

Comprehensive Program Review

Contributors

Please list the name of the individual submitting the form and contributors to the submission.

Kristin Skager

A. Department Information

Mission

Please enter your department's mission statement here.

Our students develop the **technical, critical and practical skills** required to succeed in this constantly challenging and changing medium. De Anza alumni have gone on to careers in **advertising, editorial work, photo illustration, fashion, architecture and product photography.**

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The department's vision connects to De Anza's overall mission for students to "develop their intellect, character, and abilities." Photography "engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's [Institutional Core Competencies](#)," such as communication and expression and critical thinking. In fact, Photography provides the skills to work creatively and think critically while learning deeply about visual and cultural literacy.

Photography is a requirement for degrees in Film/TV, Graphic Design, Art History, Liberal Arts and Journalism. Photography is integral to other programs of study as an elective.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Full Time Faculty Member	Hire a full-time faculty member	Interim Dean of Creative Arts	hiring committee, VP of Instruction and President, FHDA HR	Increase visibility of Photography classes for students	Board approval; photography marketing in village space	Same + increase in enrollment
Program Visibility	Market Photography courses and connect to requirements in other disciplines.	Interim Dean, Creative Arts	Photography Faculty, staff	Village announcements; events	Website updates, flyers, communication, visibility	Enrollment measures, surveys to students

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

Noncredit courses have helped enrollment; Foothill College is planning on offering courses in dark room photography that may negatively effect our enrollment.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends						
Creative Arts - Photography-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	945	930	909	838	792	-16.2%
Enrollment	1,143	1,089	1,069	1,042	998	-12.7%
Sections	40	40	35	67	73	82.5%
WSCH	1,707	1,686	1,608	1,523	1,459	-14.5%
FTEs (end of term)	114	112	107	102	97	-14.9%
FTEF (end of term)	3.2	3.2	2.9	3.2	3.0	-6.2%
Productivity (WSCH/FTEF)	532	521	547	473	485	-8.9%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Much like other departments across campus, we are experiencing a decline in enrollment. We started offering non credit courses in 21/22, so our section numbers have increased. We manage enrollment by shrinking our course offerings when necessary. Like most departments, we held steady during the pandemic with online offerings, and we have reached a leveling off in 22/23. We hope to see a gain in enrollment in 24/25. Our mirrored non credit courses have been very popular.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6jss3W0Jg?e=1ybpMY>).
- Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

In 2021, the field of Photography supplied 8,281 jobs; in 2026, it's projected that the field will offer 1% fewer jobs (8,193). It looks like the job market is steady but not growing.

The Advisory Board met on Thursday, June 13, 2024. Here are the recommendations and observations from the department and the board:

- The department could develop a new non credit class called Photographic Entrepreneurship to be added to a Certificate where students can produce work and potentially run their own business. This may also apply to design students where photo work may be combined in their design projects.
- Students might receive a free Pro Account from SmugMug to help kickstart a career and business for these students.
- Request for lighting accessories. We hope to get a dark room and a studio for the art department just like the AT101 room.
 - Student demand for Illustration Certificates.
- A few existing courses should add a mirrored non credit version, such as Photo 7.

D. Course Success

Course Success | Photography-DA

Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Measures: Enrollments and Course Success Rate and Success Count

Measures	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	1,143	74%	849	1,089	77%	842	1,069	78%	831	1,042	74%	773	998	80%	7

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

The department has explored ways to loan students cameras and equipment so that these expenses are not a barrier to students with financial need. We see an increase in success from 2018-19 (74%) to 2023-24 (78%). This is promising, and I will work with the department to ensure students can continue to borrow equipment. Online students, however, do not have this opportunity due to issues with returning equipment, so perhaps there is a way to ensure online students have access. A new FT faculty member will start in Fall, 2024, and we are excited to see how a dedicated instructor will support the program. Exploring success rates for individual courses, it is interesting to see the difference in success for Photo 1 (beginning black and white) and Photo 2 (intermediate) with success in the last year at 79% vs. 71% respectively. The department might explore curriculum in intermediate black & white photography to make improvements. Notably, Photo 4 (Introduction to Digital Photo) has a success rate of 71% in 23/24. The department might explore offering more of these sections as hybrid, rather than fully online after the Flint Center demolition is completed.

Course Success with Disproportionate Impact (credit and non-credit)

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), be sure to select a college, division, department or course, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Blue:

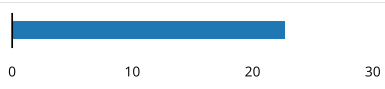
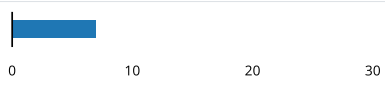
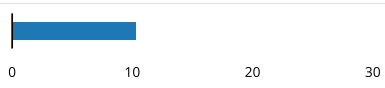
Student groups experiencing a negative percentage point gap that is not statistically significant

Tan:

Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Limits: 2022-23

Disproportionate impact table

Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
	All Students (Photography-DA, 73 sections)	998	80%	80%	0		
Gender	Female	489	82%	78%	+4		
	Male	483	79%	81%	-2		9
	Non-Binary	0		80%			
	Unknown gender	26	58%	80%	-23		6
Race/Ethnicity	Asian	363	82%	79%	+3		
	Black	35	77%	80%	-3		1
	Filipinx	94	84%	79%	+5		
	Latinx	239	74%	81%	-7		17
	Native American	1	100%	80%	+20		
	Pacific Islander	7	100%	80%	+20		
	Unknown ethnicity	67	85%	79%	+6		
	White	192	79%	80%	-1		3
Veteran	Not Veteran	987	80%	73%	+7		
	Veteran	11	73%	80%	-7		1
Foster Youth	Foster	2	50%	80%	-30		1
	Not Foster Youth	996	80%	50%	+30		
Income	Low Income	393	74%	84%	-10		41
	Not Low Income	605	84%	74%	+10		

¹The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students). In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

Regarding successful course completion rates by ethnicity, I see one statistically significant gap between all students and Latinx students at 74% vs 81%. Latinx students are one of the targeted groups which we strive to support to improve success rates overall. Culturally relevant pedagogy and the use of models as instructors, mentors, and photographer examples may help Latinx students see themselves more clearly in this field; instructors in this department might embed a sense of belonging for all ethnic groups in their classes. Low income students also have a negative course completion rate. Could this be the result of the expenses students incur in this field of student? Rentals are available but perhaps there are other supplies that the department is overlooking. Finally, students of an unknown gender also have a lower course success rate. Perhaps gender inclusive course materials could be integrated into the classes. Note that we cannot rent equipment to students in online courses. This could be an important factor to reconsider.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Inclusive teaching practices; community building and trust; help for financially vulnerable students through normalcy of equipment rental system and availability of free supplies; using models from culturally-relevant communities to show relevancy of field; personalizing instruction to include students' cultural and ethnic backgrounds.

Trends in Awards

Degrees and Certificates by Ethnicity | Photography-DA

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	Asian			2		
	Black			1		1
	Filipinx					1
	Latinx		2	4	2	2
	White			3		
Total		0	2	10	2	4
Credit Certificate-Transcriptable	Asian	4			1	1
	Black	1		1		
	Filipinx	1				2
	Latinx	2	3	2		1
	Unknown ethnicity		1			
	White	2	1		1	3
Total		10	5	3	2	7
Noncredit Certificate	Unknown ethnicity					1
	Total	0	0	0	0	1
Total		10	7	13	4	12

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

2020/21 was a strong year for students receiving Associate in Arts degrees in Photography. Perhaps the Pandemic and online course delivery made it easier for students to achieve this goal. The trend is rising though. In 2021/22, we offered 2 and in 2022/23, we offered 4. We are trending higher in offering the certificate, which is relevant because the certificate is useful for jobs. Perhaps we will continue to see a rise in noncredit certificate awards.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

We are able to offer all the classes needed for the certificates of achievement. Next year the closure of A-9 will effect the offering of in-person digital photography classes.

Staffing Trends

Faculty Workload

Faculty Workload For Program Review

Faculty Workload						
Creative Arts - Photography-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	1.0	0.0	0.0	0.0	0.0	-100%
Full Time %	31.6%	0.0%	0.0%	0.0%	0.0%	-100%
Overload	0.1	0.0	0.0	0.0	0.0	-100%
Overload %	2.9%	0.0%	0.0%	0.0%	0.0%	-100%
Part Time Load	2.1	3.2	2.9	3.2	3.0	43%
Part Time %	65.5%	100.0%	100.0%	100.0%	100.0%	53%
Total FTEF	3.2	3.2	2.9	3.2	3.0	-6%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

We need a full-time faculty hire in Photography to sustain and develop the program. We are deeply grateful to our full-time technician, Chia Wen, who has stepped up to do many tasks outside his job description since it has been several years without a full-time faculty hire. We also require student workers as tutors since the technology is challenging for students. The part-time faculty have also sustained this program, and they participate in department activities, such as the Advisory board, the student art show, scheduling, etc.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

n/a

As Interim Dean, I have not had the opportunity to meet as a division to work on assessment, but I plan to support this work in 24/25, especially with a new full-time faculty member.

Dean/Manager Comments

This report should be reviewed by the new FT faculty member who begins Fall 24 in order to write the reflection. I'm happy to help Lisa Teng with this endeavor. The Photography department is in excellent shape, and their mirrored non credit offerings are fantastic for students. It's also a successful CTE program.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.