

Instructional Program Review Report

Sierra College, 2018-19

Department/Program Name: Photography

Date Submitted: 03/04/19

Submitted By: Randy Snook & Kirkman Amyx

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The Photography program prepares students for a career as a photographer through Associate degrees and Certificates as well as for transfer to bachelor's degree programs in photography, art and communications. Multiple courses within the program fulfill GE requirements for AA/AS degrees and for the CSU and UC systems. Courses cover the full range of the medium, including traditional film, digital imaging, alternative processes, studio lighting, photojournalism and video.

1b) How does your program support the district mission, as quoted below?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.” [update]

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency,

Critical and Creative Thinking, and Citizenship? [we could make this a separate question]

The Photography Program has made access a very high priority over the past three years. In the past, a barrier to students has been the need to own their own camera. This was even stated in the catalogue description under each course and students saw this warning when they went to register for classes. By making the purchase of cameras for student checkout a priority, that need no longer exists and the statement that a student must own their own camera has been removed from the catalogue (as of 2017-18). We have also improved access by moving the cameras needed for checkout by our primary course (Photo 60A: Elementary Photography) to the LRC.

One area that photography instructors need to always consider is the choices they make regarding the successful photographers discussed and the example images they show in class. These choices must be made with diversity and inclusion in mind. Because the department is mindful of this, we chose to make it a major topic of discussion during our fall 2018 flex meeting. I am happy to report that all of our instructors were aware of this need and committed to continually assess their choices with diversity in mind.

When considering the relevance of photography programs to higher education, professor, author and copyright lawyer Michelle Bogre wrote, “The simple answer is that photography is the language of the twenty-first century and being able to think critically about and analyze photographs is an essential twenty-first century literacy.” Photography teaches invaluable skills within each of the four major categories of the Sierra College ISLO’s. Under **Communication** we teach students to use reading and visual analysis skills “to comprehend and interpret information... and ideas from media sources (such as newspapers, magazines, websites and online databases).” We also stress consideration of the biases of the source material, the use of photography for propaganda, the interplay between text and image and the limitations of the medium in regard to truth. Under **Technology and Information Competency** it is imperative that our students can, “Efficiently and accurately use current computer and other relevant technologies to acquire, process and present information (photographic images in our case).” The cataloguing, editing, captioning and distribution of photographic images require the mastery of multiple photographic computer programs. Under **Critical and Creative Thinking**, we teach our students to express themselves through, “...involvement in the creation or performance of works of fine art, craft, music, drama, and/or culture.” Photography is a powerful form of communication that is often hard to classify. Is it communication? If so, what is being said and for what purpose? Is it art? If one answers yes, what are its merits and its limitations? Is it simply a mechanical process or is it creative expression? Of course, it is all of these things. It is within the intersection of these facets of the medium that we teach our students to think critically every day. Finally, there is the area of **Citizenship**. At the core of what we do is to promote ethical photographic practices, adherence to copyright law, respecting diversity, and using the medium to help bring about positive social change and protection of the environment.

1c) Program offerings align with which of the following mission categories; check all that apply:

- Transfer Career Technical Education Lifelong Learning
 Basic Skills Personal Development/Enrichment

1d) Please analyze your department’s performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:

- The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program’s awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

The last line of the Sierra College Mission Statement is, “Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.” Over the past three years the Photography program has fulfilled this by awarding an average of 16 Photography AA/AS degrees and Certificates per year and 25 Skill Certificates per year. Though the average number of Associates degrees and Certificates has remained stable when compared to our last Program Review, the number of Skill Certificates has significantly declined. We believe this is directly related to the decrease in the number of presentations on this topic in classrooms give each semester by CTE CEL’s. In addition to the students who transfer to four-year photography programs, courses in Photography can be used to fulfill the CSU General Education Breadth Requirements. Under area C1 (Arts), Photography 10, 60A or 65 can be used to fulfill this category. For transfer to the UC system, Photography 10 is listed on the IGETC under category 3A (Arts).

California has the highest need for photographers, videographers and video editors of any state in the Union. The Bureau of Labor Statistics lists 5,810 individuals employed as photographers, 5,750 as videographers and 13,900 film and video editors in California in 2018. Unfortunately, this number does not include those who are self-employed. According to a December 2018 IBIS Photography Industry Report, the Photography industry is primarily composed of non-employer operators. In 2018, IBIS World estimates that 93.0% of total industry enterprises are non-employers. According to projectionscentral.com (a site funded by a grant from the U.S Dept. of Labor) the total number of photographers in California is approximately 21,000.

Employment as photographers is expected to decrease by 4% from 2016-2026 according to projectionscentral.com while employment for film and video editors is supposed to increase 6% during the same time period. While the 4% decrease in the number of photographers is at first concerning, the U.S. Dept. of Labor reports that during this same time period the number of self-employed photographers will increase by 12%, part of the ever increasing “gig economy.” An even more important question, however, is how is our program doing at getting students into the workforce? Unfortunately, there is no hard data available to prove how successful we are, since most of our successful graduates are self-employed. The data doesn’t show students like Svitlana Vronska, who left our program approximately four years ago and has a thriving portrait photography business. She doesn’t show up in the employment data (because she is self-employed) or our data for degrees and certificates because she left Sierra College one class short of graduating to start her business. Svitlana is just one example of many that could be shared. Until a method is developed to track these self-employed former students, anecdotal evidence is all that is left to validate our success. We are constantly encouraged by the students who do contact us with their successes and to thank us for preparing them well for a career in the field. Students like Brittney Hosea-Small who is a full-time freelance photojournalist in the Bay Area, Kathy Walker who has run a successful photography business for over thirty years after graduating from Sierra College, and Kalin Lipsmeyer who now teaches photography at Sheldon High School, and Andrew Suryono who recently quit his high-tech job in Indonesia and is making his living selling photographs through National Geographic Galleries as well as other outlets.

Even if we had better tracking of our graduates, the data would still not reflect the increased need for photographic skills within other jobs. In our media-driven society, visual communication has become

a core skill that is relevant to an ever-increasing number of employment categories. So, yes, our department trains photographers, but it also trains the employee who is asked to create a blog, the social activist who needs to document an area of societal concern, the restaurant employee who is helping to create an online menu, the police detective documenting a crime scene and the citizen who needs to be aware of how they are being influenced by visual media.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above.

Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Student Equity and Success – As described above, the most significant improvement in our department over the last three years has been adding enough checkout cameras that students no longer need to own their own camera, which is a significant barrier for many economically challenged students. However, I believe we need to communicate this change more effectively. When looking at our Dashboard, we have discovered that our number of Hispanic/Latino students is 18.4% compared to the district 17.7%, while African American enrollment is only 2.2% compared to the districts 3.2%. Our current strategy is working with our new Interest Area Counselor and team to make sure that students are aware of this change.

Campus Climate - Photography participates in and helps plan all phases of OH2 (Open House Two Departments) every April. Sierra College students, their families and faculty attend this event. High school students, families and teachers are also invited. The Photography Department coordinated a show at the Ridley Gallery in the spring of 2018 showcasing the work of artist Elizabeth Opalenik. In addition, she gave a talk on her work as part of OH2 the same semester. Professor Snook gave a talk on the history and meaning of family photographs at the Tahoe Truckee campus as part of their “Insights” speaker series in January 2019.

Community Outreach – At Viewpoint Gallery Professor Gregg has coordinated a statewide juried competition for the last eleven years. Professor Gregg continues to conduct the monthly Print Night critique at Viewpoint Gallery as well as serving on the Viewpoint Photographic Art Center Board and Curatorial Committee. Prof. Gregg curated two shows at Viewpoint Gallery during 2018. Each fall the Photography Department educates the community members about the foundations of photography utilizing two cameras obscuras and the creation of cyanotype prints as part of the Rocklin Mini-Maker Faire. In 2018 alone, Prof. Ric Hornor gave a Photoshop presentation at Viewpoint Photographic Art Center. Prof. David McKay participated in the Nevada City Open Studios. Prof. David Arnold exhibited his photographs at the Nevada City Winery. Prof. Judith Monroe exhibited her photography at the Sparrow Gallery. As part of Sacramento Photo month, Prof. Rebecca Greg juried a student photography exhibition at the Crocker Art Museum and gave a presentation at the Crocker Art Museum Photo Feté. Professor Kirkman Amyx’s Photo 70A/B studio lighting class provided photography for the CCC/Maker Internship workshop at the Hacker Lab and students from his Business Practices class will be doing so again in February 2019.

Social Networking – Expanded the reach of our social networking site. Updated site frequently with department and industry news, employment opportunities, scholarship information, contest entry information, etc. Currently nearly 600 people are actively following the posts.

Internships – Continued an ongoing partnership with the City of Rocklin to provide one to two students every semester an opportunity to work as paid photography interns.

Cultural enrichment – The department took a field trip to the San Francisco Photo Fair, where 25 students and faculty viewed work from over 30 participating galleries.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment

As the photographic industry is constantly changing, so is our curriculum. As a technology based CTE program, we must remain responsive to what is happening in the industry. Since Photography also prepares students for transfer, close alignment with our primary transfer institution (CSUS) is also important. In addition to our own observations on the industry, we receive input on our curriculum from our Industry Advisory Committee. Multiple course offerings and updates have come directly from those meetings. The most significant change over the past three years has been the addition of an AS and Certificate in *Photography and Video*. This new AS and Certificate came in direct response to industry needs expressed by our Industry Advisory Committee.

As we began to develop Guided Pathways and create MAPs, it became apparent that some courses were going to be emphasized more and some might struggle to maintain their enrollment. Due to these projected changes, six courses were dropped from our program. Two new courses are going through Curriculum this spring: Wedding and Event Photography and Advanced Alternative Processes.

During the last three years we have worked with the Fashion and Applied Art & Design programs to help create a new interdisciplinary Fashion Media Certificate that includes courses from all three departments. This certificate was approved in December 2018 and will appear in the 2019-2020 catalogue.

Though courses and degree patterns are constantly being updated, the core components of understanding the power of the medium and how to communicate effectively with it remain the same. Finally, consistent conversations around curriculum and teaching methodology are part of what we do. In addition to curriculum being discussed at our twice a year Program Planning and Assessment and Department meetings, it is also a frequent topic at our bi-weekly meetings with Applied Art and Design, and our weekly Photography Department meetings.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In reflecting on the upcoming completion of our latest three-year cycle, the Photography Department has assessed at least one CSLO in each course, and most courses have had all of their CSLO's assessed at least once during this time. The department has been diligent in holding Planning & Assessment Day meetings and has had a high degree of participation by part-time faculty (due in large part to the additional pay they receive). The greatest benefit from conducting the assessments and

meetings so far has been individual self-reflection by instructors and the larger group conversations that have resulted around teaching practices, rubric development, and consistency in evaluation of student portfolios.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

The Photography Department has recently prepared their assessment cycle for the next three years (beginning fall 2019). During this time every CSLO in every course will be assessed at least once.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Professional development is of great importance to the Photography program since our industry has been going through incredible changes driven by technological advancements. In response to this, both full-time and part-time faculty are encouraged to apply for CTE funding for workshops and externships. For example, in the summer of 2018 Prof. Kirkman Amyx attended a week-long workshop on portrait photography and Prof. Amyx consistently attends the local Professional Photographers of Sacramento Valley (PPSV) monthly meetings.

Our most ambitious workshop was held in January 2019. Normally, to obtain quality industry training, we send faculty to various workshops around the state and on occasion, out of state. However, it was determined that the entire faculty needed training on the use of the iPhone (in a professional manner) and the latest in digital printing techniques. Therefore, internationally respected photographer and educator Dan Burkholder came to Sierra College and put on a four-day workshop attended by ten of our faculty. The cost of this workshop was covered by braiding CTE, SWI, Division and Photography Dept. funds. We hope that this will become a model for future industry training.

In the spring of 2020, Prof. Randy Snook has been approved to go on Sabbatical. Part of his sabbatical proposal includes a workshop on drone photography.

Please describe your staff development needs based on this analysis.

As the industry continues to evolve, we will continue to create workshops (when appropriate) and apply for funding to send our faculty to workshops to keep ourselves current in our field. Unfortunately, most of the training that our faculty needs is not low cost. Access to high quality industry training is our primary staff development need.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.



As indicated above, the Photography Department performs slightly better than the district average for both retention and success. The last two semesters show a somewhat significant improvement in success. Since only one of the department's courses are taught online (and it is a co-listed course), the numbers are so small as to make it difficult to evaluate any trends in this area.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

As all departments have, Photography has worked with counselors to create MAPs to assist our students in completing their degrees and certificates in a more timely manner and with a higher percentage of completers. We will continue to track how the decisions made impact course enrollments, and degree and certificate completion and adjust our offerings accordingly.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

Enrollments have fallen slightly over the three-year time period, reflecting the general district trend in enrollments. The falling numbers are quite small on the Rocklin campus, but have been more significant at NCC, which is also a district-wide problem. Enrollments are limited but very stable at Tahoe Truckee. Using Dashboard data, the District is at 91.7% of its F15 enrollment as of S18, while the Photography Department is at 88.6% of its F15 enrollment. This 3% difference concerns the department but isn't at a level to be alarming.

After doing a course-by-course analysis, it is apparent that our primary transfer and general education course (Photo 60A: Elementary Photography) is doing quite well, while some higher-level courses may need to have sections or frequency reduced. Yearly enrollments in Photo 60A on the Rocklin campus over the three years were:

15-16: 339

16-17: 367

17-18: 386

For the NCC campus they were:

15-16: 82

16-17: 70

17-18: 77

For the Tahoe Truckee campus they were:

15-16: 36

16-17: 37

17-18: 37

One course that is of particular concern is Photo 60B (Intermediate Photography). On the Rocklin Campus the enrollments have been:

15-16: 47

16-17: 46

17-18: 21

18-19: 35 (based upon the online Class Schedule data)

These numbers seem not only erratic, but on a general downward trend. Part of this may be the removal of this course from being required for the Photography Certificate, though it is still required for the AA/AS degree.

Overall, we would like to see an increase in our upper level course enrollments. To reach this goal, we are trying to create better pathways between our feeder high schools and our program. Specifically, we have partnered with Rocklin and Colfax high schools to offer three sections of Photo 60A as a dual enrollment course for the first time this semester. Hopefully, some of those students will end up at Sierra College in Photo 60B or Photo 78 in a few years. In addition, several of our local high school partners are requesting that we produce a promotional video for our department that they can show. Our plan is to complete the video within the next year.

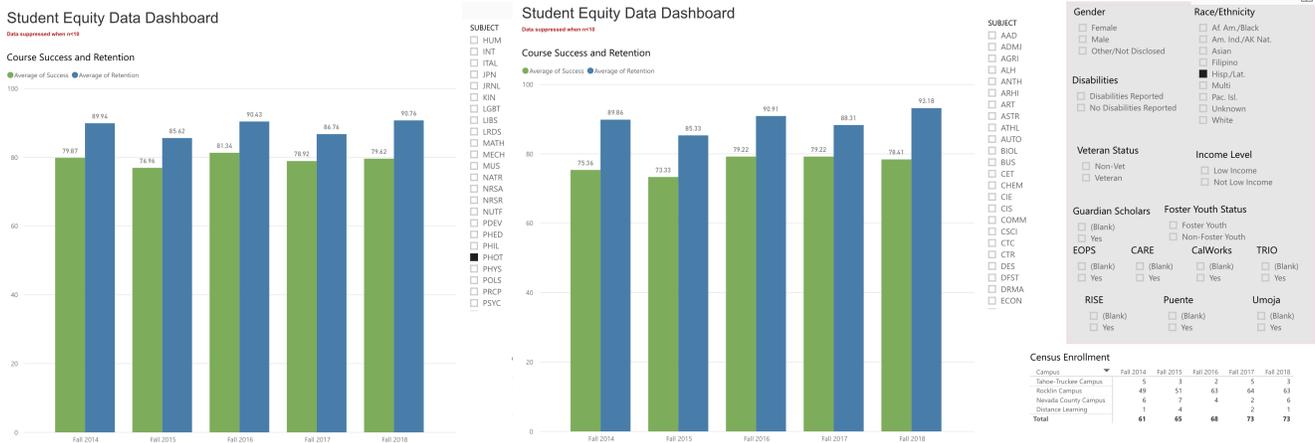
As relevant, please address your program’s role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

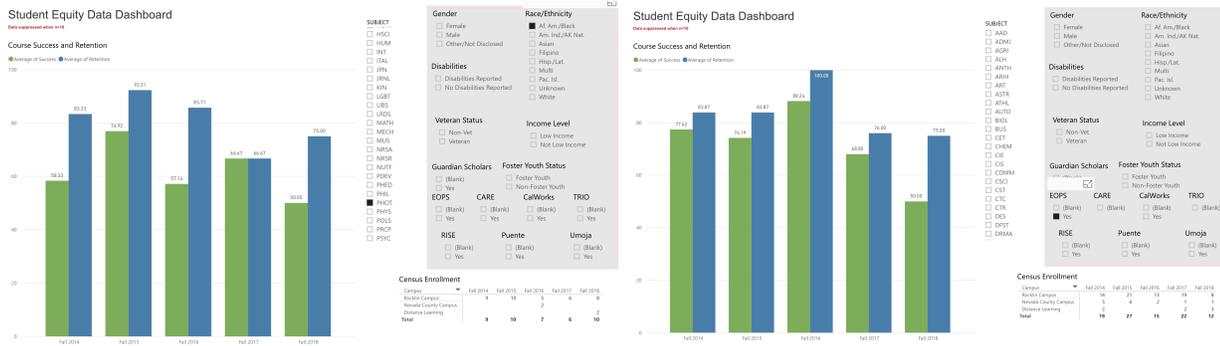
The primary impact from our participation in Guided Pathways has been the rearranging of our schedule so that courses are offered in the semester we suggest students take them on our MAPs. Regarding Interest Areas, we are very excited about the concept and believe it will be enhanced as Art, Fashion, Applied Art & Design will all be co-located on the first floor of the new instructional building currently in the planning stages.

3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity for at risk students and equity in general. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

The Photography Program has made access a very high priority over the past three years. In the past, a barrier to students has been the need to own their own camera. This was even stated in the catalogue description under each course and students saw this requirement/warning when they went to register for classes. By making the purchase of cameras for student checkout a priority, that need no longer exists and the statement that a student must own their own camera has been removed from the catalogue (as of 2017-18). We have also improved access by moving the cameras needed for checkout by our primary course (Photo 60A: Elementary Photography) and Photo 78 (Digital Photography) to the LRC. Our plan is to replicate these changes at the NCC and Tahoe Truckee campuses. This will be a time consuming, challenging and expensive proposition, but one that is important for all of our campuses.

One area that photography instructors need to always consider is the choices they make regarding the successful photographers discussed and the example images they show in class. These choices must be made with diversity and inclusion in mind. Because the department is mindful of this, we chose to make it a major topic of discussion during our fall 2018 flex meeting. I am happy to report that all of our instructors were aware of this need and committed to continually assess their choices with diversity in mind.





Above are some bar graphs of Course Success and Retention in an attempt to look at how we are doing across several different groups. There are many others that could be looked at, but often there wasn't any significant difference (for example male vs. female) or too small a number for the information to be displayed. A few, however, were quite interesting. The first is that across all disciplines the Hispanic/Latino numbers are generally 4% lower than the overall success and retention numbers. However, in Photography the difference is on average only 1%. In the case of African American/Black success and retention numbers are much worse. However, I don't believe our population is large enough to infer too much as the total number was three in F17 and four in S18. What *is* significant, however, is how few African American students are in our program. In the case of EOPS students, the success and retention numbers vary widely, again due to the low total number of students.

In addition to maintaining our extensive camera checkout system, we would like to implement a "Photographic Supplies Closet" for our students who are struggling financially. The goal is to implement this service in the fall of 2019.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

- i. Continue the process we have recently begun with two of our local high schools to implement Dual Enrollment to improve our high school to college pathway as well as to improve enrollments in upper level courses.
- ii. Not mentioned above is a plan to move our on-ground cross-listed Advanced Photoshop class (AAD/Photo 76) to online as a way to provide access to our branch campuses and evening students as well as a way to improve enrollment.
- iii. Produce a promotional video for our department that can be shown at the local high schools.
- iv. As new courses are introduced, making sure to continually update our MAPs.

- v. Continue to serve on the New Instructional Building Planning Group in order to improve the co-location of programs and services to serve our Interest Area.
- vi. Improve the number of cameras and availability for the NCC and Tahoe Truckee campuses.
- vii. Creation of a “Photographic Supplies Closet” for our students who are struggling financially.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Each of the following five goals are ongoing and are therefore constantly in progress rather than ever truly completed. Because of this, what matters most are the strategies and actions associated with each goal.

Photography Department Goal #1: **Strengthen connections with feeder high schools and transfer institutions.** Continue the process we recently began with two of our local high schools to implement Dual Enrollment to improve our high school to college pathway as well as to improve enrollments in upper level courses. As part of the sabbatical for Prof. Randy Snook in spring 2020, he will be visiting all of the photography programs in the Bay Area and Southern California to discuss articulation with our program and to evaluate these programs to improve counseling provided to students interested in transfer.

Photography Department Goal #2: **Provide training in current technologies and professional practices including training in digital imaging software and capture.** Professional development is of great importance to the Photography program since our industry has been going through incredible changes driven by technological advancements. In response to this, both full-time and part-time faculty will continue to be encouraged to apply for CTE funding for workshops and externships. Already in the works is Prof. Snook attending a drone photography workshop as part of his sabbatical in spring 2020.

Photography Department Goal #3: **Increase equity by maintaining inventory of equipment for checkout and providing access to materials at no cost to students in need.** First, we need to purchase digital cameras for checkout at Tahoe Truckee. Second, we need to evaluate the inventory of all checkout cameras at all three campuses and see what needs to be replaced and what the appropriate inventory is. Third, we need to work with the library at the branch campuses to see if they would be willing to handle checkout and check-in for us to mirror what we are doing in Rocklin. Finally, we need to create a “Photographic Supplied Closet” for students who can’t afford the materials necessary to complete our courses. All of these efforts are equity related.

Photography Department Goal #4: **Update curriculum to reflect changes in the photographic industry, transfer and general education needs.** As our industry is constantly changing, our curriculum needs to reflect those changes. One of the biggest needs we currently have is integrating cell phone photography and drone photography into our curriculum. Part of Prof. Snook’s 2020 Sabbatical will be learning how to photograph using a drone and then determining if it should be part of an existing

course(s) or a standalone course. On February 25, 2019 our department had two new courses approved (first hearing) by the Curriculum Committee. The first one was Photo 90W: Wedding & Event Photography. The second was Photo 93: Advanced Alternative Processes. The first course came out of our Industry Advisory Group and the second is in response to transfer preparation. Both of these will be taught for the first time in the 2019-2020 academic year.

Photography Department Goal #5: **Promote an open house event with related departments in the spring of each academic year. This will act as both an in-reach and a high school outreach event.** On April 25th we will be hosting our 10th annual OH2 event (OH2 stands for “Open House, Two Departments”). This event is designed as a celebration of all that our students have accomplished, a way to build community with our students and their families, an opportunity to be inspired, as well as an in-reach event and high school outreach event. This event requires a great deal of planning, interdepartmental cooperation and hard work. Once we have moved into the new instructional building we would like to expand OH2 to include the Art Department and Fashion as well.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

Based on the past several years, our district funding is just adequate to cover our costs. As long as this is not reduced, we should be able to maintain program effectiveness. As a CTE program charged with training students for the current job market, staying current with software, computer hardware, cameras and lighting equipment is critical and one of our greatest challenges. One way in which we are able to manage this is by working closely with the Applied Art & Design program to share computer labs at the Rocklin Campus and NCC. Our greatest challenge is that computer labs need to be updated every 4-5 years. Generally, after five years computer hardware cannot run current industry software and even if it can, it runs at an unacceptably slow pace. Assuming continued support through CTE funding, most of these major items can be funded through this source.

Facilities:

The Photography Department has a variety of facilities needs that we anticipate will be addressed with the construction of the new instructional building. In February 2019 we met with the architects to discuss our needs and are waiting for initial designs for our new space.

Staff:

Classified staffing & Student Help: Currently the Photography and Applied Art & Design programs share one full-time classified employee. Though the employee is able to handle the majority of tasks assigned to the position, there are two areas they are unable to devote adequate time to. The first is chemical mixing, lab preparation and cleanup. The second is equipment checkout.

This is somewhat offset by Student Help, but still faculty have to do a great deal of lab prep, cleanup and equipment checkout. An increase in **Student Help** funding would be extremely beneficial to the department.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X	X	X	X	X	X	X	

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities, and challenges.

The Photography Department’s strength is a dynamic and holistic approach to meeting student and industry demands for career training and transfer. The curriculum responds to the rapid changes in technology and their obvious impact on society both in the design of the total curriculum and within individual courses. The course of study addresses the entrepreneurial nature of the photography profession with portfolio development, internships and Photo 88 (Business Practices). The global culture has never been more affected by visual communication, largely photography based. The program, therefore, necessarily involves skill acquisition founded upon critical thinking in problem solving, visual literacy and visual ethics. Today’s professional photographer photographs, writes grants and proposals, plans, organizes, edits in Lightroom and Photoshop, promotes on social media platforms, critiques, and probably is already doing videography or considering taking on that new skill. In response to this we now have two AA/AS degrees and Certificates: Photography and Photography & Video. The faculty’s professional dedication to sound educational strategies in the classroom and currency in the discipline are hallmarks of both the full time and part time faculty. In addition, the faculty is actively engaged in shared governance through CTE and the Strong Workforce Advisory Group. Another strength is the close working relationship with Applied Art & Design (AAD). The two disciplines are different yet similar, as sociology and psychology and other fields are similar but different. We have kept our distinctiveness while jointly constructing schedules that facilitate sharing labs, computers and staff. We meet weekly as a separate department and biweekly with AAD faculty.

The Photography Department has also been working hard over the past several years to improve access to equipment for our students. The next step is to take those successes and expand them to our branch campuses. In addition, improving access to supplies for students will be one of the challenges we look forward to.

One weakness in the program is a lack of information on former students caused by the difficulties of tracking students into the world of employment or further study, especially after a few years have passed. Another weakness is limited specific knowledge of transfer programs other than CSUS, which we hope to address during Prof. Randy Snook’s sabbatical. The department has utilized CTE funding for necessary computer and camera upgrades, which has helped us maintain currency. Continued CTE support is critical to our department maintaining currency and addressing equity. The technical aspects of photography are constantly and rapidly changing. Currency in the field remains a tremendous challenge for the faculty. However, we hope to build on the success of our recent workshop for all faculty in the planning of future workshops. The complexity of offering lecture and lab courses six days a week spread over three campuses with two full time faculty and one shared classified staff person is indeed a challenge. Additional classified or Student Help in our labs and equipment checkout would help alleviate

some of those challenges. The opportunity in all of this is the excitement of being in such a vital discipline with direct social relevance and communicative power.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

Both full-time instructors were involved in the writing of this report. After the initial draft was completed it was distributed to all PT faculty for their input. A meeting was also held between the department chair and the Liberal Arts Division Dean to review the draft report.