De Anza College

Program Review – Annual Update Form

1. Name of individual(s) completing the form:
   Lisa Teng

2. 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).

   Our program mission is to reflect on dual focus: preparing students for transfer to four-year art and photography programs and providing workforce training for careers in advertising, editorial, fashion, architecture, product photography, and other visual media fields. This feedback helped us align our mission more accurately with the skills our students gain and the professional outcomes they pursue.

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

   Since our last program review, the Photography Department has made significant progress in expanding access and updating curriculum. Our new non-credit CTE program, *Professional Photography*, has been approved by the Curriculum Committee, and the program chair has submitted the mirrored non-credit certificate in eLumen. The certificate is currently moving through the remaining workflow steps.

   While the full CTE program is being finalized, we have launched three new mirrored non-credit courses—PHTG 302 Intermediate Photography, PHTG 354 Experimental Photography, and PHTG 306 Production Lab—which will be effective in Fall 2026. These stand-alone, tuition-free classes increase access for students and community members and support pathways into the certificate program once it is active.

   Additionally, we have continued working toward our goal of updating and restoring instructional equipment to ensure students have access to industry-standard tools. This remains essential for supporting student learning, preparing students for transfer and employment, and maintaining a professional-quality instructional environment.

4. Provide a summary of the progress you have made on the goals (OKRs) 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?
Increase Program Visibility and Student Outreach	Engage prospective students and raise awareness of the Photography program through campus events and community outreach.	Department Chair, Full-Time Technician and Part-Time Photography Faculty	Creative Arts Division, Artistic Expression Village, and Welcome Day Coordinators	Participation data from Welcome Day; number of student inquiries and program information distributed	Increased student engagement and visibility during Welcome Day; more students expressing interest in photography courses and certificates	Plan to continue participating in Welcome Day, Open House and expand outreach efforts to other campus events and community partners
Develop and Implement New Noncredit Courses	Create mirrored noncredit courses to increase access and support entry into the Professional Photography CTE pathway.	Department Chair	Division Dean, Curriculum Office, and Curriculum Division Representative	Approval records from Curriculum Committee; eLumen workflow completion; course activation status	All three noncredit courses (PHTG 302, 354, 306) were approved and entered into eLumen with an effective date of Fall 2026	Preparing course materials and planning outreach to promote the new noncredit options once they launch
Launch the Professional Photography Noncredit CTE Program	Develop and implement a new noncredit CTE program to expand workforce training	Department Chair	Curriculum Office, Creative Arts Dean, Office of Instruction, Workforce Innovation and Economic Advancement	Curriculum Office approval; documentation in eLumen showing the program advancing through workflow steps	Program was approved by the Curriculum Office; the program build in eLumen is complete and moving through final steps	Preparing for implementation by aligning facilities, equipment, and scheduling needs to support program launch

5. If your goals (OKRs) 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.

Our updated goal is to ensure that the Photography program maintains a safe, functional, and industry-standard learning environment that supports both transfer students and those pursuing the new Professional Photography CTE pathway. To meet this goal, we are requesting updated and replacement equipment—including lighting systems, cameras, darkroom timers, tethering tools, software, and essential lab supplies—based on current instructional needs and the requirements of contemporary photographic practice. Many of our existing tools are outdated, no longer supported, or insufficient to meet student demand. These resources are essential for delivering hands-on learning, supporting SLO achievement, ensuring equitable access to professional equipment, and preparing students for workforce and transfer opportunities.

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Maintain an Industry-Standard, Safe, and Fully Functional Learning Environment	Ensure the Photography program has updated, reliable, and industry-relevant equipment and supplies—such as lighting systems, cameras, darkroom timers, tethering tools, software, and lab materials—to support both transfer preparation and the new Professional Photography CTE pathway.	Program Chair, Photography Faculty, Photography Department Technician, and Creative Arts Division Dean	CTE Office, Perkins/VTEA, Facilities, ETS, Purchasing, Creative Arts Division	• Functionality and reliability of equipment • Availability of resources to meet student demand • Safety and compliance in darkroom and studio spaces • Student access data for cameras, lighting, and lab tools • Alignment of equipment with industry standards and CTE requirements	• Improved student performance on hands-on projects and SLO assessments • Reduced equipment downtime and fewer workflow interruptions • Increased student access to essential tools, especially for disproportionately impacted students • Stronger portfolios aligned with industry expectations and transfer requirements • Successful launch and support of the Professional Photography CTE program

6. 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. 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?

The Photography program has benefited significantly from the support received through Perkins funding and through collaboration with the CTE office. Perkins resources have allowed us to replace essential instructional equipment and maintain an industry-standard learning environment, which directly supports student success in both transfer and CTE pathways. Students continue to benefit from access to updated cameras, lighting tools, and digital technologies that would otherwise be cost-prohibitive.

Our full-time technician, Chia Wen, remains critical to program operations. His technical expertise ensures that equipment, labs, and facilities remain functional, safe, and accessible, which directly impacts the quality of instruction and student experience. The addition of a full-time faculty member has also strengthened program continuity, improved student support, and allowed the department to independently conduct annual Advisory Board meetings with strong industry engagement.

Some resource requests have not been approved or have been delayed, particularly those related to replacing outdated SLR/DSLR systems and certain lighting tools. Because major manufacturers have shifted away from DSLR technology, repairing existing equipment is increasingly difficult and expensive. This has limited our ability to provide adequate numbers of functioning cameras, and we have had to implement stricter equipment checkout protocols to preserve remaining inventory. While we continue to make equipment available for equity purposes, limited quantities reduce access for students who rely entirely on department resources.

Overall, approved resources have strengthened instructional quality, supported hands-on learning, and enhanced student satisfaction. However, unmet equipment needs—especially in areas transitioning to newer industry standards—continue to affect the program's capacity to fully support course demand and CTE workforce preparation.

7. 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.

This year marks our first quarter regaining access to A92, which had been unavailable during the Flint Center demolition. Having access to this space has allowed us to resume offering hybrid sections of Introduction to Digital Photography, Intermediate Photography, and Photoshop. This modality is especially important for disproportionately impacted students who may not have reliable access to internet, computers, cameras, or software at home. The ability to use classroom equipment, work alongside peers, and receive in-person support significantly improves their learning experience and course success. Unfortunately, we expect to lose access to A92 again next year, which will once again limit equitable access unless alternative space is secured.

The equipment requested this year also directly supports equity. Several of the cameras include automatic exposure functions, which are essential for students with learning challenges or students still building foundational skills. These tools allow all students to produce well-exposed images and meaningfully participate in both digital and darkroom coursework.

Additionally, the darkroom timers requested are critical for equitable learning. Many of our current timers are malfunctioning, which causes students—especially beginners—to misjudge exposure and waste paper. Replacing these essential tools ensures that students are not disproportionately affected by equipment failures, particularly those who cannot afford to purchase replacement materials on their own.

Overall, access to A92, updated cameras, and functional darkroom equipment plays a central role in serving low-income students, students with disabilities, and other disproportionately impacted groups by reducing barriers to participation and supporting their success in hands-on, equipment-dependent courses.

8. Refer back to your Comprehensive Program Review and Annual Program Review Update 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 35 mm film camera
Method of Assessment of Learning Outcome (please elaborate)	Students' ability to demonstrate a working knowledge of wet darkroom processes is assessed through multiple measures that evaluate both technical proficiency and conceptual understanding: • **Hands-On Darkroom Projects:** Students complete assignments requiring them to shoot 35mm film, process negatives, and produce final prints in the darkroom. Each stage is observed to ensure proper technique and understanding of required processes. • **Process Documentation:** Students maintain written documentation of their workflow— including camera settings, exposure details, development times, and

	printing notes—which is reviewed for accuracy, organization, and comprehension of procedures.
	• **Final Portfolio Review:** A curated selection of darkroom prints is evaluated for technical quality (exposure, contrast, focus, and cleanliness) and artistic considerations (composition and creative intent).
	• **Skill Demonstrations:** Students perform key darkroom tasks (film loading, chemical mixing, creating test strips, and producing final prints) under instructor observation to verify hands-on mastery of each step.
	• **Peer and Instructor Critiques:** Students participate in in-person critique sessions and submit written peer feedback through Canvas on digital versions of their prints. These critiques reinforce professional standards, visual literacy, and reflective learning.
	• **Weekly Quizzes and Midterm Exam:** Quizzes and the midterm assess students' theoretical knowledge of darkroom chemistry, safety procedures, exposure concepts, and camera operation. A new "Question of the Week" quiz has been added to encourage engagement with prerecorded instructional materials prior to in-person lab work.
Summary of Assessment Results	Most students successfully demonstrated their ability to work with wet darkroom processes through the completion of hands-on projects, process documentation, and skill demonstrations. Students showed proficiency in loading film, processing negatives, mixing chemicals safely, and producing technically sound darkroom prints. Final portfolio submissions reflected clear growth in both technical control (exposure, contrast, and print quality) and artistic expression.
	Weekly quizzes, the midterm exam, and the newly added "Question of the Week" quiz indicated that students developed a solid understanding of theoretical concepts including chemical safety, darkroom procedures, and camera operation. The "Question of the Week" proved especially effective in increasing engagement with prerecorded instructional content and reinforcing key concepts before students arrived for in-person lab sessions.
	Peer and instructor critiques—both during lab time and through written Canvas feedback—provided meaningful guidance that helped students refine their work throughout the quarter. Overall, assessment results show that the combination of hands-on practice, structured demonstrations, and ongoing formative assessments is effectively supporting student learning and helping them meet the course learning outcomes.

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)	• **Increased Hands-On Instruction:** Continued emphasis on in-person darkroom practice, skill demonstrations, and step-by-step guidance during lab sessions to support students in mastering film processing and printing techniques. • **Structured Workflow Documentation:** Reinforced the use of process logs to help students organize information about exposure settings, development times, and printing adjustments, strengthening both technical understanding and reflective learning. • **Expanded Critique Opportunities:** Maintained regular peer and instructor critiques in class and through Canvas, helping students develop visual literacy, understand professional expectations, and improve their work through ongoing feedback. • **Targeted Weekly Assessments:** Added short **"Question of the Week" quizzes** consisting of true/false or multiple-choice items tied to that week's assignments, demonstrations, or technical skills. These quick assessments encourage students to review key concepts before lab sessions and help reinforce information essential to successfully completing upcoming darkroom work.

Please email this form to your dean/manager.

9. Dean Manager Comments: I very much appreciate the Photography department's initiative in not only creating a full menu of mirrored noncredit courses for our students, but strategically developing new noncredit pathways. The department is also looking to the future and developing new courses and pathways to meet the industry needs, including staying abreast of the impact of AI on photography processes. Enrollment is strong in

Photography, and the department employs good strategies for scheduling, including examining fill rates and data on certificates and degrees. The department is open to dual enrollment and short-term courses in the future to meet the demands of enrollment. Both the full-time faculty member and the technician are essential to the validation and design of the new Creative Arts Building.

10. Vice President/Associate Vice President Comments:

The Photography Department continues to demonstrate strong leadership in expanding access, modernizing curriculum, and strengthening workforce and transfer pathways. The approval of the Professional Photography noncredit CTE program and the launch of mirrored noncredit courses significantly increase tuition-free access for students and community members while supporting entry into career pathways. Ongoing investments through Perkins funding have sustained an industry-standard learning environment, supported by a dedicated full-time technician and faculty leadership. The department's focus on equipment modernization, hybrid instruction, and equitable access to facilities directly supports student success. Continued investment in updated instructional equipment is essential to maintain program quality and meet evolving industry standards.