De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 20, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Photography |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | To offer diverse curriculum that serves the needs of students pursuing careers in fine art and commercial photography. Provide the skills to work creatively and think critically while teaching communication through cultural and visual literacy. Provide all students with life skills and a sense of confidence. Photography is a requirement for degrees in Film/TV, Graphic Arts, Art History, Liberal Arts and Journalism. Photography is also integral to other programs of study as an elective. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | Certificate of Achievement - 3 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html>. | 10 degrees in total.  AA Photographic Arts - 2  AA Professional Photography – 8 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | The number of degrees increased 2 to 10 since last year, while the number of certificates decreased from 5 to 3. Thus, the overall number of awards increased from 8 to 10. More students are earning degrees than any time in the last 7 years.  As noted below, the growth of Photography skills as part of vocational (CTE) job demand has been accompanied by a decrease in demand for degrees and transfers to university Fine Arts Photography programs.  The increase in awards has taken place during a time when the last full-time faculty member retired. The CTE counselors have been a great help, but it is felt that growth would have been greater had the full-time faculty position been replaced. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | 1. Faculty ask their students who is on a Photo degree or certificate track. Students are encouraged to gain assistance from the CTE counselors. 2. Faculty and staff informally track students we see in multiple courses and provide them with information regarding the completion of our certificate or direct them to the CTE counselors. 3. In order to increase awards future efforts would necessitate the extra help and follow-up afforded by a full-time faculty member and a dedicated CTE counselor. 4. Two additional non-credit CTE awards were created in order to address specific skill sets sought by potential students. These awards became available last year, and many students have been signing up for the new noncredit courses in the certificates. This coming year students will be encouraged to complete their certificates. 5. In addition, Photography courses will be a part of the Studio Arts AA Transfer degree this coming academic year. Although the awards will not likely be attributed to Photography (but to the Art Department) Photography courses will be incorporated as part of the degree training. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | <https://www.calpassplus.org/LaunchBoard/Home.aspx>  The Photography program performed at or above the negotiated levels in ALL of the core Indicators.  The Photography program performance exceeded 2022-23 Perkins Core Indicators data in the three (3) categories: Postsecondary Retention and Placement (1P1), Earned Postsecondary Credential (2P1), and Non-traditional Program Enrollment (3P1). The former had a performance level of 100%, which is 4.4% above the District-negotiated level. Non-traditional Program Enrollment was very strong at 45.45% equating 22% above the State and District-negotiated performance metric. To maintain these performance levels, Photography will continue providing supplemental instructional assistance to students, help them succeed in their coursework, and attain mastery in the use of sophisticated photography equipment and digital imaging software.  The number of tutors has been severely limited by the 12-unit requirement for these workers, but now that it has been lowered to 6 units we can provide more tutors and thus assist students. The student tutors also benefit in the process of sharing their knowledge in working with others. They receive more training, experience and confidence, and thus are more likely to gain employment. This is helped by their track records as paid tutors in their field of study.  Also, the state figures do not adequately measure student success. For example, the employment figures are likely higher than the state figures indicate for two key reasons. First, Photographers are often self-employed and thus do not show up in state data.Additionally, state data may not list jobs as photographic ones despite the use of photography training in the work. They may be defined as part of other media areas, including web-based imaging, advertising, and more. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. 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.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | Employment opportunities for photographers exist in three primary settings:   1. Corporate workplaces (scientific, industrial or commercial photographers) 2. Online media and journalism 3. Small business commercial endeavors   The difference between opportunities lie in the subject matter, work environment, pay, necessary equipment, design knowledge and overall variety of creative abilities.  Through our Annual Advisory meetings, regular contacts in the field, faculty and staff outside conferences, and more our department works to stay abreast of trends in the industry.  The curriculum is streamlined and relevant. New technologies and equipment are key concerns. We continually update the curriculum and classrooms to best address them. Staying current with new and updated software and equipment is extremely important and is also one of the draws to our program. The excellent maintenance and organization of our facility and equipment provide students with the best learning experiences.  The Advisory Board recommends current software and equipment and feels we’ve been very successful in acquiring these items. More hands-on experience is recommended as quarter length courses are very limited and tactile learning often works best for our students. More open lab access outside of class hours, with tutoring assistance also help students succeed.  Students must gain skills in working with digital cameras (in various formats), large format printers, drones, and video as well as learning Adobe Lightroom and Photoshop. All of these skills require basic assisting and repeated, continual experience. Employers will require a basic knowledge and skill attainment in a combination of any or all of the above mentioned when our students approach them for work. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Not applicable |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Not applicable |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Not applicable |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 2.9 in 2020-21. |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | Prior to the pandemic one student worker was normally hired each quarter for 10 hours per week. They have been paid through financial aid or Perkins depending upon the student’s eligibility. |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 0%.  There has not been a full time faculty member since June 2019. |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | One (1) full time staff employee.  There were no changes. |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | The final full-time faculty member retired as part of the SERP at the end of June 2019. A second full-time position has been vacant since June 2017. Without any full-time faculty in the program it is not possible to take advantage of the program’s growth potential. It has hampered program planning and serving student needs, which has often been left up to the Dean and the Classified staff.  Since Photography is a CTE program, there is now no faculty member tasked with managing Perkins grants, job placement initiatives, and other mandatory CTE expectations. Opportunities in new curriculum development, dual enrollment, articulation, and other initiatives likewise have been hampered by the lack of a full-time faculty member. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Enrollment has been relatively stable despite the pandemic and the transition of some classes back to campus. The department is now the third largest in the division, despite its status as the only department without a full time instructor.  Photography is one of the most universal technologies, used in almost all industries or businesses. Being visually and culturally literate and adept is needed for expression and information as photographic imagery is present everywhere. Students recognize this, and recognize the value of training in not only Photography but also the lighting and digital image editing skills that are an integral part of it.  Enrollment has been affected by several factors:   * The advent of noncredit “mirror” courses stacked with credit courses has increased overall enrollment. * There is a mixture of digital and traditional film students. Many of the latter are interested in the Fine Art aspect of Photography. Others are Film/TV students who are learning Cinematography in the traditional film courses. * Maintaining a “wet darkroom” for traditional film-based photography is a particular draw as some institutions have eliminated it. Young students are returning to past practices with an emphasis on the wet darkroom experience and the art of the process. * Digital Photography students are signing up to learn not only photography and lighting but also digital image editing using Photoshop. The PHTG 58AB and noncredit PHTG 358AB sections have been increased to meet the demand. * Other degrees and certificates require or offer Photography courses in their degrees. This means the at the number of completers is lower (since they earn degrees and certificates elsewhere) but the enrollment remains steady due to the ongoing demand in Graphics, Film/TV. The AA-T in Studio Arts should have a similar effect on enrollment. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | The enrollment of the target groups is higher except for African Americans and Pacific Islanders, which are a percentage point lower. The Latinx enrollment is 5% higher.  The reason for the small differences is unclear. However, it is hoped that the current Pathways Village recruitment efforts will help increase enrollment of these groups. A full time instructor would provide much greater assistance in more specifically targeting and recruiting these groups. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | The overall success rate has increased from 71% in 2016-17 to its current 78% in 2020-21.  The assistant from Perkins and other funding sources in order to update equipment has helped provide the opportunity for more students to work more hours with better equipment. However, the main factor is the ongoing support provided by instructors and staff.  In order to increase success rates more equipment recently provided will allow for increased hands-on practice. Staff and faculty will continue to work with students to help them master skills. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | The success rates for the African-American, Latinx, and Filipinx groups is 5% lower than the average. This reflects a 5% increase in the last three years, thus cutting the gap in half. Thus the gap is withing the accepted range, although the program will continue working to eliminate the gap entirely.  It would be helpful to have more students taking advantage of counseling and other available assistance. The instructors and staff will continue to encourage students to do so. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented 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? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | * Prior to the pandemic the local 12-unit requirement for student workers had made it nearly impossible to hire student assistants. Students cite other work, family, travel time, and scheduling in limiting their ability to work at De Anza. This resulted in less assistance for all students in labs. The reduction to a 6-unit requirement will allow for not only more assistance for students but help those who reinforce their skills by helping others gain employment in the field. * The limits on repeatability affected the ability of students to achieve specific skill attainments, and thus may limit completers. * The noncredit CTE courses have allowed those students without a credit degree objective to learn or enhance specific skills in lighting and digital image editing. * The lack of a new full time instructor has severely impacted the program. While the program is now the third largest in the division it is the only one without a full time instructor. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Yes. The Perkins program helps the program target nine additional groups. The program exceeded the college goal for nontraditional students. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | * Began offering noncredit courses that offer vocational training at a lower cost. These courses are a part of two noncredit certificates in specialized CTE skill sets. * CTE counselors, PT instructors, and full time staff worked with students to help guide 10 students to earn their degrees. * The program provided equipment checkout for students throughout almost the entire pandemic, providing expensive equipment for those who did not have it, as well as staff assistance in using it. * The program continued to provide at-home equivalents for traditional photography even when the darkroom facility was closed for the first part of the pandemic, allowing training and completion to continue. * The program returned to campus in stages, providing assistance to kinetic learners and those who needed more assistance to succeed. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | * Provide Film, printing paper, and textbooks for those who have difficulty affording them. * Provide resources for finding and accessing online learning materials OLE for classes. * Continue to provide free Adobe Suite licenses for students currently enrolled in classes that use the software for assignments. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | The following resources would help:   * Professional Development   + Have a session on more effective online teaching using Canvas.   + Hold a class on Students with Disabilities, which would include how to increase accessibility for students. * Enhanced support for students   + Provide Film, printing paper, and textbooks for those who have difficulty affording them.   + OLE assistance for finding and accessing online learning materials for classes. * Departmental Collaborations – Work with Art department in guiding students to the new AA-T in Studio Arts. * Coaching/Consultation   + Provide Counseling resources and referrals, ideally through a dedicated Creative Arts Division counselor.   + In order to refer students to appropriate resources (such as the writing lab, counseling, etc.) provide a drop-down menu in Canvas that can be used to contact each area on behalf of the student. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022. | * 87.5% of courses have been assessed, with most updates taking place in 2019. * A recommendation was made that PHTG 4 and other courses in the Photography computer lab have a way for instructors to “turn off” the student’s individual screen to help them maintain attention. It is hoped that this can be done now that we are holding courses on campus once again. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | * PHTG 57AB Commercial Lighting should be assessed. * The only two courses listed as without assessment, PHTG 77 Special Projects and PHTG 78Y Special Topics in Photographic studies, have been eliminated. They should be deleted in the new eLumen database. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (e.g. COVID demands) upon the program and/or its ability to serve its students. | * The B budget and Perkins funding has been stable, and so the resources available to serve students remain the same. * However, the funding for a full-time instructor has been requested but not replaced. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information | The lack of funding for a full-time instructor has negatively impacted the program and its ability to serve its students. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Replace due to Vacancy: Photography Instructor |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | Photography Instructor   * Vacant due to a SERP retirement since July 2019. A second full-time position has been vacant since June 2017. The last hire was in April 2001. * There are currently no full-time faculty in the program, which has been stable despite overall declining enrollments at the college. This has left the department as the third-largest one in the division, but the only one without a full time faculty member. * This has hampered program planning, which has been left up to the dean and the classified staff. Since Photography is a CTE program, there is now no faculty member tasked with managing required Perkins duties, job placement initiatives, and other CTE expectations. * Opportunities in new curriculum development, dual enrollment, articulation, and other initiatives likewise have been hampered by the lack of a full-time faculty member. The creation of noncredit vocational certificates and courses was done without a full-time faculty to oversee their development and implementation. * Enrollment in 2020-21 was 1069. This is large for a program with no FT faculty. * 87.5% of classes have completed an SLO assessment. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None Needed |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | None Needed |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Please see resource request list for detailed information.  Overall, continual advancements in the field must be supported by funding in order to stay relevant and competitive. Student need current software and equipment to do so. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Interim housing (due to A quad demolition)  Darkroom, 1 lecture/lab classroom, 1 computer lab, 1 Photo studio, equipment storage, staff office/checkout room.  New building  Darkroom, 1 lecture/lab classroom, 1 computer lab, 1 Photo studio, 1 faculty office/resource room, print mounting area, film changing room(s), equipment storage, staff office/checkout room.  A Photography Studio with overhead lighting, backdrops, power, curtains and space for five student groups to work at a time. This should be a part of the new Creative Arts facilities. Students need a place to practice studio lighting and photograph subjects in groups. The present classroom facility does not provide this basic aspect of photography instruction. Other departments and new programs could use the space, such as Film/TV, Animation, and Graphic Design, for 3D imaging, green screen, motion capture, and shooting student productions. Since the lack of a facility limits the ability of students to practice, it limits student success. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | * Courses in more effective online teaching using Canvas Course Site Creation and Student Success and Retention * Hold a class on Students with Disabilities, which would include how to increase accessibility for students. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | The goal of increasing student success can be addressed by working to retain students who withdraw (10%) and those who do not pass the course (12%) by informing them of the expectations of the course, providing resources for referral and assistance, and having instructors learn new methods of retaining students and helping them succeed. Please note that each of the above figures is 2% lower than last year, so there has been some progress. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | We plan to look at the retention and success rates of all classes, as well as transfer and employment figures, to see if they improve. This will be coupled with student surveys to see if students felt they were supported and able to do their best, as well as any further improvements they would like to see. |
|  | Submitted by: | APRU writer’s name | Daniel Smith  [smithdaniel@fhda.edu](mailto:smithdaniel@fhda.edu) |
|  | Last Updated: | Give date of latest update | 5/25/22 |