The Program Planning and Assessment process improves and increases the flow of information about student learning, student success and student behavior at Hartnell College. The result of the process also improves institutional effectiveness.

Program/Discipline	**Date Completed (must be in final form by 3/27/15)***	**Date Submitted to Dean**
Photography	2/27/2015	2/27/2015

the program's curriculum meets the needs of current university transfer requirements. Currently, the V

Impact for student success and student transfer: STEMART Digital Fabrication Lab and St

Photography is a necessary and omnipresent communication tool used by virtually all professions in the United States. When the artistic aspect is taught, the professional application assignments of photo students show elevated levels of success.

B. INSTRUCTIONAL STAFFING

1. In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.

Term	No. of Active Sections	Full-time Faculty	Adjunct Faculty
Fall 2014	6 sections: Photo 1	1	4
Fall 2014	1 section: Photo 2	1	
	1 section: Photo 3	1	
	1 section: Photo 4	1	4
Spring 2015	9 sections: Photo 1	1	
Spring 2015	1 section: Photo 2	1	
	1 section: Photo 3	1	
	1 section: Photo 4	1	

2. What staffing factors/challenges have influenced the effectiveness of the program?

Lack of additional full time instructor has prevented the expansion program into additional lab offerings as well as expansion into new technical applications of professional photography.

C. CTE PROGRAMS – LABOR MARKET & ACHIEVEMENT

Please complete this section if the program is Career Technical Education

(CTE). Go to subsection D if the program is not CTE.

1. **Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certificate completions (awards) and employment statistics.**

[Begin response here]

2. **Describe the number of, activities of, and recommendations resulting from advisory committee meetings that have occurred over the past two years. W**

D. Program Goals

1. Li

- CSU Northridge
- CSU Chico
- California State Polytechnic University at San Luis Obispo

Impact for student success and student transfer: STEMART Digital Fabrication Lab and Studio:

This studio space would serve as a fabrication lab for several photography, visual arts, and digital arts classes, but would additionally facilitate STEM students who would produce physical manifestations of the invisible realms of the sciences. These "invisible realms" include but are not limited to physics, biophysics, chemistry, biochemistry, biology, math, astrophysics, etc. In other words, STEM creates ART to advance STEM. Additionally, photography, visual arts, and digital arts classes students would be exposed to scientific culture by interacting directly with their peers from the science courses taught at Hartnell.

For student success, students must be consciously aware that successful critical thinking involves using information, procedural methods, analytical approaches, as well as first person experiences from outside their disciplines. In order to achieve increased student success the STEMART studio will assist to develop educational experiences that create useful, "outside-the-box" critical thinking skills for students.

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2015.

A. COURSE DATA & TRENDS

1. **Please evaluate the 3-year trend of enrollment and success of courses in your program/discipline. Identify the courses you are choosing to examine this current year in the list below. You do NOT need to evaluate trends for each course every year.**

Course Number	Course Name	Does the course have any DE (online or hybrid) sections?
Photo 1	Introduction to Photography	no
Photo 2	Beg. Black and White Photography	no
Photo 3	Advanced Photography	no
Photo 4	Portfolio Photography	no

Please use the data that have been provided. Analyze trends that you observe with respect to thsr 0bTd t

Photo 3:
It has larger enrollment than darkroom facility. The darkroom (J210) has only 24 enlarger workstations, however the course is regularly enrolled beyond this number, creating congestion in the class and a shortage of resources. It is only the skill of the teacher Mr. Bosler that has made this class so successful.

The success rate of Photo 3 has varied from 46% to 82%. The 46% rate appears to be an anomaly when compared to the success rates of every other semester.

Photo 4:
It has larger enrollment than darkroom facility. The darkroom (J210) has only 24 enlarger workstations, however the course is regularly enrolled beyond this number, creating congestion in the class and a shortage of resources. It is only the skill of the teacher Mr. Bosler that has made this class so successful.

The success rate of Photo 4 has varied from 50% to a current 100%. The 50% success rate indicated in one semester does not reflect the 100% academic success of those students who completed the course.

ENROLLMENT

2. Review the enrollment data. Describe one each c

Photo 3: Fall 2011: **75%**, Spring 2012: **46%** Fall 2012: **62%**, Spring 2013: **82%,** Fall 2013: **60%**, Spring 2014: **71%**
Photo 4: Fall 2011: **100%**, Spring 2012: **88%,** Fall 2012: **100%**, Spring 2013: **100%,** Fall 2013: **50%**, Spring 2014: **100%**
Photo 46: Fall 2011: **83%**, Spring 2012: **100%**

Over the three-year period of 2011-12, 2012-13 and 2013-14, the average **overall college success** rate varied from a low of **68%** and a high of **71%.**

Over the three-year period of 2011-12, 2012-13 and 2013-14, the overall **PHOTO success rate** varied from a low of **61%** to a current high of **68%.**

DEGREES AND CERTIFICATES

4. **Describe the demonstrated effectiveness of the program over the past several years with levels and trends of achievement data, such as degree and certificate completions/awards.**

AA degree Photography -1011:
2011-12: **5**
2012-13: **8**
2013-14: **3**

From the year 2011-12 to 2012-13, the amount of students completing an Associate Art degree in PHOTOGRAPHY **increased.** From the year 2012-13 to 2013-14, the amount of students completing an Associate Art degree in PHOTOGRAPHY **decreased**.

B. TEACHING MODALITY

1. **Enter the number of Distance Education Courses, both fully online and hybrid sections, along with the number of full-time and adjunct faculty.**

Term	No. of DE/Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunct Faculty

2. **Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?**

   [Begin response here]

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3. **Describe the process to change and improve student success in DE courses/sections in your program.**

   [Begin response here]

4. **Compare student retention in the DE teaching environment with retention in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?**

   [Begin response here]

5. **Describe the process to change and improve studen**

Courses

program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the

Photography PLO #1:

- Demonstrate effective technical proficiency with film and digital media.
-

- What our next steps are:
-

- Instruction requires some changes to meet the challenges mentioned above. While there is no room in the Photo 1 curriculum to take time-attempt to teach a portion of our students how to read, comprehend, retain, and write at the levels required, we can assist students in the most prevalent area of difficulty thus far identified—reading the text book. Classroom text book based exercises show that fully 40% of Photo 1 students don't read or even purchase the text, which is also available in the library. Quizzes based on reading assignments are always lower than those based on lectures that use the computer screen as the visual focus. This observation gave us a possible solution.

What our next steps are:

- Photography 1:
- We intend to use our off campus web site photo1salinas.org in class. This website, assembled by Trish Sullivan Bosler, was intended to supplement the course materials as well as supplement other on campus resources. We intend to use it as a classroom tool to draw the attention of all, but especially those students who need help, yet who fail to acquire it. At this writing, the site provides enough information to boost student outcomes if those who need it will use it, but we will attempt to add additional pertinent materials over the course of this semester. We feel that using the site in class can encourage targeted students to employ it more that they do currently.

CORE COMPETENCIES

3. **Describe how Core Competencies (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to courses or improvements in teaching and student learning?**

We are at the stage of SLO and PLO assessment.
Concentration now is on completing the PLO assessment for all the PLO's. After this is completed, core competency assessment will begin.

COURSE LEVEL STUDENT LEARNING OUTCOMES

4. **Please complete the following tables.**

List courses scheduled for SLO assessment as previously specified	In what term was the course assessed?	Was the Course Assessment Summary Rep

0 students scored 59%-0%
Photo 2 3707: The results were higher than the estimated target of 80% of students achieving 80% - 100%. The result was 94% of the students achieved 80-100%.
Given the appropriate equipment and materials, the student will produce prints of measurable quality.
14 students scored 90%-100%
3 students scored 80%-90%
1 student scored 70%-79%
0 students scored 60%-69%
0 students scored 59%-0%
Photo 3 3708; The results were higher than the estimated target of 80% of students achieving 80% - 100%. The result was 100% of the students achieved 80-100%.
Given the appropriate equipment and materials, the student will produce prints of measurable technical quality.
8 students scored 90%-100%
Photo 4_3709: The results were higher than the estimated target of 80% of students achieving 80% - 100%. The result was 100% of the students achieved 80-100%.
Given the media, tools and an appropriate subject/content, students will utilize photographic media to produce photographic artworks of measurable aesthetic quality.
4 students scored 90%-100%

6. **Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?**

Photo 1: While the results were on the target, lack of student preparedness and an increasing incidence of poor classroom performance at this level may indicate that a 70% target is more realistic.
Photo 2_3707: While the results were on the target, additional assignments to challenge future classes will be developed.
Photo 3_3708 and Photo 4_3709: Because the results were higher than the target, additional more challenging assignments will be added next semester.

E. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve or enhance your program/discipline, and keep it current.

Activity

III. ANNUAL ACTION PLAN

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2015-16**. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve, enhance, and or keep your program/discipline area current. A new activity may or may not require additional resources. Activities can include but are not limited to:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
c. GRANT DEVELOPMENT AND PROPOSALS
d. FACULTY AND STAFF TRAINING
e. MARKETING/OUTREACH
f. ENROLLMENT MANAGEMENT
g. STUDENT SERVICES
h. ADMINISTRATIVE SERVICES
i. SUPPORT OPERATIONS
j. FACILITIES

1. **List information concerning new projects or activities planned. The first activity listed should be the most important; the second activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016-17.** q*0.2[0B0.229.687 0 Td (e0 Td ( )e4 1.422 0 Td (a)Tj 0.59 0 Td (c)Tj 0.542 0 T

*** Please complete items 2a -e immediately below for EACH new activity. ***

2. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.

Consider:

- x Faculty
- x Other staffing
- x Facilities
- x Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000)
- x Software
- x Hardware
- x Outside services
- x Training
- x Travel
- x Library materials Prescribe
- x Science laboratory materials

Activity #1

- x This activity: A Title V grant sponsored FIG group incorporating the collaboration of art and science. Proposal: The "Symbiosis" of Science and Art Inside and Outside the Classroom.

- x Faculty: Ann Wright, Lawrence Yee, Eric Bosler and Jerri Nemiro

a) Describe the new activity or follow-on activity that this resource will support.

The art program will be involved in the creation of art that will visualize scientific processes and principles for STEM.

b) Describe how this activity supports all of the following that apply:

1) **Core Competency (**Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)
2) **Program level Outcome (list applicable program outcome)**
3) **Course level Outcome (list applicable course level outcome)**
4) **Program/Discipline Goal (list applicable program/discipline goal)**
5) **Strategic Plan Goal (list applicable strategic plan goal)**

Core competency:

improved institutional effectiveness and student learning. This directly supports the tenants of Strategic Priority 5A by addressing the issue of cohesive program planning, curriculum development, and program learning objectives.

c) Does this activity span multiple academic years? YES NO

If yes, describe the action plan for completion of this activity.

d) What measureable outcomes are expected from this activity? List indicators of success.

The measurable outcomes will be a greater potential for expanding course offerings and curriculum development.

e) What are the barriers to achieving success in this activity?

The only barriers perceived are those of approval and funding. Other potential staff issues are foreseen, but at this writing, we have not been able to formulate a solution to this issue. We are working on addressing it.

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that these resources and costs be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that you have identified in IIIA above, in which case you must link the resource with a specific activity number (first column below). All resource requests completed in the various columns of a spd. Td (l)c[(v)-8(7 0 Td 11.0x4 8(7 0 Td 11.0x4 88(7 0 Td 11.0x4 Td 1183 0 Td

Breakdown for Studio Lighting, DSLRs and green:

- 6 each - Cannon EOS 70 DEF-S with/ 18-135mm lens IS STM kit. at $1,700.00 = $10,200.00

- 2 each - Sony HVR HD 1000V cameras. at 1700 = $3,400.00

- 2 each - Foba studio stand 8' with/ pan tilt Aroba head. at $6,700.00.= $13,400.00

- 6 each - White Lightning X800 studio strobes. at $450 = 2,700.00

- 4 each - Light mounting hardware sets at $155.00 = $620.00

- 2 each - Manfrotto Super Booms with 0008BUstand backs at $650.00 = $1,300.00

- 6 each - Green screen units with background support systems at $450.00 =$ 2,700.00

- 4 each - Green/blue screen programs for iMacs at $100.00 = $400.00.

- 1 each - D&K 12M Commercial Dry Mount Press at $2000.00 = $2,000.00

- 2 each - Kino Flo Diva-Lite 401 fixtures at $1,600.00 = $3,200.00

APPENDIX A. Strategic Priorities

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.