

PROGRAM REVIEW UPDATE 2015-2016

Program: PHOTOGRAPHY

Division: ALSS

Date: 10/24/2015

Writer(s): Deanna Horvath

SLO/SAO Point-Person: Deanna Horvath

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
-

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Preparations for the Photography Program and Visual Communication's move from building #300 to #700 will require personnel help and replacement of some outdated equipment. It is not clear what amount of funds will be made available from the FFE monies associated with the budget for renovating building 700. It does seem like we will not be allowed much in the way of new/replacement equipment as we will not even have new sinks in the renovated facility.

Vacated position from over 5 years ago has never been filled with classified personnel. Day to day operation of the wet/digital lab operations fall to Program Coordinator and part-time hourly employees that do not have an ongoing long-term commitment to the Photography Program

because of their temp status.

Photography equipment needs to be updated to keep current with industry standards. Updating equipment will insure all students have access and training on relevant professional photography equipment. It's imperative that career-oriented students have access to the most up-to-date equipment for internship and job readiness.

We have been working with on-campus CTE coordination Vicki Shipman to build-up our CTE presence in the Photography area.

Students have been requesting more variety of classes, including advanced classes in lighting, digital photography and alternative/traditional processes.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Working on Building facilities planning for new Photography/Vcom building space

Updated curriculum on PHTO 72 Documentary Photo in-conjunction with Melissa Korber of Mass Com. I'm currently working on updating other classes within the Photography Program.

CTE-engagement to improve CTE offerings by research, taking part in planning meetings for curriculum, outreach to community and on-campus.

We were able to purchase some digital cameras for student use, to enable students without sufficient resources to take our classes. Gathering camera equipment for students is an ongoing project and we probably need a total of 25-30 cameras to insure an adequate amount for multiple classes.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Hard to get everything done- Outside my teaching responsibilities and coordinator, and monitoring the photo lab leaves me with limited time to accomplish other tasks.

Not having a committed classified lab technician that can accept the bulk of the Photo/digital lab responsibility leaves me to have to oversee and or complete many activities that should be part of another person's duties.

Sometimes it is difficult to get adjuncts to participate in events outside of class responsibilities. They don't follow always through with extra commitments they make unless they're reminded.

D. What are your most important plans (either new or continuing) for next year?

Updating existing curriculum including adding classes in the Business of Photography, Digital Color management and possibly Contemporary Issues in Photography. I know adding these classes or including enhanced curriculum with these topics will bring-in more students. Also, I think it's important to update our offerings to prepare for installing a Certificate of Achievement in Photography in the next few years.

Useful/Productive Planning for new Program space for both Photography Program and VComm, overseeing preparations for the building move and insuring purchase/replacement, re-installation of equipment to proper function and use for students and instructors.

Replacing old/broken down equipment with up-to date equipment relevant to the Photography field to aid in teaching and learning for all students.

On-campus and community outreach to bring more students to the Photography Program. Also, seeking community and industry partnerships for participation on our Advisory Board, aiding with internship and job placement assistance.

Finding ways to motivate adjunct staff to be more engaged in Program Building including the SLO process. Having more frequent, scheduled meetings with the Photography Program adjuncts to specifically deal with SLO creation, data input and assessment. I will have the meetings at the beginning and the end of the semester and assist whoever needs help with the process.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Photography Program Plans and Campus Planning Priorities for 2015-2016

- Updating/expanding the Photography Program Curriculum directly connects to the planning priority- ***Provide necessary institutional support for curriculum development and maintenance***
- Moving the Photography Program and assisting VComm from one facility to another directly connects to the planning priority - ***Provide necessary institutional support for curriculum development and maintenance***
- Arranging and facilitating more frequent SLO work meetings directly connects to the planning priority-***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***

F. Instructional programs: Did your program meet its program-set standard for successful course completion? X yes ____no

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

na

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

We have continued to do what we have been working-on all along as a program: offering great classes and opportunities for the students to learn the diverse field of Photography.

We have strived to maintain photo lab and digital facilities open and functional for successful completion of classes and open labs even with limited people power and aging equipment. This has meant sometimes certain tasks take longer to complete or longer wait times for students to have their questions answered or ability to check-out needed equipment.

Many students have told me that they have been inspired by our program's instructors because they have a broad-based professional experience and enjoy sharing their skill and experience in class.

The activities we organize for the students encourage them to produce superior work by challenging them to exhibit their photography and video work by competing in juried shows and events.

We have brought guest-speakers into our classes and during events to talk about the fields of Professional Photography and Video production. The students seem to really respond to these meetings and are encouraged to ask questions and seek internships and jobs whenever possible.

We have group shows in both Fall and spring semesters. Usually the smaller group shows are in the Fall and sometimes linked to a particular class and have a particular theme for the show. In the spring we usually have a large Photography Exhibition that encompasses most of the students and runs concurrently with Art Department and Visual Communication shows.

We actively encourage students to have solo shows of their work to encourage them to build skills while producing professional quality work. The students that have had solo shows or participated in other events have communicated their pride in the work and that the campus community has displayed a positive interest in their projects. As a program we have encouraged and actively helped students to display their work in the most professional ways possible within our means. I know from talking to these students and watching their interactions during openings and awards presentations with their families in the audience

We have students that are pursuing careers in photo, some are working on career certificates, some are interning at local studios, some have transferred out to other colleges, many are taking classes to cover requirements from different majors. We have had students complete Occupational degrees with an emphasis in Photography over the years, including last academic year.

One student that recently completed the requirements for the career certificate is currently starting her own photography studio.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

In PHTO 60-Black & White Materials & Processes the results demonstrate that the production of a high-quality B&W print portfolio showing printing skills and aesthetic consideration shows the cumulative learning from not only PHTO 60 but PHTO 50 as well. Additionally, the smaller class size aids in the learning of more complex photographic shooting, processing and printing techniques.

- B. Discuss assessment results that indicate a need for improvement.**

PHTO 72-Documentary Photography: Most of the students understood/demonstrated the idea of "typology" in a documentary photographic study as a subject, however some students seemed had trouble demonstrating the idea in some projects to some extent.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

Homework project proposed to write paper to compare and contrast the use of "typology" in the photographic work of two different photographers.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

The curriculum for PHTO 72 was updated to included more hours of lab time to work on projects around the idea of "typology" and the class was increased to 3 units from the original 2 units.

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.) na**

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

na

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES X NO

If yes, please explain.

Yes, generally I would say that increasing units for some classes such as PHTO 72 will give the students more instruction and lab time to practice skills. Increasing unit loads for classes would require gaining additional FTEF for the program.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans starting now and continuing through the academic year 2016-17. Focus on how the program’s SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year).*

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

Change the units/lab hours of certain classes such as PHTO 64A, PHTO 58/69

Change rubrics of PHOTO 51 and PHOTO 68 to PHTO 51 and PHTO 68. Increasing units/lab hours for PHTO 68. Some slight changes in pedagogy/curriculum in the above classes.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	five
Estimated number of SAOs that will be written or revised:	

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

PHTO 50, PHOTO 51, PHTO 56, PHTO 57, PHTO 58 and PHTO 69

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	two
Spring 2016	two