2026-27 Comprehensive Program Review

Program: Photography

Division: A&H

Writers: Deanna Horvath

SLO/SAO Point-Person: Deanna Horvath

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Supporting the student's educational goals in photography with all the skills that we have, including providing teaching that is responsive to students needs including having relevant assignments, providing materials to complete assignments, having a range of photographic equipment, excellent facilities to practice and complete assignments. We a very small but mighty group providing excellent teaching and one on one support to students in both class and open lab settings
- Helping them understand the techniques, composition, history and know-how of both analog and digital photography and video/filmmaking.
- Giving them the tools and space to learn and practice the skills of a professional photographer.
- Once they have these tools and a little know how they are encouraged and challenged to explore their creative ideas including their background and cultural heritage in their creative work.
- **Teaching Digital/Analog Photography** and **Video Production** to students
- **Providing support in and outside** of class for **assignments** as well as **other photo and film/video-based projects**
- Teaching students how to **produce physical prints** and **Digital Photography Portfolios**
- Encouraging students to submit their work in both the Fall and Spring (Sp25, F25, SP26) Exhibitions. **Awarding students** with **photography prizes for winning.** Presenting students with the **Ginny George Scholarship** for **Photography**. Demo how to matte, mount and frame for these exhibitions. Encouraging students to have individual shows. How to properly price their work.

- Showing the students how to use the **professional Cameras** and **lighting** in **studio** for their many photo/video shoots.
- Forwarding Photo and Video work requests from outside to available students.
- Show and display our work on campus to encourage students, for example my **sabbatical show** (**Deanna Horvath, SP 3/16-4/7/26)** where I completed a short **Documentary Film project** with many **photographic elements** along with **filmmaking**. We also have photos up in the **lab and classroom** from **Instructors** and many of our students to inspire them.
- The **Photography Program** holds an annual **CTE advisory board** with members from our **Dept.**, **former students** and **Professional Photographers** from the community.
- Encouraging students in taking classes and attending events in **JAMS, Film Studies** and **Graphic Design** and **Digital Communication.** We are also involved with JAMS advisory board.
- Show support to **JAMS** program with assistance to their photographers, help using them use the photo studio. Promoting **The Express, Naked magazine**, and **Havik** to students. Attending both the **Naked** and the **HaviK** publication party.
- Having field trips to museums such as **SF MOMA (F26), Pier 24 Photography(F25)**, and the **Oakland Museum of CA(F25).**
- Having visiting artists visit classes, such as Photographers **Brian Miller, Brit Bradley (both F26)**, **Ryss Watkins** and other filmmakers visiting **Video Production (Photo 58)** class.
- **F25**: Show support for **PHOTO/JAMS** Speakers Photojournalist **Scott Strazzante** (11/5) and **Kent Porter** (11/18).
  F25: PHOTO tabled at the **Wild and Scenic film fest** and Expo at the **Bankhead** (2/27) to help promote both the **Photography Program** and **Film Studies**.
- **SP 25 & SP 26**: Supported **The Las Po Film Festival** and **Film Studies** by showing support to students producing short films, helping staff by exhibiting movie posters for the films, setting-up photography availability during film festival.
- **SP 25 & 26: Las Po Film Festival** Setting-up lighting, backdrops and helping for students with photos during the film festival.
- **SP 25 & 26**: Mounting (setting-up) Exhibition for Las Po Film Fest, including printing, framing, properly labeling and hanging of student movie posters in conjunction with the film fest.
- **Years 25-26**: Supporting **The Camera Club** with being an advisors, providing a place to meet, access to the studio, PHOTO working with them to get it together for two tables for Spooky Week(F26).
- **Years 25-26**: Supporting the **Filmmaker's Association** Club, with being co-Advisor, giving advise, providing a space to meet. Tabling with them at various events.
- **F26**: **Preview Night** (10/13/26) **Photography Program** set-up a table during this event and connected with a lot of students.
- **F25**: **Open House** (11/15) **Photography Program** tabled during this event and connected with many students.
- **F25: - Leslie Gravino's** Career class (11/3) students & I visit discuss careers

2. Please describe your most important **challenges** in year 25-26

- Challenges with offering any additional classes due to our limited budget for classes. Limits the frequency of advanced classes for finishing Certificates and AA Degrees in Photography.
- Increasing the # of students taking our classes in the Photo pipeline that lead to the Certificates and AA Degree.
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3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Proposing a new class: **Photography/Video Careers**. How to build Portfolios, Reels, preparing for a career. Helping students with their career will go a long way toward equity and achievement.
- A **Portfolio Review Day** for **current students** and **incoming H.S**. **students** to give feedback on work and direction.
- **Invite** more visiting **Photographers and Filmmakers** presenting samples of their work. Discussing their **work process** and how students can tell their very personal stories using these disciplines to show their diverse experiences as people of color, LGBT&Q, first college students and struggles with poverty, etc.
- **Instructional Equipment Request** (F26-requested): Photo Studio equipment requested pro-grade Canon/Nikon cameras, zoom lenses, memory cards, equipment for tethering from camera to computer, Impact rolling stand, Boom stand, Edelkrone motion-control equipment for still photo and video production, Jackery Explorer 3000 portable power station (outside shoots) and a Tarion Titanrig Cart to move equipment around. Having this equipment especially for studio productions will give students the opportunity to practice skills on professional equipment and gain marketable skills as they complete their degrees/certificates. This equipment gives them the power to tell their stories and evens-out the playing field for students.

- Preparing in **year 27-28** to move to a new building- The **Steam Building**. That means organizing our equipment, updating our check-out system, packing-up and moving to a new facility. Un-packing everything in the right rooms/spaces, making sure everything works, insuring that the studio is ready to go. Also, it means replacing some equipment in the new building. Having a new facility should be exciting for all the students. A new place to learn, work and tell their unique stories. I believe working in a new environment will be exciting and stimulating to the Photography/Video/Filmmaking students. Students will be proud to work in a new inspiring space and it will show in the work.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:

- ELumen (if saved--no longer available online)
- CurrIQunet
- Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- *The Photography Program set-out to see to what degree our students where learning the broad array of skills associated with a PHOTOGRAPHY AA and Certificate.*
- *While incomplete, the info on the classes I've seen or taught, is that the basic skills/experience and more (for each class) were part of the students learning and experience.*

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- *My analysis indicates that we are generally successful with conveying the class info to the students. We strive to enable the students in exploring their creativity from a uniquely personal view point. I think the lack of certain classes delays the graduation and in that way it is a negative on equity. Many of our students transfer to four-year college without graduating LPC.*
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3. Explain potential plans to improve student outcomes and close equity gaps.

- *Increasing access to Pro-equipment, better facilities and more activities will increase student's interest.*
- *Increasing access to more classes will help with students trying to graduate.*

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- *Not enough hours in the day.*
- *Add or remove bullets as needed*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- *The data shows student success is on an upswing.*
- *We have some graduations, but many of our students transfer to 4-year colleges.*

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- *Write responses here*
- *Add or remove bullets as needed*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *Write responses here*
- *Add or remove bullets as needed*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes_**X**___ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Not Applicable*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- *We've included many hands-on activities in classes, even providing the materials for producing and completing assignments, (thank you Dean Mattern for the lottery funds)*
- *We've purchased equipment through some of our Dept. funds, but a lot through successful Instructional Equipment Requests that have made a huge difference in our ability to teach hands-on in the classroom, the photo studio and on-location. This has had a big impact on making a more level playing field for learning photography. More opportunity for students to pursue telling your story in our PHOTO Program, but also helping other programs too including JAMS, Humanities/Film Studies, GD&DM.*

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education

- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
x	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
x	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
x	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
x	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
x	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
x	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
x	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
x	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Write responses here*
- *Add or remove bullets as needed*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Good job putting this form together and all the pieces here for us.*

- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu