De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name : Geography

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

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

    The Department has diligently reviewed and acted upon areas for improvement identified in
    the recommendations provided by the RAPP members.

    RAPP noted the high success rates for our students. To sustain and enhance this
    achievement, the Department critically needs a Full-Time Faculty member. Full-time
    personnel can devote more qualitative time to the Department's advancement and provide
    greater availability and leadership for geography-related clubs. The current reliance on Part-
    Time faculty prevents the Department from functioning at its full capacity. The recent
    retirement of the only Full-Time member has significantly impacted the Department by
    reducing the number of course offerings and limiting participation in campus initiatives
    (villages, clubs, curriculum development, and shared governance).

    RAPP members inquired about the Geography Program's connection to Transfer, Degrees,
    and General Education (GE). All subjects taught within the Department of Geography are
    UC and CSU transferable GE classes. Furthermore, the new Introduction to Geographic
    Information System course, set to be introduced in Fall 2026, has already attained UC
    Transferability status.

    In response to RAPP's inquiry about De Anza Connect, faculty not only utilize it for student
    outreach but also leverage Canvas email and Zoom. This multi-channel approach and use
    of multiple reminders are designed to maximize student engagement and contribute to the
    high level of student success.

    RAPP acknowledged the Department's focus on Regular and Substantive Interaction (RSI)
    training. Faculty continue to apply this training in their courses and regularly participate in
    Professional Development sessions to ensure course content is current and instructional
    methods are updated and accessible.

    To reduce student costs and attract a more diverse student body, the Department is
    exploring Open Educational Resource (OER) Textbook options. Faculty members are also
    proactively developing custom OER textbooks to ensure they are optimally aligned with the
    course curriculum.

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

We have secured an Adjunct Faculty member who joined us in Winter 2025. This individual is helping us expand our offerings, alongside the adjunct faculty member currently serving in the Chair role on a stipend.

A significant departmental focus is on curriculum accessibility. Our faculty are currently authoring Open Educational Resource (OER) textbooks to reduce student costs and ensure materials are readily available.

Looking ahead to Fall 2026, we have two exciting course additions:

- The new Introduction to Geographic Information System (GIS) course has received Curriculum Office approval and is scheduled to be launched. This course is approved for UC transferability and will positively help students with their learning path.
- We plan to reintroduce the Geography of California course, offering it as a non-credit option.

Our foundational mission remains the same: providing courses that focus on General Education (GE) for student transfer.

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?
Need to Hire Full Time Faculty	The Department has an urgent need for full time faculty in order to no only teach classes but also help the department with participation in villages,	Adjunct Faculty	Division Dean		The goal has been to ensure smooth functioning of the Department	In the absence of a full time faculty an adjunct faculty member is performing Chair Duties for a stipend and an adjunct faculty member has been hired

	clubs and curriculum development					
De Anza Connect	The faculty use De Anza Connect to reach out to students and increase student success rates	Department Faculty and De Anza Connect	De Anza Connect	Student participation in assignments and student success in the course	Student success rates statistics have been used to monitor progress in student success rates. Meetings held with Department Faculty remind them to use De Anza Connect	More reminders have been provided to students for assignments. Attempts have been made to reach out to students who have missed deadlines.
Regular Substantiative Interaction (RSI)	All faculty teaching online and hybrid courses need to be RSI trained	Faculty and Department of Online Education	Department of Online Education	Faculty receive certification upon completion of RSI training.	RSI training has been considered necessary to increase accessibility and improve student success rates	Faculty have made changes to the course curriculum based on what they learnt from the training to improve course accessibility and higher course success rates.

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

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Free or low cost material	The classes taught will try to use low cost textbooks or OER Textbooks in order to increase accessibility	Faculty	Library	Some faculty are already starting to use low cost or free materials while others are developing OER textbooks to make their classes more accessible and reduce costs for students	In the coming year we want to see more courses under the department listed as OER or low cost courses ensuring smooth transfer to GE, UCs and CSU.
Non credit courses	In order to reach out to all sections of the society the department wants to introduce non credit courses to see if enrollment can be increased	Faculty	Curriculum Department and Division Dean	Enrollment statistics will be used to monitor progress	Once non credit classes start in Fall 2026 enrollment data will be used to access achievement of the goal. That will also guide offering of the course in future quarters.
Introduction of new courses, namely, Introduction to Geographic	This course that the department plans to introduce will improve employability	Faculty		Enrollment in the course and student success data will be used	Student success rates and enrollment data will be used to assess

Information System.	of students who are enrolled. This we hope to see this course increasing enrollment in the Department			to monitor progress.	achievement of the goal. Smooth transfer to UCs.

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?

   The Department is currently operating without a Full-Time Faculty member, a deficit that has adversely affected departmental participation in key institutional areas, including villages, clubs, De Anza Connect initiatives, and the Academic Senate. The presence of a Full-Time Faculty member is crucial, as this position would enable greater involvement in community outreach, which, in turn, could significantly aid efforts to attract more Filipinx, Latinx, Black, and Low-Income students. Recognizing the risk of program stagnation due to this gap, RAPP also affirms and acknowledges the critical need for a Full-Time Faculty hire.

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.

   The Department has repeatedly requested a Full-Time Faculty member, a necessity amplified by the fact that three out of our four adjunct faculty members are either remote or employed at other institutions or both. Consequently, only one dedicated Adjunct Faculty member is currently trying to meet departmental requirements like teaching classes with a face-to-face component, chair duties, attending Open Houses, and participating in Division initiatives focused on the maintenance of equity and equality. The absence of a Full-Time hire has already negatively impacted course offerings; the number of classes taught dropped from seven in Spring 2024 to six in Spring 2025 due to a lack of available faculty, which has adversely affected enrollment. Hiring a Full-Time Faculty member would be pivotal, not only allowing the Department to increase course offerings but also enabling greater participation in campus leadership positions and crucial community outreach activities.

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)	SLO for Geo 1 : Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment
Method of Assessment of Learning Outcome (please elaborate)	The learning outcome has been assessed using a written objective test comprising both Multiple Choice Questions and True or False items. This method is highly effective for efficiently measuring the breadth of knowledge and understanding across the entire curriculum ensuring fairness and reliability in scoring. Total points possible for the assignment was 10.
Summary of Assessment Results	All 48 students submitted the assignment. 38 students performed above expectation. 9 students met expectation. 1 was below expectation.
Reflection on Results	The assignment was on Air Temperature which is an essential component and indicator of major earth processes particularly related to atmosphere and climate. It is a variable that is both driven by and drives fundamental interactions within the earth system. The students were asked to answer questions based on key elements related to the concept of air temperature like the layers of the atmosphere and their characteristics, temperature scales, factors affecting atmospheric temperature, global temperature zones, ozone and global warming. Most of the students exhibited a strong knowledge of the topics listed above.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	After observing the performance of students, I have decided to cover the topics that most students have missed in more detail and providing them more accessible reading material and videos on the topics. The evaluated class is an asynchronous online class. I will try to reach out to more students who have met expectation or are blow expectation and request them to attend zoom sessions to get their doubts clarified. I have already incorporated online discussion sessions with peers on topics in the chapter and in future I plan to include more of the topics where students exhibit that they need more detailed discussions.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Geography program is currently operating without a full-time faculty member, which significantly limits its capacity for growth, innovation, and long-term planning. While the department continues to offer course sections through the dedicated efforts of part-time faculty, this staffing model necessarily prioritizes course delivery over program development, assessment, and strategic engagement.

The absence of full-time faculty constrains the department's ability to set and achieve measurable outcomes related to curriculum enhancement, enrollment growth, program review initiatives, and interdisciplinary collaboration. Although there may be opportunities for broader engagement, it is not realistic or sustainable to establish ambitious programmatic goals without a full-time faculty member who can provide consistent leadership, coordinate assessment, develop curriculum, and steward the program over time.

At present, departmental efforts are focused on maintaining instructional continuity and ensuring that scheduled sections are staffed and supported. Part-time faculty are performing essential instructional work; however, the current reliance on contingent staffing places the program in a maintenance mode rather than a growth or innovation phase.

The hiring of a full-time Geography faculty member would be a critical investment in the program's stability and future viability. With full-time leadership in place, the department would be better positioned to engage in meaningful program planning, strengthen learning outcomes assessment, pursue interdisciplinary and community partnerships, and explore new instructional modalities aligned with institutional priorities.

11. Vice President/Associate Vice President Comments:

The Geography Department continues to deliver strong student success outcomes and high-quality transfer-level instruction. All Geography courses are UC and CSU transferable and serve as General Education requirements, supporting broad student access and transfer pathways. The upcoming launch of Introduction to Geographic Information Systems will further strengthen employability and academic preparation. Faculty commitment to Regular and Substantive Interaction, De Anza Connect outreach, and development of Open Educational Resource textbooks reflects a strong focus on accessibility and student engagement.