

## INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Photography  
Faculty Contact: Lyle Gomes

Academic Year: 2012-2013  
Program Review Submission Date: March 25, 2013

### I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The Photography program consists of 15 classes and enrolls approximately 400 students. The program offers courses in both film-based photography and digital photography. The film-based courses include: Beginning, Intermediate, Advanced, and Experimental B&W Photography; Beginning and Advanced Color Photography; Master Photography Portfolio; and Visual Perception. The digital courses include: Beginning, Intermediate and Advanced Digital Photography; and Mater Portfolio-Digital Photography. Both Beginning B&W and Visual Perception satisfy G.E. requirements.

The Photography program supports the College Mission and Diversity Statement in numerous ways. Although all of classes are transferable, we do have two classes that satisfy G.E. requirements for students interested in transfer. The enrollment is quite diverse in regard to gender, race, ethnicity, and economic status. We maintain very high portfolio standards that encourage student excellence. Our reputation within the community allows us to draw beyond our service-area as it is not uncommon to have students that reside in San Francisco, the East Bay and the South Bay.

### II. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Although the course level SLO assessment show that photography students are achieving the desired outcomes, faculty feel that changes to curriculum is necessary due to the recent reduction in our student's ability to absorb information—especially younger students. Lecture/Demonstrations that have been successful for decades seem too difficult for current students to absorb. They eventually are able to grasp the concepts but it takes them substantially longer than students enrolled less than ten years ago. To remedy this problem we have begun to break lecture/demonstrations into smaller units—a single demo becomes two smaller demos. Instead of conducting a demonstration that students will implement the following class period, we now reduce the demonstration time/content and then allow students to implement the demonstration during the same class period. We feel this change will help students absorb detailed procedures and new concepts.

#### B. Student Success Indicators

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

In regard to gender, the Student Success rate is high, around 80%, and less than a percentage difference. The age demographic shows a success rate that ranges from a low of 71% for 19 years old and younger, to 96% for those between 25-34 years of age. All are above the College target of 68.8%.

Using ethnicity as the demographic variable the Photography program falls under the College target with Black students, as the success rate is only 42.9%. This is peculiar as the success rate for Black student taking photography classes the previous year is 83%. In both cases the sample was quite small (6 to 7 students). We will have to track this number in future years to see if a trend develops. Hispanic, Filipino and White students success rate is in the mid-80s. Asian students dropped from 91% the previous year to 78% last year. The sampling was nearly identical (33-35 students) yet we had a large drop. The 78% is still 10% higher than the College target.

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2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

The Photography program does not offer online courses, as nearly all of our classes require the use of a darkroom facility.

### C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

Enrollment in Photography classes dropped by 70 students as compared to the previous year but only by 40 students as compared to the average of the previous three years. This had a negative effect on LOAD and WSCH. Our enrollment has been continually climbing over the years until last year. It is too early to determine whether this is a trend or represents only a temporary reduction in enrollment.

Enrollment in the Saturday lab class dropped to unacceptable numbers over the past two years. The class was eliminated from the schedule as of Spring 2013. This change should improve our LOAD/WSCH numbers in the future.

### D. Course Outline Updates

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Art 351	Lyle Gomes	Spring 2014
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### E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Richard Lohmann and Lyle Gomes	Fall 2013
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### F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

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Click here to enter Gainful Employment Disclosure Data narrative

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

Click here to update the Advisory Committee information

### III. Student Learning Outcomes Scheduling and Alignment

#### A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

As mentioned earlier, we have made changes to our lab courses (breaking one lecture into two) but we have not found that the SLOs need to be changed as students still achieve the desired outcomes.

#### B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No changes necessary.

#### C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

The Course SLOs and Program SLOs are completely aligned. The Photography program is especially aligned with the College's SLOs in regard to Effective Communication and Critical Thinking.

Photographic imagery is an effective form of communication that students discover and develop while enrolled in our program. The critique process, along with exhibit reports, requires critical thinking in assessing the work of others.

### IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal

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mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

The program is well established and has adapted to changes in the field (i.e digital). The general population continues to be enthused about photography and our consistent enrollment reflects this. The fact that the Photography program has two courses that satisfy G.E. requirements is a tremendous asset to the program as it draws a broad range of students beyond Art majors.

### V. Institutional Planning

#### A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

In our last Program Review we mentioned the goal of maintaining a "critical balance" between traditional photography classes and those based on digital technology. It is essential that we continue to offer a broad experience for our photography students. One action that has taken place since our last Program Review was the elimination of our Saturday lab classes. Enrollment had declined and it was obvious that the need for a weekend lab no longer exists.

#### B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The CSM Mission statement states: "By offering comprehensive, quality programs...College of San Mateo educates students to participate successfully in a changing world". Adapting the Photography Program to this changing world is an ongoing process. Digital technology is generating a constant stream of change to the field of photography and it is critical that our program remains current. But it is clear that traditional photography still provides tremendous value and is still the best method for teaching students how to print.

As mentioned earlier, we have noticed a change in our student's ability to absorb lecture material and we feel this is a permanent change. We will continue to monitor this new reality and make adjustments as necessary without compromising the integrity of the classes and the program as a whole.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

The Photography program has had a website for many years. Creating smaller websites for each faculty member to show examples of work made by their student over the past two semesters would be a useful addition. Alexis Alexander could help us create such websites and train us to update it ourselves.

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2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

We do have students visit the Writing Center regarding their exhibit reports, but most art students approach Art faculty with their questions.

Email reminders of financial aid application deadlines are helpful.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: Over the next six years it is highly probable that one full-time faculty member will retire—this will leave us with one full-time and two part-time. It would be wise, over the next few years, to have greater contact with potential part-time faculty to make sure that we have an excellent faculty pool when a retirement takes place. Current part-time faculty can only absorb a portion of a full-time load.

Equipment and Technology: The program will continue to have a need for camera equipment—both digital and film. Our film scanner works well but it is probably in it's last years of usefulness. The computers in the digital lab were purchased during the remodel of Building 4 and may still be adequate in six years.

Instructional Materials: Instructional software, including Adobe Lightroom and Adobe PhotoShop, need to be updated as new versions are available.

Classified Staff: 4T

Facilities: Both the digital lab and traditional darkrooms are well designed and adequately maintained. They should provide excellent service beyond the six-year cycle.

### *C. Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

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### Plan 1

Title:

Printing Demonstration

Description

For over thirty years we have provided a single printing demonstration, during a 2.5 hour lab session, to introduce the fundamental principles and procedures to our Beginning B&W students. It has become obvious that current students are unable to absorb this material in a single session. Over the next couple of semesters we will experiment with different ways of presenting the information in smaller units and determine which method is most successful.

Action(s)	Completion Date	Measurable Outcome(s)
Break the printing demonstration into two or three session.	Spring 2014	Students will be less confused regarding the principles and procedures for printing.
4T		4T
4T		4T

### Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

### VI. Resource Requests

#### A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

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Full-time faculty requests (identify specialty if applicable)	Number of positions
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Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

### Equipment and Technology

Description (for ongoing program operation)	Cost
(1) Epson 10000XL Photo Scanner	\$3,000.00
(4) Sekonic L308s Light Meter @\$200.00	\$800.00
(6) Promaster Film camera @\$250.00	\$1,500.00

Description (for prioritized plans)	Plan #(s)	Cost

### Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

### Classified Staff

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

*B. Cost for Prioritized Plans*

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	