De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name
   Physics

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

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

   The feedback has allowed our department to confirm and address the inequity in student success amongst students of different backgrounds. The feedback provided data to help us directly address targeted students by developing strategies to increase student equity.

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

   Since hiring a FT physics lab technician we've had to the opportunity to improve the quality of lab instruction. Our lab technician has organized the lab equipment according to the lab courses, has made multiple equipment repairs, and has developed an equipment inventory. She continues to work with the physics faculty by coordinating the lab schedules for the entire quarters. As mentioned before, this position was essential in improving student equity in physics and STEM. Once again, the department is grateful to the RAPP committee and our PSME Dean for supporting us in getting this position.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?

Student success	Help students succeed in the physics series	FT and PT faculty and lab technician	Faculty and lab technician	Lab reports and exams	Grading and evaluating the lab reports and exams	Significant improvement in student learning of concepts/theories/prin
Physics Associate degree for Transfer	Program a transfer program in physics for student	Zuleyha Yuksek (FT instructor)	Curriculum coordinator/committee	Curriculum deadlines	After implementation we will count number of students obtaining transfer degree	None yet. Waiting to implement the degree program.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review. *Goals not changing*

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Obtaining the Laboratory Technician position has made a significant improvement to the physics department but most importantly for student equity and success. This position was critical for instructional lab support and maintaining the lab equipment and essential in improving student equity in physics and STEM. We have complete lab equipment setups for all the physics labs and has significantly improved the hands-on lab experience and understanding of the theories and laws.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

   Having a lab technician has enabled for students to get real-time assistance in setting up the equipment and repairs during the lab. It has also reduced the number of students per setup that now allows more one-to-one interaction between lab partners. This has significantly and positively impacted the under-represented students in STEM majors who are often more affected by not having direct assistance during the lab sections.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Examine new, previously un-encountered problems by critically analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics.
Method of Assessment of Learning Outcome (please elaborate)	As assessment tools we used selective new un-encountered problems on the lecture final. Assessment was then based on the scores obtained on these selective problems on an individual and overall class basis. The following problem on the lecture final was used as an assessment: Two equal masses each of a given mass 'm' connected together by a string of length 'L' both as a system are in free-fall radially inwards towards a planet of mass 'M'. Calculate the tension force in the string.
Summary of Assessment Results	15% of the class was able to solve the problem correctly, 50% did acceptably well, and 35% did not perform well, 35% of the class needed to

	improve their analytical and problem solving skills, 65% success was acceptable for the class, but not outstanding
Reflection on Results	Areas for improvement would be to further help students develop their analytical and problem solving skills using the principles/laws/theories of classical mechanics. The results are typical in this type of class and reasonably acceptable considering the size of the class.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Early student intervention, tutoring, recitations and referring students to academic support programs.

Please email this form to your dean/manager.

10. Dean Manager Comments:
The Mathematics Department continues to show strong leadership and a clear focus on student success and equity. They've done a good job responding to RAPP feedback by better connecting teaching practices, assessment, and data, and by being more clear about program needs.
There's been nice progress in coordinating curriculum across sequences using approaches that are helping support disproportionately impacted students and reducing reliance on high-stakes exams. They have also created several new courses that will be offered next year, including some non-credit courses. Math is also has been innovative in trying weekend classes and year-long dual enrollment classes in two high schools.
At the same time, high demand, seen in very high fill rates and waitlists, highlights the need for more full-time faculty. While the department has managed well with part-time support, this continues to create challenges.
Overall, the department is in a strong position and moving in the right direction, but additional full-time hires will be important to sustain quality and meet student demand.

11. Vice President/Associate Vice President Comments:

The Physics Department continues to demonstrate strong instructional quality and meaningful progress in advancing student equity and success. The hiring of a full-time physics laboratory technician has significantly strengthened hands-on instruction, improved equipment access, and enhanced the overall learning environment across all lab sections. This investment has reduced barriers for underrepresented students by increasing real-time instructional support and improving lab-to-student ratios. Faculty continue to focus on strengthening analytical and problem-solving skills through early intervention, tutoring, and recitation support. The planned development of a Physics Associate Degree for Transfer will further strengthen student pathways into STEM transfer programs.