De Anza College

Program Review – Annual Update Form: PHOTOGRAPHY

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

   Mission: RAPP asked us if we should Include transfer/CTE in our statement.

   Our students develop the technical, critical and practical skills required to succeed in this constantly challenging and changing medium. De Anza alums have gone on to careers in advertising, editorial work, photo illustration, fashion, architecture and product photography. *We specialize in transfer degrees and workforce training as a CTE program.*

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

One of our goals, "Hire a full-time faculty member" needs development and specificity. We have successfully hired Lisa Teng as our full-time hire, and here is our revised goal:

Our full-time hire in Photography strives to provide excellent instruction to students and support to part-time faculty so that students gain skills, earn certificates, and degrees, and transfer to four-year institutions to pursue their majors.

Our second goal to "market photography courses and connect to requirements in other disciplines" should be revised to: "increase visibility of Photography courses, certificates, workforce skills and degrees to more students through marketing and showcasing students' photography."
   - Create three mirrored noncredit courses (PTGH 2, 54, 6) and make these classes available for free for students and community members. As part of this process, we will create a new non credit certificate, titled "Photographic Entrepreneurship."
   - Plans to collaborate with the California History Center to exhibit students' photographs for the April 26, 2025 Taste of History **event: "Future of the Past."**

We are adding a third goal which is to "Update and restore equipment for optimal use by students in order to provide an industry-standard learning environment."

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

   - We have successfully hired a full-time faculty member in Photography. See question #2.
   - The Photography department participated in the CTE Open House event in Fall 2024 which increased visibility of our program.
   - The Curriculum Committee approved our noncredit courses to move forward in eLuman.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

- This next academic request for resources will include new computers for A-92 since they were donated from Graphic Design in 2018. They are now out of date and not ideal for innovative and current instruction in our digital photography classes.
- Other than new resource requests to update our technology, we are on track with our goals which will have a positive impact on student enrollment and success.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?
   - Since Photography is a CTE program, we are very well supported by Perkins and Vins Chacko's support. Students benefit enormously from our ability to use Perkins funds for equipment purchases.
   - We continue to rely on the expertise of Chia Wen, the full-time technician
   - We are already seeing the positive effects of having a full-time, dedicated instructor.
   - Large companies are no longer making new SLR or DSLR cameras which makes it difficult if one of our cameras is broken because it may be too expensive to repair. As a result, the department has created stricter protocols for students borrowing equipment while still making the resources available for equity purposes.
   - We have collaborated successfully with the Graphic and Interactive Design department in our joint annual Advisory Board meetings.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?
   We have temporarily lost access to A-92, the classroom we use for digital photography due to the Flint Center demolition. We have had to offer these courses fully online, but the full-time faculty has been able to make photography accessible and equitable by allowing online students to borrow equipment and to even use their iPhones if they cannot come to campus. Part-time faculty cannot provide this service to students due to the extra burden on the technician and the faculty member.

   We look forward to having access to A-92 next year so that we can shift online modalities to hybrid in order to possibly help low income students use equipment to address the disproportionate impact.

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

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

Learning Outcome (SLO, AUO, SSLO)	Basic Photography: Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.

Method of Assessment of Learning Outcome (please elaborate)	Method of Assessment
	
	Students' ability to demonstrate a working knowledge of wet darkroom processes will be assessed through:
	
	1. **Hands-On Projects**
	    o Students will complete a series of projects that require them to shoot photographs using a 35mm film camera, process their film, and create photographic prints in the wet darkroom. Each step will be monitored for proper technique and understanding.
	2. **Process Documentation**
	    o Students will document their workflow, including camera settings, film exposure details, development times, and printing notes. This documentation will be reviewed for accuracy and comprehension.
	3. **Final Portfolio Review**
	    o A curated selection of darkroom prints created by the students will be evaluated for technical proficiency (e.g., exposure, contrast, cleanliness) and artistic quality (e.g., composition, creativity).
	4. **Skill Demonstrations**
	    o Students will be required to perform key steps of the darkroom process (e.g., loading film into a development tank, mixing chemicals, creating test strips, and making final prints) under instructor observation to ensure hands-on mastery.
	5. **Peer and Instructor Critiques**
	    o Regular critique sessions will provide feedback on the effectiveness of the students' processes and the quality of their work, fostering an understanding of professional standards.
	6. **Weekly Quizzes and Midterm Assessments**
	    o Weekly quizzes and a midterm exam will test students' theoretical knowledge of darkroom processes, chemical safety, and camera operation techniques. These assessments ensure that students understand both the practical and theoretical aspects of the subject.

Summary of Assessment Results	Most students successfully demonstrated their ability to work with wet darkroom processes by completing hands-on projects and skill demonstrations. They showed they could process film, handle chemicals safely, and create quality prints. The final assignment reflected strong growth in both technical skills and artistic expression. Weekly quizzes and the midterm showed that students had a solid grasp of theoretical concepts like chemical safety and camera operations. Peer and instructor critiques played an important role during and at the end of the quarter by giving students valuable feedback and encouraging improvement. Overall, the results

	show that the hands-on, project-based approach is working well to help students meet the learning goals.
Reflection on Results	Students showed strong growth in their technical and artistic skills through hands-on work, as seen in their final assignment. However, some struggled with the theoretical concepts, which was reflected in the quiz and midterm results. Going forward, we can focus on blending theory with lab work and providing more personalized feedback during critiques to help students better connect the two. Overall, the hands-on approach is effective, but there's room to strengthen the balance between practice and theory.

Strategies Implemented or Plan to be Implemented (aka: enhancements)	1. **Integrating Theory with Practice**
	   o Incorporate discussions of theoretical concepts during lab sessions to help students better connect classroom knowledge with hands-on work.
	2. **Enhanced Feedback**
	   o Provide more personalized feedback during the lab time and critiques to address individual challenges and support growth.
	3. **Supplementary Resources**
	   o Offer additional learning materials, such as tests made by instructors, videos found online or made by instructors or revising existing lab guides, to reinforce theoretical knowledge.
	4. **Peer Collaboration**
	   o Encourage peer reviews on Canvas and during in-person critiques to foster collaborative learning and enhance understanding.
	5. **Targeted Review Sessions**
	   o Provide weekly office hours for students to ask questions and clarify material learned each week.
	   o Offer study guides for midterm to address common areas of difficulty.
	6. **Swapping Assignments**
	   o Periodically revise assignments based on student reflections and feedback to ensure they remain relevant, engaging, and effective in meeting learning outcomes.
	7. **Question of the Week**
	   o Introduce a weekly question tied to the pre-recorded videos, such as:*"What is one key takeaway from this week's video that you'll apply in the lab, and why is it important?"*
	   This encourages students to watch the videos and reflect on how the material prepares them for lab work.

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

8. Dean Manager Comments: Lisa Teng is a testament to the importance of hiring full-time faculty who have the time to dedicate themselves to the sustainability and development of programs. Photography is doing so well as a CTE program under Lisa's new leadership and technician, Chia Wen's, faithful passion for this department. I appreciated the opportunity to collaborate with Lisa on this program review reflection since it was an excellent learning opportunity for me. I appreciate Lisa's work to increase the mirrored noncredit offerings and an exciting new noncredit certificate for students. I'm excited to work with Lisa and to support her work as a full-time faculty member going through tenure, who is also the Chair of her department and the lead for the CTE program.