Sheryl Fontaine (Dean, College of Humanities and Social Sciences - HSS) and Ethnic Studies as represented by Natalie Graham (Chair, AFAM), Erualdo Gonzalez (Chair, CHIC), and Eric Reyes (Chair, ASAM) affirmed baseline funding of \$905,000 from CSU to CSU Fullerton for ethnic studies. Sheryl Fontaine (Dean, HSS), Carolyn Thomas (Provost, Vice President Academic Affairs) and Ethnic Studies agreed that allocation decisions of the \$905,000 will be decided in consultative, transparent, and collaborative manner. Sheryl Fontaine (Dean, HSS), Carolyn Thomas (Provost, Vice President Academic Affairs) and Ethnic Studies agreed the \$905,000 from CSU annual allocation to CSU Fullerton will be allocated to HSS each year as baseline funding for Ethnic Studies.

In Spring 2022, Sheryl Fontaine (Dean, HSS), Patricia Balderas (HSS Business Manager) Officer), and Ethnic Studies agreed the \$905,000 from CSU annual allocation

to CSU Fullerton allocated to HSS will be set aside into an “Ethnic Studies Fund” coded Class 20687 for only Ethnic Studies. Further, \$300,000 of the \$905,000 from the Ethnic Studies Fund will be distributed in equal amounts annually to each of the Ethnic Studies Departments, in perpetuity for activities in support of complying with AB 1460 through CSUF Area F Ethnic Studies General Education Requirement). The remaining amount will be held for capital campaign; To address growing need for space, in Spring 2022, Sheryl Fontaine (Dean, HSS) and Ethnic Studies agreed to the “Ethnic Studies Capital Project”, a five-year capital project plan from AY 21-22 to AY 26-27, to fund new administrative, faculty and staff, instructional and co-curricular space for the three Ethnic Studies Depts. Sheryl Fontaine (Dean, HSS) and Ethnic Studies agreed to the Ethnic Studies Capital Project in which HSS will hold \$605,000 in the Ethnic Studies Fund annually, to accumulate funding for the Ethnic Studies Capital Project.

Upon the completion of the five-year plan at the end of AY 26-27, HSS will distribute the total \$905,000 annual allocation from the Ethnic Studies Fund to AFAM, ASAM, and CHIC equally for activities in support of complying with AB 1460 through CSUF Area F Ethnic Studies General Education Requirement in perpetuity.

Ethnic Studies understands that CSUF will allocate annually to HSS, \$905,000 (or, as identified by CSU) for the “Ethnic Studies Fund” for the exclusive use of Ethnic Studies (AFAM, ASAM, CHIC) in perpetuity. CSUF agrees decision-making about the Ethnic Studies Fund will include Ethnic Studies (AFAM, ASAM, CHIC) in perpetuity, and, within CSU guidelines and policies, the Department of African American Studies, Department of Asian American Studies, and Department of Chicana and Chicano Studies decide the annual spending priorities and expenditures for annual allocations from Ethnic Studies Funds.

State Support

Year	State OE (Including Travel) (1)	Student Assistants (1)	Professional Development (1)	Total State Support	CSFPF Accounts (2)	Comments
AY 18/19	\$14,500	\$11,500	\$3,000	\$29,000	\$33,457	
AY 19/20	\$14,500	\$12,500	\$3,000	\$30,000	\$37,098	
AY 20/21	\$11,034	\$ -	\$2,500	\$13,534	\$48,917	Reduction in state allocation due to budget reduction
AY21/22	\$120,000	\$ -	\$4,800	\$124,800	\$43,701	Area F OE increase
AY22/23	\$120,000	\$ -	\$4,800	\$124,800	\$44,457	Area F OE increase

(1) Fiscal year allocations

(2) Balance as of June 30th of the fiscal year.

Non-State Funding

Foundation Accounts -California State Fullerton Philanthropic Fund

Dist. Acct #	Account Name	<u>AY 18/19</u>	<u>AY 19/20</u>	<u>AY 20/21</u>	<u>AY21/22</u>	<u>AY 22/23</u>
31300	Asian American Studies	\$265.91	\$921.91	\$1,091.78	\$1,255.53	\$475.53
	Ihara Endowment for Asian American Studies	\$32,612.19	\$33,996.21	\$45,756.00	\$41,015.46	\$42,548.60
30043	Ihara Distribution for Asian American Studies	\$578.69	\$2,179.62	\$2,069.29	\$1,429.75	\$1,432.57
		<u>\$33,456.79</u>	<u>\$37,097.74</u>	<u>\$48,917.07</u>	<u>\$43,700.74</u>	<u>\$44,456.70</u>

A. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.

Due to recent challenges, especially the GE Area F ethnic studies requirement, ASAM needs additional resources to meet our obligations as a university-level serving department. Needs include:

Classroom Space. Higher enrollment targets increase the department's responsibility to the campus. However, the capacity limits of the classrooms we have access to makes it difficult if not numerically impossible to meet enrollment targets. The underlying need remains even though the Dean's Office and others have helped schedule more effectively. Of note, is the successful enrollment level of Area F classes on Fridays and Saturdays which are typically extremely difficult to fill which also could indicate the high demand for Area F classes. Additionally, ASAM prioritizes a student-centered pedagogy which is directly impacted by class enrollment and classroom capacity.

Student Gathering Space. ASAMs student gathering space is a central room in the ethnic studies office (ESO) complex Humanities 312, with two cubicles for part-time lecturers, a conference table for six, and bordered by faculty offices. AFAM, ASAM, and CHIC share this space which includes faculty mailboxes and office supply storage cabinets and bookshelves. Students gather here for informal or formal meetings. However, as the number of students increases, the need for space for students has increased. Yet, with the increase of students, we also have a tremendous increase in the number of part-time lecturers who are now using this area as de facto office space.

Faculty and Staff Space. Faculty offices for the five tenure-track faculty hired before 2020 are in the Humanities 312. The three recently hired tenure-track faculty are housed on the 8th floor of the Humanities building. Ideally, all faculty offices would be on the same floor or closer proximity. Since 2020, the three ethnic studies departments have hired close to 50 new part-time lecturers. There is not enough space to assign part-time lecturers dedicated space and ESO staff has had to creatively schedule and find other ways to identify workspace for part-time lecturers including directing them to study workrooms in the library.

B. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next seven years, and any specialized needs such as collections, databases, etc.

ASAM continues to benefit from collaboration with the library in multiple ways. ASAM faculty work closely with CSUF Asian American research librarian Dr. Jie Tian, and other library staff to acquire resources for research and teaching interests. In 2022-

2023, Dr. Sisavath was an Open Fullerton Fellow and received one-to-one support with Open Educational Resources Librarian Michaela Keating to help reduce course material costs to zero for ASAM 101: Introduction to Ethnic Studies. The open educational resources are available on ASAM 101 Canvas for all faculty and lecturers teaching ASAM 101. In Spring 2022 Dr. Kaur received the Primary Source Course Design Grant by HSS, through which she used newly acquired primary source databases by Pollak Library and incorporated them into her ASAM 101 classes. In 2023-2024, Dr. Brian Chung is collaborating with Dr. Tian, Special Collections Librarian Patrisia Prestinary, and Art and Makerspace Librarian Kellie Lanham-Friedman to develop course materials and student projects for ASAM 202: Ideas, Imaginations, and Intersections. This includes acquiring access to several documentaries for the course. In addition, Dr. Chung is piloting an assignment with the assistance of the special collections librarians and the Makerspace librarian with the intent of developing archival sources on Asian American communities and placemaking in Southern California with an emphasis on Orange County. The assignment will develop student research skills, collaborative writing, and academic presentations and publications.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).

ASAMs long-term plan is to continue and deepen the impact of ASAM learning experiences for our students, regardless of their major/minor. We will accomplish this goal by continuing to develop curriculum and teaching, supporting our faculty to advance their scholarly and creative expertise, and continuing to develop the expertise and capacity for department administration. See Sections IC, IID, and Appendix F.

B. Explain how the long-term plan implements the University's mission, goals, and strategies, as well as the unit's mission and goals.

ASAM will ensure that long-range plans will be in alignment with CSUF and CSU mission, goals and strategies. Underlying our efforts is a commitment to active learning and enhancing the student learning experience to enable students to achieve learning outcomes and successfully graduate. ASAM's core values will help guide our development to complement our institutional and broader social context.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.

See Sections IC, IID, and Appendix F. Section I.C. Short-term Priorities and Plans identifies specific activities to be implemented by department committees. In addition to standing committee charges, these activities identify annual charges. Committee reports will also reflect these activities and require documentation of progress toward achieving outcomes (e.g. governance document, or increased number of majors). Timelines will be identified during annual department retreats and semesterly planning meetings.

D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit's priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.

Asian American Studies is a fully state-supported academic department. While our OE has been increased to support Area F growth, the department remains open to external funding sources. ASAM has been somewhat successful since AY 2022-23, the Mellon Foundation has reached out to us to explore possible projects they could support. However, the department should continue to be wholly state supported. While external funding such as private foundation provides the University with positive publicity, external funding creates additional workload beyond existing capacity and workload and fails to provide adequate additional funding for additional administrative support. External funding comes at a high opportunity cost of diverting department and faculty resources already stretched to capacity from core responsibilities.

The institutionalization of ethnic studies through Area F has created opportunities and challenges. As a university requirement, our concerns for meeting FTES have changed from needing to find ways to reach target to managing high demand for our classes. The University has been supportive. During the first year of planning and implementation in AY 2020-21, we successfully hired three tenure-track faculty and began receiving additional OE to support our growth with Area F. We have been using this additional funding to support department development through hiring an organizational specialist to assist in developing the department and assigned time for faculty to increase department administrative capacity and expertise. We will likely need to continue to use OE for assigned time to help manage and develop the department until we have additional tenure-track faculty.

To support the development of adequate capacity to provide Area F courses and service our majors and minors, ASAM will seek to hire additional tenure-track faculty in the next 3-5 years.

In order to maintain and deepen engagement with on-campus and off-campus communities, the hiring of graduate students will support student advising and community development as well as collaboration with student affairs staff at the Asian Pacific American Resource Center.

For the department to develop sustainability, well-trained support staff are needed to provide administrative stability and clarity.

VIII. Conclusion

In the last PPR, the external review team lauded that “ASAM Studies is an exemplary unit that produces strong empirically based research, engages in outstanding student-centered teaching, and participates in creative collaborations with the local Asian American communities. It is poised to become a leading interdisciplinary department at Fullerton and is one of the best Asian American Studies programs in the California State University system.” The current PPR affirms their finding and documents ASAM continuing progress as a leading Department of Asian Americans Studies in CSU.

ASAM is committed to active learning and enhancing the student learning experience to enable students to achieve learning outcomes and successfully graduate. We acknowledge the increased workload due to GE Area F ethnic studies requirement, and that faculty members at all levels, are overloaded with teaching and service work. While additional funding has provided support, additional faculty members and staff are needed for sustainable growth and stability.

Our goal for the next few years is to continue and deepen the impact of ASAM learning experiences for our students, regardless of their major/minor. ASAM’s guiding principles continue to align and complement our obligations as a university-level serving department.

IX. Appendices Connected to the Self-study (Required Data)

A. Appendix A. Undergraduate Degree Program

2023-2024 PPR Tables
Ethnic Studies BA (Asian American Studies)

Office of Institutional Effectiveness and Planning
Update December 2023 to include Extra Five Years

1. Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2011	14	9	1
2012	20	11	0
2013	17	7	2
2014	19	10	0
2015	22	8	0
2016	20	9	0
2017	29	14	1
2018	28	18	1
2019	25	12	0
2020	25	18	3
2021	17	5	0
2022	33	22	2

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2011	4	2	0
2012	4	2	1
2013	10	5	1
2014	7	1	0
2015	15	3	1
2016	5	0	0
2017	7	1	1
2018	5	0	0
2019	7	1	0
2020	2	2	0
2021	3	1	0
2022	3	2	0

2. Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2011-2012	33.0	101.9	134.9
2012-2013	23.1	101.9	125.0
2013-2014	29.8	99.8	129.6
2014-2015	42.9	107.0	149.9
2015-2016	56.7	99.4	156.1
2016-2017	38.7	125.7	164.4
2017-2018	40.2	124.2	164.4
2018-2019	47.3	119.6	166.9
2019-2020	55.9	129.0	184.9
2020-2021	55.7	125.1	180.8
2021-2022	119.6	134.0	253.6
2022-2023	164.9	103.1	268.0

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per Headcount
2011-2012	2	1.4	10	8.2	11	9.6	0.87
2012-2013	1	0.5	7	5.1	8	5.6	0.75
2013-2014	3	2.2	7	5.4	10	7.6	0.80
2014-2015	1	0.8	7	4.9	8	5.8	0.77
2015-2016	2	1.3	7	6.3	9	7.6	0.89
2016-2017	1	0.4	8	7.0	9	7.4	0.87
2017-2018	2	1.5	5	3.6	6	5.1	0.85
2018-2019	3	2.2	5	4.1	8	6.4	0.85
2019-2020	1	1.0	5	4.0	6	5.0	0.83
2020-2021	5	4.4	2	2.3	7	6.7	1.04
2021-2022	3	1.9	5	4.4	7	6.3	0.90
2022-2023	2	1.9	6	5.1	8	7.0	0.93

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

3. Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2008	N/A	N/A	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A
2010	1	100.0%	100.0%	100.0%	N/A	N/A
2011	1	0.0%	0.0%	0.0%	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	2	0.0%	0.0%	0.0%	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	N/A	N/A
2017	1	0.0%	100.0%	100.0%	N/A	N/A

2018	1	100.0%	100.0%	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A

**Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.*

Table 3-B. Transfer Student Graduation Rates*

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2010	0	N/A	N/A	N/A
2011	0	N/A	N/A	N/A
2012	1	100.0%	100.0%	100.0%
2013	1	0.0%	0.0%	0.0%
2014	0	N/A	N/A	N/A
2015	1	100.0%	100.0%	100.0%
2016	0	N/A	N/A	N/A
2017	1	100.0%	100.0%	100.0%
2018	0	N/A	N/A	N/A
2019	0	N/A	N/A	N/A
2020	0	N/A	N/A	N/A
2021	0	N/A	N/A	N/A

**Note: Starting with the Fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts.*

4. Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2011-2012	9
2012-2013	4
2013-2014	5
2014-2015	2
2015-2016	5
2016-2017	2
2017-2018	3
2018-2019	1
2019-2020	4
2020-2021	1
2021-2022	1
2022-2023	2

5. Table 5. Breakdown of Degrees Awarded by Recipient Demographics

Table 5.a by First Generation/Non-First Generation

College Year	First Generation	Non-First Generation	Grand Total
2011-2012	44.44%	55.56%	100%
2012-2013	25%	75%	100%
2013-2014	40%	60%	100%
2014-2015	50%	50%	100%
2015-2016	60%	40%	100%
2016-2017	50%	50%	100%
2017-2018	66.67%	33.33%	100%
2018-2019	100%	--	100%
2019-2020	50%	50%	100%
2020-2021	100%	--	100%
2021-2022	100%	--	100%
2022-2023	50%	50%	100%

Table 5.b by Pell Status

College Year	Pell Recipient	Non-Pell Recipient	Grand Total
2011-2012	55.56%	44.44%	100%
2012-2013	50%	50%	100%
2013-2014	40%	60%	100%
2014-2015	100%	--	100%
2015-2016	60%	40%	100%
2016-2017	100%	--	100%
2017-2018	100%	--	100%
2018-2019	100%	--	100%
2019-2020	75%	25%	100%
2020-2021	100%	--	100%
2021-2022	100%	--	100%
2022-2023	100%	--	100%

B. Appendix B. Graduate Degree Programs (N/A)

C. Appendix C. Faculty

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	4	0	0.5	0.0	0	4.0
2014	4	1	0.0	0.0	0	5.0
2015	4	1	0.0	0.0	0	5.0
2016	5	0	0.5	0.0	1	6.0
2017	5	0	0.0	0.0	1	6.0
2018	5	0	0.5	0.0	2	7.0
2019	5	0	0.0	0.0	2	7.0
2020	5	0	0.5	0.0	2	7.0
2021	5	2	0.0	0.0	2	8.7
2022	5	3	0.0	0.0	0	7.8

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

D. Appendix D. Faculty Curriculum Vitae (organized in alphabetical order by last name)

E. Appendix E. Resources

See Section VI.

State Support

Year	State OE (Including Travel) (1)	Student Assistants (1)	Professional Development (1)	Total State Support	CSFPF Accounts (2)	Comments
AY 18/19	\$14,500	\$11,500	\$3,000	\$29,000	\$33,457	
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(1) Fiscal year allocations

(2) Balance as of June 30th of the fiscal year.

Non-State Funding

Foundation Accounts -California State Fullerton Philanthropic Fund

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		<u>\$33,456.79</u>	<u>\$37,097.74</u>	<u>\$48,917.07</u>	<u>\$43,700.74</u>	<u>\$44,456.70</u>

F. Appendix F. Long-Term Planning

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline, the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g., graduation rates, faculty composition, FTES enrollment), determine how they inform and influence the long-term goals of the department or degree program.

Our long-term plans and budget needs are discussed in the text of this self-study.

1. Introduction and Guiding Principles

ASAM is engaged in significant department development and the PPR provides an opportunity for the department to conduct baseline assessment and evaluation of all department activities. PPR documents including this report and the external review committee report in particular provide the department with significant insight into possible paths forward. This planning process will continue next year when two of our senior full professors will return from leave. We will be better able to engage with a thoughtful planning process with all of our faculty present.

The draft long-term plan below identifies three key areas: **Guiding Principles** (why, what, and how we do what we do), **Challenges** (what is preventing us from fulfilling our purpose), and **Plan** (what we intend to do to meet those challenges, fulfill our purpose, and how will we know we have done so).

2. Guiding Principles

ASAM has identified key guiding principles to define the planning process: Department vision, mission, core values, goals, and student learning outcomes. These are further expressed through course-level goals and student learning outcomes. By using these guiding principles to focus our efforts we will also be able to align our plans with HSS and CSUF strategic plans and initiatives.

Vision The vision of the Asian American Studies Program is to achieve and sustain social justice for all, with a specific focus on Asian and Pacific Islander Americans.

Mission The mission of the Asian American Studies Program is to realize the program's vision through creating knowledge, teaching, and serving Asian and Pacific Islander Americans.

Core Values

- Health and Happiness.
- Playfulness.
- Kindness, Compassion, Open-Mindedness, Love, and Care.
- Simplicity, Clarity, and Transparency.
- Advocacy and Independence.
- Ethos of Humility

Department Goals

- To promote study and research by, for, and about Asian and Pacific Islander Americans.
- To teach students about the experiences of Asians and Pacific Islanders in the US and in the world.
- To teach students critical thinking and communication skills.
- To prepare students for social and community engagement.
- To advance social justice for Asian and Pacific Islander Americans.

Student Learning Outcomes

- Acquire knowledge of the historical and contemporary experiences of Asian Americans and Pacific Islanders.
- Demonstrate competence in using multidisciplinary and interdisciplinary perspectives in the study of Asian Americans and Pacific Islanders.
- Demonstrate the ability to think critically about the issues and concerns of Asian Americans and Pacific Islanders.
- Demonstrate the ability to synthesize new ideas bringing together experience and theories.
- Communicate clearly, effectively, and persuasively, both orally and in writing.
- Work effectively as a leader or as members of a collaborative group to achieve a goal.
- Demonstrate the ability to apply concepts toward creating social change affecting Asian Americans and Pacific Islanders.
- Acquire experience in civic engagement or service-learning.

3. Challenges

Three key environmental factors impact and will impact ASAMs capacity to meet department responsibilities.

- A. Department Capacity
- B. Leadership Capacity
- C. Environmental Factors

A. Department Capacity

The department continues to increase and stabilize capacities to provide student learning, scholarship, and service outcomes. Aligning capacity with expectations remains a challenge as external forces have expectations based on presumed existing capacity. Additionally, expectations of fully functional and operational procedures working well ignore the reality that the department and university does not have operational stability since the pandemic. This creates a misalignment of expectations with actual capacity that has created and continues to heighten operational stress and administrative breakdown at the University level.

B. Leadership

The chair position remains unsustainable. While ASAM has been engaged in a process of identifying roles and responsibilities of the chair and faculty, the chair position defined by the University remains too broad and not in alignment with realistic expectations of what a chair can do. The misalignment of expectations and actual capacity of the chair creates a cycle of burnout and disillusionment. While efforts have been made to manage expectations and provide sufficient training by the College, the position remains too vaguely defined and enables excessive exploitation of chair labor.

C. Environmental Factors

Area F/Ethnic Studies - The challenges of Area F and other external factors have highlighted the importance and necessity for sustainable department development. To meet current challenges and emergent situations, ASAM current long-term plans in alignment with ASAM guiding principles, focus on department and faculty capacities and expertise toward achieving dept. goals, student learning outcomes. This systemic approach creates a foundation for the current and future faculty to teach and and graduate increased numbers of majors and minors. The rapid institutionalization of ethnic studies in K-12, community colleges, and four-year institutions is misaligned with existing capacity to provide the necessary expertise and support. The environmental factor of broad expectations of ethnic studies faculty and departments stretches the department from being an academic department to a provider of DEI services to the university.

University Stability. The number of interim senior leadership on campus and cross-campus creates inherent uncertainty about how and who will implement campus plans and the expectations of the department drawn from these plans.

Staffing. Staff shortages remain a concern. The accelerating departure of staff and failure to hire replacements threatens baseline university operational stability. Continuing staff shortages at all levels, within our administrative cluster, the college, and the university creates operational instability and uncertainty.

4. Plan

ASAM's long-term priorities are: (see Section I.C.)

- Students - teach and support students to learn and graduate
- Faculty - enable and foster faculty growth
- Department - create capacity and expertise for sustainable growth
- Community - engage with community partners

Planning Principles

Long-term plans to develop sustainable capacity and expertise enables the implementation and achievement of short-term plans and activities. Faculty and the department require the expertise, experience, and capacity to create and implement long-term plans.

ASAM is developing committee structures which inform the effort to simultaneously identify the work of the department and the baseline roles and responsibilities of faculty. Through accomplishing this baseline organizational development, both the department and faculty will be enabled to achieve dept goals and student learning outcomes despite ongoing disruptive challenges listed above.

ASAMs long-term planning has adopted the PPR seven-year cycle. This AY 23-24, we have two senior full professors who are on leave (Yee and Noh) and three newly hired (2021) untenured faculty. Next year AY 24-25, all faculty will be active and we will have fuller capacity to engage with long-term planning. The outcome of the PPR including the external review committee report will provide the department with a more robust foundation to develop our strategic plan.

PPR instructions indicate three focus areas: *student learning, scholarship, and service outcomes.*

Year 1 Baseline Assessment and Evaluation

Complete PPR, incorporate PPR process with defining department governance including identifying committee structures and charges that will enable short-term activities (See Section I.C.)in support of identified long-term priorities (see Section I.C.).

Year 2 Strategic Planning

Review PPR, completed governance documents to define five-year plans by scheduling short-term activities (See Section I.C.). Align short-term activities organized by committee to three key areas: student learning, scholarship, and service. Consider additional key areas, e.g. community engagement. Identify measures that document achievement of goals in each key area: *student learning, scholarship, and service outcomes*.

Year 3-7 Implementation

In Year 3-7, the department under guidance of the chair will use the strategic plan to identify annual priorities and goals.

AY 23-24	24-25	25-26	26-27	27-28	29-30	30-31	31-32
Year 1	Y2	Y3	Y4	Y5	Y6	Y7	Y1
PPR	Strategic Planning	Implementation 5-Year Plan					PPR

Draft Outline of Strategic Plan

By AY 31-32, ASAM will advance our mission, maintain core values, and achieve department goals and student learning outcomes through:				
	Priorities	Strategies and Activities	Existing Measures	New Measures
	See I.C.	See II.E.	See II.	
Student Learning				
	Students - teach and support students to learn and graduate (See I.C.)	Curriculum and committee-based, to be determined in strategic plan and annual retreats	FTES, number of measures, graduation rates	Alternative measures of student impact
		See II.E.		

		Preliminary: Increase number of minors Increase number of majors FTEF/FTES/SFR Increase number of TT faculty		
Scholarship				
	Develop faculty growth through intellectual, pedagogical, and creative activities. (See I.C.)	Faculty/committee-based, to be determined by faculty development plans and annual retreats Increase number of TT faculty Continue supporting faculty to complete activities to meet standards for tenure and promotion	Faculty retention and recruitment, promotion and tenure	To be developed: Alternative measures of impact of faculty and department
Service				
	Continue developing capacity and expertise to manage department activities; sustainable growth (See I.C.)	Committee/chair-based, to be determined in strategic plan and annual retreats	Governance document, committee annual reports, department annual report, chair's annual report. Strategic Plan updates	Documentation of annual retreats
		Develop alternative measures of ASAM impact on student learning (e.g. student survey, narratives, etc.) Develop faculty development plans and processes		To be developed Definition and implementation of leadership development

		<p>Increase number of TT faculty</p> <p>Identify</p> <p>Identify, develop, implement leadership development</p> <p>Identify and manage environmental factors</p>		<p># of TT hired</p> <p>Identification and description of impact and response to environmental factors</p>
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