

## PROGRAM REVIEW Fall 2019

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**Program:** PHOTOGRAPHY

**Division:** A&R

**Date:** 10/21/19

**Writer(s):** Deanna Horvath

**SLO/SAO Point-Person:** Deanna Horvath

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

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

### **Links:**

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20\_\_\_\_\_.

**A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

Our Photography Program is a broad-based program that teaches students to explore the creative and technical side of photography. The program offers classes that now culminate in an A.A. and/or Certificate of Achievement in Photography (effective F19). We offer classes that cover G.E. requirements and are transferable, and in general add to the enhanced student experience. Formerly we only had a career certificate. We have had many students graduate with an Occupational AA (Emphasis in Photography) in the past.

We offer 12 classes, one crossed-listed with Mass Comm (PHTO 72), GDDM (PHTO 70), and upcoming Film Studies A.A. and Certificate PHTO 58/PHTO 69.

We work in conjunction with CTE to provide applied photography curriculum to students seeking employment in the field. We participate in planning, outreach, curriculum development and an advisory committee.

The program is housed in a renovated building that we have been-in for over 3 years. Our facilities include a checkout/storage room, Photo studio and Photo lab space and shared Mac computer lab and work areas with GDDM.

Our equipment includes both still photography and video production equipment, including cameras, lighting, metering, audio and other equipment. Also includes wet processing areas for analog processes and alternative processes.

We are active in the campus community, including: Advising/supporting the very Active Camera Club. Providing photographic support and services for on-campus entities. Hosting and producing group and solo exhibitions by and for students. We've also hosted screening events for our video students.

We strive to facilitate and help coordinate opportunities for students including photo internships, job opportunities and exhibition.

**B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The photo program has been offering classes over the summer for the last three summers, in an effort to outreach to more students and enhance enrollments. The student body included more HS students from the area, concurrent enrollment and other students needing to complete a class for GE or transfer. The enrollments for these classes have increased each summer.

The headcount for the summer sessions is not included in the IR data, so this makes the numbers look like enrollments has severely dropped. Some class cancellations have added to the drop.

Summer enrollment numbers:

**Su 2019:** PHTO 50= 26, PHTO 67= 36, PHTO 51A= 14, Total = 76

**Su 2018:** PHTO 50= 22, PHTO 51= 21, PHTO 67= 27, Total = 70

**Su 2017:** PHTO 50= 19, PHTO 51=19, Total = Total 38

**Total course enrollments**

Su19(76), F19 (85)after classes cancelled, Sp 20( ?), total =estimate ??

Su 18, F18, Sp19, total = 290

Su 17, F17, Sp 18, total = 384

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
<input checked="" type="checkbox"/>	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations	SLO/SAO Process

Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
External Factors		Learning Support		Professional Development		Technology Use

**C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- Data generated by your program
- CEMC Data
- Labor Market Data

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>		
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
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**D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.**

<p><b>Updated curriculum and Added AA and Certificate in PHOTO (F19 active) to our program. Updated some class equip via funding CTE for professional lighting and Canon lenses. Provided opportunities for students to exhibit work and screen their student films. Extended class scheduling into summer. We are serving more middle-college and concurrent enrolled students. Advised and assisted Camera Club giving these students opportunity to enhance skills and serve the campus and community partners.</b></p>							
Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<b>X</b>	Community Partnerships/Outreach	<b>X</b>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<b>X</b>	Services to Students
<b>X</b>	Course Offerings	<b>X</b>	Financial/Budgetary	<b>X</b>	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	<b>X</b>	Student Equity
	External Factors		Learning Support		Professional Development	<b>X</b>	Technology Use

**E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?**

NA.							
Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

**F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.**

<p><b>Need to preserve class offerings and maintain FTEF for students pursuing new A.A., Certificate of Photography, G.E., transfer, etc. Continue updating equipment for student learning, especially for industry-related job training. Need to find more streamlined outreach methods to the community, especially High Schools to bring in the students. Find solutions for limited people power available to complete increasing tasks in maintaining and program building in addition to normal duties.</b></p>							
Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input checked="" type="checkbox"/>	Technology Use

**G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.**

**Market new A.A. and certificate in PHOTO, increase outreach, program awareness and bring-in more students. Continue to update curriculum and add a smaller Certificate (16units). Improve SLO's data input and analysis.**

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<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
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	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
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**H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

Mark an X before to each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
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**Section Two: Current Topics (Required for All Programs)**

**A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:  
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

**yes**     **no**

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

NA
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**B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

**C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
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Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

**D1. SLO/SAO Progress Review:** To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

PHTO 66 will have its SLO's soon, this class is being re-booted. All other classes have SLO's.

**D2.** This question has been removed.

**D3.** This question has been removed.

**E.** This question has been removed.

**F. Student-Centered Funding Formula (SCFF):** The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none"> <li>• Ensuring eligible students receive financial aid, if desired</li> <li>• Removing barriers that hinder students from moving toward their goals</li> <li>• Offering additional information and support about educational pathways</li> <li>• Offering academic support that increases English/math completion in the first year</li> <li>• Enhancing career readiness through coursework</li> <li>• Increasing completion of degrees and certificates</li> <li>• Increasing transfers and transfer readiness</li> </ul>

**F1. SCFF Actions Taken:** Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?

- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

Our program has been involved with these general activities around these topics. We don't have one big SCFF project.  
**Financial Aid:** Reminding and directing students to Financial Aid office for opportunities to apply for financial aid and scholarships. Writing student recommendations for scholarships and admissions.  
**Removing barriers:** Checking-out equipment to students who would not be able to afford it otherwise. Assisting students with supplies for class when available.  
**Informing students on various workshops and opportunities on-campus** to help get them through their coursework.  
**We updated our curriculum to reflect current practices in the job market and photography fields. We upgraded our offerings to include an A.A. degree and a Certificate of Achievement.**  
**Recommended and tried to connect students for internships and jobs.**

F2.

**Future Strategies (optional):** Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Have workshops in focused areas of interest utilizing photo/video production for student achievement. Continue to offer same or enhanced level of classes. Continue to enhance our photography and video equipment for student learning.

**G. Student Equity and Achievement Program:** To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.\*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)

Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

\*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

**G1. Equity Actions:** Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

**We have tried to increase outreach to local H.S., have had campus visits.  
 We have assisted students with supplies. We have checked-out equipment advised and assisted students at-risk and in-need.  
 We have encouraged and assisted a diverse group of students to organize and exhibit photographic works on-campus and off, hopefully to keep students involved and enrolled long-enough to finish degrees and certificates.  
 Have tried to connect students with internships and jobs.  
 Encouraged students to explore topics close to their heart and resonate from their unique experience.**

**G2. Equity Challenges:** Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

**People power to do all these tasks is limited. Need to be able to offer classes and not have them cut. Need to continue to add and improve technical equipment for training.**

**H. Program Review Suggestions (optional):** What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review  
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**Curriculum Updates**

**A. Title V Updates:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Courses are current.

**B. Degree/Certificate Updates:** Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

We have updated our degrees to an A.A. Degree and Certificate of Achievement in Photography (Fall 2019 effective date). Curriculum was updated for the AA and certificate.

**C. DE Courses/Degrees/Certificates:** Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

No plans to add DE courses at this time.

**Section Four: CTE Updates  
(CTE Programs Only)**

**A. Labor Market Conditions:** Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Yes, it still meets a demand for this occupation. No, this training is not duplicated on-campus or in-service area.

**B. Advisory Boards:** Has your program complied with advisory board recommendations? If not, please explain.

Yes, has complied with major recommendations such as upgrading AA and certificate (effective F19). We are working on a few more class additions and a smaller stackable certificate.

**C. Strong Workforce Program Metrics:** Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Yes, our program exceeded the State and regional median for Transfer. We had 24 students transfer.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

Information Not available.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

**Yes, we exceeded the State and Macroregion median for employment after exit. We have 65% employed in second fiscal quarter after exit.  
We met or exceeded State and regional medians for employment in fourth quarter after exit (58%).**

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

**Our program's students exceed the State and regional median change in earnings.  
LPC PHOTO Median= 52%  
State Median=37%, Microregiona Median= 33%, Macroregion Median= 38%**