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Instructional Program Review

Program Name: **Photography**

Program Contact: **Lohmann, Richard**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) 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 and Master Photography Portfolio. The digital courses include: Visual Perception, Beginning, Intermediate and Advanced Digital Photography, Master Digital Portfolio and Documentary Photography I. Both Beginning B&W and Visual Perception satisfy G.E. requirements.

The photography program supports the College Mission and Diversity Statement in numerous ways. While all of the courses are transferrable, 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 continue to maintain very high portfolio standards that encourage student excellence. Our reputation within the community allows us to draw beyond our service-area and it's not uncommon to have students from San Francisco, the East Bay and the South Bay.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

For the last several years faculty have assessed that while photography students are achieving desired outcomes, changes to curriculum are necessary due to the recent reduction in our student's ability to absorb information—especially younger students. Last year in traditional and this year in the digital class lectures and demonstrations that had been long successful now seem too difficult for current students to absorb. Eventually they 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. This change has helped students absorb detailed procedures and new concepts.

These gradual shifts in instruction have been added to all courses and have greatly benefited our students. Over the last two years,

students have demonstrated less confusion and are able to devote their time to creative thinking and developing stronger visual communication skills.

The program has a long history of attracting students with learning differences. Some are a part of the DSPS program while others, for example are unaware that they have learning difficulties. We have many students with dyslexic tendencies, impulsivity and sequencing difficulties. These learning differences present themselves most acutely in the digital courses and have a proportionally greater impact on learning. Yet, our assessment shows that 65% of these students achieve high portfolio scores on compositional assignments while simultaneously struggling with computer and software operations. Accordingly we have developed protocols during the TBA sessions where one-on-one tutoring can take place. Students, due to sequencing and attention problems can't use the 100 pages of written instruction that our program provides. These self-guided learning modules are written to provide a sequenced breakdown of the digital tasks and procedures taught in our program. This one-on-one assistance has allowed a greater number of students to create high quality portfolios.

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.

All of our digital courses have been assessed for program level SLO #3: "Demonstrate the ability to produce a fine print and create a professional presentation."

Previous evaluations of SLO #3 have shown and continue to show that between 80% -90% of students have demonstrated portfolios that achieve "fine print" status and are professionally presented. With the reduction of one assignment due to the reduced classroom hours, we have assessed that the previous standard of 80% - 90% of the prints still meet the "fine print" status remains, due to modification in instructional delivery.

Our assessment of SLO #3 has shown that digital students could increase the number of prints within their portfolios. Recent improvements in digital editing software, which simplify the interpretative process have provided greater opportunity for extended portfolio creation. By adding a second wide format printer, which speeds the printing process, we have been able to increase the number of final prints by 20%. With the use of a second printer students the ability to choose a greater variety of printing papers and has broadened the interpretive parameters for portfolios.

Recent improvements in digital editing allow greater productivity than in previous semesters. The addition of a second printer has allowed the program to increase the number of final prints required by 20%. This has aided the development of theme and scope, and accordingly student portfolios now demonstrate greater thematic coherence. In addition the two printers have given students the ability to choose from a greater variety of printing paper surfaces ranging from course watercolor papers to glossy surfaces made from traditional materials. This has broadened their interpretive choices and enhanced personal expression stated in SLO #1 "Utilize the photographic medium as a means of self-expression."

Identify trends and discuss areas in need of improvement.

As a result of the increased number of prints required for the digital portfolio, we have discovered that the digital program needs to increase the materials fee. We have set this process in motion. While the darkroom courses have a \$20.00 lab fee, those classes have students purchase their own paper, film and mat board which brings the total materials cost between \$150.00 – and \$225.00, depending on the size and quantity of prints made. The digital students continue to benefit from our use of wide format professional printers and bulk inks and paper, which produces an extraordinary price reduction in student materials cost. Students are paying an average of \$3.90 per print compared to (average)\$15.00 per print when produced elsewhere. The cost of a digital class is around \$100.00 for approximately 14 prints.

Additionally within the digital photography program many of our older students come to the program lacking computer proficiency. CSM draws from a demographic where some of the students lack experience with computers. This is a well-established problem in photographic

education within Community Colleges. In most cases these students don't realize that their required computer proficiency is deficient, although clearly stated in the catalog and class schedule. They believe their lack of proficiency is due to the Macintosh computers in our lab. For the first five weeks of the semester their progress is very slow and we have two groups of students in the same classroom where we see an unprecedented split between fast and slow learners. In some cases this can be difficult to manage. The college doesn't offer a basic Macintosh skills course, and the local Park and Recreation programs are all Windows based. We wish there was a place for these students to develop basic proficiency because we value these students. After the first five weeks of the semester, once they can perform basic tasks, they excel at the image-making component of the class and they produce outstanding photographs. They demonstrate and model commitment and responsibility to the young students and their portfolios regarding SLO #3: between 80% -90% of students have demonstrated that their portfolios achieve fine print status and are professionally presented.

With regard to gender, the Student Success rate is high, 78% down a bit from 80%, a two-percentage difference. The age demographic shows a success rate that ranges from a low of 67.8% for 19 years old and younger (same as last year), to 90% for those between 25-34 years of age (same as last year), and 100% for those between 35-39. All are above the college target of 68.8%. Using ethnicity as the demographic variable the Photography department falls under the College target with Black students, last year the success rate was 42.9% but has increased to 50% with 12 Black students enrolled this semester. This is peculiar as the success rate for Black students taking a photography class two years ago was 83%. In both cases the sample was quite small (6-7 students last year, 12 this year) We will continue to track this number in future years to see how this trend develops. Filipino success rate increased from 85.7% to 91.7, Hispanic increased from 82.1% to 83.1%, while White students success rate dropped from 83.7% to 75%. Asian student success increased from 72.7% last year to 80% this year with an increase from 33 to 45 students. However in 2010 we had a high water mark of 91.4%. This year we are seeing improvement.

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 department does not offer online courses, as nearly all of our classes require the use of an on site darkroom or digital lab.

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 increased by 65 students compared to the previous year. We have risen to within six students of our 2010-2011 numbers. Our enrollment has been constantly climbing over the years until last year where that looks like it was a temporary drop. Still we still see a negative effect on LOAD and WSCH due to lower success, retention and withdraw rates. It's still too early to determine whether this is a trend or represents a change in student preparedness. We will continue to monitor these results.

3. 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 mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Our photography program is well established and has adapted to the many changes created by the advent of digital workflow. 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 and it draws a broad range of students beyond Art majors that benefit from courses that teach visual communication.

4. Planning

A. Results of Program Plans and Actions

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

Action(s)	Completion Date	Measurable Outcome(s)
Since 1997 the digital students were given a 3 hour demonstration of the fundamental principles and procedures of digital editing. With shorter class times and the changes in students learning skills, we plan to split the single demonstration into three consecutive classes. We hope this will allow student's time to practice the skills demonstrated, and create an atmosphere of greater clarity.	2015	Students will be able to do all their color work with less confusion by the spring 2016
Due to the changes in photography, our traditional color courses (Art 354 and 355) where prints were created in the darkroom has suffered from low enrollment. We have made the decision to eliminate those courses next fall because color printing is now done using digital technology. Over the next year we are hoping to replace those courses with a new family of documentary courses.	Completion date 2016	Students will be able to do their color printing in the digital classes. Students will have the opportunity to explore documentary photography.
4T	Choose Year or Semester/Year	4T
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B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section. 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 D1 and D2 of the Career Technical Education section.]

The CSM mission 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's critical that our program remains current. Despite all the changes that have taken place so far, it's clear that traditional photography still provides a tremendous value and is still the best method for teaching the students how to print.

As mentioned earlier in this document, we have noticed a change in our student's ability to absorb lecture material and feel that it's 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 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. We have updated it this year, and continue to do so. We hope to add more examples of student work to our website that will allow visitors to the college website the opportunity to see the work of our current students.

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 have a long history of students who visit the Writing Center regarding their exhibit reports, but most art students approach art faculty with their questions.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Faculty: We expect retirements to occur in the next two years. Last year we stated that we should have greater contact with potential adjunct faculty. This year we have hired an adjunct faculty member who has skills in digital and traditional photography. He brings extraordinary energy and teaching skills to the department. We hope to hire another adjunct faculty, as it will take several part timers to absorb the full time load due to the impending retirement.

Equipment and Technology

The program will continue the need to purchase film cameras. New students entering the program don't own film cameras. Our enrollments in the traditional classes are strong, and film based classes are a vital and important part the program.

Instructional Materials

Instructional software including Adobe Lightroom, Photoshop and monitor calibration software. All will need to be updated on a regular basis.

Classified Staff

Facilities

Facilities: Both the digital lab and the darkroom are well designed and adequately maintained. The digital lab has 2014 funding for replacement computers.

