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▼  Dept - (CA) Photography 

2018-19 Annual Program Review Update Submitted By: Diane Pierce

APRU Complete for: 2017-18

Program Mission Statement: To offer diverse curriculum that serves the needs of students pursuing careers in fine art and commercial photography. Provide the skills to work creatively and think critically while teaching communication through cultural and visual literacy. Provide all students with life skills and a sense of confidence. Photography is a requirement for degrees in Film/TV, Graphic Arts, Art History, Liberal Arts and Journalism. Photography is also integral to other programs of study as an elective.

I.A.1 What is the Primary Focus of Your Program?: Career/Technical

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded: 3

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 4

I.B.4 # AA and/or AS Degrees Awarded: 1

I.B.5 Strategies to Increase Awards : 1. We inquire in classes as to who is on a degree or certificate track.

2. We discuss the certificate to degree ladder to aid in assisting students.

3. We track (informally) students we see in multiple courses and assist them with the completion of our certificate or direct them to counseling.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

Of the Core Indicators we are above the average for 1-5a, b with the exception of Technical Skill Attainment and Employment.

Regarding Tech. Skill Attainment, we have lost student assistants (too high unit requirement to hire) and these students aren't getting extra experience. The unit requirement for student assistants should be lowered to 6-8 instead of the current 12.

Expecting students to schedule assisting with outside jobs, family and 12 units is not realistic. New students are not benefiting from the extra assistance they could receive from more experienced students working in our lab environments. Also, the State push towards four-year institutions may not be serving our CTE students as they are not necessarily "degree track". In the field of photography, a transfer measure may not be entirely relevant assuming it is based on transfer to a four-year institute. The field of photography is a technical one. Completion of a Certificate verifying basic skills obtained is an avenue into a photography position, but there is no official industry certificate an employer would require. Technical schools or self-employed fields are not measured in the data (best of my knowledge).



Photography used to be an industry populated primarily by self-employed people. The industry has shrunk in the area of self-employment drastically and may be better defined as part of other media areas.

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: Opportunities for photographers exist in the corporate world (scientific, industrial or commercial photographers), in journalism and in small business commercial endeavors. The difference between opportunities lie in the subject matter, work environment, pay, necessary equipment, design knowledge and overall variety of creative abilities.

Through our Annual Advisory meetings, regular contacts in the field, faculty and staff outside conferences, etc. our department works to stay abreast of trends in the industry. The curriculum is streamlined and relevant. New technologies and equipment are our top concern. We continually update the curriculum and classrooms to best meet these top concerns. Staying current with new and updated software and equipment is extremely important and is also one of the “draws” to our program. The excellent maintenance and organization of our facility and equipment provide students with the best learning experiences.

The Advisory Board recommends current software and equipment and feel we’ve been very successful in acquiring these items. More hands-on experience is recommended as quarter length courses are very limited. More lab access, beyond class hours, with assistance and/or possible internships desired. Internship opportunities in the field are limited; companies acknowledge additional costs which are often prohibitive (workers compensation, etc.).

Students must gain skills in working with digital cameras (various formats), large format printers, drones, and video as well as learning Adobe Lightroom and Photoshop. All of these skills require basic assisting and repeated, continual experience. Industries will require basic knowledge and skill attainment in a combination of any or all of the above mentioned.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 3.4

I.E.2 #Student Employees:

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:
FT=18.8% PT= 78.6% Note: come June 30, 2019 this will be Full-time 0% Part-time 100%

I.E.4 # Staff Employees: One (1)

I.E.4 #Staff Employees: 1

I.E.5 Changes in Employees/Resources: Loss of second full-time faculty leaves the

program without any. Early retirement incentive (Supplementary Retirement Program, SRP) given to faculty leaving June 2019 therefore program should get immediate replacement; must be part of the first round of full time hiring.

II.A Enrollment Trends: In many ways our enrollment has been very stable. We have been affected less by interest or industry changes, but rather by a general trend seen across many campuses; one not specifically identifiable. Photography is one of the most universal technologies integrated, or specifically used in almost all industries or businesses. Being visually and culturally literate and adept is needed for expression and information as photographic imagery is present everywhere. Continual advancements in the field must be supported by funding in order to stay relevant, competitive, and simply be a viable part of a global community. More demanding registration procedures and emphasis on transfer to four-year colleges directed at younger students has caused a decrease in older, life-long learning students. Limitation on units has also eliminated some students that would continue for enrichment. Night time courses are less desirable than in the past possibly due to longer workdays, employment, family commitments, etc. Class offerings are best late morning and midday. Traffic is a problem for many students coming to or leaving campus as have been the on campus parking issues last year. Not enough classrooms to offer ideal enrollment times for everyone. Possible shift in discipline—"everyone is a photographer" today without being formally educated. Students returning to older methods (film) as an art. Demographics of area possibly less likely to embrace serious, artistic study. Photography redefining itself through the recognition of fine printing vs. imagery only on the computer screen—new idea for many young students and encourages further learning. The Creative Arts Division has multiple areas (Graphics, F/TV, Painting&Drawing, Art History) requiring photography courses so students pursuing art degrees must complete photographic class(es).

Photography has experienced a small increase in enrollment from 15/16 year to the 16/17 year. Continued online offerings started in the 15/16 year are also helping enrollments. Maintaining a wet darkroom is a particular draw as some institutions have eliminated it. Young students are returning to past practices with an emphasis on the wet darkroom experience and the art of the process.

We've always supported life-long learners. More acceptance and recruitment should return to these students as well.

II.B Overall Success Rate: Overall success rate is stable (1% variance).

II.C Changes Imposed by Internal/External Regulations: Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)

College regulations on "F" grades, Withdrawals and importantly EdPlans have changed the behavior of some students. Very directed EdPlans and maximum units allowed has limited some students from the pleasure of creative and artistic pursuits outside their main field of study. Near impossibility of hiring student assistants for classroom due to



high unit requirements has further impacted student opportunities (to act as lab assistants). Twelve plus units before allowed to work is nearly impossible when other work, family, travel time, and scheduling are finally calculated. Students not gaining as much experience by the near elimination of student assistants from the CTE program. Less assistance for all students in labs. The above cannot be resolved by curriculum nor program reorganization. 2012 State decision to eliminate repeatability and impose the "family" structure has impacted a majority of students in art classes and prevents specific skill attainment.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:

African American @ 5% vs. College @ 4%

Latinx @ 26% vs. College @ 25%

Filipinx @ 7% vs. College (same) 7%

Pacific Islander @ 0% vs. College @ 1%

III.A.2 Targeted Student Populations: Growth and Decline: There has been a incredibly small, steady increase amounting to 1% plus in five years. African Americans from 4% to 5%, Latinx 23% to 26%, Filipinx and Pacific Islander (same). One must also consider these increases in comparison to enrollment drops by the college overall.

III.B.1 Closing the Student Equity Gap: Success Rates: • African American: 5%

- Latinx: 26%
- Filipinx: 7%
- Pacific Islanders: none
- Asian: 37%
- White: 11%

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: • African American: 14%

- Latinx: 10%
- Filipinx: 18%
- Pacific Islander: none
- Asian: 11%
- White: 11%

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Four targeted groups vs.

Asian/White

2013-14 gap at 18%

2014-15 gap at 11%

2015-16 gap at 13%

2016-17 gap at 8%

2017-18 gap at 7%

III.C Action Plan for Targeted Group(s): Our "gaps" have been declining over the past five years. Based on the numbers in the above sections, all our "gaps" are 18% or lower. We will continue to support all our students, assess classroom methodologies, keep courses updated, and direct students to services when apparent. Our current methods,

even if not completely identifiable, seem to be working towards lessening the gap. The actual number of students in specific groups over a one-year period can be quite small. Assessment of these students might determine a directed need of assistance. Again, student assistance can be very productive, but the unit requirement has become too high to find available skilled help.

III.D Departmental Equity Planning and Progress: Clearly defined Certificate and Degrees. In class/dept. assistance provided in recognizing and completing Certificate. Curriculum Advisories/Prerequisites for all courses where required aiding all students. Diverse faculty/staff within department. CTE/DASB supported lecture series that has been very diverse and in existence for over five years. More difficult to plan lecture series due to CTE/Administrative requirements now.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 5 divided by 2 = 250 x 100 = 250%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 22 divided by distinct count of 16 SLOs = 1.375 x 100 = 137.5%

V.A Budget Trends: With the loss of Student Lab Fees, budgeting becomes even more critical. The ability to offer students the correct materials immediately at the beginning of the quarter is necessary. Photographic lab materials are not always easily available, or at reasonable cost, when students must obtain them on their own in limited quantity. "B" Budget has never changed in over 16 years. Printing budget is needed so it must not be eliminated. CTE Program and DASB funds do support department.

Of great concern will be the technical support provided our program. Updated software (Photoshop and Lightroom) will be moved to "the Cloud" by Adobe and adequate internet services and speeds, aside from new ways to license, will be required by the college. Technology services will need to be prepared for changing methods of classroom software access. Licensing needs to ensure updating regularly happens and not only once or twice a year by IT/Tech Services.

V.B Funding Impact on Enrollment Trends: Our classrooms will always require funding of computers, software, photographic equipment and maintenance. Decrease in any funding would affect program negatively as photographic field demands experience with current technologies. Past State reductions and reduced courses have been difficult to overcome.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): Full time faculty member retired spring 2017 and in June 2019 we will lose the remaining full time faculty member. It is imperative that at least one position is filled. We are a CTE and transfer program needing support for stability and growth. New equipment and funding being received from the State/CTE cannot be fairly managed without a minimum of one full time faculty members and one staff position. Expecting increased growth without replacing the retiring faculty members



is not an option for solid maintenance of the CTE and transfer programs, the photography department as a whole, and supporting the Creative Arts Division. Multiple other departments require Photography course(s) for degrees; this is not a program that can be eliminated.

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s):: n/a

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: IN ORDER OF PRIORITY

1. Digital camera kits with bag and accessories 10 @ \$2,000 = 20,000.
2. Professional Medium Format digital camera systems (such as Pentax) \$50,000.
Exceptional equipment that would not leave the classroom, but supports digital instruction (demo and student, hands-on experience).
3. RC print dryer \$3,000.
4. Digital camera accessories \$10,000 (lenses, attachments, memory cards, media readers).
5. Dkrm. enlargers and accessories *
15 @ \$3,000. = \$45,000.
6. Studio lighting accessories \$10,000 (reflectors, softboxes, grids, spreadrings, cables).
7. Film cameras with lenses, bags and accessories 10 @ \$3,000. = 30,000. *
8. Apple computers 27" A-65 "up-speded" for graphic/photographic use 30 @ \$3,000. = 90,000. (replacement)

* Replacement items integral part of working labs and SLO/PLO processes.

ITEMS BELOW HAVE BEEN ON EARLIER PROGRAM REVIEWS. THESE ITEMS ARE NOW IN PROGRESS AS ORDERS, BUT HAVE NOT BEEN COMPLETED/RECEIVED:

- (Strong Workforce approved and remain in progress) Prof. Studio Lighting ProPhoto (2 power paks & 4 lights) 2 @ \$30,000. = 60,000. *

We have just been informed (3/19/19) that these items are being funded -- for the record they remain listed here at this time.

1. Epson Wide Format Printers with media and accessories \$7,000.
3. Wacom Cintiq pro 16 (10) @1,650. = \$16,500.

4. Epson large format flatbed scanner 1 @ \$4,250.

V.E.3 Equipment Justification: •Yes. All written curriculum assumes we are and will continue to work with updated and current computers, software, and photographic equipment. Our Advisory Board each year advises on new technologies and provides suggestions for possible future purchases. They have been impressed with the organization and equipment (computers, software, cameras, etc.) available for students.

•Powerful (up-speded) computers for all graphics/photographic use.

A mix of classes use the same and/or different equipment. Without maintaining and upgrading equipment we would no longer compete or have an advantage over many of the local colleges.

The life expectancy varies for each piece of equipment. It should be noted that all equipment is maintained at the highest level by department and through organization of lab and classrooms.

Key components of the college's Mission Statement are met through all our classes. Classes engage students in creative work. Photography is a form of communication and expression; visual literacy, and critical thinking are examined in a global, cultural, and socially aware manner.

Brief justification for equipment listed above and on Excel:

1. Replacement, required
2. Expands capacity of program
3. Replacement, required
4. Replacement, required
5. Replacement, required
6. Replacement, required
7. Replacement, required
8. Required

V.F.1 Facility Request: •Renovation of room A-61B; ventilation for safety and removal of plumbing

•Counter tops to replace sinks, same or improved electrical

•Space will be needed for a dedicated lighting studio / additional or possible remodel with lecture classroom space elsewhere

•Safety, security of equipment, and full use of facility addressed by remodel

V.F.2 Facility Justification:

Old color darkroom space needs renovation so it is a useful space for continued additions of dry/digital darkroom equipment (printers, scanners, etc.) and organized inventory. This equipment is currently spread among several areas and can be better organized in consideration of the full use of the facility.

With CTE/State funding to support program through equipment and a request to see growth, it will become necessary to provide the program with a dedicated lighting studio both for demonstration, student use, and storage.

V.G Equity Planning and Support: No specific resources required at this time.

V.H.1 Other Needed Resources: Specific counselor(s) needed for the Creative Arts Division. Specialized advice to assist students in CA Division offerings (Degrees, Certificates, etc.)

V.H.2 Other Needed Resources Justification: Students need counseling and the counselor needs to be fully informed on Creative Arts Division. "General" counseling has often been inadequate when serving art dept. students.

V.J. "B" Budget Augmentation: B Budget funding is an integral part of our department. Department is an integral part of the larger division. We cannot run the photography program without a budget. Not having a Photography department will jeopardize multiple other programs including Graphic Arts, Studio Art, Art History, Film/TV, Journalism, and the Liberal Arts degrees. Lastly, the Photography program provides GE courses for all majors.

V.K.1 Staff Development Needs: Staff Development is extremely important for meeting the needs of our department (new technology training for example). Conferences and seminars help keep faculty/staff abreast of the latest trends, etc. Additional demands of faculty to learn management systems (Canvas, Nuventive, web sites, etc.). Some conferences such as Society for Photographic Education, Fotofest, Photolucida, Photoshop World, PhotoLA and more. The average conference cost can be anywhere from \$500 - \$1,000. This amount does not include additional expense for travel, hotel, and meals.

V.K.2 Staff Development Needs Justification: All new technologies need some research (conferences, seminars) and training. Conferences have also supported networking and enhanced department's photographic community (outside exhibitions and guest lecturers).

V.L Closing the Loop: Cyclical assessment of SLOs/PLOs would incorporate any additional resource(s). Additional resources are in many cases replacements so should be considered already a part of an assessment process. New equipment is an enhancement to our program and recognized as such when assessed by program review and even college-wide research on enrollment, success, etc. We will use information continually obtained through department discussions and observations to help support and increase student success for all.

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