



PROGRAM REVIEW



2017-2018

Program Name: Photography

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Passage

6 Year Program Review

Photography

2017-18

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1. Status Summary

Program Review

Status Summary-Plan of Action-Post Validation

Recommendations to improve student learning outcomes and achievement.

Re-evaluate program and course student learning outcomes after an adequate period of assessment. Begin assessing all classes every semester in elumen.

Action taken: All student learning outcomes have been assessed once in this 6 year cycle and many core classes have been assessed multiple times. Our students are meeting or exceeding expectations in all classes. There is no plan to change assessments or frequency of assessment.

Recommendations to accommodate changes in Student characteristics.

Enrollment changes:

Add an additional basic class to ensure a large enough pool to draw on for upper division classes.

Action Taken: We added an additional 110 class in 2013.

Create an additional upper division class, perhaps further digital, to create a two semester rotation of classes between color, advanced black and white and materials and processes. This would create more demand for classes, as they wouldn't be offered every year.

Action Taken: We moved Advanced Black & White from an evening class to a day class to get more daytime students enrolled. We also changed the pre-req. of materials and processes from 110 to 110 and 170, digital photography. This has brought more students into Materials and Processes. Currently we are doing a major mod on Introduction to Color, changing the pre-req. from 110 to 110 and 170. This will make it suitable, in a sense, as an advanced digital class.

Demographic Changes:

We currently have an excellent mix of ethnicity, gender and age in applied Photography. We have a large Hispanic and Female representation and an excellent blend of ages. We should, however, stay responsive to any future changes especially in regards to our CTEA programs and targeted non traditional student populations.

Action Taken: None.

Recommendations to Improve the Educational Environment

Add an Advanced Digital Photography class. Add a history of photography class.

Action Taken: By adding 170 as a pre-req. to Introduction to Color and Materials and processes we have, in effect, made both these classes Advanced Digital classes, in that it gives the student further opportunities to explore the digital image.

After consultation with Steve Lewis, my predecessor, I decided not to add a History of Photography class. Mr. Lewis said he attempted several times to add a history class over his 30 years, and he could never get it to fill.

Neighboring College and University Plans

Investigate increased articulation in Advanced Black and White, Materials and Processes and Digital Photography.

Action Taken: No action has been taken in this area, but I would like to relate an exchange with the director of the photography lab at Stanford University. He called me because he was doing a survey of photography programs at California Colleges. When I explained our program to him, I could hear his jaw drop all the way from Palo Alto, especially when I described our Materials and Processes class which involves non-silver and 19th century photographic processes. He told me we are unique in his experience.

Related Community Plans

Continue our relationship with the Santa Barbara Arts Council and continue showing student and faculty work at the Beteravia Government Center. This is a wonderful venue for our burgeoning artists and photographers.

Action Taken: Since John Hood retired as the northern coordinator for SBAC there have been fewer opportunities to show at the Beteravia Government Center. The program has done outreach at Career Day setting up a portable photo studio for 6 years. Also currently photography is participating in 3E Bulldog Bound program doing photograms with 5th and 6th graders.

Recommendations That Require Additional Resources Facilities

Our facilities are inadequate. Construction on the new Fine Arts Complex has been postponed into the indefinite future. We need to improve the existing infrastructure.

Action Taken: The indefinite future is here. Hopefully this time we will get a new building.

We need to improve the plumbing and ventilation in the darkroom. We need to install a circulating hot water system so water can get to temperature in the darkroom.

Action Taken: A circulating hot water system proved unfeasible, but plant services has added an on demand hot water heater in the color room that lets us mix chemicals when the ambient water temperature is very cold.

We need to improve or replace the ventilation in the darkroom and color darkroom.

Action Taken: Plant Services has worked on the existing ventilation system. It is adequate.

We need to get proper ventilation and cooling in the digital classroom 019. It is not a classroom, it is a hallway.

Action Taken: 0310 is now our digital classroom. It is a real classroom with good ventilation and air conditioning. It is, however, being used by many other classes besides photography. Photography needs it's own digital lab. The new Fine Arts complex will provide this.

019 is being used as a photographic studio, which purpose it serves very well.

We need to get improved security in the whole O building.

We need to paint 028, the darkroom and 019.

Action Taken: A new alarm system has been installed in the O building. 0328 and 0319 have been painted.

Equipment

We need to acquire more Canon 5D digital cameras, we have 4 purchased with CTEA funds, we need 4 more. We will add them to the 2012 CTEA applications.

Action Taken: We added 2 Canon 5D iiis and a set of lenses with CTEA funds. We also acquired 10 Rebel T5s with TAC funds.

We need 2 Epson Stylus Pro 4900 printers which are much more efficient with their use of ink than our 2800s. They also need to be networked so students can print from their own computers. The way we have to print out of Lightroom now is ridiculous.

Action Taken: The 2800s were replaced with 4900s and the 4900s have been replaced with Epson P800s using TAC funds.

We need to acquire more film cameras. Our 110 basic class is still film centered and fewer students have their own film cameras.

Action Taken: We bought 10 new Pro cameras with equipment prioritization funds. There are no longer ANY student film cameras being made. There are 4 professional 35mm cameras still being manufactured by Nikon and Leica, but they are thousands of dollars apiece. We have donated film cameras, but many of them are in need of repair and our existing cameras are breaking with more and more frequency. In the next year or two we will be forced to change over to digital cameras in our basic classes.

We need to replace the monitors in O19. There are 20 of them and they are aging, the life of a monitor is about 3 or 4 years and ours are getting there.

Action Taken We have moved Digital Photography out of O319 and moved it to O310. Between film and photo using CTEA money we have replaced 14 of the old computers with newer iMacs. There are still 10 old iMacs that need to be replaced. Perhaps Multi Media can do this with CTEA funds.

Staffing

We need to add additional Basic sections and these need staffing. A part time lab tech for all the lab sections would be beneficial to our students.

We have added another associate to our roster to cover the extra 110 class. We still do not have the budget for adequate student workers to cover all the 110 labs. We also need to replace the retiring full time photography `` Instructor. The program cannot exist without a full time faculty member. We owe it to our students.

2. Program Review Self Study

Allan Hancock Photography Department Review

2017-18 Comprehensive Self Study

I. Program Mission

The photographic image has supplanted the written word as the dominant means of communication in the 21st century. The photography program at Allan Hancock College equips the student with the knowledge and means to communicate in this new language while giving them a strong foundations in the literature, terminology and principles of the medium. The program will prepare them to encompass new technologies and new software to remain a visually literate member of the community and society. With the help of CTEA funding students will have new and exciting career opportunities not available in any other Hancock program.

II. Progress Made Toward Past Program/Departmental Goals

Photography has added an extra section of 110, Basic Photography, bringing the total to 4 sections of 110 a semester and one in the summer session. Introduction to Color, PHTO 140, has been moved from a traditional film based class to a hybrid digital and film class to better serve our students. PHTO 140 is currently under review in AP&P to add Digital Photography 170 as Prerequisite along with traditional 110.

The last program review had suggested adding a History of Photography class to the lineup. After discussing the idea with my predecessor Steve Lewis, on his advice I did not pursue the class. Steve had offered the class several times during his tenure and it had never filled.

An on demand hot water heater has been installed in the color darkroom, this helps water temperatures in the winter. Plant services has done work on the ventilation in the main darkroom and in the color darkroom. Ongoing maintenance of ventilation, plumbing and electrical is essential to student success.

Digital photography classes have been moved from O319, which is a hallway, to O310 which is a purpose designed digital lab. O310 is an excellent teaching space, with 24 computer stations. O319 is now a photo studio where lights, backgrounds and stands can be left set up all the time which saves instructors from having to set up and break down every class session. It has led to a much improved studio experience for our students.

Through TAC funds we have upgraded all the printers in O310 to current Epson model P800s and P7000s. Through CTEA funds Photography and Film & Video have acquired 14 new iMacs for O310. It is important that printers and scanners and computers be upgraded in a timely manner, this should be every 4 or 5 years. 10 of

the iMacs in O310 need to be replaced. I suggest that the new Multi-Media instructor attempt to get them through CTEA since MM will be a major stockholder in O310.

Photography has added \$40,086 worth of equipment through CTEA since the last 6 year program review. We have added, 4 Canon 5Ds and 10 canon lenses, 2 view cameras and lenses, two sets of strobe lights and 2 sets of soft lights along with the iMacs in O310.

Photography has participated in Hancock outreach programs, we set up a portable studio for Career Day for 8 years running. We are now participating in the 3E program for outreach to 5th and 6th graders.

III. Analysis of Resource Use and Program Implementation

Photography currently has a full time instructor and three part time instructors. The part time pool of instructors bring a wide range of experience in terms of fine art photography and commercial photography and photojournalism. The associate staff are a huge asset to our student success.

The replacement of the current retiring full time instructor is essential for the continued health of the Photography program. It is also essential the new hire have an MFA from an established and vigorous school. The bankruptcy of schools like Brooke's institute and the accreditation problems of education for profit schools like the San Francisco Academy of Art, are wake up calls for search committees. We owe our students the best instructors we can find from the best institutions.

Our facilities are adequate in Photography as a stop-gap until the new fine arts building is finished. Film photography is the best way for students to learn the medium, but there is a problem with film. 10 years ago the worry was that film and paper would disappear, but there is plenty of film and paper being manufactured. The problem is cameras. The last student grade film camera that was manufactured by Nikon was discontinued this year. There are no film cameras being manufactured that we can use to replace our aging ones. We have donated cameras, but they are aging too. In a year or two we are going to have to replace film in all our basic classes with digital. Much of the course content will remain the same, but lab will switch from wet-lab to digital lab. At present we have O310, the problem with O310 is that it is used by everyone: photo, film, fine art and now Multi Media. I'm afraid it will become the de facto multi media class. Where will 4 sections of basic fit into this busy lab?

If the new art building does not materialize quickly, the current wet lab in O328 should be removed and replaced by a digital lab for our photo classes. The mini darkrooms and color lab can be kept for those students who want to use traditional film based processes and for non-silver.

IV. Program SLOs/Assessments

The photography program outcome is "Student's will be able to identify and explain terminology, materials, principles and practices within the discipline of photography and apply them to the production of work for vocational and personal needs."

All SLOs have been assessed at least once in the 6 years since the last program review. Many classes have been assessed multiple times. The data indicates that very few of our student's perform below expectations, 8.32%, whereas 33.87% perform at the institutional standard and 57.81%, over half, exceed institutional standards. All photography have a portfolio as one of the assessment tools, a portfolio is the most robust of all assessment tools in a studio/craft discipline. Based on the numbers there is no plan to change assessment methods. We can increase assessment frequency, especially in 189 Independent Projects classes and 380-385 Independent labs.

In order to continue the high performance of students in out photography classes it is important that our technology is as current as possible. This means the latest cameras, computers, printers, lights and lenses. Essential to our continued performance is the new Fine Arts complex. Our wet darkrooms are beginning to show their age and the change over to a digital based 110 requires new facilities or the repurposing of our existing wet darkrooms.

The timely acquisition of a full time instructor is also tremendously important in preserving our students excellent performance in outcomes.

V. Distance Learning (Not applicable)

VI. Success, Retention, and Equity

The photography program's retention rates are consistently higher than the college's as a whole. The program's success rates are also significantly higher than those of the college at large (see Photography Program Review Data, page 1). Photography emphasizes the student's visual literacy as opposed to their ability to read and write. This allows students who may have difficulty with traditional literacy or students who are ESL to succeed and even flourish. We have more female students than male students, this is probably the result of a good economy, males often feel more pressure to be in the workforce. We also have a large number of Hispanic women taking photography classes.

The number of students who receive their AS degrees in Photography is also extremely high for a single instructor discipline: 6 in the 2012-2013 year, 6 in the 2013-2014 year and 5 in the 2016-2017 year. I believe this is a remarkable example of student success in the photography program at Hancock.

Enrollment rates in the evening 110 class have been rock solid year in and year out. This class is often attended by working adults who enjoy photography as a pastime

and is exemplary of the college's commitment to the community at large. Our summer classes also draw from the community at large with a high percentage of college now students and teacher's on their summer break.

VII. Trend Analyses/Outlook

The last program review in 2011-12 addressed the fall in enrollment in the photography program. Part of that fall was a reflection in the fall of Hancock enrollment numbers overall and part of it was a reflection of not offering enough basic 110 classes. We added an extra 110 class in 2013 and enrollment numbers have increased over the past three years. Photography's enrollment numbers are similar to Graphics which is the other single instructor discipline in Applied Design.

Digital technology has impacted our number also. The advent of cellphone cameras and digital point and shoot cameras has removed the need for any technical skill or knowledge of craft for the average person to make an acceptable photograph.

In reference to our CTEA photographic classes, the State of California Employment Development Department see's a 3.3% annual increase in the number of photographers in the Santa Maria-Santa Barbara area. Estimated employment numbers in 2014 were 90, expected numbers in 2024 are 120. The median hourly rate for photographer's in 2016 is not very high at \$10.10 nor is the yearly median income of \$21,020. Many photographers and many of our students practice their profession as a sideline or as means of auxiliary income and they do so as much for the love of the medium as for the money.

VIII. Long-Term Program Goals and Action Plans

The overriding long term goal for the photography program, as for all of Fine Arts, is the building of the new Fine Arts Complex. We owe it to our students to supply them with a modern, up to date and beautiful facility in which to pursue their dreams.

Film and darkroom photography has been a wonderful means of teaching our students their craft, but the time has come to transfer our classes to digital. There are no longer any student grade film cameras being made. Nikon discontinued their student camera this year. We have enough film cameras to last 3 or 4 semesters, but after that it the scarcity of film cameras will start to impact our students severely. In planning for the new fine art's complex I believe the 12 station darkroom that is in the current plans should be removed and replaced with a shooting studio.

The photography program currently has four commercial classes: Introduction to Commercial Photography, Portrait Photography, Photojournalism and Introduction to the View Camera. The program should add an Architectural Photography class and perhaps a food photography class. We offer an AS degree in photography, but I think the program should add a certificate in commercial photography. In replacing the current instructor I think a candidate with strong commercial qualifications would be a huge asset to the program.

If the new fine arts complex building is not built, a dedicated digital photography lab should replace the wet lab. O310 will be too impacted to handle 4 basic 110 classes and all the other photography classes that need access to computers.

3. Assessment Plan

Photography Assessment Plan

PHTO 110, Basic Photography, should be assessed every other semester, once a year.

PHTO 120, Materials and Processes, should be assessed every time it is offered, every third semester.

PHTO 130, Advanced Black and White Photography, should be assessed every time it is offered, every third semester.

PHTO 140, Introduction to Color Photography, should be assessed every time it is offered, every third semester.

PHTO 150, Introduction to Commercial Photography, should be assessed every time it is offered, every third semester.

PHTO 170, Digital Photography, should be assessed every other semester, once a year.

PHTO 179 A, Introduction to the View Camera, should be assessed every time it is offered.

PHTO 179 B, Photojournalism, should be assessed every time it is offered.

PHTO 179 C, Portrait Photography, should be assessed every time it is offered.

PHTO 380, Black and White Photo Lab 1, should be assessed every other year.

PHTO 381, Black and White Photo Lab 2, should be assessed every other year.

PHTO 382, Color Photo Lab 1, should be assessed every other year.

PHTO 383, Color Photo Lab 2, should be assessed every other year.

PHTO 384, Digital Photo Lab 1, should be assessed every other year.

PHTO 385, Digital Photo Lab 2, should be assessed every other year.

Photography 6 year Program Review

Review of Prerequisites, Co-requisites, and Advisories

All prerequisites, Co-requisites and advisories were reviewed in Course Review in the Spring of 2017. An additional prerequisite was added for PHTO 140, Introduction to Color Photography, Digital Photography PTHO 170, to make 140 available to students who took either 110 or 170. It was submitted to AP&P in May 2017 and it is still in review.

5. Plan of Action-Pre-Validation

Plan of Action-Pre-Validation

Six Year

Department: Fine Art

Program: Photography

Recommendations to Improve Student Learning Outcomes and Achievement

Increase Assessment from the suggested once every 6 years to every other year for Basic 110 and every time they are offered for the other Classes.

2.1.3, 2.1.5

2018

Recommendations to Accommodate changes in Student Characteristics

Enrollment Changes

Continue outreach programs such as CTEA Career Day and the new Bulldog Bound 3E outreach program that targets 5th and 6th graders.

2.2.1

Ongoing

Demographic Changes

We currently have an excellent mix of ethnicity, gender and age in our applied photography program. We have a large Hispanic and Female representation and an excellent blend of ages. We should, however, stay responsive to any future changes especially in regards to any CTEA programs and targeted non-traditional student populations.

2.2.5

Ongoing

Recommendations to Improve the Educational Environment

Curricular changes

Add an online History of Photography class. Traditionally this class has failed to fill whenever it was offered as an onsite course, but it might have more success as an online offering.

2.2.3, 2.2.4

2019

Create a commercial certificate which includes PHTO 150, Introduction to Commercial Photography, PHTO 179, B Photojournalism and PHTO 179C Portrait Photography.

2.2.3

2018

Change PHTO 179A, 179B and 179C from experimental into regular classes.

2.2.3

2018

Co-Curricular Changes

We have no cross-listed classes.

Neighboring College and University Plans

Investigate increased articulation in Advanced Black and White, Materials and Processes and Introduction to Color Photography and explore the implications of dropping analog film photography and go completely digital in our photography program.

2.2.3

Ongoing

Related community plans

Reestablish our relationship with the Santa Maria Arts Commission and reestablish our connection with the Betteravia Government Center as a venue for our students and faculty.

2.2.3

Ongoing

Recommendations That Require Additional Resources

Facilities

Completion of the new Fine Arts building is the single most important factor in serving our students. This is the third attempt at creating a building to house all the fine arts in one place and it is so important for student success. Having gone to school at a fine arts school where all the disciplines were housed under one roof, the

energy, creativity and enthusiasm that is generated by the cross fertilization of the disciplines is amazing.

2.2.3, 3.3.1, 3.4.1, 3.4.2, 3.4.3

Ongoing

The darkroom sinks in the printing darkroom need a coat of epoxy paint to keep them watertight. The darkroom also needs to be painted and the ramp re-sanded.

2.2.3, 3.4.1

Ongoing

If the new building does not materialize we need to think about removing the darkrooms and replacing them with a digital studio that is separate from O310. The side darkrooms and the color darkroom can remain for non-silver and film processing for advanced students.

2.2.3, 3.3.1, 3.4.1, 3.4.2

2019

Equipment

We need to replace and upgrade computers, digital cameras and lenses, digital printers and scanners as they wear out and obsolesce.

3.3.1

Ongoing

When the new fine arts building is finished we will need an additional 17 iMacs to fill out the digital photo lab. 7 of the iMacs in O310 were bought with CTEA photo funds.

3.3.1

Ongoing

There are no new student quality film cameras being manufactured. If we plan to continue with analog film based photography in our basic 110 classes we will have to buy used cameras from reputable photographic equipment dealers like B&H and Samy's camera. It is my understanding we cannot use district funds to buy used equipment. We will also have to increase the repair budget for photography. It is currently 0.

2.2.3, 3.3.1

Ongoing

Staffing

It is vitally important that the retiring full time instructor be replaced. This is a single instructor discipline and the program cannot function without a full time instructor. We owe that to our students. They should also be chosen from nationally recognized institution and they should have an MFA. I do not believe a BFA and 6 years experience exhibits the dedication that a fine arts faculty member needs. An MFA exhibits dedication, aptitude and rigor.

Associated faculty are very important to the health of the program. They should be replaced as the need arises.

3.3.1

2018 and Ongoing

6. Exhibits

Student Data Summary

Students are highly satisfied in the quality of instruction in the photography program, responding in the 90% range.

The majority of students are highly satisfied in the way the course meets their educational goals.

Students are satisfied with the clarity of course goals. This speaks to the quality of structure in all our lecture and lab classes.

A large number of students stated that their attitude toward photography improved and that they would recommend a course in photography to their friends.

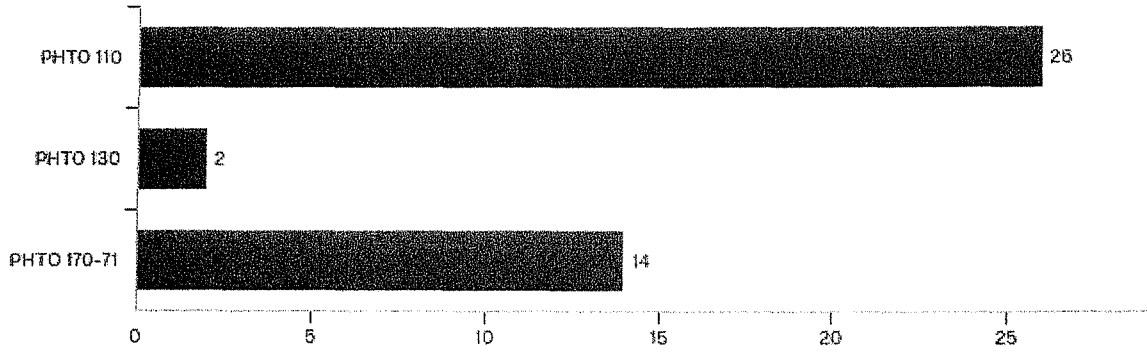
Three students in the survey were somewhat dissatisfied with advice from their counselors about the course. I will email counselors and ask if they have any questions about the program.

Three students in the survey were dissatisfied with resources in the library. Last spring I submitted a list of suggested books to the library. I will also make sure there are copies of the texts in the library. I have talked to the library open resources in photography, a preliminary search by the librarians found no OERs in basic film photography.

Four students in the survey were not satisfied with the availability of tutorial services for the program. Unfortunately most issues arise in lab and these are difficult to tutor, although we have lab assistants who are there to help.

*Photography
Program Review
Spring and Summer 2017*

Which Photography course are you taking this survey for?



#	Answer	%	Count
13	PHTO 170-71	33%	14
8	PHTO 130	5%	2
2	PHTO 110	62%	26
	Total	100%	42

Part I. Please indicate how satisfied you are, in general, with the following aspects of Photography

PHTO 110

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	92%	24	8%	2	0%	0	0%	0	0%	0	26
2	The way textbooks and other materials used in courses within the program help me learn	79%	19	17%	4	4%	1	0%	0	0%	0	24
3	Advice about the program from counselors	61%	14	17%	4	13%	3	9%	2	0%	0	23
4	The way this program meets your educational goals	77%	20	23%	6	0%	0	0%	0	0%	0	26
5	Contribution towards your intellectual growth	85%	22	15%	4	0%	0	0%	0	0%	0	26
6	Clarity of course goals and learning objectives	88%	23	12%	3	0%	0	0%	0	0%	0	26
7	Feedback and assessment of progress towards learning objectives	88%	23	12%	3	0%	0	0%	0	0%	0	26
8	The availability of courses offered in Photography	76%	19	24%	6	0%	0	0%	0	0%	0	25
9	The content of courses offered in Photography	76%	19	24%	6	0%	0	0%	0	0%	0	25
10	The coordination of courses offered in Photography and courses offered in other departments that may be required for your major	75%	18	21%	5	4%	1	0%	0	0%	0	24
11	The physical facilities and space (e.g., classrooms, labs)	81%	21	15%	4	4%	1	0%	0	0%	0	26
12	Instructional equipment (e.g., computers, lab equipment)	77%	20	19%	5	4%	1	0%	0	0%	0	26
13	Presentation of classes via the college's Canvas course management system	78%	18	9%	2	13%	3	0%	0	0%	0	23
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	58%	11	21%	4	21%	4	0%	0	0%	0	19
15	Availability of appropriate resources in the libraries	60%	12	20%	4	15%	3	5%	1	0%	0	20

PHTO 130

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	100%	2	0%	0	0%	0	0%	0	0%	0	2
2	The way textbooks and other materials used in courses within the program help me learn	0%	0	50%	1	50%	1	0%	0	0%	0	2
3	Advice about the program from counselors	0%	0	0%	0	100%	2	0%	0	0%	0	2
4	The way this program meets your educational goals	100%	2	0%	0	0%	0	0%	0	0%	0	2
5	Contribution towards your intellectual growth	50%	1	50%	1	0%	0	0%	0	0%	0	2
6	Clarity of course goals and learning objectives	100%	2	0%	0	0%	0	0%	0	0%	0	2
7	Feedback and assessment of progress towards learning objectives	50%	1	50%	1	0%	0	0%	0	0%	0	2
8	The availability of courses offered in Photography	50%	1	50%	1	0%	0	0%	0	0%	0	2
9	The content of courses offered in Photography	50%	1	50%	1	0%	0	0%	0	0%	0	2
10	The coordination of courses offered in Photography and courses offered in other departments that may be required for your major	100%	2	0%	0	0%	0	0%	0	0%	0	2
11	The physical facilities and space (e.g., classrooms, labs)	50%	1	50%	1	0%	0	0%	0	0%	0	2
12	Instructional equipment (e.g., computers, lab equipment)	50%	1	50%	1	0%	0	0%	0	0%	0	2
13	Presentation of classes via the college's Canvas course management system	50%	1	0%	0	50%	1	0%	0	0%	0	2
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	50%	1	0%	0	50%	1	0%	0	0%	0	2
15	Availability of appropriate resources in the libraries	0%	0	50%	1	50%	1	0%	0	0%	0	2

PHTO 170-71

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	93%	13	7%	1	0%	0	0%	0	0%	0	14
2	The way textbooks and other materials used in courses within the program help me learn	77%	10	23%	3	0%	0	0%	0	0%	0	13
3	Advice about the program from counselors	70%	7	20%	2	10%	1	0%	0	0%	0	10
4	The way this program meets your educational goals	86%	12	7%	1	7%	1	0%	0	0%	0	14
5	Contribution towards your intellectual growth	86%	12	7%	1	7%	1	0%	0	0%	0	14
6	Clarity of course goals and learning objectives	79%	11	14%	2	7%	1	0%	0	0%	0	14
7	Feedback and assessment of progress towards learning objectives	79%	11	21%	3	0%	0	0%	0	0%	0	14
8	The availability of courses offered in Photography	57%	8	21%	3	21%	3	0%	0	0%	0	14
9	The content of courses offered in Photography	71%	10	21%	3	7%	1	0%	0	0%	0	14
10	The coordination of courses offered in Photography and courses offered in other departments that may be required for your major	64%	9	14%	2	14%	2	7%	1	0%	0	14
11	The physical facilities and space (e.g., classrooms, labs)	86%	12	14%	2	0%	0	0%	0	0%	0	14
12	Instructional equipment (e.g., computers, lab equipment)	100%	14	0%	0	0%	0	0%	0	0%	0	14
13	Presentation of classes via the college's Canvas course management system	64%	7	18%	2	18%	2	0%	0	0%	0	11
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	73%	8	0%	0	9%	1	18%	2	0%	0	11
15	Availability of appropriate resources in the libraries	77%	10	0%	0	15%	2	8%	1	0%	0	13

Which of the following best describes your reason for taking this and other courses in Photography?

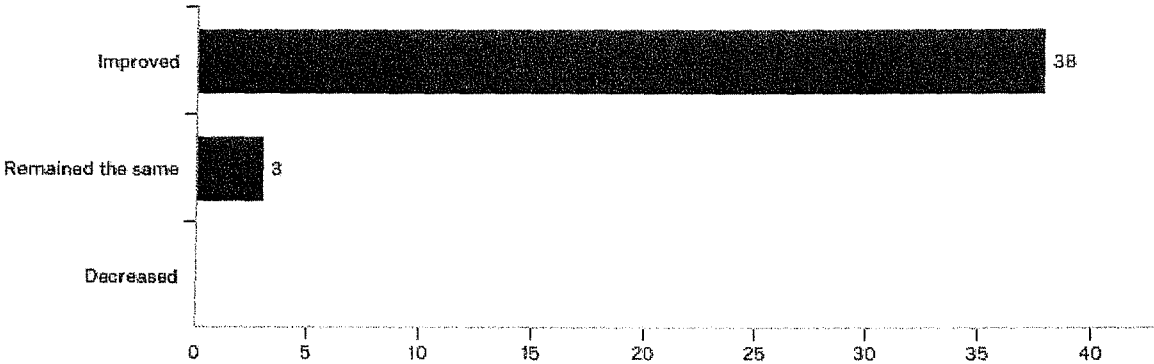
#	Answer	%	Count
1	Recommended by a counselor	5%	2
2	Recommended by a friend	22%	9
3	To meet general education requirements	32%	13
4	Offered at a convenient time	7%	3
5	Other, please specify:	34%	14
	Total	100%	41

TEXT - Other, please specify:

Other, please specify:

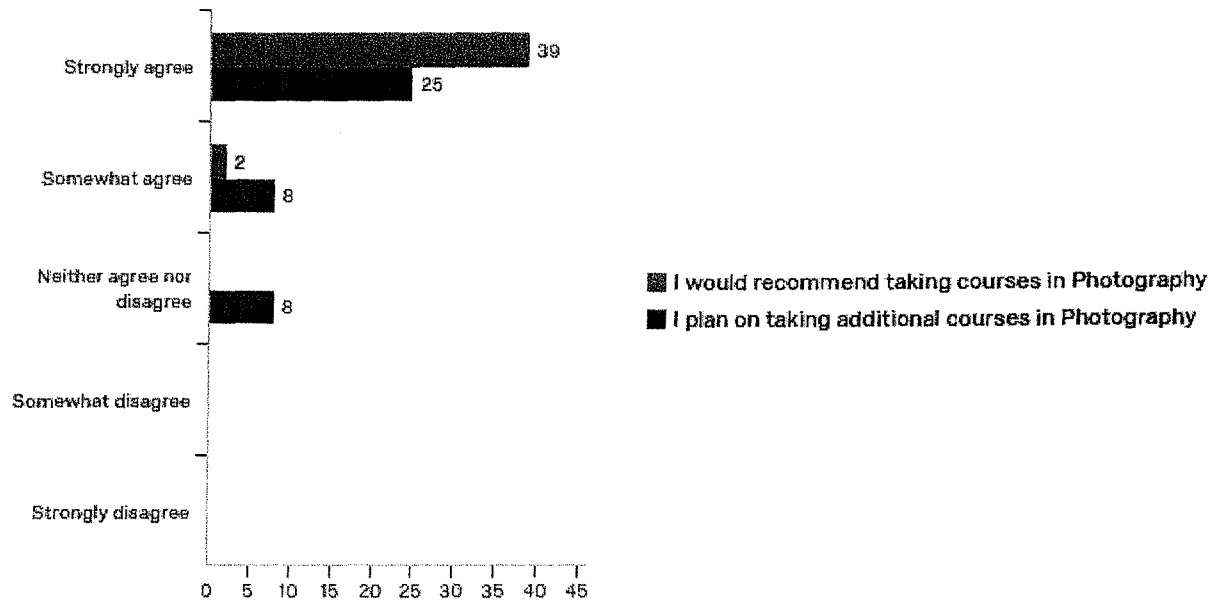
- I like photography
- Advance skills
- I just wanted to take a class
- personal enrichment
- I want to improve overall my photographic skills.
- I love photography
- Intentionally wanted to take this course
- Love photography as a hobby
- For fun
- Different people encouraged me to take a class
- self growth
- Interested. I love photography and have always wanted to take classes.
- Re-inventing my career

Compared to the beginning of the semester, your attitude about Photography has



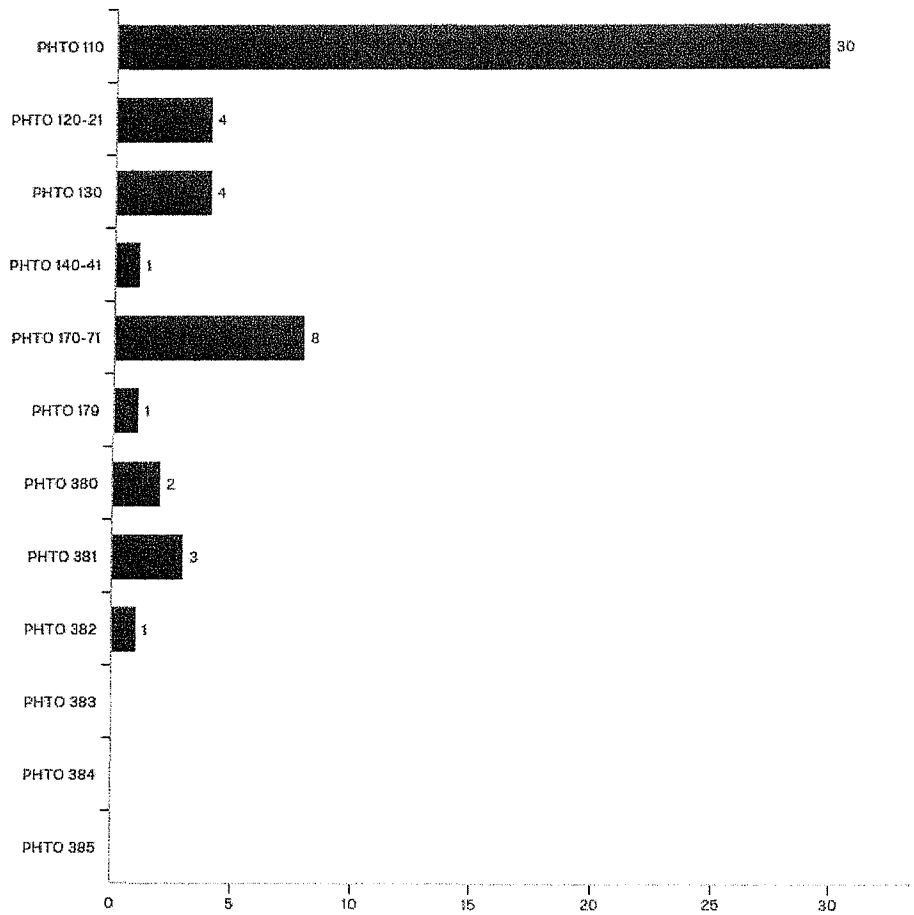
#	Answer	%	Count
1	Improved	93%	38
2	Remained the same	7%	3
3	Decreased	0%	0
	Total	100%	41

Please answer the following questions.



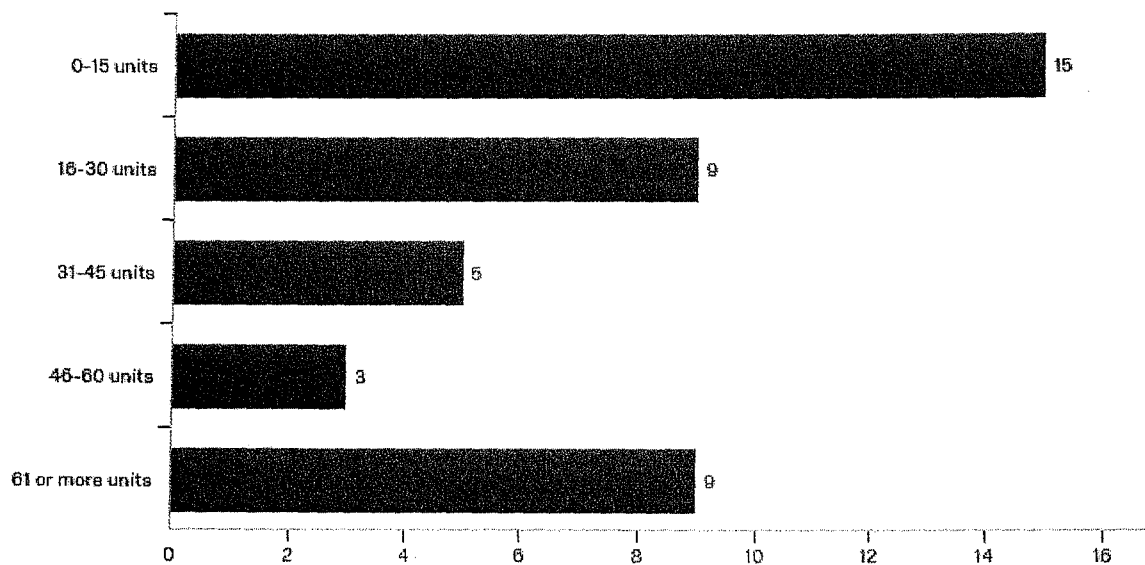
#	Question	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	I would recommend taking courses in Photography	95% 39	5% 2	0% 0	0% 0	0% 0	41
2	I plan on taking additional courses in Photography	61% 25	20% 8	20% 8	0% 0	0% 0	41

Which of the following courses have you taken in Photography? (Select all that apply)



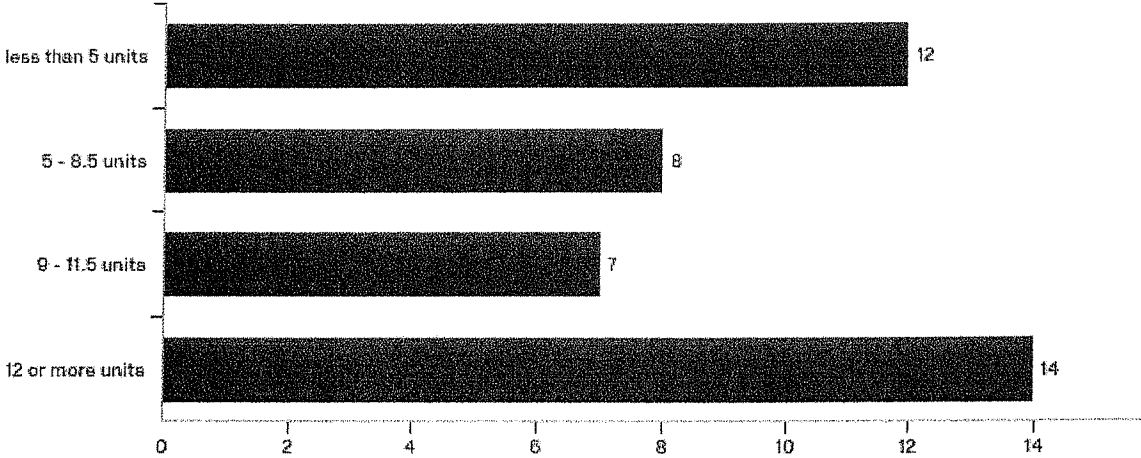
#	Answer	%	Count
2	PHTO 110	56%	30
8	PHTO 120-21	7%	4
13	PHTO 130	7%	4
10	PHTO 140-41	2%	1
7	PHTO 170-71	15%	8
12	PHTO 179	2%	1
11	PHTO 380	4%	2
9	PHTO 381	6%	3
5	PHTO 382	2%	1
6	PHTO 383	0%	0
4	PHTO 384	0%	0
3	PHTO 385	0%	0
	Total	100%	54

How many units have you completed prior to this semester?



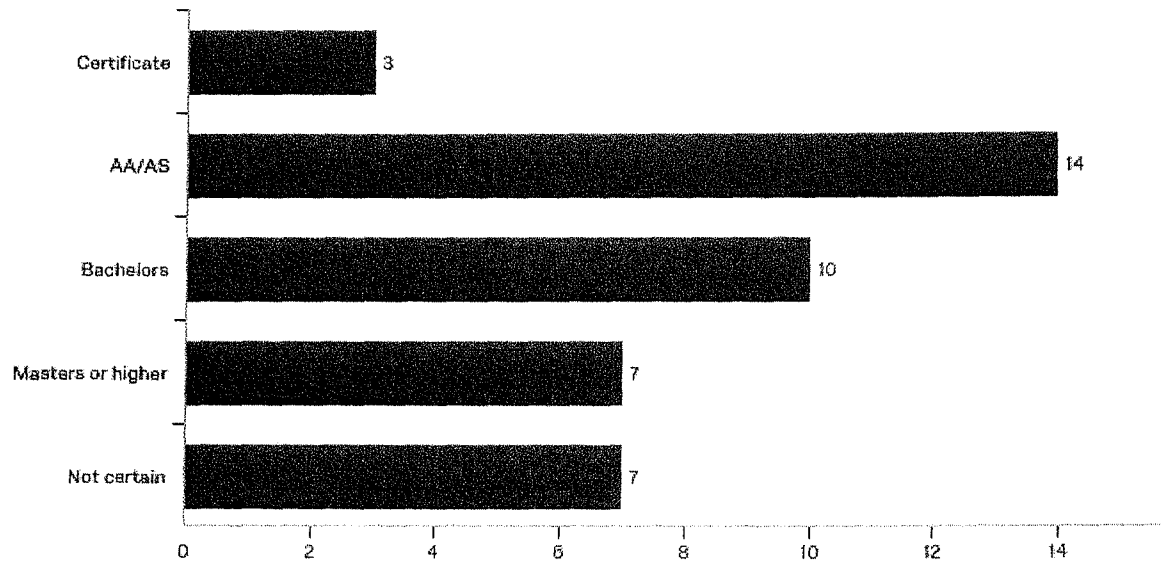
#	Answer	%	Count
1	0-15 units	37%	15
2	16-30 units	22%	9
3	31-45 units	12%	5
4	46-60 units	7%	3
5	61 or more units	22%	9
	Total	100%	41

In how many units are you currently enrolled?



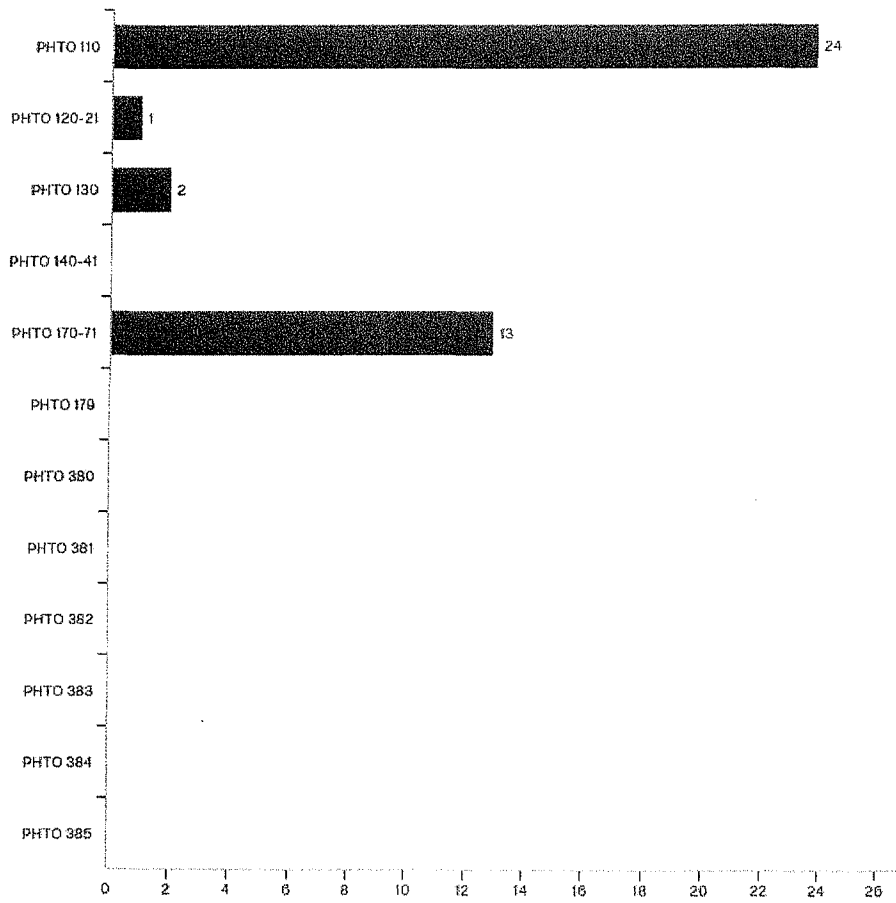
#	Answer	%	Count
1	less than 5 units	29%	12
2	5 - 8.5 units	20%	8
3	9 - 11.5 units	17%	7
4	12 or more units	34%	14
	Total	100%	41

What is your final academic goal?



#	Answer	%	Count
1	Certificate	7%	3
2	AA/AS	34%	14
3	Bachelors	24%	10
4	Masters or higher	17%	7
5	Not certain	17%	7
	Total	100%	41

**Which of the following courses are you currently taking this semester in Photography?
(Select all that apply)**



#	Answer	%	Count
2	PHTO 110	60%	24
8	PHTO 120-21	3%	1
13	PHTO 130	5%	2
10	PHTO 140-41	0%	0
7	PHTO 170-71	33%	13
12	PHTO 179	0%	0
11	PHTO 380	0%	0
9	PHTO 381	0%	0
5	PHTO 382	0%	0
6	PHTO 383	0%	0
4	PHTO 384	0%	0
3	PHTO 385	0%	0
	Total	100%	40

2017-2018 Program Review Data

Photography

If you need to explore you data further please access the publically available Tableau Reports at http://www.hancockcollege.edu/institutional_effectiveness/data.php .

For any further questions, you can contact Armando Cortez at Armando.Cortez@hancockcollege.edu .

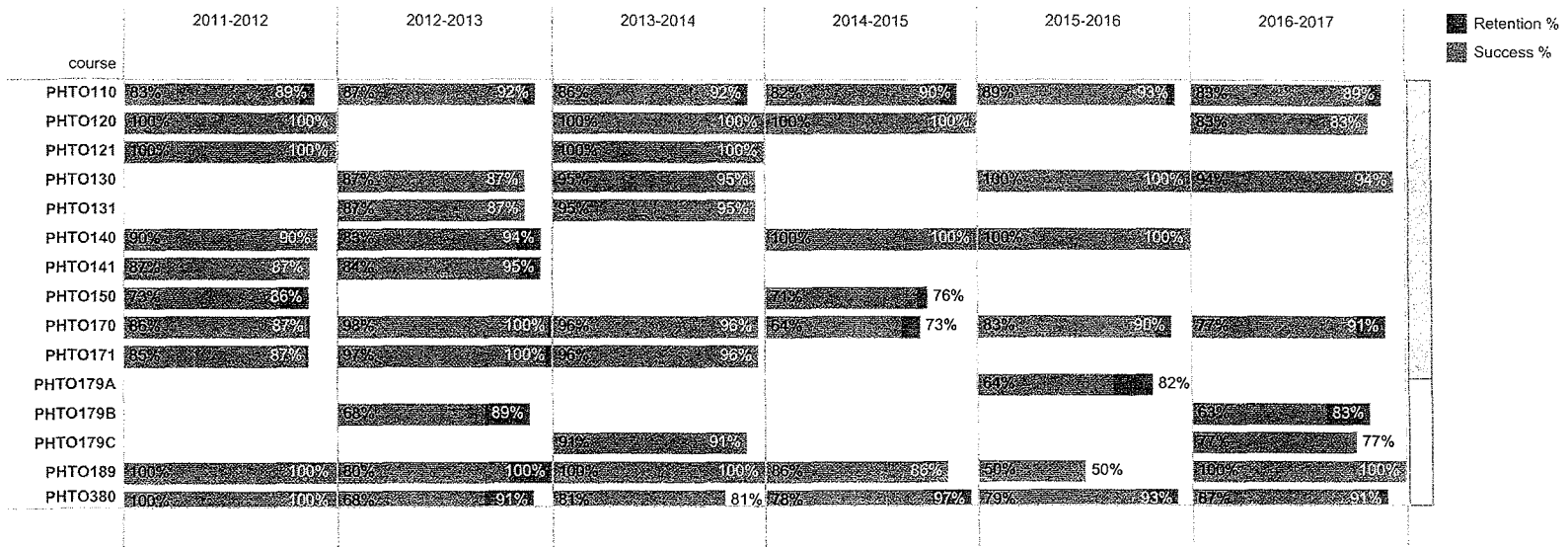
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PHTO: OUTCOMES

subject_code
PHTO

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Sections	3	14	12	3	10	15	3	14	16	1	12	13	2	11	13	2	10	15
Headcount	39	100	123	39	118	112	35	113	131	18	98	120	32	119	119	29	121	131
Enrollment retained	51	170	192	53	172	175	51	166	183	16	119	137	28	144	136	28	139	160
Retention %	85.0%	92.9%	91.4%	94.6%	93.0%	95.1%	98.1%	93.8%	92.9%	88.9%	94.4%	86.2%	87.5%	91.7%	92.5%	90.3%	89.1%	89.4%
Success %	50	164	185	52	168	148	47	165	175	14	104	127	27	139	122	28	122	154
Success %	83.3%	89.6%	88.1%	92.9%	90.8%	80.4%	90.4%	93.2%	88.8%	77.8%	82.5%	79.9%	84.4%	88.5%	83.0%	90.3%	78.2%	86.0%
FTES	6.7	20.9	23.8	6.3	23.2	20.4	5.9	22.3	24.1	3.1	18.5	24.7	5.5	24.5	21.9	5.1	23.3	29.4



ALL AHC: OUTCOMES

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Sections	314	1,023	1,146	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209	355	1,177	1,220	357	1,184	1,214
Headcount	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249	5,593	10,982	11,341	4,354	12,111	11,636
Enrollment	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984	8,789	28,471	28,153	8,305	29,268	28,161
Retention %	85.5%	86.7%	84.6%	89.8%	86.6%	86.2%	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	89.4%	90.4%	88.0%	88.1%
Success %	74.3%	68.6%	69.1%	77.3%	69.6%	70.4%	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	73.2%	79.6%	71.5%	74.0%
FTES	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048	1,009	3,807	3,715	967	4,197	4,020

PHTO: Retention & Success

course	Summer 2011	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016
PHTO110	96% 95%	76% 84%	77% 95%	78% 89%	86% 94%	89% 89%
PHTO170	86% 80%	100% 100%	100% 100%		80% 80%	92% 92%
PHTO171	80% 80%	100% 100%	100% 100%			
Grand Total	83% 85%	86% 95%	90% 98%	79% 89%	84% 88%	90% 90%

course	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
PHTO110	86% 93%	87% 92%	90% 91%	83% 93%	85% 89%	81% 92%
PHTO120			100% 100%			83% 83%
PHTO121			100% 100%			
PHTO130		87% 87%			100% 100%	
PHTO131		87% 87%				
PHTO140	90% 90%			100% 100%		
PHTO141	87% 87%					
PHTO170	87% 91%	100% 100%	95% 95%		90% 97%	86% 84%
PHTO171	88% 92%	100% 100%	95% 95%			
PHTO179B						63% 83%
PHTO180						

course	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
PHTO110	77% 84%	89% 94%	86% 92%	85% 88%	85% 98%	85% 87%
PHTO120	100% 100%			100% 100%		
PHTO121	100% 100%					
PHTO130			95% 95%			94% 94%
PHTO131			95% 95%			
PHTO140		94% 94%			100% 100%	
PHTO141		97% 95%				
PHTO150	86% 86%			76% 76%		
PHTO170	90% 90%	95% 100%	91% 95%	67% 73%	80% 90%	84% 95%
PHTO171	88% 88%	100% 100%	95% 95%			

■ Retention % ■ Success %

PHTO: DEMOGRAPHICS

subject_code
PHTO

age_category	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	70	16	55	11	69	14	51	11	75	17	65	15
20-24	78	18	95	20	107	22	90	20	89	19	102	23
25-29	21	5	26	5	28	6	22	5	23	5	31	6
30-34	13	3	15	3	4	1	13	3	12	3	14	4
35-39	6	1	9	2	5	1	5	1	5	1	4	1
40-49	19	4	9	2	11	3	13	3	14	3	17	5
50+	23	5	25	5	23	5	18	5	23	5	11	2

ETHNICITY	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	5	2	6	1	5	1	5	1	9	2	3	1
Black	2	0	5	1	8	2	5	1	7	1	3	1
Filipino	7	2	12	3	5	1	5	1	11	3	11	2
Hispanic	100	22	103	23	127	27	106	22	114	26	136	32
Native Am	5	1	5	1	3	1	2	0	2	0	4	1
Pacific Isl	1	0			1	0	1	0	3	1		
White	104	24	101	21	96	21	86	20	92	19	84	21

Gender	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	131	31	127	27	140	30	116	25	128	27	124	31
Male	93	21	105	22	105	22	94	21	110	25	116	26
Unknown											1	0

Enrollment Status	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time Student	21	4	21	4	24	5	24	5	32	6	23	5
First Time Transfer	10	2	12	2	17	3	8	1	14	3	9	2
Continuing	158	37	162	36	178	38	161	36	162	35	192	45
Returning	44	8	41	7	33	6	20	3	28	6	24	5
NA	1	0	3	1	3	1	2	0	13	2	2	0
Unknown	1	0										
Grand Total	224	51	232	50	245	52	210	46	238	52	241	57

ALL AHC CREDIT: DEMOGRAPHICS

subject_code
All

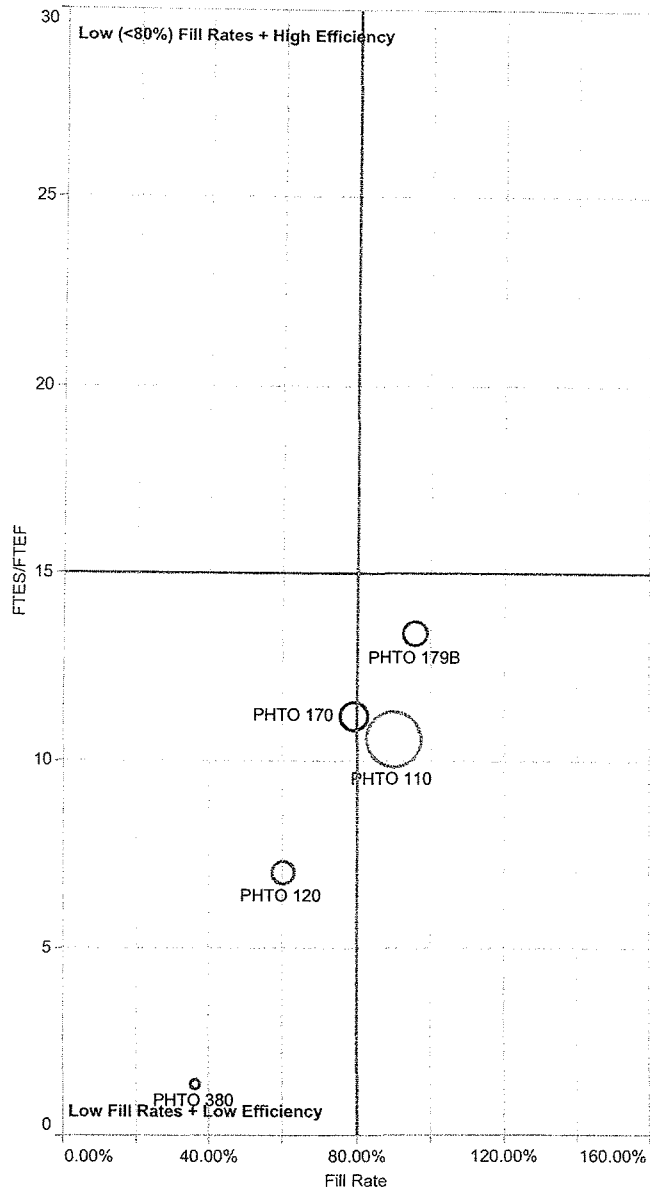
age_category	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	4,349	2,778	4,318	2,784	4,221	2,720	4,268	2,742	4,527	2,758	5,797	3,013
20-24	6,375	3,402	6,362	3,337	6,302	3,417	6,121	3,441	6,054	3,341	5,695	3,354
25-29	2,631	1,117	2,564	1,029	2,497	1,100	2,584	1,182	2,555	1,118	2,433	1,242
30-34	1,597	541	1,585	514	1,520	508	1,542	563	1,533	528	1,377	570
35-39	1,021	334	950	291	978	317	944	320	969	292	919	353
40-49	1,416	422	1,324	382	1,253	378	1,212	400	1,261	356	1,037	372
50+	993	257	919	250	878	259	891	244	966	248	786	223

ETHNICITY	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	593	302	638	282	627	297	585	277	582	275	512	264
Black	658	339	625	342	634	327	617	340	673	359	583	326
Filipino	490	294	447	261	450	271	477	320	473	292	483	309
Hispanic	7,495	4,232	7,604	4,253	7,654	4,475	7,959	4,698	8,196	4,670	8,206	4,873
Native Am	286	142	290	142	261	136	270	144	263	133	307	144
Other	6	1	2	0	1	0	5	1	2	0	4	1
Pac Isl	93	60	103	59	105	50	122	59	97	50	119	62
Unknown	35	4	5	0	2	0	7	1	3	0	6	2
White	7,844	3,477	7,503	3,248	7,033	3,143	6,671	3,050	6,728	2,862	7,016	3,146

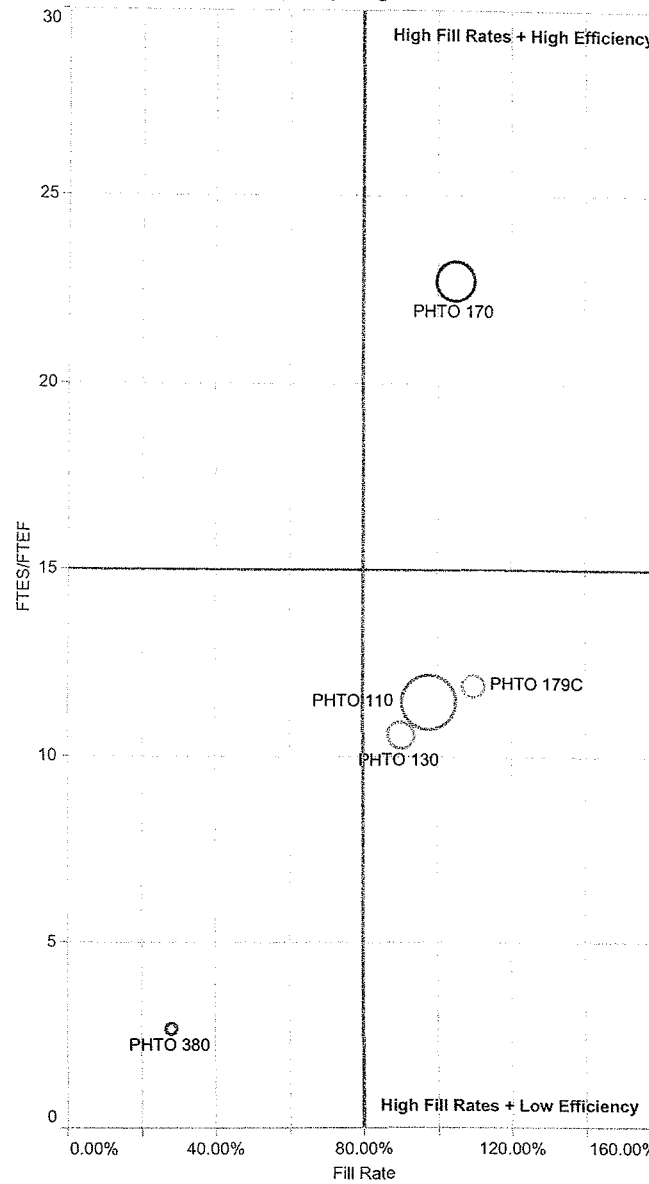
Gender	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	8,738	4,804	8,529	4,526	8,474	4,635	8,255	4,714	8,361	4,479	8,771	4,922
Male	8,753	4,039	8,674	4,058	8,283	4,061	8,450	4,174	8,645	4,159	8,343	4,182
Unknown	13	7	5	3	4	2	3	2	3	2	109	23

Enrollment Status	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time Student	2,804	972	2,455	801	2,859	1,169	2,904	1,176	2,920	1,185	2,778	1,194
First Time Transfer	2,538	546	3,096	695	2,871	681	2,408	598	2,634	616	2,111	541
Continuing	10,766	6,193	9,894	5,704	9,365	5,831	10,408	6,335	10,181	5,991	10,505	6,487
Returning	3,839	1,034	4,709	1,286	4,211	919	3,041	672	3,196	675	2,281	552
NA	474	90	475	94	505	96	560	107	935	173	2,260	353
Unknown	25	14	14	7	6	3	13	3	6	2	4	0
Grand Total	17,500	8,850	17,208	8,587	16,760	8,699	16,707	8,891	17,007	8,641	17,223	9,127

PHTO: Course Efficiency - Fall 2016



PHTO: Course Efficiency - Spring 2017



Subject Code
PHTO

Totals Fall 2016

FTES/FTEF	10.08
FTES	23.25
FTEF	2.31
Fill Rate	70%
Sections	10
Avg Class Size	16
Day 1 Waitlist	3

Totals Spring 2017

FTES/FTEF	12.86
FTES	29.15
FTEF	2.27
Fill Rate	49%
Sections	12
Avg Class Size	15
Day 1 Waitlist	6

Efficiency is the ratio of FTES to FTEF or 'how many FTES are generated per FTEF'.

The threshold for efficiency is 15 and the threshold for fill rate is 80%

If courses have similar data the circles will overlap

PHTO: Course Efficiency

AcademicYear	Term Code - Desc	Division Desc	Subject Code	course	Max. Lab Sessions	FTES/FTEF	FTES	FTEF	Enrollment	Max Enrollment	Fill Rate	Day 1 Waitlist	Demand Ratio
2016-2017	Summer 2016	Fine Arts	PHTO	PHTO 110	1.0	9.00	2.88	0.32	18.0	20.0	90%	0.0	90%
				PHTO 170	1.0	6.93	2.22	0.32	13.0	20.0	65%	0.0	65%
				Total	1.0	7.97	5.10	0.64	31.0	40.0	78%	0.0	78%
	Fall 2016	Fine Arts	PHTO	PHTO 110	1.0	10.56	13.06	1.24	72.0	80.0	90%	3.0	94%
				PHTO 120	1.0	7.04	2.18	0.31	12.0	20.0	60%	0.0	60%
				PHTO 170	1.0	11.15	3.45	0.31	19.0	24.0	79%	0.0	79%
				PHTO 179B	1.0	13.36	2.56	0.19	24.0	25.0	96%	0.0	96%
				PHTO 380	3.0	1.40	0.37	0.26	9.0	25.0	36%	0.0	36%
				PHTO 381	1.0		1.55	0.00	18.0	25.0	72%	0.0	72%
				PHTO 384	1.0		0.09	0.00	2.0	25.0	8%	0.0	8%
	Total	3.0	10.08	23.25	2.31	156.0	224.0	70%	3.0	71%			
	Spring 2017	Fine Arts	PHTO	PHTO 110	1.0	11.44	14.14	1.24	78.0	80.0	98%	2.0	100%
				PHTO 130	1.0	10.56	3.26	0.31	18.0	20.0	90%	0.0	90%
				PHTO 170	2.0	22.74	7.05	0.31	21.0	20.0	105%	4.0	125%
				PHTO 179C	1.0	11.87	2.28	0.19	22.0	20.0	110%	0.0	110%
				PHTO 380	5.0	2.68	0.59	0.22	14.0	50.0	28%	0.0	28%
				PHTO 381	1.0		1.48	0.00	17.0	50.0	34%	0.0	34%
				PHTO 382	1.0		0.05	0.00	1.0	40.0	3%	0.0	3%
				PHTO 384	1.0		0.20	0.00	4.0	40.0	10%	0.0	10%
				PHTO 385	1.0		0.10	0.00	1.0	40.0	3%	0.0	3%
	Total	5.0	12.86	29.15	2.27	176.0	360.0	49%	6.0	51%			
Grand Total				5.0	11.03	57.50	5.21	363.0	624.0	58%	9.0	60%	

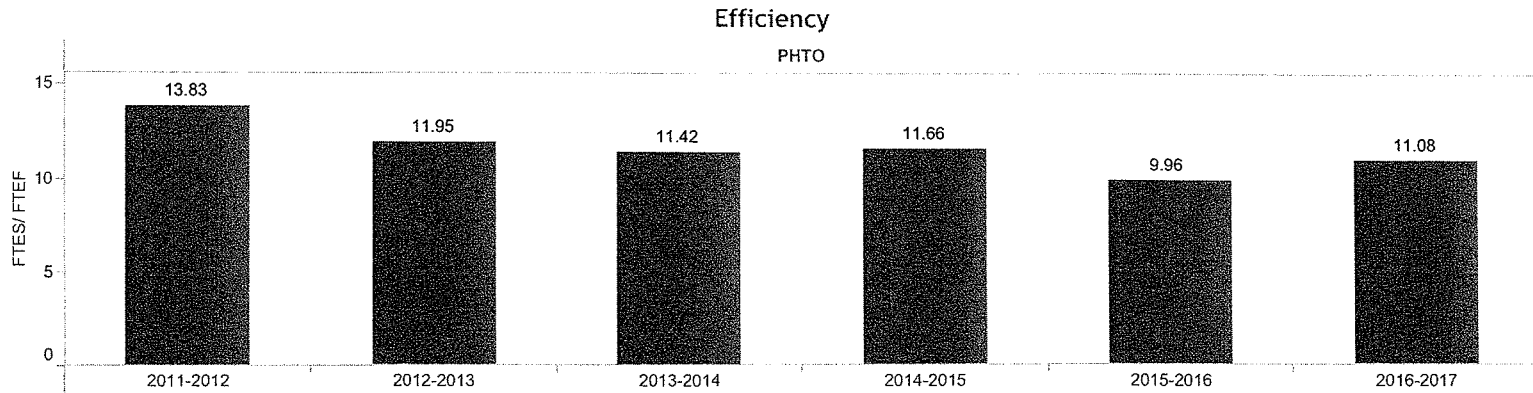
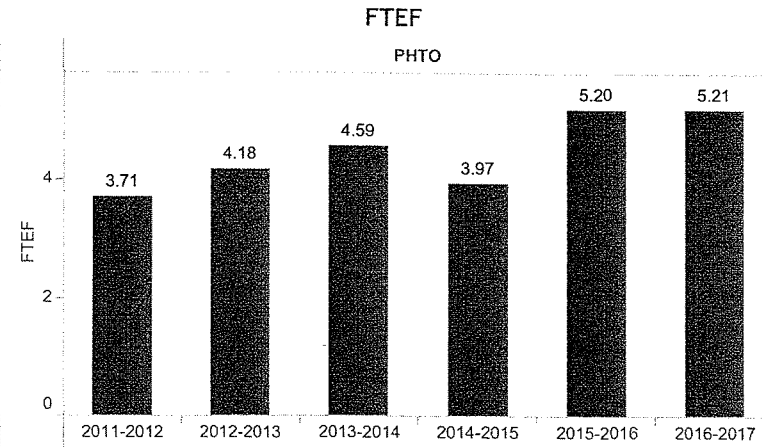
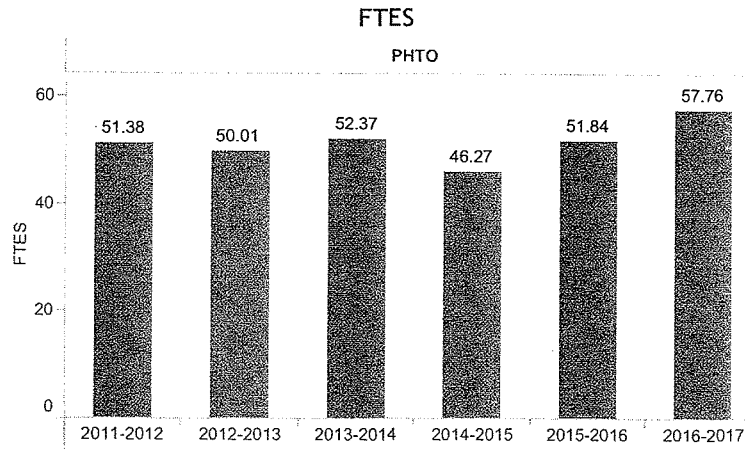
PHTO: FTEF, FTES, Efficiency

Subject
PHTO

Subject
PHTO

Academic Year
Multiple values

Subject	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	FTEF	FTES	FTEF	FTES	FTEF	FTES	FTEF	FTES	FTEF	FTES	FTEF	FTES
PHTO	3.714	51.38	4.184	50.01	4.588	52.37	3.968	46.27	5.203	51.84	5.214	57.76
Grand Total	3.714	51.38	4.184	50.01	4.588	52.37	3.968	46.27	5.203	51.84	5.214	57.76



PHTO: FTEF by Faculty Type

If multiple faculty teach the same course the TOTAL section count may not equal the SUM of sections shown

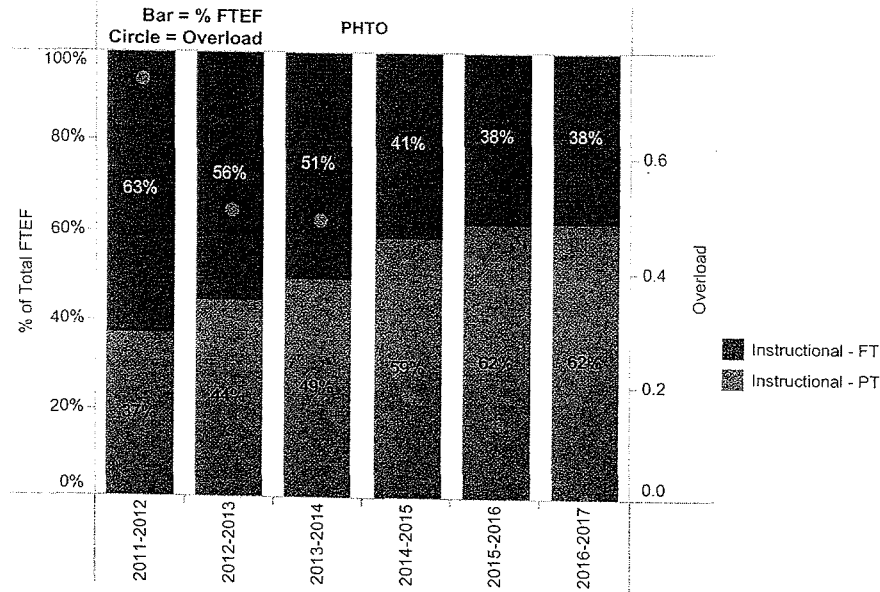
Subject_
All

Academic Year
Multiple values

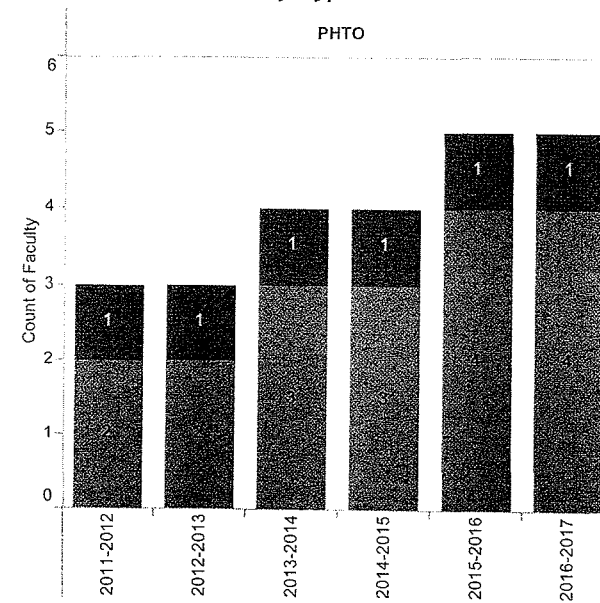
Subject_ Faculty Type	2011-2012				2012-2013				2013-2014			
	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
PHTO Instructional - FT	2.325	0.737	1.00	23.00	2.325	0.508	1.00	15.00	2.325	0.494	1.00	17.00
Instructional - PT	1.389	0.000	2.00	11.00	1.859	0.000	2.00	17.00	2.263	0.000	3.00	18.00
Total	3.714	0.737	3.00	32.00	4.184	0.508	3.00	32.00	4.588	0.494	4.00	35.00
Grand Total	3.714	0.737	3.00	32.00	4.184	0.508	3.00	32.00	4.588	0.494	4.00	35.00

Subject_ Faculty Type	2014-2015				2015-2016				2016-2017			
	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
PHTO Instructional - FT	2.000	0.187	1.00	11.00	2.000	0.133	1.00	11.00	1.974	0.000	1.00	12.00
Instructional - PT	2.825	0.000	3.00	22.00	3.203	0.000	4.00	22.00	3.240	0.000	4.00	22.00
Total	4.825	0.187	4.00	31.00	5.203	0.133	5.00	31.00	5.214	0.000	5.00	32.00
Grand Total	4.825	0.187	4.00	31.00	5.203	0.133	5.00	31.00	5.214	0.000	5.00	32.00

PHTO: % of Total FTEF, Overload



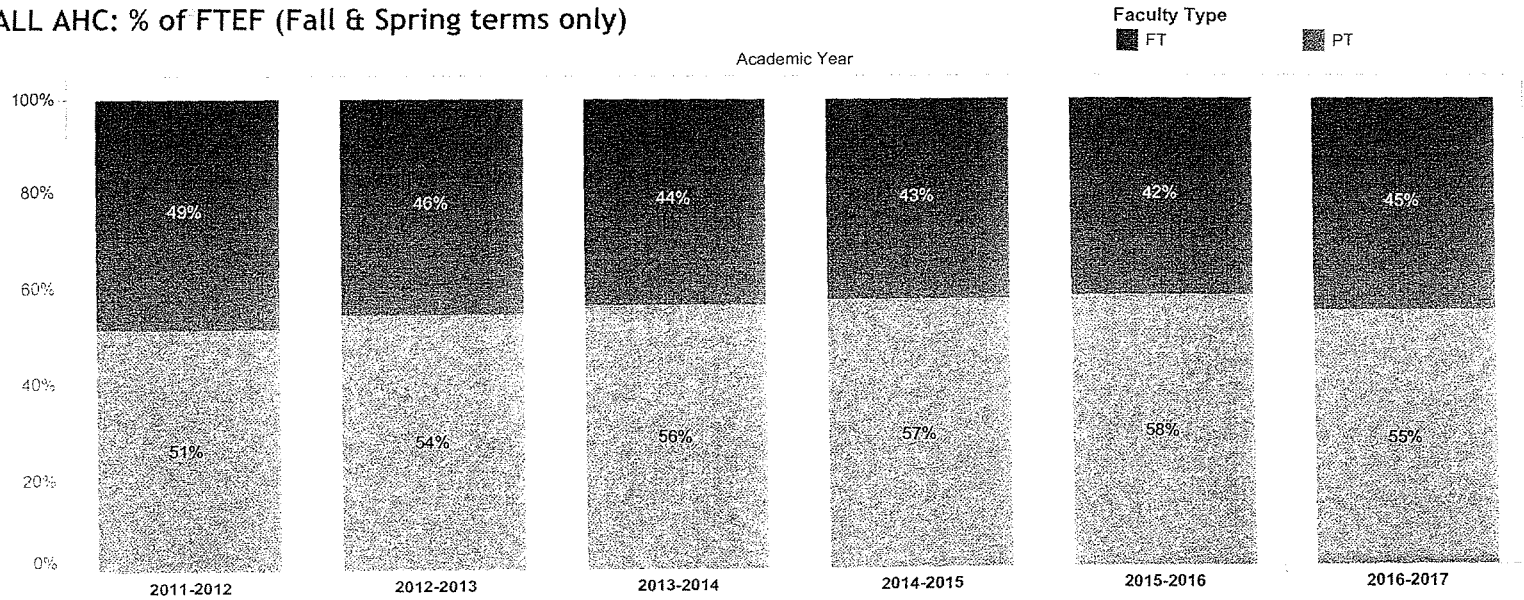
PHTO: Count of Faculty Type



ALL AHC: FTEF by Faculty Type

Instruction Type	Faculty Type_	Academic Year						
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Instructional	FT	233.5	226.1	222.3	221.5	211.1	219.2	235.5
	PT	325.5	282.5	308.9	334.9	358.5	379.7	356.5
	Total	558.9	508.6	531.2	556.4	569.6	598.9	592.0
NonInstructional	FT	47.8	45.5	51.5	55.4	68.3	70.9	74.1
	PT	24.3	25.6	30.8	30.4	35.5	37.4	36.3
	Total	72.1	71.0	82.3	85.8	103.8	108.3	110.4
Grand Total		631.1	579.6	613.4	642.2	673.4	707.2	702.4

ALL AHC: % of FTEF (Fall & Spring terms only)



Applied Design/Media: Degrees & Certificates

DEGREE_PROGRAM_DESC
Applied Design/Media

DEGREE_PRO..	DEGREE_M..	DEGREE_CODE	GRADUATION_TERM_CODE (group)					Grand Total	
			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		2016-2017
Applied Design/Media	Photography	AS	3	6	6	3	1	5	24
	Total		3	6	6	3	1	5	24
Grand Total			3	6	6	3	1	5	24

Degrees & Certificates

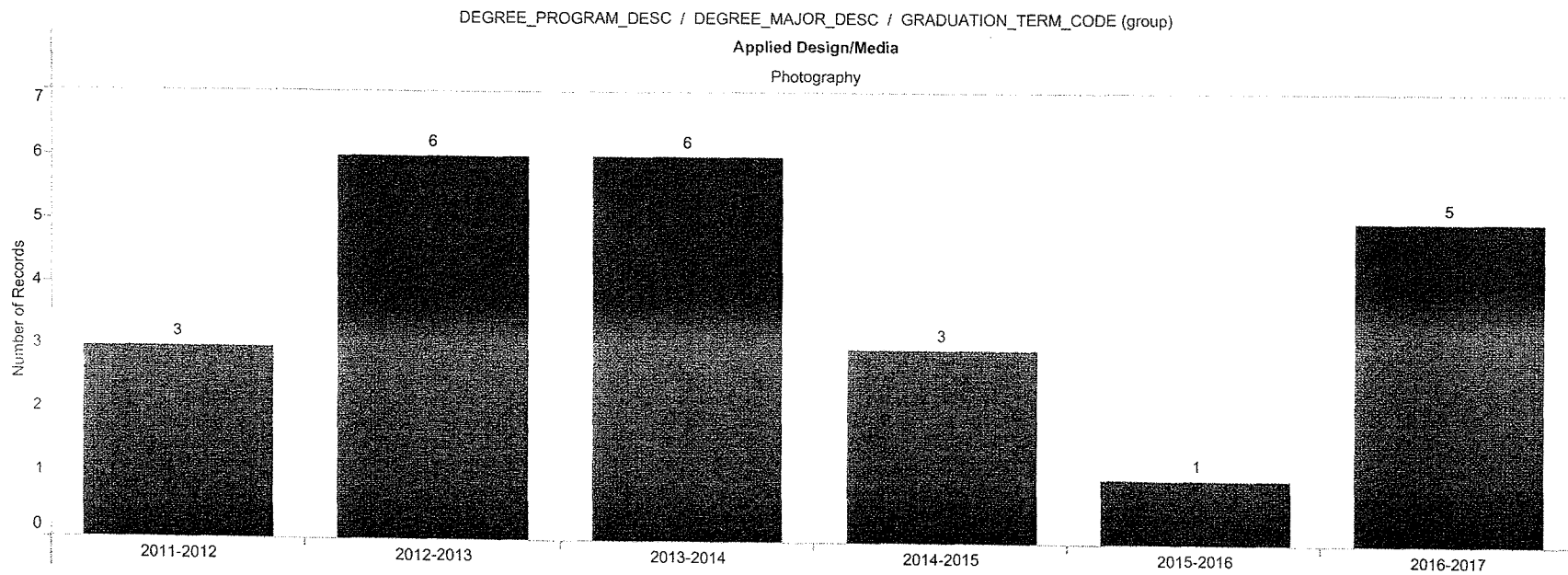


PHOTO 110 Basic Photography 3 units

10/25/17

CATALOG DESCRIPTION

C-ID ARTS 260

Acceptable for credit: CSU, UC

Designed to introduce the student to the fundamentals of black and white photography as a means of personal expression or as a tool for professional growth. Included will be topics on cameras, light, exposure, film and print development, enlarging, print finishing and criticism. Adjustable 35 mm camera suggested, school cameras available.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	COMM 131 & 131A	Photography (2) (2)
	Cal Poly San Luis Obispo	ART 122	Basic Digital Photography (4)
	CSU Bakersfield		
	CSU Channel Islands	ART 209	Photography (3)
	CSU Chico	ARTS 240	Introduction to Fine Art Photography (3)
	CSU Dominguez Hills		
	CSU East Bay	ART/COMM 2701	Black and White Photography (4)
	CSU Fresno	-----	Denied: 12-18-12 Art 30, Intro to Photography
	CSU Fullerton	ART 238	Photo Visual Concepts (3)
	CSU Long Beach	ART 141	Introduction to Photography (3)
	CSU Los Angeles	ART 2870	Introduction to Photographic Processes (3)
	CSU Monterey Bay		
	CSU Northridge	ART 250	Photography I (3)
	CSU Sacramento	PHOT 40	Basic Techniques Photo (3)
	CSU San Bernardino	ART 290	Beginning Analog Photography (5)
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State	ART 250	Darkroom Photography (3)
	San Diego State		
	San Francisco State	ART 260	Photography 1 (3)
	San Jose State	ART 40	Beginning Photography (3)
	Sonoma State		
	UC List	Yes	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		

	UC Santa Barbara	ART 19	Lower-Division Photography (4)
	UC Santa Cruz	ART 20I	Introduction to Photography (5)
	C-ID	C-ID ARTS 260	Introduction to Photography
	CSU GE	C1	
	IGETC		

CATALOG DESCRIPTION

Acceptable for credit: CSU

Prerequisite: PHTO 110 or PHTO 170

A course exploring alternative photographic materials and processes including pinhole photography, cyanotype, Van Dyke, gum printing, toning, making digital and traditional enlarged negatives and making photographic books. A course for students with a background in photography or digital photography. Students are responsible for providing cameras, paper, mat board and other miscellaneous supplies necessary to the completion of work. Process chemicals are supplied.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		

C-ID				
CSU GE				
IGETC				

CATALOG DESCRIPTION

Acceptable for credit: CSU

Prerequisite: PHTO 110

A course investigating theories and working techniques in black and white photography, using analog and hybrid digital systems to produce negatives and prints. Exploration of advanced techniques for controlling the printing process. Emphasizes the utilization of those techniques in pursuit of a personal visual style. Students are required to provide their own cameras, film, and paper.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay	ART 2702	Black and White Photography II (4)
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
+ PHTO 131 Or PHTO 110	Sonoma State	ARTS 208	Black and White Photography
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		

PHTO 140 Introduction to Color Photography 3 units

10/25/2017

CATALOG DESCRIPTION

Acceptable for credit: CSU; UC

Prerequisite: PHTO 110

A course designed to introduce students to the fundamentals of color photography, including the practical application of color theory to problems involving the use of color negative film and color prints as a means of personal expression along with scanning of film for digital output. Includes an examination of contemporary trends in color imagery. Students are required to supply their own cameras, film, and paper.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	Yes	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		

UC Santa Cruz			
CSUGE			
IGETC			

PHTO 150 Introduction to Commercial Photography 2 units

10/25/2017

CATALOG DESCRIPTION

Acceptable for credit: CSU

Prerequisite: PHTO 110

A combined lab and lecture course that provides the student with an overview of photography as a career. Introduces professional photographic equipment and techniques in actual studio situations. Students will produce photographs of architecture, portraits and advertising subjects as they would for a commercial client. Adjustable 35 mm camera suggested, school cameras available.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		

	C-ID		
	CSU GE		
	IGETC		

PHTO 170 Digital Photography 3 units

10/25/2017

CATALOG DESCRIPTION

Acceptable for credit: CSU

An introductory course on the tools of digital photography including the cameras, scanners, printers, and Adobe Lightroom software. Topics include image capture, enhancement and presentation, including ink jet prints, and digital slideshows. For this course Mac skills are useful, but not essential.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands	ART 209	Photography (3)
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		Digital Photography I (4)
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino	ART 291	Beginning Digital Photography (5)
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC List	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		

	C-ID		
	CSU GE		
	IGETC		

COURSE REVIEW VERIFICATION

Discipline: Photography Year: 2017-18

Program/Discipline Applied Design/Photography

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
PHTO 110 Basic Photography, PHTO 120 Materials and Processes, PHTO 130 Advanced Black and White Photography, PHTO 150 Introduction to Commercial Photography, PHTO 170 Digital Photography.
2. The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by Fall 2017.
PHTO 179C Portrait Photography, PHTO 380 Black And White Photo Lab 1, PHTO 381 Black And White Photo Lab 2, PHTO 382 Color Photo Lab 1, PHTO 383 Color Photo Lab 2, PHTO 384 Digital Photo Lab 1, PHTO 385 Digital Photo Lab 2.
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 2017 SPRING 20
PHTO 140 Introduction to Color Photography.

4. **GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES**

The following courses were also reviewed as meeting an **AHC general education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

The following courses were also reviewed as meeting an **AHC general education** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) _____

The following courses were also reviewed as meeting the **multicultural/gender graduation** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

The following courses were also reviewed as meeting the **multicultural/general graduation requirement** and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) _____

COPY

Course Review Team Members:

David Passage 5/1/17
Signature Date

Signature Date

Signature Date

Rob Fink 5/1/17
Signature Academic Dean Date

7. Appendices

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Dean, Student Services

Date: 10/16/17

From: David Passage

We recommend the following persons for consideration for the validation team:

DEPARTMENT Fine Arts PROGRAM Applied Design Media-
Photography

Board Policy requires that the validation team be comprised of the dean of the area, one faculty/staff member from a related discipline/program, and two faculty/staff members from unrelated disciplines.

<u>Tim Webb</u> (Name)	<u>Film</u> (Related Discipline/Program)
<u>Susie Kopecky</u> (Name)	<u>Library</u> (Unrelated Discipline/Program)
<u>Robert Mabry</u> (Name)	<u>Machine Technology</u> (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____	_____	
(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

_____	_____	
(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

_____	_____	
(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

APPROVED: *Rick Bantz* Date 10/16/17
Dean, Student Services

VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of a Team Member

Previsit Responsibilities

1. Study the self-study report prepared by the faculty.

Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

Post visit Responsibilities

1. Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

Executive Summary (Validation Team Report)

1. MAJOR FINDINGS

Strengths of the Program/discipline

The Photography Program maintains a diversity of high quality course offerings supporting degree and non-degree students at Allan Hancock College. The program continually graduates photography degree holders who enter the workforce and transfer to reputable universities for further studies.

One of the strengths of the program is the depth of experience and diversity of the fulltime and part time instructors. Working backgrounds in the arts, commercial photography, photojournalism, and commercial printing offer a broad range of talent and experience for our students to draw upon.

Concerns regarding the program/discipline

The most pressing concern for the Photography Program is the failure of the college to hire a tenure-track replacement for David Passage, Fall 2018. The administration must replace the retiring instructor with a tenure-track faculty in order to maintain the exceptionally high quality demonstrated by the program for so many years.

Another concern for the program is the limitation on enrollment numbers that the current facilities create. The wet darkrooms are limited to 20 enlarger stations. The new fine arts building will have digital labs with 24 computer stations.

Finally, it will be necessary to shift the program from film to digital. Film is the best way to learn the fundamentals of photography, but new student grade film cameras have been discontinued by all manufacturers. The new Fine Art facilities will allow us to shift all our classes, including Basic 110, to digital.

2.RECOMMENDATIONS

Hire a full time tenure-track photography instructor.

Build the new Fine Arts facility.

Do more community outreach.

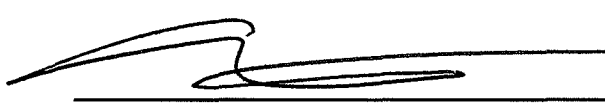
Emphasize the commercial aspect of photography with a certificate and more commercial class offerings.

In the new building shift from film to digital in all classes.

Create an online History of Photography course.

Investigate introducing a *Visual Literacy* component in a critical thinking class like English 103.

VALIDATION TEAM SIGNATURE PAGE

 (Tim Wells)

Robert Malry

Suzanne Kopy

Rick Fantz

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Fine Arts

PROGRAM Photography

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

Increase Assessment from the suggested once every 6 years to every other year for Basic 110 and every time they are offered for the other Classes	2.1.3, 2.1.5	2019
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RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

Enrollment Changes Continue outreach programs such as CTEA Career Day and the new Bulldog Bound 3E outreach program that targets 5 th and 6 th graders.	2.2.1	2018-2019
Demographic Changes We currently have an excellent mix of ethnicity, gender and age in our applied photography program. We have a large Hispanic and Female representation and an excellent blend of ages. We should, however, stay responsive to any future changes especially in regards to any CTEA programs and targeted non-traditional student populations.	2.2.5	Ongoing

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

Curricular Changes Add an online History of Photography class. Traditionally this class has failed to fill whenever it was offered as an onsite course, but it might have	2.2.3	2018
---	-------	------

<p>more success as an online offering. Also investigate G.E. status</p> <p>Create a commercial certificate which includes PHTO 150, Introduction to Commercial Photography, PHTO 179, B Photojournalism and PHTO 179C Portrait Photography. 2.2.3 2018</p> <p>Change PHTO 179A, 179B and 179C from experimental into regular classes. 2.2.3, 2018</p>		
<p>Co-Curricular Changes</p> <p>Add a visual literacy component to English 103 and or Library 170 stressing the importance of photographic information and “reading” a photograph.</p>	2.2.3	2019
<p>Neighboring College and University Plans</p> <p>Investigate increased articulation in Advanced Black and White, Materials and Processes and Introduction to Color Photography and explore the implications of dropping analog film photography and go completely digital in our photography program.</p>	2.2.3	2018-19
<p>Related Community Plans</p> <p>Reestablish our relationship with the Santa Maria Arts Commission and reestablish our connection with the Betteravia Government Center as a venue for our students and faculty.</p>	2.2.3	2019

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

<p>Facilities</p> <p>Completion of the new Fine Arts building is the single most important factor in serving our students. This is the third attempt at creating a building to house all the fine arts in one place and it is so important for student success. Having gone to school at a fine arts school where all the disciplines were housed under one roof, the energy, creativity and enthusiasm that is generated by the cross fertilization of the disciplines is amazing.</p> <p>If the new building does not materialize we need to think about removing the darkrooms and replacing them with a digital studio that is separate from O310. The side darkrooms and the color darkroom can remain for non-silver and film processing for advanced students.</p> <p>The darkroom sinks in the printing darkroom need a coat of epoxy paint to keep them water tight. The darkroom also needs to be painted.</p>	<p>2.2.3, 3.3.1, 3.4.1, 3.4.2, 3.4.3</p>	<p>2021</p>
<p>Equipment</p> <p>We need to replace and upgrade computers, digital cameras and lenses, digital printers and scanners as they wear out and obsolesce.</p> <p>When the new fine arts building is finished we will need an additional 17 iMacs to fill out the digital photo lab. 7 of the iMacs in O310 were bought with CTEA photo funds.</p> <p>There are no new student quality film cameras being manufactured. If we plan to continue with analog film based photography in our basic 110 classes we will have to buy used cameras from reputable photographic equipment dealers like B&H and Samy's camera. It is my understanding we cannot use district funds to buy used equipment. We will also have to increase the repair budget for photography. It is currently 0.</p>	<p>3.3.1</p>	<p>2018-19</p>
<p>Staffing</p> <p>It is vitally important that the retiring full time instructor be replaced. This is a single instructor discipline and the program cannot function without a full time instructor. We owe that to our students. They should also be chosen from a nationally recognized institution and they should have an MFA. I do not believe a BFA and 6 years of experience exhibits the dedication that a fine arts faculty member needs. An MFA exhibits dedication, aptitude and rigor. Associated faculty are very important to the health of the program and should be replaced as the need arises.</p>	<p>3.3.1</p>	<p>2018 and ongoing</p>

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

David L. Parry

Date: 3/12/18

Date: _____

Date: _____

Date: _____

Date: _____

Reviewed:

Department Chair*

[Signature]

Date: 3/12/18

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Rick Bank

Date: 4/3/18

Vice President, Academic Affairs

[Signature]

Date: 4-9-18