**Program Review Summary Page**
For Instructional Programs

**Program or Area(s) of Study under Review: Photography**

**Term/Year of Review: Spring 2020**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

1. Solid assessment plan
2. Fill rates within the Photography Program tend to be higher than the fill rates at the institutional level
3. Added additional certificates to address student needs
4. Increased online class offerings
5. Balance of fine art, commercial, digital and traditional course offerings

**2. Areas for Improvement:**

1. Staying on top of technology
2. Procuring additional equipment for student checkout
3. Equity analysis shows the retention rate among Black/African American students is lower than the retention rate at the institutional level
4. Equity analysis shows the successful course completion rate for Black/African American and Hispanic students is lower than the institutional level
5. Review the continuation of darkroom classes
6. Position replacement for retirement of full time faculty spring 2021

**3. Projected Program Growth, Stability, or Viability:**

The photography program is currently stable indicated by campus enrollment experienced a decline of 10.9%, PHOT experienced a decline of only 3.7%. The majority of classes scheduled are either closed or waitlisted. Online courses have shown increased enrollment needing an addition section. The 3 year fill rate is 88.2%, slightly higher than the institution fill rate of 80.3%

**B. New Objectives/Goals:**

**The goal is to increase retention and completion rates for all students. To meet this goal the photography program proposes to continue improving the following research based strategies:**

- Learning students name quickly.
- Encourage students to have an in class buddy and have them exchange phone numbers and e-mail addresses.
- Setting a positive tone focusing on student success.
- Determine student goals and objects for the class early in the first week of class
- Clear communication of what students can expect of the instructor and what you expect of them
- Identify students who are headed for academic difficulty as early in the course as possible
- Better communication with counselors with the photo program

In addition, photography, like other art forms, is expensive. Many students lack the resources to be successful. Addition equipment such as digital cameras and tripods need to be purchased so more students have the opportunity to be successful.

**Program Review Report** | Spring 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

| **Program** | **Photography** | |
|---|---|---|
| **Area of Study** | Traditional | Digital |
| **Degrees / Certificates** | Photography: AS<br><br>Photography: CoA<br><br>Commercial Photography: CoA (new)<br>Digital Photography: CoA (new)<br><br>Digital Asset Management: SC (archived) | |
| **Courses** | PHOT 110* | PHOT 110* |
| | PHOT 120 | PHOT 120 |
| | PHOT 150 | PHOT 150 |
| | PHOT 151 | PHOT 151 |
| | PHOT 152 | PHOT 152 |
| | PHOT 153B | PHOT 153B |
| | PHOT 170 | PHOT 170 |
| | PHOT 172 | PHOT 172 |
| | PHOT 180 | PHOT 180 |
| | PHOT 181 | PHOT 181 |
| | PHOT 182 | PHOT 182 |
| | PHOT 199** | PHOT 199** |
| | | PHOT 200* |
| | | PHOT 220 |
| | | PHOT 210* |
| | | PHOT 230* |
| | | PHOT 261 |

Taxonomy of Programs, August 2019

## I. PROGRAM DATA

### A. Demand

#### 1. Headcount and Enrollment

| | 2016-2017 | 2017-2018 | 2018-2019 | Change over 3-Year Period |
|---|---|---|---|---|
| **Headcount** | | | | |
| **Within the Program** | 375 | 321 | 351 | -6.4% |
| **Across the Institution** | 8,930 | 8,843 | 8,176 | -8.4% |
| **Enrollments** | | | | |
| **Digital** | **126** | **131** | **133** | **5.6%** |
| PHOT-110 | -- | 34 | 42 | -- |
| PHOT-150 | 29 | 35 | 24 | -17.2% |
| PHOT-151 | 11 | 13 | 4 | -63.6% |
| PHOT-152 | 6 | 7 | 3 | -50.0% |
| PHOT-153B | 14 | 10 | -- | -- |
| PHOT-155 | -- | 11 | -- | -- |
| PHOT-181 | 66 | 21 | 54 | -18.2% |
| PHOT-261 | -- | -- | 6 | -- |
| **Traditional** | **311** | **263** | **288** | **-7.4%** |
| PHOT-120 | 204 | 140 | 120 | -41.2% |
| PHOT-121 | 26 | 25 | 19 | -26.9% |
| PHOT-122 | 3 | 3 | 11 | 266% |
| PHOT-123 | 2 | 1 | 4 | 100% |
| PHOT-172 | 16 | -- | 17 | 6.3% |
| PHOT-180 | 13 | 16 | 25 | 92.3% |
| PHOT-182 | 47 | 49 | 75 | 59.6% |
| PHOT-200 | -- | 17 | 8 | -- |
| PHOT-210 | -- | 12 | -- | -- |
| PHOT-230 | -- | -- | 9 | -- |
| **Within the Program** | 437 | 394 | 421 | -3.7% |
| **Across the Institution** | 36,525 | 36,115 | 32,545 | -10.9% |
| *Source: SQL Enrollment Files* | | | | |

*<u>RPIE Analysis:</u> The number of students enrolled (headcount) in the Photography program decreased by 6.4% over the past three years, while headcount across the institution decreased by 8.4%. Similarly, enrollment within the Photography program decreased by 3.7%, while enrollment across the institution decreased by 10.9%.*

*Enrollment in the following courses changed by more than 10% (±10%) between 2016-2017 and 2018-2019*

*Courses with enrollment increases:*

- *PHOT-122 (267%)*
- *PHOT-123 (100%)*

- *PHOT-180 (92.3%)*
- *PHOT-182 (59.6%)*

*Courses with enrollment decreases:*

- *PHOT-151 (-63.6%)*
- *PHOT-152 (-50.0%)*
- *PHOT-120 (-41.2%)*
- *PHOT-121 (-26.9%)*
- *PHOT-181 (-18.2%)*
- *PHOT-150 (-17.2%)*

*Note: While enrollments among concurrent courses are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

**Program Reflection:**

Though the numbers appears alarming, they are a result of sections offered and classroom capacity. With the addition of an additional Mac Lab, the class capacity was reduced from 24 to 18 stations. The majority of classes (PHOT 120, 150,151,152 are offered in the additional classroom due to its superior pedagogical room configuration. In spite of this, the 3 year trend shows enrollment decreasing at a rate below the rate across the institution.

**2. Average Class Size**

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | Three-Year | |
|---|---|---|---|---|---|---|---|---|
| | Sections | Average Size | Sections | Average Size | Sections | Average Size | Average Section Size | Trend |
| **Digital** | **6** | **21.0** | **7** | **18.7** | **7** | **19.0** | **19.5** | **-9.5%** |
| PHOT-110 | -- | -- | 2 | 17.0 | 2 | 21.0 | 19.0 | -- |
| PHOT-150 | 2 | 23.0 | 2 | 27.5 | 2 | 15.5 | 22.0 | -32.6% |
| PHOT-153B | 1 | 14.0 | 1 | 10.0 | -- | -- | 12.0 | -- |
| PHOT-155 | -- | -- | 1 | 11.0 | -- | -- | 11.0 | -- |
| PHOT-181 | 3 | 22.0 | 1 | 21.0 | 2 | 27.0 | 23.5 | 22.7% |
| PHOT-261 | -- | -- | -- | -- | 1 | 6.0 | 6.0 | -- |
| **Traditional** | **14** | **22.2** | **13** | **20.2** | **15** | **19.2** | **20.5** | **-13.5%** |
| PHOT-120 | 8 | 25.5 | 6 | 23.3 | 6 | 20.0 | 23.2 | -21.6% |
| PHOT-121 | 2 | 15.5 | 2 | 14.5 | 2 | 17.0 | 15.6 | 9.7% |
| PHOT-172 | 1 | 16.0 | -- | -- | 1 | 17.0 | 16.5 | 6.3% |
| PHOT-180 | 1 | 13.0 | 1 | 16.0 | 1 | 12.5 | 13.5 | -3.8% |
| PHOT-182 | 2 | 23.5 | 2 | 24.5 | 3 | 25.0 | 24.4 | 6.4% |
| PHOT-200 | -- | -- | 1 | 17.0 | 1 | 8.0 | 12.5 | -- |
| PHOT-210 | -- | -- | 1 | 12.0 | -- | -- | 12.0 | -- |
| PHOT-230 | -- | -- | -- | -- | 1 | 9.0 | 9.0 | -- |
| **Program Average*** | 20 | 21.9 | 20 | 19.7 | 22 | 19.1 | 20.2 | -12.8% |
| **Institutional Average*** | 1,474 | 24.8 | 1,406 | 25.7 | 1,313 | 24.8 | 25.1 | 0.0% |

*Source: SQL Enrollment and Course Sections Files*
Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.
Concurrent courses are reported as one observation.
PHOT-150/151/152 is reported as one observation associated with PHOT-150.
PHOT-121/122/123 is reported as one observation associated with PHOT-121

*RPIE Analysis: Over the past three years, the Photography Program has claimed an average of 20.2 students per section. The average class size in the program has been lower than the average class size of 25.1 students per section across the institution during this period. Average class size in the program decreased by 12.8% between 2016-2017 and 2018-2019. Average class size at the institutional level remained stable over the same period.*

*Average class size in the following courses and area of study changed by more than 10% (±10%) between 2016-2017 and 2018-2019:*

*Course with increases in average class size:*
- *PHOT-181 (22.7%)*

*Courses and area of study with decreases in average class size:*
- *PHOT-150/151/152 (-32.6%)*
- *PHOT-120 (-21.6%)*
- *Traditional Area of Study (-13.5%)*

**Program Reflection:**

As with the analysis of section 1, the reduction of average class size is a result of the use of the smaller Mac Lab. In addition, sections of PHOT 120 decreased from 8 to 6. A strategy moving forward is to increase the section of 120 as it is satisfies a GE requirement.

**3. Fill Rate and Productivity**

| **Fill Rate*** | | | |
|---|---|---|---|
| | **Enrollments*** | **Capacity** | **Fill Rate** |
| **2016-2017** | 424 | 453 | 93.6% |
| **2017-2018** | 378 | 448 | 84.4% |
| **2018-2019** | 374 | 433 | 86.4% |
| **Three-Year Program Total** | 1,176 | 1,334 | 88.2% |
| **Institutional Level** | 94,614 | 117,777 | 80.3% |
| **Productivity*** | | | |
| | **FTES** | **FTEF** | **Productivity** |
| **2016-2017** | 49.6 | 4.2 | 11.7 |
| **2017-2018** | 48.6 | 4.4 | 11.0 |
| **2018-2019** | 46.4 | 5.5 | 8.5 |
| **Three-Year Program Total** | 144.5 | 14.1 | 10.2 |
| *Source: SQL Enrollment and Course Sections Files* | | | |

*RPIE Analysis: Fill rates within the Photography Program tend to be higher than the fill rates at the institutional level. [Compare program-level rate of 88.2% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, enrollment decreased and capacity remained consistent, resulting in a decrease in fill rate. Between 2017-2018 and 2018-2019, enrollment remained stable while capacity decreased, resulting in an increase in fill rate.*

*Productivity decreased from 11.7 to 8.5 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 10.2 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.*

**Note: Fill rates and productivity reported in the table do not include 2 Photography section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

**Program Reflection:**

As indicated in the data, fill rates for the program are strong and above the rate across the institution. Productivity is less due to restraints of classroom stations for the digital classes. To counter this, additional sections can be offered in the future.

**4. Labor Market Demand**

| Economic Development Department Standard Occupational Classification Description (SOC Code): 27-4021 | Numeric Change in Employment | Projected Growth (% Change in Employment) | Average Annual Job Openings (New Jobs + Replacement Needs) |
|---|---|---|---|
| Napa County (2016-2026)* | -- | -- | -- |
| Bay Area[A] (2016-2026) | -390 | -13.2% | 174 |
| California (2016-2026) | -900 | -4.0% | 1,500 |

*Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov/)*
*[A]Bay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).*
**Data not available for Napa, SOC 27-4021*

*RPIE Analysis: For the Bay Area, the Economic Development Department projects a decrease of 390 positions for the Photography Program by 2026 (compared to 2016). This decrease in positions translates into a 13.2% decrease for the industry within the Bay Area (2016-2026), which exceeds the projected decline in California (for 2016 through 2026). Approximately 174 openings for the Photography program are projected each year in the Bay Area (through 2026).*

**Program Reflection:**

As the labor market demand shows declining jobs, this is also shows in the enrollment of commercial photography courses. Because the photo program is no longer listed as a CTE program and the emphasis of the program to a Fine Art medium rather than commercial, the AS degree should be replace to an AA degree reflecting the Fine Art/transfer emphasis.

## B. Momentum

### 1. Retention and Successful Course Completion Rates

| | Retention Rates (Across Three Years) | | | Successful Course Completion Rates (Across Three Years) | | |
|---|---|---|---|---|---|---|
| **Level** | **Rate** | **Course Rate vs. Program Rate** | | **Rate** | **Course Rate vs. Program Rate** | |
| | | **Above** | **Below** | | **Above** | **Below** |
| **Digital** | 89.7% | -- | -- | 74.4% | X | |
| PHOT-110 | 80.3% | | ***X*** | 55.3% | | ***X*** |
| PHOT-150 | 86.4% | | X | 77.3% | X | |
| PHOT-151 | 92.9% | X | | 71.4% | -- | -- |
| PHOT-152 | 100% | X | | 87.5% | X | |
| PHOT-153B | 91.7% | X | | 79.2% | X | |
| PHOT-155 | 100% | X | | 72.7% | -- | -- |
| PHOT-181 | 94.3% | ***X*** | | 80.9% | ***X*** | |
| PHOT-261 | 83.3% | | X | 83.3% | X | |
| **Traditional** | 89.6% | -- | -- | 70.5% | | X |
| PHOT-120 | 88.1% | | X | 63.8% | | ***X*** |
| PHOT-121 | 94.3% | X | | 82.9% | ***X*** | |
| PHOT-122 | 100% | X | | 94.1% | ***X*** | |
| PHOT-123 | 85.7% | | X | 71.4% | -- | -- |
| PHOT-172 | 84.8% | | X | 75.8% | X | |
| PHOT-180 | 79.6% | | ***X*** | 50.0% | | **X** |
| PHOT-182 | 93.0% | X | | 83.0% | ***X*** | |
| PHOT-200 | 92.0% | X | | 84.0% | X | |
| PHOT-210 | 100% | X | | 91.7% | X | |
| PHOT-230 | 100% | X | | 77.8% | X | |
| **Program Level** | 89.6% | | | **71.7%** | | |
| **Institutional Level** | 89.8% | | | 75.1% | | |

*Source: SQL Enrollment Files*
-- Indicates a value that is within 1% of the program level value.
***Bold italics*** denote a statistically significant difference between the course-level rate and the program-level rate.
**Bold** denotes a statistically significant difference between the program-level rate and the institutional rate.

*RPIE Analysis:* *Over the past three years, the retention rate for the Photography Program mirrored the rate at the institutional level. (The difference was not statistically significant.) The retention rates for PHOT-110 and PHOT-180 were significantly lower than the program-level rate. The retention rate for PHOT-181 was significantly higher than the program-level rate. The retention rate for Photography Program falls in the 31st percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the successful course completion rate for the Photography Program was significantly lower than the rate at the institutional level. The successful course completion rates for PHOT-110, PHOT-120, and PHOT-180 were significantly lower than the program-level rate. The successful course completion rates for PHOT-181, PHOT-121, PHOT-122, and PHOT-182 were significantly higher than the program-level rate. The successful course completion rate for Photography Program falls in the 24th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the difference between retention and successful course completion at the program level (17.9%) was higher than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).*

*The following Photography Program courses and area of studies claimed differences (between retention and successful course completion) that exceeded 10%:*

- *PHOT-180 (29.6%)*
- *PHOT-155 (27.3%)*
- *PHOT-110 (25.0%)*
- *PHOT-120 (24.3%)*
- *PHOT-230 (22.2%)*
- *PHOT-151 (21.5%)*
- *Traditional Area of Study (19.1%)*
- *Digital Area of Study (15.3%)*
- *PHOT-123 (14.3%)*
- *PHOT-181 (13.4%)*
- *PHOT-152 (12.5%)*
- *PHOT-153 (12.5%)*
- *PHOT-121 (11.4%)*
- *PHOT-182 (10.0%)*

**Program Reflection:**

While the retention rate of the program compared to the institution is nearly identical, the successful

completion rate is not. This can be explain in part by instructors not dropping student and as a results, students receive a failing grade. To remedy this all PHOT faculty will be encouraged to drop those student not attending class. As a consequence, student retention will decrease. While there is unfortunately no magic formula for retaining all students, research indicates some strategies, many of which are currently employed but would benefit from improving. These include:

- Learning students name quickly.
- Encourage students to have an in class buddy and have them exchange phone numbers and e-mail addresses.
- Setting a positive tone focusing on student success.
- Determine student goals and objects for the class early in the first week of class
- Clear communication of what students can expect of the instructor and what you expect of them
- Identify students who are headed for academic difficulty as early in the course as possible
- Better communication with counselors with the photo program

One faculty member emails those student who have dropped to solicit feedback on why they dropped. The most sited reason was the workload students face in their other classes.

The Photography Program Coordinator will work with adjunct faculty to reinforce these and other retention strategies

Retention rates for online class are high overall and the online photo course are, unfortunately, no different. More effective strategies are needed. These could include training in best practices for structuring online courses that address:

- Pedagogical aspects of the online environment
- "Live" Interaction to increase the social culture of online classes (Dow 2008)
- More clear communication of workload, challenges, and general expectations (and face to face classes as well)

**2. Student Equity**

| | Retention Rates (Across Three Years) | | Successful Course Completion Rates (Across Three Years) | |
|---|---|---|---|---|
| | **Program Level** | **Institution Level** | **Program Level** | **Institution Level** |
| **Black/African American** | 78% | 85.8% | ***44.1%*** | 64.2% |
| **Hispanic** | | | ***69.3%*** | 72.9% |
| **First Generation** | | | 72.6% | 73.9% |

*Source: SQL Enrollment Files*
***Bold italics*** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

*RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

*Within the Photography Program, the retention rate among Black/African American students was lower than the retention rate at the institutional level. The difference was not statistically significant.*

*Within the Photography Program, the successful course completion rates at the program level were lower than the rates at the institutional level among all three groups. The differences for Black/African American and Hispanic students were statistically significant.*

*This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the institution-level rate exceeding the program-level rate for retention and successful course completion, with statistically significant differences for the latter). (See Section I.B.1 above).*

**Program Reflection:**

Strategies to increase completion rates for Black/African American and Hispanic students can be addressed partially through strategies outlined in the above section. In addition to those, creating course content that better reflect those students. This could include being more inclusive in the selection of photographers used as examples for course content. Striving to find as many diverse voices as guest speakers for the PhotoEye@NVC series.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

| | **Retention Rates** | | **Successful Course Completion Rates** | |
|---|---|---|---|---|
| | In-Person | Online | In-Person | Online |
| PHOT-120 | 89.7% | 100% | 73.8% | 84.6% |
| PHOT-180 | 100% | 83.3% | 100% | 54.2% |
| **Program Total** | 89.8% | 89.2% | 74.1% | 64.9% |
| **Institutional Total** | ***89.2%*** | 87.0% | 70.2% | 69.1% |

*Source: SQL Course Sections Files*
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
***Bold italics*** denote a significantly higher rate within that delivery mode.

*RPIE Analysis: Over the past three years, two courses within the Photography Program have been offered through at least two delivery modes within the same academic year. Across each year of the three-year period, PHOT-120 and PHOT-180 were offered through in-person and online formats.*

*Within the Photography Program:*

- *The retention rate in online sections of PHOT-120 was higher than the retention rate in in-person sections of the course, although the difference was not statistically significant.*
- *The retention rate in in-person sections of PHOT-180 was higher than the retention rate in online sections of the course, although the difference was not statistically significant.*
- *The retention rate in in-person sections at the program level was slightly higher than the retention rate in online sections of the program, although the difference was not significant.*

*This pattern within the program – with retention rates in in-person sections exceeding the*

*corresponding rates in online sections of the same course – reflects the finding at the institutional level (although the difference at the institutional level was statistically significant).*

*Within the Photography Program:*

- *The successful course completion rate in online sections of PHOT-120 was higher than the successful course completion rate in in-person sections of the course (although the difference was not statistically significant).*
- *The successful course completion rate in in-person sections of PHOT-180 was higher than the successful course completion rate in online sections of the course (although the difference was not statistically significant).*
- *The successful course completion rate in in-person sections at the program level was higher than the successful course completion rate in online sections (although the difference was not statistically significant).*

*This pattern within the program – with successful course completion rates in in-person sections exceeding the corresponding rates in online sections of the same course – reflects the finding at the institutional level (although the differences were not statistically significant).*

**Program Reflection:**

While it is good to know that the comparison of online verses in-person classes is not statistically significant it still wouldn't hurt to implement the strategies outlined in the Retention and Successful Course Completion section

## C. Student Achievement

### 1. Program Completion

| | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|
| **Degrees** | | | |
| Photography: AS | -- | 1 | 1 |
| **Institution: AS Degrees** | **443** | **394** | **386** |
| **Average Time to Degree (in Years)+** | | | |
| Photography: AS | -- | * | * |
| **Institutional: AS** | **4** | **4** | **4** |
| **Certificates** | | | |
| Photography: CoA | 1 | 1 | -- |
| Commercial Photography: CoA | -- | -- | -- |
| Digital Photography: CoA | -- | -- | |
| **Institutional: Certificates of Achievement** | **327** | **404** | **349** |
| **Average Time to Certificate (in Years)+** | | | |
| Photography: CoA | * | * | -- |
| **Institutional: Certificates of Achievement** | **3** | **3** | **4** |

*Source: SQL Award Files*

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a

degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

*RPIE Analysis: The number of AS degrees conferred by the Photography Program remained stable between 2017-2018 and 2018-2019. Over the same period, the number of AS degrees conferred by the institution decreased by 2.0%.*

*The Photography Program accounted for 0.3% of the AS degrees conferred in 2017-2018 and 0.3% of those conferred in 2018-2019. For all three years, the average time to degree is not reported due to small cohort size.*

*The number of certificates conferred by the Photography Program remained stable between 2016-2017 and 2017-2018. Over the same period, the number of certificates conferred by the institution increased by 23.5%. The Photography Program accounted for 0.3% of the certificates conferred in 2016-2017 and 0.2% of those conferred in 2017-2018. For all three years, the average time to certificate is not reported due to small cohort size.*

**Program Reflection:**

As the photography program is no longer supported by Career Education & Workforce Development the AS degree may not be the most appropriate avenue for students. Most students are taking photo courses for numerous reasons, including fulfilling GE requirements, personal enjoyment, obtaining skills for freelancing and transfer to four year institutions. The latter would only benefit from a degree. As yet there is no AAT degree specifically for photography, an AA degree may make more sense for students. Those students wanting to freelance and/or start their own business would be better suited for a certificate geared to those specific skills

**2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

*This section does apply to the Photography Program, as the discipline is included in the Perkins IV/Career Technical Education Data by the California Community Colleges Chancellor's Office. However, data are not reported here because recent program cohorts had less than 10 students. Licensure exams are not required for jobs associated with the discipline.*

## II. CURRICULUM

### A. Courses

| **Subject** | **Course Number** | **Approval Date** | **Has Prerequisite*** Yes/No | **In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year*** | **To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year** | **No Change** |
|---|---|---|---|---|---|---|
| PHOT | 110 | 6/12/17 | No | | | |
| PHOT | 120 | 8/10/2009 | No | S 2020 | | |
| PHOT | 121 | 1/16/2018 | No | | | X |
| PHOT | 122 | 1/16/2018 | No | | | X |
| PHOT | 123 | 1/26/2018 | No | | | X |
| PHOT | 150 | 1/16/2018 | No | | | X |
| PHOT | 151 | | No | NS 2020 | | |
| PHOT | 152 | 1/16/2018 | No | | | X |
| PHOT | 153b | 8/10/2010 | | | Obsolete 2010 | |
| PHOT | 155 | | | | Obsolete 2010 | |
| PHOT | 170 | 8/11/2014 | No | S 2020 | | |
| PHOT | 172 | 1/16/2015 | No | NS 2020 | | |
| PHOT | 173 | New | No | | | |
| PHOT | 180 | 8/10/2010 | No | S 2020 | | |
| PHOT | 181 | 8/10/2010 | No | NS 2020 | | |
| PHOT | 182 | 8/11/2014 | No | NS 2020 | | |
| PHOT | 200 | 1/13/2017 | No | | | X |
| PHOT | 210 | 1/13/2017 | No | | | X |
| PHOT | 230 | 1/13/2017 | No | | | X |
| PHOT | 261 | 8/13/2018 | No | | | X |

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

**B. Degrees and Certificates[+]**

| **Degree or Certificate & Title** | **Implementation Date** | **Has Documentation** Yes/No | **In Need of Revision+** *and/or Missing Documentation* **& Academic Year** | **To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year** | **No Change** |
|---|---|---|---|---|---|
| AS Degree Photography | NA | Y | Revision 2020 | | |
| Digital Photography Certificate of Achievement | NA | Y | Revision 2020 | | |
| Photography Certificate of Achievement | NA | Y | | Obsolete 2020 | |
| Commercial Photography Certificate of Achievement | NA | Y | | Obsolete 2020 | |
| Analog Photography Certificate of Achievement | Launched | | | | |
| Commercial Photography Certificate of Achievement | Launched | | | | |
| Digital Photography Certificate of Achievement | Launched | | | | |
| Photography AS Degree | Launched | | | | |
| Photography AA Degree | Pending | | | | |

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

**Program Reflection:**

The majority of PHOT courses show strong enrollment patterns, indicating that these courses satisfy student needs and interests. The darkroom course (PHOT 121, 122, and 123) show weaker numbers indicating a reduced but still steady demand. Offering these classes on an every other semester may be explored, however doing so would impact those student completing either a degree or certificate. The commercial classes are more problematic. When offered, enrollments have decreased to the point that those classes have been cancelled. Consolidating the two lighting courses (200 and 210) to a single course should be explored as well as rebranding the Lifestyle class (230). In any event those courses need aggressive promotion to become viable again. The declining enrollments of the commercial classes challenges the wisdom of continue the AS degree. When the photo program was part of CTE the AS degree was appropriate. The photo program is now under ARAH in the Arts and Sciences division. The program has shifted from Photographic Technology to a Fine Art emphasis. An AA degree would reflect this shift.

To satisfy student needs for either self-employment or personal enrichment three certificates have been developed: Digital Photography, Analog Photography and Commercial Photography. These reflect the course sequence of the AS degree minus the GE courses.

## III. LEARNING OUTCOMES ASSESSMENT

### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

| | Number of Courses with Outcomes Assessed | | Proportion of Courses with Outcomes Assessed | |
|---|---|---|---|---|
| Number of Courses | Over Last 4 Years | Over Last 6 Years | Over Last 4 Years | Over Last 6 Years |
| 19 | 16 | 17 | 84% | 89% |

Learning Outcomes Assessment at the Program/Degree/Certificate Level

| Degree/Certificate | Number of Outcomes* | Number of Outcomes Assessed | | Proportion of Outcomes Assessed | |
|---|---|---|---|---|---|
| | | Over Last 4 Years | Over Last 6 Years | Over Last 4 Years | Over Last 6 Years |
| AS degree | 5 | 5 | 5 | 100% | 100% |
| | | | | | |

**Program Reflection:**

The Photography program maintains a rigorous schedule of assessment, every class every semester, every SLO. Because the SLOs map the programs PLOs, Program assessment is ongoing.

The photo program primary uses a survey for SLO and PLO assessment. This survey, Student Assessment of Learning Gains or SALG was developed in 1997 by Elaine Seymour while she was co-evaluator for two National Science Foundation-funded chemistry consortia (ChemLinks and ModularCHEM) that developed and tested modular curricula and pedagogy for undergraduate chemistry courses. The original SALG was used by over 1000 instructors in 3000 classes and by over 65,000 students. The instrument was subsequently revised in 2007 to better reflect the goals and methods used in a broader array of courses beyond chemistry. SALG asks students to assess and report on their own learning, and on the degree to which specific aspects of the course have contributed to that learning. The instrument has since been revised to include five overarching questions, each of which an instructor can customize to a course through sub-items. These questions are:

- How much did the following aspects of the course help you in your learning? (Examples might include class and lab activities, assessments, particular learning methods, and resources.)
- As a result of your work in this class, what gains did you make in your understanding of each of the following? (Instructors insert those concepts that they consider most important.)
- As a result of your work in this class, what gains did you make in the following skills? (A sample of skills includes the ability to make quantitative estimates, finding trends in data, or writing technical texts.)
- As a result of your work in this class, what gains did you make in the following? (The sub-items address attitudinal issues such as enthusiasm for the course or subject area.)
- As a result of your work in this class, what gains did you make in integrating the following? (The sub-

items address how the students integrated information.)

As this is instrument is administered via the web and relies on students to complete, the assessment of online classes and those taught in classroom without computers are the most problematic as the instructors has less control over student to complete the survey. We have implemented strategies that have been effective in improving the completion rate.

The SALG survey has two important features. One, it provides a baseline survey at the beginning of class follow by and end of the semester survey with analysis tools to report the following statistical results: Mean, Mode, N, and Standard Deviation. In addition this tool allows Cross-tabulation/Disaggregation to track a common SLO through a sequence of classes assisting in PLO assessment. The ease of using this assessment method allow all classes and all their SLO's to be assessed every semester.

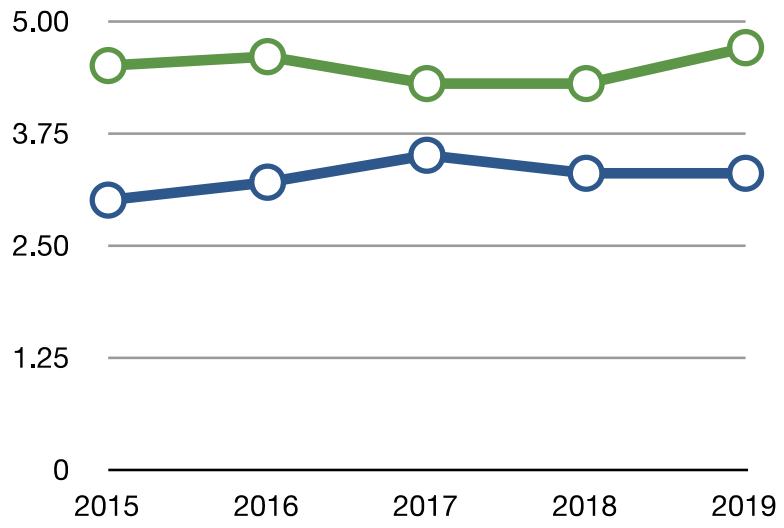
The proportion of classes not reaching 100% is due to particular courses being cancelled and not offered for another 3 or 4 semesters or students did not complete the surveys . The program coordinator has since worked with faculty to address this issue with possible strategies to increase student participation. In addition PHOT 180, History of Photography is cross-listed with ARTH 180 which is taught primarily by the Art History instructors.

Curriculum mapping needs updating to reflect the current courses offerings. SLO's and PLOs' need minor updating to reflect consistent language.

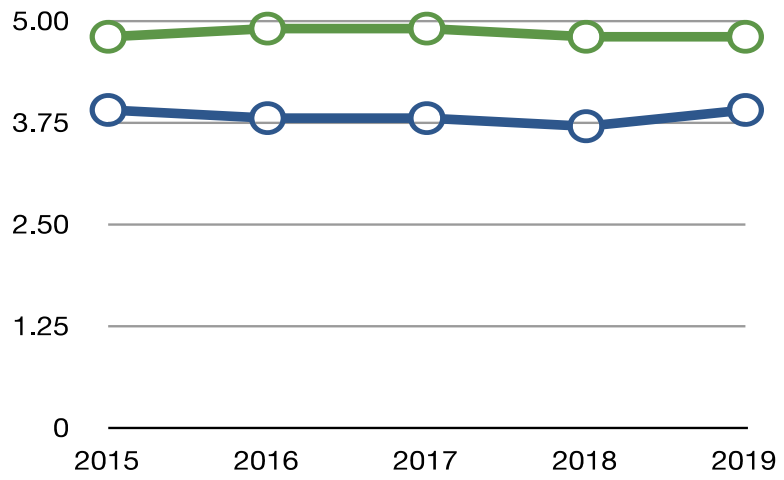
**B. Summary of Learning Outcomes Assessment Findings and Actions**

The following graphs were derived from five year of survey data using the mean values for questions relating to PLO outcomes. The blue data is beginning of the semester results (baseline) and the green the results at the end of the semester.

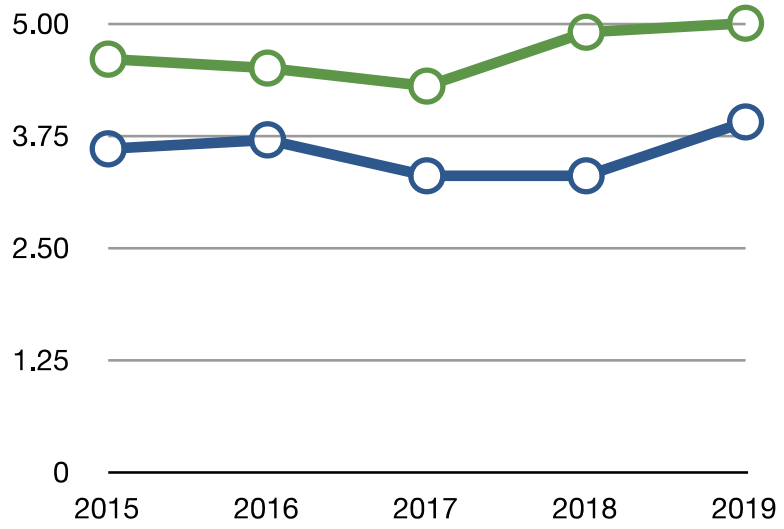
**PLO 1**



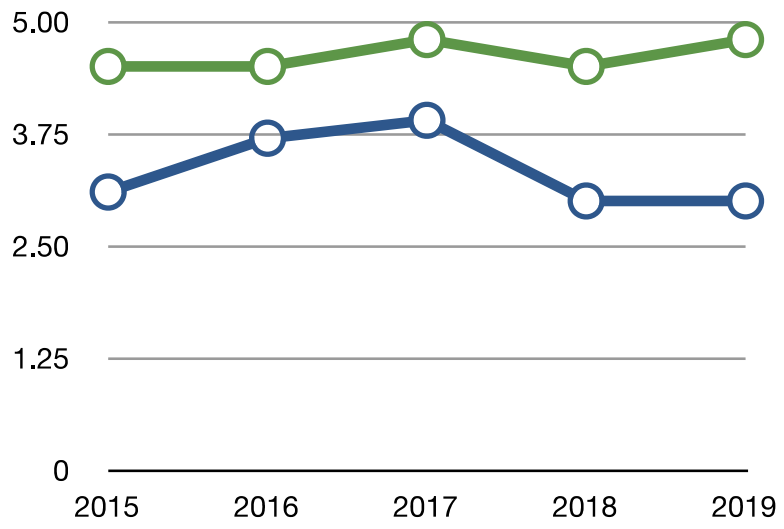
**PLO 2/ SLO 2**



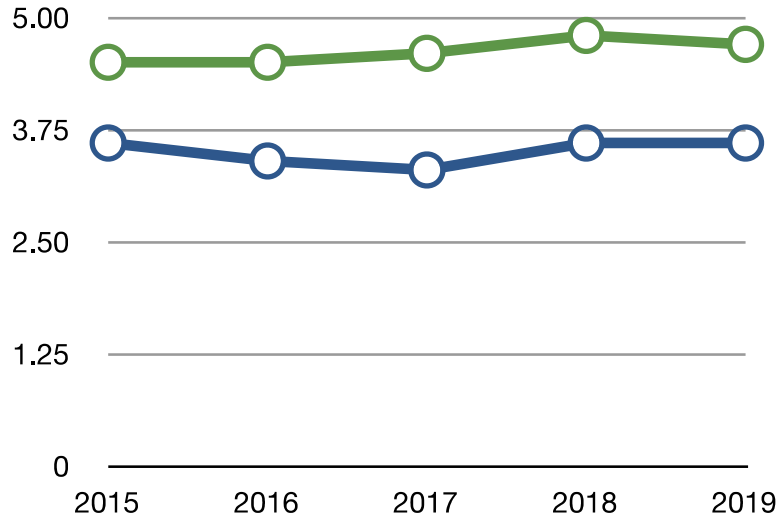

**PLO 3**



**PLO 4**


5.00
3.75
2.50
1.25
0
2015
2016
2017
2018
2019

**PLO 5**


5.00
3.75
2.50
1.25
0
2015
2016
2017
2018
2019

**Program Reflection:**

The Photography program has a rigorous assessment schedule. We assess every class every semester, every SLO. By doing so we are able to make changes in our teaching methods and quickly see whether those changes have improved student learning.

Overall, we have been successful and responsive to the results of student learning outcome assessment. Shortcomings are addressed and new strategies are immediately implemented.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- O Viability
- X Stability
- O Growth

*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

1. 1A.1 – While the campus enrollment decline of 10.9%, PHOT experienced a decline of 3.7%.
2. 1A.2 – Though the data shows a decline in head count, this is a result of more classes being offered in the small Mac Lab. Online courses have shown increased enrollment needing an addition section.
3. 1A.3 – The 3 year fill rate is 88.2%, slightly higher than the institution fill rate of 80.3%

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: _Photography_____
Plan Years: __2020-2023_____

| Strategic Initiatives Emerging from Program Review | Relevant Section(s) of Report | Implementation Timeline: Activity/Activities & Date(s) | Measure(s) of Progress or Effectiveness |
|---|---|---|---|
| Increase number of camera and related equipment for student checkout. | Student Equity | Fall 2020 | Increased enrollment, retention, and success rate of underserved students. |
| Out reach to feeder schools | Headcount and Enrollment | Fall 2020 - ongoing | Increased enrollment |
| | | | |

| | | | |
|---|---|---|---|
| | | | |

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

1. Acquiring cameras and related equipment are in the current Unit Plan.
2. A promotional video have been made for Arts and Humanities. Along with this, an Art Summit is in the early planning stage with studio art faculty to meet with our counterpart in the 7-12 schools.

## IV. PROGRAM HIGHLIGHTS

### A. Recent Improvements

1. Addition of Smartphone class
2. Addition of second semester Night Photography class
3. Addition of digital Photography certificate
4. Addition of Analog Photography certificate
5. Addition of Commercial Photography certificate
6. Additional section of PHOT 182 added
7. Addition of second mac lab

### B. Effective Practices

1. PHOT program regularly schedules a broad range of classes.
2. Robust SLO and PLO assessment.
3. Use of social media to communicate with students and promote photography program.
4. Introduce student and the larger community a diverse range of photographers through the PhotoEye@NVC lecture series.
5. Gallery shows promoting student work

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Robert Van Der Velde

**Date:**

4/22/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Photography program is a small but solid program. The curriculum is consistently assessed and brought up to date, and the program meets its objectives. In recent years the program has continued to evolve to meet the needs of students.

Areas of concern, if any:

The impending retirement of the sole full-time faculty member is of great concern, as this position must be filled for the program to continue its momentum. Institutional support for technology needs is also essential. Bandwidth for labs and classrooms must be increased to support technologies used in Photography, and Macs should be refreshed on a regular basis.

Recommendations for improvement:

Curriculum and certificate offerings should be revised as noted in the above sections of this report.
The program should consider whether the darkroom and associated classes should continue to be supported when most photography has transitioned to digital.

Anticipated Resource Needs:

| **Resource Type** | **Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)** |
|---|---|
| Personnel: Faculty | Anticipated retirement of the sole full-time faculty member in 2021 requires initiation of a search in the 2020-21 academic year |
| Personnel: Classified | |
| Personnel: Admin/Confidential | |
| Instructional Equipment | PHOT continues to need updated equipment as requested in unit plans, particularly cameras for students who cannot afford them. |
| Instructional Technology | Macs should be refreshed on a regular basis and bandwidth improved to support PHOT instruction. |
| Facilities | |
| Operating Budget | |
| Professional Development/ Training | |
| Library & Learning Materials | |