I. **Program Description**

    A. What is the primary mission of your program (check all that apply):

3 Photography relies on a student's knowledge of basic reading, math, and writing. Assignments are given that incorpriate the use of these skills and all photography courses have, at minimum, advisories for basic skills.	Basic Skills	4 Photography maps to some of the ICCs.	Cultural and Personal Enrichment
1 100% of our courses are transferable and degree applicable.	Transfer		Academic Support/Learning Resources
2 We are a part of Career Technical Education.	Career/Technical		

    B. Program Description

           If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

              http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm

              CTE programs refer CTE Program Review Addenda reports *www.deanza.edu/gov/IPBT/resources.html*

1		# of Certificates of Achievement
	2 CTE has recognized the completion of these certificates.	# of Certificates of Achievement-Advanced

5 total: 2 A.A. degrees in Professional Photography, 3 A.A. degrees in Photographic Arts based on Institutional Research data provided (CTE only mentions the Professional Photography degree in its report)	# of AA, AS Degrees

2   If the program serves staff or students in a capacity *other that traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below:

a. How many people are served?

	# of Students		# of Staff
	# of Faculty		

b. Number of employees associated with the program?

	# of Students		# of Faculty
	# of Staff		# of Part-Time Faculty

II.   Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet".   Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm

1   Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	The targeted groups have increased from 273 students in 2007 to 299 students for 2009-'10. The success rate for these students has risen slightly from 70% to 73% over the same period. The department recognizes the continued attention needed to see growth and success for these student populations.

2   Trends related to closing the student equity gap relative to college's stated goals: (refer to *http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf*, p16)

Explanation:	• Diversity is represented by our faculty and staff: • Participation by faculty and staff in training to address equity concerns • Course curriculum review and development to address specific, targeted populations • Phtg.77x,y,z written for various topics including the interests of different populations including the targeted Latino/African/Filipino population. • Participation in campus wide discussion on the importance of success and retention for underrepresented populations • Involvement by faculty and staff to address the needs of students and provide or direct students to services for support.

3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See:

http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	Outreach to targeted populations can be improved. • We have developed a lecture series which has allowed us to invite speakers from diverse communities to share their work and experience (Michael Jang, Vicki Topaz, Andy Freeberg and others over the past 3 yrs.). • Our department web site will be undergoing reconstruction and it too can better address equity by showing and sharing the work of a wide range of populations including the targeted ones. • Continual review of course curricula to include examples of diversity. • One of the strongest areas of addressing the equity gap in photography (it is an expensive medium) is our ability to provide the majority of materials, chemicals, equipment and software for all enrolled students. Our Career Technical program and DASB have supported our department with funds to maintain an exceptional facility. We do have a lab fee ($20) for the majority of our classes, but this is very minimal when considering the overall cost of photography and what students are provided with and have access to, within our program and facility. • Individual class participation with the Euphrat Museum has occurred to expand the discussion of photography with diverse populations and varied mediums (Winter '11, April Banks visited Phtg. 4 class) • Shared ideas and discussions regarding methods to improve equity gaps will continue in our department, across our division, and as presented across campus.

4 Overall enrollment growth or decline of all student populations

Explanation:	We are serving 194 MORE students than in 2008-09 without the addition of more courses . We served 1,120 in 2007-08 and are now serving 1,565 students. We see waitlists for the majority of our courses.

B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	SLOAC addressed
Explanation:	March data on SLOs needs revision. It should be noted that we have 17 total master courses, 25 total SLOs, a total of 11 SLOs for Phase II and Phase III are complete, and 2 additional SLOs are in progress. We will have completed 100% of the SLOAC for courses we have offered by spring 2011.

C. Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

See: *http://www.deanza.edu/gov/IPBT/program_review_files.html*, "Program Review Reports, 2009"

Explanation:	• New courses in digital photography (Phtg.4, Phtg.5) are now being offered. These two courses require the use of the remodeled A-92 and the use of new computers, digital cameras and other digital peripherals (scanners, printers, etc.) purchased by the Photography Dept. with CTE and DASB funds. • We are retaining relationships with other arts and media disciplines by reciprocal course requirements in Film/TV, Graphics and Arts. • Important to stress the integration of photography in many areas and the necessity of visual literacy.

D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see "CTE Program Review Addenda" at:

Employment opportunities for Professional Photography graduates exist in design firms, with advertising agencies, and multimedia production companies. Many photographers are self-employed, independent artists. Individuals with a larger repertoire of technical skills and artistic ability have the greatest potential for securing employment. According to the California Employment Development Department's Labor Market Information data for San Jose-Sunnyvale-Santa Clara MSA, there are projected to be 27 combined annual openings for photographer and photographic processors for the period 2006-2016. However, the size of the labor market for photographers and digital imaging artists is considerably larger for the adjacent San Francisco-San Mateo-Redwood City MSA, with projections of 42 openings annually. The statewide occupational outlook for photographers for the period 2008-2018 is 350 annual openings and a growth rate of 7.1%. It should also be noted that the actual number of employment opportunities for individuals in the photography and digital imaging sectors is not fully captured by labor market projections as professions that include many self-employed individuals are not easily surveyed.

Identify any significant trends that may affect your program relative to:
1   Curriculum content,
2   Future plans for your program e.g. enrollment management plans.

	No significant change
Impact:	Continued technological development in the medium -- equipment and software. Although the medium has undergone major technological change, the essence of the medium, as a print image and visual language, remains. Our enrollment management and continued programming will address any shifts, but we do not foresee major adjustments other than the continual growth and incorporation of technology; it should be noted we have done this exceptionally well. We continue to have one of the best equipped facilities for the study of photography in the Bay Area.
Explanation:	Our curriculum has changed and grown over the past ten years as digital has become a major part of the medium. We have stayed current with film-to-digital equipment and both Photoshop and now Lightroom software; all has been addressed in course curricula. The medium has maintained traditional (wet darkroom) procedures as well as incorporating major digital methods. We are fully functioning with the use of both traditional and digital methods as seen at other CC, CSU and UC campuses.

E. *Career Technical Education* (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

	No significant change
Impact:	Our Advisory Board meets annually in either late May or June. Discussion always includes recognizable trends in the medium and opportunities for students. Course curriculum, internships and job opportunities are covered. Noted internships: Summer 2010 Menlo Music (K. Hsu), Spring 2011 Picture Element (J.Sa), and Mt. View Voice (N. Gonzales). Attention to our web presence is also addressed.

Explanation:	We have continually responded to the changing technologies of the medium. We offer courses covering the use of a digital camera, we have courses covering both Photoshop and Lightroom software and we've updated all courses and written new curriculum in a very effectual and timely manner. Students have access to the most current software and use of very sophisticated cameras, lighting, scanners, and other equipment. Our department web page highlights student work, course offerings, and faculty information. We are planning a re-construction of the web site to become more effective in serving students, potential students, and the community. Web site maintenance is a difficult process in terms of time and cost. CTE has been the support for the web site creation and maintenance over the past five years.

III Select IIIA or IIIB below:

Note instructions and materials for this section can be found at: *https:// www.deanza.edu/slo*

A. For programs whose primarily align to the Institutional Core Competencies, ICCs: attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s)

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

x	course-embedded		surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report *(Division Deans shall be sent that report)*. What percentage of courses that should undergo a SLOAC process are:

	NA	100% complete by spring '11 for courses offered	complete	2 remaining	in progress		scheduled to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Not all our courses are offered in a manner allowing assessment within the 2010-11 time frame. We will have completed 100% of the SLOAC for courses offered by the end of spring 2011.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:		plan/enhancement:	
summarize result:		plan/enhancement:	

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s):

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded		surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report *(Division Deans shall be sent that report)*. What percentage of courses that should undergo a SLOAC process are:

	NA		complete		in progress		scheduled to be assessed

3   Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:		plan/enhancement:	
summarize result:		plan/enhancement:	

Department Summary

IV.   **Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

     See: *http://www.deanza.edu/gov/IPBT/program_review_files.html*, "Program Review Reports, 2009"

V.   **Resource requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment**

A.   Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		Replace		Growth
Position:					
Department:				Contact person		extension

1   Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement:	

2   Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

3   If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4   Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

B.   As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: *http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf*

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

1	Rank	x	Replace		Growth
Item Description:		"B" budget			

Cost Estimate:	$8,748.00	
Contact person:	Diane Pierce	extension 8804

1.   Briefly state below how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

> This fund provides the repair and maintenance for student equipment used for checkout and lab and for the purchase of some small replacement items .

2.   Highlight FTE, PT/FTE ratios and WSCH that support your request below:

> see Program Review data - Photography

3.   If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4.   Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource to your program below:

> Criteria:

Dean's Summary

VI.   Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A.   Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		Replace		Growth
Position:					
Department:					
Contact person:				extension	

1.   In addition to the Department's rationale and from a <u>dean's perspective</u>, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2.   Address FTE, PT/FTE ratios and WSCH that support your request below:

3.   In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4.   It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

Criteria:

B. As applicable, list your requests for:
    Materials, "B" Budget, faculty refresh, Measure C equipment
    refer to: *http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf*

    Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

	Rank		Replace		Growth
Item Description:					
Cost Estimate:					
Contact person:					extension:

1   From a <u>Dean's perspective</u>, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

Rational here:

2   Highlight FTE, PR/FTE ratios and WSCH that support the request below:

3   If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4   Please note: It is an expectation that all resources that are allocated (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as a Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below: