Instructional Programs
2014-2015 Self-Study
Three-Year Program Review Template

[PHOTOGRAPHY PROGRAM]

[TECHNOLOGY AND ENGINEERING]

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

Melody La Montia
Lena Kane

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Melody La Montia
Printed name of Principal Author	Signature	Title	Date

Printed name of Department Coordinator	Signature	Title	Date

Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

1.01 Mission:

To prepare students for immediate entry into today's workforce and/or transfer to a four- year degree university. Our Program prepares students to work in a multitude of industries that utilize photography. The Photography Program curriculum entails both theory and practicum teaching that is designed to provide students with a comprehensive photographic foundation. In addition, our program offers advanced technical training that provides the working professional student an opportunity to upgrade their present skills. All the faculty members in the photography department are strongly committed to our students and work individually with students to assist them in becoming successful learners.

1.02 Vision:

The photographic industry is tied to the fast paced changes of technology. Our vision is to keep the photography department up to date on the cutting edge of technology therefore providing our students with an education that authentically prepares them for a profession in the photographic industry. We want our photography students to feel confident that an education at Fullerton College has provided them with a wealth of knowledge that will promote an enthusiasm to continue personal growth and a long-life appreciation for the power of learning.

1.03 Core Values:

The Photography Department at Fullerton College works hard to implement the college's core values into all of our teaching.

- **We respect and value the diversity of our entire community**.

  We have many projects that work with our diverse community outside of the classroom.

- **We value tradition and innovation.**

  The photography department was very active in promoting the college's Centennial Celebration and often helps many other departments in the college with their promotion and photographic needs.

- **We support the involvement of all in the decision-making process.**

  We have faculty serving on several committees within the college to be part of the decision-making process.

- **We expect everyone to continue growing and learning.**

  Photography faculty members are active in staying up-to-date with new technology and teaching trends.

•**We believe in the power of the individual and the strength of the group**.

Our classes are instructed in a manner that allows students to work both independently and in collaborative groups. Our faculty members also collaborate with other members in the college on various projects.

• **We expect everyone to display behavior in accordance with personal integrity and high ethical standards.**

We present these standards to our students and require these same standards of the students.

• **We accept our responsibility for the betterment of the world around us.**

Many of our classroom activities address social consciousness and our faculty members are involved in many charitable organizations.

• **We value and promote the wellbeing of our campus community**.

Our faculty is active in promoting the wellbeing of our campus community by participating in many college activities.

2.0 Program Data & Trends Analysis
2.1 Key Performance Indicators (KPI)
For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	2009 – 2010 728 2010 – 2011 610 2011 – 2012 549 2012 – 2013 562 2013 - 2014 524
Total FTES	2009 – 2010 129 2010 – 2011 120 2011 – 2012 109 2012 - 2013 107 2013 - 2014 104
Sections	2009 – 2010 33 2010 – 2011 29 2011 – 2012 27 2012 – 2013 28 2013 - 2014 33
FTEF	2009 – 2010 10.6 2010 – 2011 8.6 2011 – 2012 9.2 2012 – 2013 9.6 2013 - 2014 8.3
Fill Rate	2009 – 2010 100% 2010 – 2011 112% 2011 – 2012 101% 2012 – 2013 108% 2013 - 2014 100%
WSCH/FTEF	2009 – 2010 366

	2010 – 2011 418	
	2011 – 2012 357	
	2012 – 2013 371	
	2013 - 2014 450	
Retention	2009 – 2010 80%	
	2010 – 2011 76%	
	2011 – 2012 81%	
	2012 – 2013 83%	
	2013 - 2014 82%	
Success	2009 – 2010 67%	
	2010 – 2011 66%	
	2011 – 2012 68%	
	2012 – 2013 70%	
	2013 - 2014 71%	

2.1.1 Tracking the number of class sections offered in our photography program over the past five years, we see the following: for years 2006-07 and 2013-14 we were able to offer the highest number: 33. Summer sections were reduced in 2011 and 2012 to only one section, due to budget constraints.

2.1.2 Enrollment decreased each year from a high of 728 in 2009 -2010 to a low of 524 in 2013 -2014. This drop in enrollment reflects that the photography department is still in recovery mode from the three years of the reduced number of sections that were offered, attributable to budget cuts.

2.1.3 The FTES dropped from a high of 129 in 2009-2013 to a low of 104 in 2013-2014, attributable to budget cuts.

2.1.4 WSCH per FTEF rose from 366 in 2009-2013 to 450 in 2013-2014.

2.1.5 In 2009 the photography department's curriculum was restructured into a Degree/Certificate program and began offering an Associate Arts Degree Program and Professional Photography Certificate. The department's student population now reflects the enrollment of more academically committed students resulting in a steady increase of student success and retention.

2.1.6 The Photography Department now offers more concentrated studies involving work experience/internships, specialized/individualized lab instruction, and course transfer attention, which supports current trends in data.

2.2 Peer Institution Comparison
Complete the table below.
How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP).

2.2.1 (Data from California Community College Chancellors Office (Last Three Years)
Peer A: Canyons College   Peer B: Lake Tahoe College   Peer C: Modesto College   Peer D: Skyline College

College/Program:	Your Program	Peer A	Peer B	Peer C	Peer D
Retention:	FL 2011 95.35% SP 2012 90.00% FL 2012 97.56% SP 2013 93.02% FL 2013 90.48% SP 2014 85.71% Average is 92%	FL 2011 96.43% SP 2012 100.00% FL 2012 90.00% SP 2013 64.71% FL 2013 91.94% SP 2014 64.71% Average is 85%	FL 2011 94.67% SP 2012 93.75% FL 2012 88.24% SP 2013 95.35% FL 2013 88.24% SP 2014 91.89% Average is 92%	FL 2011 NO DATA SP 2012 68.00% FL 2012 87.50% SP 2013 NO DATA FL 2013 85.00% SP 2014 83.78% Average is 81 %	FL 2011 89.13% SP 2012 73.56% FL 2012 87.14% SP 2013 89.87% FL 2013 94.59% SP 2014 85.71% Average is 86%
Success:	FL 2011 83.72% SP 2012 77.50% FL 2012 95.12% SP 2013 90.70% FL 3013 75.68% SP 2014 85.71% Average is 84%	FL 2011 82.14% SP 2012 93.75% FL 2012 70.00% SP 2013 NO DATA FL 2013 72.58% SP 2014 52.94% Average is 74%	FL 2011 94.67% SP 2012 84.38% FL 2012 78.33% SP 2013 89.19% FL 2013 79.41% SP 2014 89.19% Average is 86%	FL2011 NO DATA SP 2012 64.00% FL 2012 75.00% SP 2013 NO DATA FL 2013 82.50% SP 2014 67.57% Average is 72%	FL 2011 78.26% SP 2012 59.77% FL 2012 64.29% SP 2013 73.42% FL 2013 72.97% SP 2014 71.43% Average is 70%
Degrees Awarded:	2011 -2012 3 2012 -2013 6 2013 -2014 9 Total 18	2011 -2012 6 2012 -2013 4 2013 -2014 9 Total 19	2011 -2012 0 2012 -2013 0 2013 -2014 0 Total 0	2013 – 2014 7 2012 - 2013 4 2013 – 2014 4 Total 15	2013 – 2014 0 2012 - 2013 0 2013 – 2014 0 Total 0
Certificates Awarded:	2011 -2012 7 2012 -2013 8 2013 -2014 17 Total 32	2011 -2012 8 2012 -2013 3 2013 – 2014 4 Total 15	2011 -2012 0 2012 -2013 2 2013 - 2014 3 Total 5	2013 – 2014 0 2012 - 2013 0 2013 – 2014 0 Total 0	2013 – 2014 0 2012 – 2013 0 2013 – 2014 0 Total 0
Transfers:	Data not available	Data not available	Data not available	Data not available	Data not available

2.2.2   Enrollment in Applied Photography at Fullerton College is closest to the enrollments at Canyons
College, Lake Tahoe College, Modesto College, and Skyline College. Last term (SP 2014) Fullerton
College had 79 students; Canyons College had 79 students, Lake Tahoe College had 71 students,
Modesto College had 77 students, and Skyline College had 107 students.

2.2.3 The Fullerton Photography Program retention was in the highest ranking (92%) matched with
Lake Tahoe College (92%), followed in order of ranking by Skyline College (86%),
Canyons College (85%), and Modesto College (81%).

2.2.4   The Fullerton Photography Program success was 2nd in ranking (84%) with Lake Tahoe College
being the highest (86%), followed in ranking by Canyons College (74%), Modesto College (72%),
and Skyline College (70%).

2.2.5 The Fullerton Photography Program awarded one less Degree (18 total) than Canyons College (19 total), Modesto College (15 total), Lake Tahoe College (0 total), and Skyline College (0 total).

2.2.6 The Fullerton Photography Program awarded 17 more certificates (32 total) than all other Peer Colleges. Canyons College (15 total), followed by Tahoe College (5 total), Modesto College (0 total), and Skyline College (0 total).

2.2.7 The Applied Photography Program at Fullerton College is healthy and thriving and awarded more certificates than any of our peer groups.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

2.3.1

Group	% Retention	% Success
Males	2009 – 2010 78% 2010 – 2011 75% 2011 – 2012 80% 2012 – 2013 84% 2013 - 2014 77%	2009 – 2010 61% 2010 – 2011 63% 2011 – 2012 62% 2012 – 2013 69% 2013 - 2014 65%
Females	2009 – 2010 81% 2010 – 2011 77% 2011 – 2012 82% 2012 – 2013 83% 2013 - 2014 85%	2009 – 2010 71% 2010 – 2011 68% 2011 – 2012 73% 2012 – 2013 72% 2013 - 2014 74%
Asian-American	2009 – 2010 89% 2010 – 2011 79% 2011 – 2012 91% 2012 – 2013 80% 2013 - 2014 79%	2009 – 2010 80% 2010 – 2011 76% 2011 – 2012 81% 2012 – 2013 65% 2013 - 2014 72%
African-American	2009 – 2010 90% 2010 – 2011 58% 2011 – 2012 67% 2012 – 2013 75% 2013 - 2014 61%	2009 – 2010 80% 2010 – 2011 50% 2011 – 2012 44% 2012 – 2013 50% 2013 - 2014 50%
Filipino	2009 – 2010 64% 2010 – 2011 78% 2011 – 2012 79% 2012 – 2013 90% 2013 - 2014 65%	2009 – 2010 80% 2010 – 2011 76% 2011 – 2012 81% 2012 – 2013 65% 2013 - 2014 72%
Hispanic	2009 – 2010 80% 2010 – 2011 74% 2011 – 2012 79% 2012 – 2013 84% 2013 - 2014 81%	2009 – 2010 66% 2010 – 2011 61% 2011 – 2012 65% 2012 – 2013 69% 2013 - 2014 70%
Native American	2009 – 2010 67% 2010 – 2011 67% 2011 – 2012 100% 2012 – 2013 50% 2013 - 2014 100%	2009 – 2010 33% 2010 – 2011 33% 2011 – 2012 67% 2012 – 2013 50% 2013 - 2014 71%
Other Non-White	2009 – 2010 50% 2010 – 2011 0% 2011 – 2012 0% 2012 – 2013 100% 2013 - 2014 100%	2009 – 2010 50% 2010 – 2011 0% 2011 – 2012 0% 2012 – 2013 100% 2013 - 2014 100%
Pacific Islander	2009 – 2010 100% 2010 – 2011 67% 2011 – 2012 100% 2012 – 2013 100% 2013 - 2014 67%	2009 – 2010 50% 2010 – 2011 67% 2011 – 2012 100% 2012 – 2013 100% 2013 - 2014 67%
White	2009 – 2010 79% 2010 – 2011 78% 2011 – 2012 82% 2012 – 2013 83% 2013 - 2014 88%	2009 – 2010 66% 2010 – 2011 70% 2011 – 2012 69% 2012 – 2013 74% 2013 - 2014 74%

Unknown	2009 – 2010	81%		2009 – 2010	71%
	2010 – 2011	74%		2010 – 2011	67%
	2011 – 2012	95%		2011 – 2012	90%
	2012 – 2013	85%		2012 – 2013	85%
	2013 - 2014	92%		2013 - 2014	92%
Range (Max-Min)	2009 – 2010	100%- 50%		2009 – 2010	100% -50%
	2010 – 2011	100% –67%		2010 – 2011	100% -30%
	2011 – 2012	100% -67%		2011 – 2012	100% -50%
	2012 – 2013	90%- 50%		2012 – 2013	100% -50%
	2013 - 2014	100% -61%		2013 - 2014	100% -50%

2.4 Program Effectiveness
Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

2.4.1   Since the department's last Program Review, the Photography Department has shown a significant increase in the number of students obtaining Associate Arts degrees and awarded more Vocational Certificates than any of our Peer Colleges. The department is projecting a continued increase in Degree/Certificate awards as our relatively new photography program gains momentum and recognition.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

2.5.1   The Photography department works closely with our Advisory Committee that consists of national photographic organizations, professional photographers, industrial representatives, and successful alumni students. The advisory committee annually reviews the department's curriculum, course content, technology, and resources to determine the effectiveness of the Photography Program to provide education and training to meet current and required standards in Photographic Industries.

2.6 Provide any other data that is relevant to your self-study.

2.6.1   The role of today's photographer has diversified greatly from the days of solely becoming a studio photographer and this program is designed to develop the skills necessary for entry-level positions into a multitude of occupations requiring a photographic foundation and technical photography skills. It was interesting to discover that the U.S. Bureau of Labor Statistics also produces a list of a multitude of industries that employ photographers. This supports our mission to train students for a variety of industries that utilizes photography skills.

U.S. BUREUA OF LABOR OF STATISTICS/Occupational Employment Statistics for this Occupation
Industries with the highest published employment and wages for this occupation are provided.

27-4021 Photographers

Other Professional, Scientific, and Technical Services
Radio and Television Broadcasting
Newspaper, Periodical, Book, and Directory Publishers
Motion Picture and Video Industries
Independent Artists, Writers, and Performers
Scenic and Sightseeing Transportation, Water
Other Personal Services
Personal Care Services

Aerospace Product and Parts Manufacturing
Medical and Diagnostic Laboratories

Other industries for this occupation27-4021 Photographers

All Sectors in this list
Sectors 31, 32, and 33 Manufacturing
Sector 42 Wholesale Trade
Sectors 44 and 45 Retail Trade
Sectors 48 and 49 Transportation and Warehousing
Sector 51 Information
Sector 52 Finance and Insurance
Sector 53 Real Estate and Rental and Leasing
Sector 54 Professional, Scientific, and Technical Services
Sector 55 Management of Companies and Enterprises
Sector 56Administrative and Support and Waste Management and Remediation Services
Sector 61 Educational Services
Sector 62 Health Care and Social Assistance
Sector 71 Arts, Entertainment, and Recreation
Sector 72 Accommodation and Food Services
Sector 81 Other Services (except Federal, State, and Local Government)
Sector 99 Federal, State, and Local Government (OES Designation)

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)
Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

3.1.1   The Photography Department has had a significant increase in awards of Associate Arts Degree in Photography and Professional Photography Certificates.

3.1.2   The Photography Department has a steady increase of student success and retention.

3.1.3   Students have the opportunity of learning through "hands on" exercises and developing skills using state of the art computers and photographic equipment. Many of our classes simulate actual working environments of professional photographers, to further prepare students for gaining employment. The classes that mirror professional jobs are the most popular classes with students and are probably the reason we are seeing a significant increase in both Degrees and Certificates.

3.1.4   Students learn to use a variety of software applications, generate business proposals, create project scheduling, and practice a variety of management skills, that are transferable to a myriad of subject studies and occupations. Learning all these skills improves student success both in and outside of the classroom.

3.1.5   Students also examine the enormous impact photography has in our lives and in our understanding of humanities in a variety of cultures. Many photography courses explore the historical progression of photography, personal expression, intellectual response to imagery, and conceptual connation. These studies prepare students for further academic work and transfers to four–year universities.

3.1.6   The Photography Program offers students the opportunities to gain cross-disciplinary knowledge by participating in many collaborative projects with other Departments. Students have worked on projects with Art, Theater, CRTV, Journalism, Creative Writing, Languages, the Library (historical documentation and restoration), Welding, Automotive, Physical Education, Counseling, and Printing. Cross-disciplinary knowledge helps students see the discipline of photography more broadly based and helps improve student success.

3.1.7   We are always working towards improving our program through improving both curriculum and practical experience. It is important to us that the program authentically prepares students for employment in photographic industries and/or transfer to a four-year university.

3.1.8   The photography department works closely with an Advisory Committee, consisting of professional industry leaders, that annually evaluate our program and provide direction to ensure the program's course content authentically reflects current professional standards.

3.1.9   Our retention and success rates for the Hispanic/Latino group are steadily improving.

3.2. What are the weaknesses of your program?

3.2.1   The retention and success rates for the African American group are still low.

3.2.2   The photography lecture room, that is used by nine photography classes, does not have an instructor computer station or projector. Faculty are having to use their personal laptop computers and a portable projector that does not have the quality needed for teaching. Valuable teaching time is wasted while having to set up projectors/computers, and does not produce the quality required to present and analyze photographs. Many studies show that students are more engaged and able to grasp lessons more quickly when media and technology are used in the classroom. Having a proper instructor computer station and a photographic quality projector would help improve student success.

3.2.3   The physical space of the Photography Department is small and cramped, especially when compared with our Peer College Groups that have equipment rooms, studios, and dedicated computer labs for student home work and projects. Our department is in great need of an equipment room to house our studio and photography equipment/supplies. At present most of our supplies are spread out through several classrooms finding any space available to occupy.
.
3.2.4   We need a stronger student equipment loan program. We are extremely limited on equipment that students can borrow to complete assignments. Other peer colleges have a well-stocked equipment loan program that attracts many students and helps improve student retention.

3.2.5   Students are in need of an Open Macintosh Computer Lab to complete homework assignments and develop their computer skills. Students are often late with homework assignments and projects complaining of not having necessary equipment at home or access to school equipment by which to complete course work. Macintosh Computers are the standard operating systems used in Photography Industries, Journalism, Film, Television/Broadcast, and all Visual Art Industries. At present we have only two extra computers in our classroom labs that students may use outside of their normal class hours. The problem is the students only have access to these computers when other lab/classes are in session. We do allow for students to come in and use these computers while other lab/classes are in session however, this can cause some disruption to classes that are being taught at the time. Waiting to use these two computers often results

in students forming lines in the hallway waiting to use the two available computers. There is no Open Macintosh Computer Lab in the entire college campus. Fullerton College is the only college that we are aware of, that does not have an Open Macintosh Computer Lab available for student use. Not only photography but, all of the Communications Department would benefit by having an Open Macintosh Computer Lab for student access.

3.3 What opportunities exist for your program?

3.3.1   If our department had an Open Macintosh Computer Lab, we could possibly increase our FTES by requiring all students already enrolled in the program to take an additional lab course. Cypress College and many other colleges have implemented this strategy to increase their FTES. We would do further research into other college methods and analyze how we could incorporate this methodology into our current programs.

3.3.2   As our department builds relationships with more photographic companies and organizations the opportunity for establishing student employment programs and mentoring services are increasing.

3.3.3   Recently, our Applied Photography course has added a learning unit on underwater digital photography. This addition has coincided with a trend in the photography market for an increased use of underwater photography for magazines, advertising campaigns, and scientific research. Students obtaining this underwater photography experience have more opportunities available to them for employment and/or internships leading to student success.

3.4 What challenges exist for your program?

3.4.1   One of our principal faculty members is retiring in the Summer of 2015. Including this principal faculty member, we have three total faculty members in the Photography Department (that are all carrying overloads) and one adjunct faculty member. Presently our department has sufficient instructors to accommodate a two-year course of study for our Degree/Certificate programs. This efficient time frame required for student degree completion is a great contributing factor for our significant increase in awarding Degrees/ Certificates and student success/retention. To sustain the offering of all courses required for Degree/Certificate Programs and uphold the Photography Program's vitality it is imperative that this full-time faculty member be replaced during the following hiring cycle (Fall 2016 start date).

3.4.2   One of our lecture rooms needs a computer station and photo quality projector for class instruction. This lecture room accommodates nine photography classes. It is difficult to teach a college level photography course without having a computer station in the classroom. It is extremely time consuming to set up and tear down a portable computer system for each class and the quality of portable projectors is not acceptable for showing and discussing photographic images. Our challenge is to find a source of revenue to purchase this equipment.

3.4.3   We need to develop consistent funding for classroom technology upgrades. Digital technology advances so quickly it is difficult to keep equipment and technology updated to the latest standards because of budgetary concerns. Presently we have fallen behind in our software versions and computer operating systems. Our challenge is to find sources of revenue to fulfill this technology need.

3.4.4   Increased administrative paper work is overtaxing the time of faculty members. The accumulated time it takes to complete comprehensive Program Review, PSLOAs, CSLOAs, and ISLOs, literally consumes weeks of faculty time. The valuable time invested in completing newly mandated forms and procedures

could and should be used for writing lectures, updating classroom presentations, staff development, implementing department activities, and serving on college committees. The added paper work placed on faculty in the last few years is especially difficult for technology/vocational instructors. In addition to teaching responsibilities, vocational faculty members also have the increased responsibility for the maintenance and updates of all labs and equipment. Often programs, which are designed with the implied purpose of enhancing student achievement result instead, in diminishing faculty's ability to implement department activities that directly enhance student success.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of the Associate Arts Degree in Photography the student will be qualified for entry-level employment and/or transfer to a four-year university.	Fall 2011	May 2012	May 2012	1
2.	Upon successful completion of courses leading to the Certificate in Professional Photography students will be able to produce a variety of lighting diagrams necessary to be qualified for entry-level employment.	Fall 2011	May 2012	May 2012	1
3.					

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of the Associate Arts Degree in Photography the student will be qualified for entry-level employment and/or transfer to a four-year university.	Presented curriculum and course content to advisory committee.	Need to revise PHOT 111 for CSU–C1 status to help provide students with successful transfer to a four year university.	Revised PHOT 111 F Approved at DCCC 11/2014
2. Upon successful completion of courses leading to the Certificate in Professional Photography students will be able to produce a variety of lighting diagrams necessary to be qualified for entry-level employment.	Presented curriculum and course content to advisory committee.	Advisory Committee concluded: Photography program needs a Business of Photography course. The photography program has a disproportionate distribution of beginning B&W photography classes in comparison with beginning digital photography class. (Six B&W and two	There is now a New Business Practices for Photography course pending in curricunet. We have begun open discussion about possible changes to course offering.

		digital) The program needs to offer more beginning digital classes to reflect the digital trend in the current photography market. .	

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

4.3.1   Two PSLOs have continued planning with both the advisory committee and faculty.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

4.4.1   Improvements have been made with assessment findings by adding and adjusting curriculum and course content. Ongoing assessments help insure that the skills and course content being taught are meeting industry standards and leading to student success for both employment and transfer to a four-year university.

4.4.2   Revised PHOT 111 for CSU–C1 status (pending Fall 2015) to help provide students with successful transfer to a four-year university.

4.4.3   Resulting from the recommendation of the Advisory Committee a new course was added to the Photography Program, PHOT 224 F Business Practices for Photography, (pending Fall 2015).

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

4.5.1   This year (2014) the Photography Program awarded 17 Professional Photography Certificates and 9 Associate Arts Degree in Photography, the most certificate/degree awards for one year in the five year history of the program.

4.5.2   We have revised PHOT 111 Analog to Digital Photography, so that it may have CSU C-1 area status and UC transfer status (pending Fall 2015), to help improve student achievement for transfer to four-year universities.

4.6 What challenges remain to make your program level SLOAs more effective?

4.6.1   No specific challenges at this time - we will continue ongoing assessments with Advisory Committee, faculty, and students.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

5.1.1   To strengthen the Photography Program's ability to authentically prepare students for entry-level occupations within photographic industries.

5.2.2   To complete the implementation of view camera systems and advanced studio equipment into photography classes.

5.2.3   Improve student involvement with professional organizations and industries.

5.2.4   To provide students with a considerable amount of experience and theoretical knowledge to prepare students for entry-level occupations within photographic industries.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

5.2.1   Our department is growing and thriving. We have awarded 32 Professional Certificates and 18 Associate Arts Degrees in the last five years.

5.2.2   Students are now graduating with view camera systems skills.

5.2.3   We have annual workshops/seminars with American Photographic Artist, a nationally recognized photographic organization.

5.2.4   Many students that have graduated the Photography Program have gained employment with a variety of photographic industries.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

5.3.1   Level of success for goal number one was measured by the number of certificates and degrees awarded.

5.3.2   Level of success for goal number two was determined by student demonstrations.

5.3.3   Level of success for goal number three was the presentation of three seminar/workshops with American Photographic Artist.

5.3.4   Level of success for goal number four was by tracking the students after graduation.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

5.4.1   Ongoing assessment and discussion has led to a new course of Business Practices in Photography

5.4.2   Students that gained view camera system experience in our studio course utilizing view camera systems were able to find employment by having the skills to photograph product photography.

5.4.3   After attending seminars with American Photographic Artist many students were able to establish a mentorship with American Photographic Artist members.

5.4.4   Led to curriculum and course revision changes.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

5.5.1   N/A

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

5.6.1   At the time of the last review we had just finished a VTEA grant and were not in need of financial assistance.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	We have discovered that the Fullerton College Photography Program does not have any online web/internet presence. This is probably due to our Program being relatively new. Our plan is to research internet portals and web based college resource lists, and provide updated information about the Fullerton College Photography Department. This should help bring awareness about the Fullerton College Photography Department and increase enrollment.
List College goal/objective the plan meets:	College Goal #1:To Increase awareness about Fullerton College and the Photography Department. Objective #1: Promote and support interest for continued learning.
Describe the SAP: (Include persons responsible and timeframe.)	Department Faculty 6 – 8 months
What *Measurable Outcome* is anticipated for this SAP?	That the Fullerton College Photography program has a web based presence resulting in increased enrollment.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this goal can be met without additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		

Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 2		
Describe Strategic Action Plan: (formerly called short-term goal)	Hire faculty member for Fall 2016 to replace retiring faculty member	
List College goal/objective the plan meets:	College Goal #: Hire faculty member for Fall 2016 Objective #: To hire replacement faculty to insure program has ample faculty to sustain courses being offered for Degree/Certificate Programs.	
Describe the SAP: (Include persons responsible and timeframe.)	Technology and Engineering Division Division Dean Fall 2016	
What *Measurable Outcome* is anticipated for this SAP?	Increase student success and retention by assuring we have enough courses available for students to earn their Associate Arts Degree in Photography and/or Professional Photography Certificate.	
What specific aspects of this SAP can be accomplished without additional financial resources?	NONE – Although the college is already funding present faculty member – the new hire would replace a faculty member where funding is already in place	

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel Personnel Retirement, etc. (13.81%) Personal Benefits	$55,380 7,648 13,468	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$76,496	General Fund

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	To equip lecture room (that serves 9 classes) with an instructor's Macintosh Computer Station and Photographic Quality Projector.
List College goal/objective the plan meets:	College Goal # 3: To increase student success by improving instructional methods and presentations. Objective # 3: To improve student learning and success.
Describe the SAP: (Include persons responsible and timeframe.)	Department Faculty 9 -12 months
What *Measurable Outcome* is anticipated for this SAP?	Improved student retention and success.
What specific aspects of this SAP can be accomplished without additional financial resources?	NONE

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	5,500.00	Program Review
Supplies		
Computer Hardware	3,000.00	Program Review
Computer Software	500.00	Program Review
Training		
Other		
Total Requested Amount	$9,000.00	Program Review Allocation

STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	To establish a Macintosh Computer Open Lab
List College goal/objective the plan meets:	College Goal # 3: To establish a Macintosh Computer Open Lab To increase student success and retention by providing equipment that allows students to complete course work and develop skills.

	Objective # 3: To provide student access to Macintosh computers for completion of course work and the development of skills.
Describe the SAP: (Include persons responsible and timeframe.)	Department Faculty 9 -12 months
What *Measurable Outcome* is anticipated for this SAP?	Improved student retention and success.
What specific aspects of this SAP can be accomplished without additional financial resources?	NONE

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	($0 (intern) – Computer Lab Technician $2,514/month	General Fund
Facilities		
Equipment	$6,000.00	Program Review General Fund
Supplies		
Computer Hardware	90,000.00	Program Review General Fund
Computer Software	15,000.00	Program Review General Fund
Training		
Other/Master Image Implementation	8,000.00	
Total Requested Amount	$ 119,000.00	Program Review Allocation General Fund

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

7.0.1 Research and develop course content and programs to remain current with industry standards

7.0.2 Continue to establish new resources and re-establish old relationships with Photographic Industries and Photographic Organizations.

7.0.3 Acquire additional space for photography equipment room.

7.0.4 Develop consistent funding for computer software and technology equipment upgrades.

7.0.5 Research and develop methods to increase student enrollment.

7.0.6 Establish stronger relationships with Cal State University system to assist students for transfer to a four-year university.

8.0 Self-Study Summary

This section provides the reader with an <u>overview</u> of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Fullerton College Photography Program's mission is to prepare students for immediate entry into today's workforce and/or transfer to a four- year degree program. Our Program prepares students to work in a multitude of industries that utilize photography. The Photography Program curriculum entails both theory and practicum teaching that is designed to provide students with a comprehensive photographic foundation. In addition, our program offers advanced technical training that provides the working professional student an opportunity to upgrade their present skills. The Photography Program also offers students the opportunities to gain cross-disciplinary knowledge by participating in many collaborative projects with other departments. Cross-disciplinary knowledge helps students see the discipline of photography more broadly based and helps improve student success.

The awards given for Professional Photography Certificates, by the Fullerton Photography Program, exceed the number of any college photography peer groups. And our program is running a close second to photography college peer groups in awarded Associate Art Degrees. In addition, the Photography Program has shown a marked increase in student retention and success. Data also indicates an improvement in the retention/success status for the Hispanic Latino students. Improvement is still needed for the gender gap of the African American Student. A decrease in enrollment is indicated. This enrollment decrease reflects that the photography department is still in a recovery mode from three years of reduced number of sections being offered, attributable to budget cuts.

The Photography department works closely with an Advisory Committee that consists of national photographic organizations, professional photographers, industrial representatives, and successful alumni students. The advisory committee annually reviews the department's curriculum, course content, technology, and resources to determine the effectiveness of the Photography Program to provide education and training to meet current and required standards in Photographic Industries. Recommendations from the Advisory Committee that were implemented (but not limited to) include a revision of PHOT 111 Analog to Digital Photography, so that it may have CSU C-1 area status and UC transfer status (pending Fall 2015), and the addition of a new course to curriculum, PHOT 224 Business Practices for Photography (pending Fall 2015).

The greatest challenge currently facing the department is the retirement of a principal faculty member. Presently our department has sufficient instructors to accommodate a two-year course of study for our Degree/Certificate programs. This efficient time frame required for student completion is a great contributing factor to our significant increase in awarding Degree/Certificates and increased student retention/success. To sustain the offering of all courses required for Degree/Certificate Programs and to uphold the Photography Program's vitality, it is imperative that this full-time faculty member be replaced during the following hiring cycle (Fall 2016 start date).

The Photography Department would like to take this opportunity to address improvements needed in the Department. Needed is an instructor computer station/ projector for our lecture room serving nine classes, physical space for an equipment room, a consistent funding program for classroom technology upgrades, improvement to our student equipment loan program, and the establishment of an Open Macintosh Computer lab for student use.

The photography Department was successful in completing all PSLOAs and CSLOAs and has established on going assessments. Improvements have been made with assessment findings by adding and adjusting curriculum and course content.

All previous Program Review goals were accomplished and new goals to the Photography Program have been established. Future goals include establishing a strong web presence to help increase student enrollment, sustain growth in student retention/success, obtain physical space for equipment storage, improving classroom technology, growing the student loan program, find sources of revenue to fulfill technology updates, and establish an Open Macintosh Computer Lab for student use.

The Photography Program's overall vision is to provide our students with an education that authentically prepares them for a profession in the photographic industry and/or a successful transfer to a four-year university. In addition we strive to help the student develop personal integrity and high ethical standards. All our faculty members are committed to excellence in teaching and working closely with our students by providing compassionate guidance to assist students in their success and develop a long-life appreciation for the power of learning.

Division Deans' or appropriate Immediate Management Supervisor (IMS)
  Response Page

☐ *I concur with the findings contained in this Program Review.*

☐ *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

_____

_____

_____

☐ *I do not concur with the findings contained in this Program Review (include a narrative exception):*

_____

_____

_____

_____

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
Photography

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An
Course Information																				
Courses Offered	1	7	8	9	2	7	7	8	1	7	7	8	1	7	7	8	2	9	10	11
Sections Offered	2	16	15	33	3	13	13	29	1	13	13	27	1	13	14	28	2	15	16	33
Student Information																				
Majors		11	16	20		84	105	127		103	114	143		114	143	169		121	136	159
New Majors		1	1	2		33	16	49		29	18	47		33	21	54		56	12	68
Enrollments	39	350	339	728	45	281	284	610	6	290	253	549	5	281	276	562	27	249	248	524
FTES	8	62	59	129	9	54	57	120	1	56	51	109	1	55	51	107	6	49	50	104
WSCH	232	1,872	1,780	3,884	278	1,624	1,701	3,602	68	1,689	1,534	3,291	55	1,790	1,701	3,546	503	1,600	1,626	3,729
Program Resources																				
FTE Faculty	0.7	5.2	4.7	10.6	0.7	4.0	4.0	8.6	0.3	4.4	4.4	9.2	0.3	4.4	4.8	9.6	0.4	4.0	4.0	8.3
Program Efficiency																				
Ave Section Size	19.5	21.9	22.6	22.1	15.0	21.6	21.8	21.0	6.0	22.3	19.5	20.3	5.0	21.6	19.7	20.1	13.5	16.6	15.5	15.9
Fill Rate (Census)	98%	99%	101%	100%	82%	115%	116%	112%	86%	101%	102%	101%	71%	113%	103%	108%	100%	101%	99%	100%
WSCH per FTEF	346	359	377	366	397	411	429	418	207	380	346	357	166	403	355	371	1,437	403	410	450
Program Outcomes																				
Degrees Awarded				1				1				3				6				9
Certificates Awarded				1				5				7				8			17	9
Transfers				1																
Course Retention Rates																				
Overall	100%	77%	81%	80%	89%	74%	76%	76%	67%	81%	82%	81%	100%	82%	84%	83%	89%	80%	83%	81%
Females	100%	77%	83%	81%	78%	78%	76%	77%	100%	81%	83%	82%	100%	83%	81%	83%	93%	79%	91%	80%
Males	100%	75%	79%	78%	100%	69%	76%	75%	0%	81%	80%	80%		81%	86%	84%	82%	81%	73%	81%
African American	100%	88%	89%	90%	100%	40%	67%	58%	0%	86%	60%	67%		63%	83%	75%	100%	50%	67%	61%
Asian American	100%	82%	92%	89%	90%	86%	68%	79%		88%	95%	91%	100%	78%	81%	80%	88%	79%	77%	79%
Filipino	100%	55%	67%	64%	100%	77%	77%	78%		80%	78%	79%		100%	83%	90%	50%	58%	83%	65%
Hispanic/Latino	100%	75%	82%	80%	88%	71%	75%	74%	100%	77%	81%	79%	100%	83%	85%	84%	90%	79%	83%	81%
Native American		57%	80%	67%			67%	67%	67%		100%	100%		100%	0%	50%	100%	100%	100%	100%
Other Non-White	100%	100%	25%	50%		0%		0%		0%		0%		100%	100%	100%		100%		100%
Pacific Islander		100%	100%	100%		50%	100%	67%			100%	100%			100%	100%		50%	100%	67%
White	100%	78%	80%	79%	92%	77%	79%	78%	75%	84%	79%	82%	100%	80%	85%	83%	100%	88%	87%	88%
Unknown		79%	83%	81%	67%	72%	78%	74%		92%	100%	95%		90%	80%	85%	100%	100%	80%	92%
Course Success Rates																				
Overall	95%	65%	66%	67%	82%	64%	66%	66%	67%	70%	67%	68%	100%	72%	68%	70%	81%	68%	73%	70%
Females	100%	69%	71%	71%	74%	69%	66%	68%	100%	73%	73%	73%	100%	75%	67%	72%	87%	69%	79%	71%
Males	88%	58%	60%	61%	91%	56%	65%	63%	0%	65%	61%	62%		70%	68%	69%	73%	66%	64%	66%
African American	100%	63%	89%	80%	100%	20%	67%	50%	0%	86%	20%	44%		50%	50%	50%	100%	50%	44%	50%
Asian American	100%	70%	84%	80%	90%	79%	68%	76%		76%	86%	81%	100%	59%	69%	65%	75%	67%	77%	72%
Filipino	100%	36%	56%	50%	100%	54%	54%	56%		70%	78%	74%		89%	83%	86%	50%	42%	83%	55%
Hispanic/Latino	93%	64%	65%	66%	76%	58%	62%	61%	100%	66%	64%	65%	100%	73%	64%	69%	80%	66%	74%	70%
Native American		29%	40%	33%		50%	0%	33%			67%	67%		100%	0%	50%	100%	100%	50%	71%
Other Non-White	100%	100%	25%	50%		0%		0%		0%		0%		100%	100%	100%		100%		100%
Pacific Islander		100%	0%	50%		50%	100%	67%			100%	100%			100%	100%		50%	100%	67%
White	88%	67%	64%	66%	85%	69%	70%	70%	75%	71%	68%	69%	100%	73%	73%	74%	100%	76%	72%	74%
Unknown		71%	72%	71%	67%	61%	72%	67%		85%	100%	90%		90%	80%	85%	100%	100%	80%	92%

WE HAD 17 CERTIFICATES IN 2013-2014