

## Fullerton College Photography Department

### *1.0/7.0 Executive Summary*

The mission of the Fullerton College Photography Program is to prepare students for immediate entry into today's workforce and/or transfer to a four - year degree university. The Photography Program prepares students to work in a multitude of industries that utilize photography. The 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 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.

In the last five years the Photography Department has seen a 5.3% increase in overall enrollment compared to the college's overall enrollment of - 12% decrease, and an increase of 15% headcount compared to the overall Colleges of a -11.7% decrease.

Presently 57% percent of students in the department are photo majors leaving a large proportion of students enrolled in the Department as GE students. Presently we have two active courses that fulfill GE requirements and have two more courses that are in review to fulfill GE requirements. By next year we should have four courses that fulfill GE requirements. All our present GE courses are offered both days, nights, and online as well.

All our courses are mapped and were done under the supervision and approval of the Counselling Department. Our program can easily be completed in two years.

What is of major significance to the Photography Department, is at the time of writing this Program Review, the Photography Department is in the process of moving to a different building, vacating premises it has inhabited for more than 25 years, and re-establishing itself in new facilities that entail the doubling of digital classrooms and expanded studio space. The Photography Department is on track to open classes in our new facilities in Spring 2022.

The major challenges currently facing the department is filling a vacant faculty position that resulted from the retirement of a principal faculty member, improving the implementation methods of assessments of CSLO's / PSLO's, and addressing the fact that completion rates have dropped about 4.4% and the success rates that are down by about 8%. In addition, we need to find a solution as to our department's equity issue within Ethnicity and the African American group. We need to find the answers as to why this Ethnicity group has dropped below average in completion (69%) and a success rate of 51.7 %.

**In contrast to what needs improving in our department, is the Success of the Photography Program. Data indicates over 80 percent of our graduates are working in the field of photography within the first year of graduation. This can be attributed directly to the skills and practices acquired through the program. The Photography Program is primarily based on applied learning and high-impact practices. From the very start, in "beginning courses", students are introduced to skills and standards current in the photographic industry. In the more advanced courses students work with clients and businesses directly from our local community, not only receiving valuable experience and portfolio material, but also by establishing contacts for future professional activities.**

**Specific future goals of the Photography Department include expanding our student loan program, researching continued program funding and strengthening both our marketing and outreach activities.**

**The Photography Program is a strong thriving CTE Program that adds great value to both Fullerton College and the surrounding communities. The Fullerton College Photography Department's long-term goal is to become the number one CTE Photography Program in the nation and continue to provide an affordable alternative to the exorbitant tuitions of private colleges, which are the only other source of training available to becoming a professional photographer.**



# Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

## Statement of collaboration

The program faculty members 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 comprehensive self-study.

## Participants in the self-study

Melody La Montia

## 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 and Planning Committee.

Melody La Montia

Printed name of principal author

*Melody La Montia*

Signature

Nov.5, 2021

Date

Melody La Montia

Printed name of department coordinator

*Melody La Montia*

Signature

Nov.5, 2021

Date

Kens Starkman

Printed name of Dean

Signature

11-18-2021

Date

### ***A Note on terminology***

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

### **1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)**

**Attached**

### **2.0 Mission**

*Please explain briefly how your program contributes to the College’s mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.*

**The mission of the Photography Program is 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.**

### **3.0 Students**

*Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.*

### **3.1 Enrollment demographics**

1. *Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.*

**In the last five years the Photography Department has seen a 5.3% increase in overall enrollment compared to the college’s overall enrollment of - 12% decrease, an increase of 15% headcount compared to the overall Colleges of a -11.7% decrease. And in just this year we had an enrollment increase of 2.8% while the college had -3.6% decrease and our headcount increased by 10.1% and the overall college had a -3.1 decrease in headcount. This**

was surprising information considering the many challenges encountered going online. It has been enlightening to discover that there is a need for online courses because a great number of students are not able to attend traditional campus courses due to work schedules.

2. *Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.*

As far as age groups, the student enrollment population in the photography department either exceeded or matched the colleges age groups except for 24 years and younger, this age group was 6% lower than the colleges. Perhaps this is because we are a vocational program and students of a younger age aren't yet ready to commit to courses with a stronger curriculum often required in vocational classes. We will need to study this more. In addition, 57% of students in the department are photo majors leaving a large proportion of students enrolled in the Department as GE students. Usually by the second synchronous course (PHOT 112) we see an indication of which students are Photography Majors.

3. *Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.*

The highest enrollment courses are the two Introduction to Photography courses PHOT 101 PHOT 111 which indicates we service a lot of GE students for elective requirements. Also, our evening courses are most popular indicating an interest in flexible class trends. The last two years was the first time the department offered online courses and when the college was dropping in enrollment the Photo Department was increasing, which indicates we should continue offering online courses even when we return to in-person classes.

4. *Please describe how course offerings match students' preparation and goals.*

All our courses are studied by our advisory committee for relevance and industry preparation. Counselors also work very closely with the department to establish a smooth transfer to university/four-year programs and pathways.

5. *Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.*

Several advanced courses are offered only in the spring or fall semesters. The staggering of courses helps to both accommodate faculty availability and to provide students with ample time to develop skills in essential courses.

### 3.2 Student Achievement and Equity (and student demographic profile)?

*Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).*

Completion and success rates in the Photography Department have steadily dropped over the last 5 years. Completion rates have dropped about 4.4% and success rates down by about 8%.

However, transfers were strong with more than 40 students transferring to a four-year college and/or University. In the last year there was a drastic drop of earned Certificates and AA Degrees. Obviously, the Covid Pandemic played a large role in all these areas, as similar percentage drops were seen throughout all the College. Photography is such a hands-on discipline that a greater number of students have trouble grasping information via an online class.

In addition, the trend of both categories declining over the five years is probably due to the fact, as discussed in the last Program Review, that there was an ever-increasing separation within the department between Digital and Analog faculty and curriculum.

As stated three years ago in the Program Review:

*"Since our last Program Review we did lose a primary tenured faculty that has never been replaced. The loss of this faculty member has had a noticeable impact on the program. We have seen a significant decrease in Professional Certificates being awarded which we believe is related to the loss of this fulltime faculty member. How this loss of faculty has affected the program is twofold.*

*1. The photography program has two sides - one being digitally based and the other being traditional film/ alternative processes based. Both have a strong retention and success rate however, both areas require a great deal of time and expertise to support the curriculum, labs, and equipment – and the two areas never seem to work as one. When we had the third faculty member that faculty member worked in both digital and traditional areas and bridged the two sides together more seamlessly.*

The department looks forward to having a more unified department, now that the Analog Curriculum is no longer being offered, eliminating the split in the program. What is also of significance to note is that 80% of students who graduated from the Photography Program continued to have employment in a related field of photography.

1. *Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?*

**Our greatest equity issue is within Ethnicity and the African American group. At this time we have no answers as to why this group has dropped below average in completion (69%) and a success rate of 51.7 %. This will need to be addressed with department faculty and a search/discussion for solutions.**

2. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed?

**Again, this discussion happens within separate entities of Digital vs. Analog but no unified discussion of the department as a whole. Hopefully, the lack of discussion for overall**

department policies will be improved now the department is a unified Digital Photography Department.

3. *Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?*

**Even though the Photography Department only has a 1% below average success rate for the African American student our plan will be to discuss this with faculty to increase this gap. We will gather feedback from faculty about classroom experiences, ideas about possible solutions, and consider enrolling all faculty in an Ethnicity Equity workshop.**

### 3.3 Student Achievement and Pathways

1. *Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)*  
**The data indicates our two introductory courses PHOT 101 and PHOT 111 have the highest number of withdrawals and at the same time these two courses also have the second to highest success rate of Photography Courses. The withdrawal rate is not alarming to us in as much as these courses have the highest numbers of enrolled students. Reasons for withdrawals more than likely entail two reasons. 1. Just the ratio fact of having more students results in more withdrawals. 2. Often students think that Photography is going to be an “easy” course without much work. They are then surprised that it is truly a college course about photography and there is a lot of information to understand, and the required workload is time consuming. PHOT 216 has the highest completion and success rate because once students progress into this sequential course they have usually declared Photography as their Major and have become more to committed to the courses.**
2. *For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.*

**CTE has a dedicated counsellor, and we meet and speak often about how are courses prepare student transfers from our program to various colleges and universities.**

3. *Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?*

**All our courses are mapped and were done under the supervision and approval of Queen Petersen in counselling. Our program can easily be completed in two years. Attached are samples of Student Pathways for either Associate Arts in Photography or Professional Photography certificate.**

4. *For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps,*

*please explain.*

**No extra steps were needed to meet the current requirement of the Transfer Model Curriculum.**

5. *Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain. We have almost twice the number of students receiving Professional Photography Certificates vs. Associate Arts Degree in Photography. In the last 5 years the Photography Department presented 27 Associate Degrees and 42 State Approved Certificates. This is a vocational program so data supports the idea students are wanting to come to get Photography Skills to obtain employment versus getting a degree that also requires completing general education courses.*

### 3.4 Faculty

1. *Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)*

**Until Fall 2019 the two full-time faculty both worked the maximum amount of over-time permitted by the district to help cover all sections of courses. In the Fall 2019 the Department Coordinator needed to go on disability for the semester and returned Spring 2020 to a regular faculty load. During the faculty members disability, more adjunct faculty were required to teach the classes the coordinator normally taught, and upon the return of the faculty more adjunct were required to teach courses normally covered in the faculty members overload. During the Spring 2020 new sections were also added to courses, requiring more adjunct hours. And in the last two semesters six new courses have been added to the curriculum and again requiring more adjunct employees being added to the faculty roster. Adjunct faculty are now teaching between 50% and 57% of all courses.**

2. *If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.*

**The photography Department has experienced major changes in the last year which has elevated the need more for an additional Full-time Faculty Member. Analog/film photography is no longer being offered through the department and the department is now a complete Digital Vocational Photography Program. The department has also added six new courses and has moved its entire facilities from the 500 Building to the 700 Building. This move has been a major undertaking setting up two digital labs (the program previously only had one digital lab) and the recreating of three working studios. The additional digital labs and courses will require more faculty teaching hours. While additional adjunct faculty have been hired, adjunct faculty simply do not present a consistent learning environment for students. Adjunct faculty are just not able to monitor, support, and direct students throughout the program with the same strength and commitment as a full-time instructor.**



At the May 2021 Advisory Committee Meeting the new program curriculum and hiring of instructors was discussed.

Excerpt from May 2<sup>nd</sup>, 2021, Photography Advisory Meeting Minutes

*Melody La Montia explained the ending of Analog classes being taught at Fullerton College and this was met with a literal round of applause by all committee members. The committee reiterated, that it has been stressing for years the importance of students being taught digital standards of the industry and that film was now obsolete in the business and should no longer be included in the curriculum.*

*The committee was also extremely pleased to hear the new approved requirement for hiring faculty which is now a minimum of an Associate's Degree in Photography with six years of commercial experience. Again, the committee discussed how they have always advocated to only hire instructors with real world commercial photography experience. The Committee also asked if there was a possibility to now hire an additional full-time instructor with commercial photography experience. Melody La Montia the Coordinator of the Photography Department did respond by explaining there was a need for an additional instructor since the demand of digital photography courses would now increase twofold with the addition of a new digital lab and the fact that the one other full-time instructor in the department did not know digital photography or have any commercial photography experience. However, she did tell everyone she didn't have high hopes since she had been asking for an additional full-time instructor with commercial experience since the retirement of the Photography Professor Lena Kane in 2015.*

*Melody La Montia the Coordinator of the Department also shared that the following year she may be retiring and was worried how this would leave the department without any adequate leadership.*

### 3.5 Covid-19

*Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you*

*adopted new, long-lasting practices that enhance teaching?*

With the onset of Covid and going online the number of Certificates and degrees dropped to extreme lows. The first semester program graduations dropped to about 50% and the following year dropped almost 90% to only four program graduates. This is such a hands-on discipline and a career that requires navigating many choices, students need much more interaction with faculty than online provides. What we are going to adopt is offering a few online classes. When we announced to our online students that all classes would resume in-person, most students were thrilled. However, there were a significant number of students who stated the only way they can take classes is online and would be disappointed if that opportunity was no longer available. Therefore, we have decided to continue offering our lower division photography courses online to accommodate students who are unable to attend courses on campus.

### **3.6 What has not been asked?**

*Please tell us about other ways your department has been successful, ways that the previous questions might have missed.*

What is of major significance to the Photography Department, is at the time of writing this Program Review, the Photography Department is in the process of moving to a new building, vacating premises it has inhabited for more than 25 years, and re-establishing itself in new facilities that entail the doubling of digital classrooms and expanded studio space. While this will prove to be a beneficial move in the long run, it still should be acknowledged that this move has been a major undertaking requiring countless hours of additional work by both faculty and support staff, during a period that already was experiencing increased stress and workloads resulting from the Covid Pandemic. In addition, with the discontinuation of Analog courses, there were many curriculum changes that were required in the program resulting in additional growing pains sorting out pre-requisites and new course pathways. The last year has been extremely challenging for the department. The good news is the Photography Department is on track to open classes in our new facilities in Spring 2022.

## **4.0 Outcomes**

### **4.1 Program Student Learning Outcomes (PSLOs)**

*Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.*

Since elumen statistics were run in 9/11/2021 all but 3 courses have mapped PSLO's.

### **4.2 PSLO Assessment**

*The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.*

A final portfolio development and presentation course has recently been added to the curriculum in both the Professional Photography Certificate and Associate Arts Degree in Photography. This should provide the means for program assessments that is measurable and reflect the depth and breadth of learning that has taken place across the program.

#### 4.3 CSLO Assessment

*Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.*

**The goal of the Photography Department has been to assess all courses within a three-year cycle. About 50% of courses have managed to meet this cycle. However, the accuracy and relevance of these reports is in question and confusing. The author of this report has personally assessed all her taught courses with a 98% rate of success, and this does not seem to be reflected in any charts. The department will have to meet with SLO's representative in the future and discover where and why these discrepancies are occurring, and make a plan on how to improve the implementation the departments methods of assessments. Part of the problem may lie with the fact with the fact that so many courses are taught by adjunct and there needs a plan to be put in place for assessing courses taught by adjunct faculty.**

#### 4.4 SLO Equity Analysis

1. *Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?*

**Photography has no data available on any charts regarding these categories. Again, The department will have to meet with SLO's representative and see why this is occurring and prepare a plan for improvement.**

2. *Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.*

**Photography has no data available on any charts regarding these categories. Again, The**

department will have to meet with SLO's representative and see why this is occurring and prepare a plan for improvement.

## 5.0 Other Areas of Program Effectiveness

### 5.1 Your Department and General Education

1. *Using the data provided by the OIE, please look at students who take your courses for GE credit.*
2. *What role does your department play in helping students complete the GE pathway?*
3. *Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?*
4. *Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.*

**Photography presently has two courses that fulfill GE requirements. Students in the Photography Program who take courses for GE credit average about 68% of students enrolled in the program. Presently we have two active courses that fulfill GE requirements and have two more courses that are in review to fulfill GE requirements. By next year we should have 4 courses that fulfill GE requirements. All our present GE courses are offered both days, nights, and online as well.**

### 5.2 Outside Influences on Your Department

1. *Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.*
2. *Make sure you are including all degree and certificate programs, including the College's GE program.*
3. *Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.*

*If AB 705 applies to the program then how are you meeting its mandates?*

**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.**

**Students are required to have fulfilled an internship in the field of photography to obtain either a Professional Photography Certificate or an Associate Arts Degree in**

Photography, which provides them with the experience that will be required when seeking employment after graduation. These internships also allow Fullerton College to build valuable relationships with businesses in our community.

### 5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. *The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.*

**The Photography Program is primarily based on applied learning and high-impact practices. Data indicates that over 80 percent of our graduates are working in the field of photography within the first year of graduation. This can be attributed directly to the skills and practices acquired through the program. From the very start, in "beginning courses", students are introduced to skills and standards current in the photographic industry. In the more advanced courses students work with clients and businesses directly from our local community, not only receiving valuable experience and portfolio material, but also by establishing contacts for future professional activities. Courses also cover contracts, estimates, scheduling, and all the business aspects of the profession as well. In addition, students are required to complete an internship in the field of photography as part of the program. An internship obviously, provides valuable work experience that will be wanted by future employers.**

2. *Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.*

**The only issue we have found is the college's decision to take away 3 unit credits towards faculty load, to teach an Internship Class. Qualified instructors do not want to teach this class due to lack of adequate/equivalent pay. It is taught with the same amount of teaching hours and lectures of a regular course but pay is established according to the number of enrolled students. The instructor does the same amount of work including lecture hours, course preparation, and grading of assignments, whether there are 20 vs 10 students in the classroom.**

## 6.0 Planning

### 6.1 Progress on Previous Strategic Action Plans

1. *Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?*

*1. The Photography Department needs to hire another full-time faculty to replace vacancy from retiree.*

**Not Accomplished** -A new faculty member has never been hired. And as we extend our curriculum to meet current standards of the photographic industry, we have added six new courses, we have a greater demand for replacing our departments lost faculty member. Also, with the elimination of film/analog from our department the 2nd faculty member is not trained nor has the experience to teach the majority of classes within the program's curriculum.

*2. Create recruitment brochures and supplement material about the Photography Program.*

**Accomplished.** We did create new effective brochures that has enhanced the marketing direction of the department.

*3. Develop and offer new curriculum*

**Accomplished.** Six new courses are now being offered in the department. Remaining courses have been updated to reflect going fully digital within the program

*4. We need to develop a stronger Student Loan Equipment Program*

**Partially** – The first-year funding through SWI we started to build up our student loan program however, with the move to BLDG. 700 all funding has gone into attempting to make the program whole again – no additional equipment was able to be purchased, stunting the Student Loan Equipment Program.

*5. Studio Equipment Purchase*

**Partially** – With the first-year funding through SWI were able to purchase some studio equipment however, with the move to BLDG. 700 all funding has gone into attempting to make the program whole again – no additional equipment was able to be purchased stunting the growth and changes within the department.

*6. Purchase lab Equipment and Software Updates.*

**Accomplished**

The College and/or District have never provided any funding for the Photography Department. The only funding ever received for the department was SWI funding and one time Perkins Grant. Before these funding avenues became available instructors would bring their own equipment for teaching purposes.

Last semester Photography did not receive any SWI funding and will surely be hurting in the coming semesters. There is much photographic equipment within the

department that needs upgrading. And with the department going completely digital more equipment and supplies will be needed to meet the increased enrollment in digital labs and studios courses.

## 6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

**Strategic**

### Plan #1 Hire New Full-time Faculty Member

#### Faculty Category

The Photography Department is in desperate need of another full-time faculty member that is trained in digital photography and has commercial photography work experience.

**College Goal #:** Fullerton College will increase student success.

**Objective 1:** Increase course retention and success.

**Objective 2:** Increase the number of degrees and certificates awarded.

**Objective 3:** Increase the number of transfers.

**Objective 4:** Increase the persistence rate of students

**Measurable Outcome:** Increase student Associate Degrees and Professional Certificates by increasing the quality of instruction obtainable from having another full-time instructor vs. a stable of adjuncts.

**Personnel/General Fund \$55,380 + 7,648 + 13,468**

**Strategic Plan #2  
Equipment Category**

**Increase Student Loan Equipment Program**

The Photography Department needs to purchase new cameras, lenses, and portable lighting equipment to set up a loan program for students. By offering students a “Student Loan Program” this will increase enrollment and retention by offering students a loan program found at most competitive community colleges and universities. Students cannot always afford equipment they need to use for this program and the Photography Department would like to be able to provide a strong loan program to students which would help students be more successful in their skill development.

**College Goal 1: Fullerton College will increase student success.**

**Objective 1: Increase course retention and success.**

**Objective 2: Increase the number of degrees and certificates awarded.**

**Objective 3: Increase the number of transfers.**

**Objective 4: Increase the number of students participating in STEM activities.**

**Objective 5: Increase the persistence rate of students.**

**Measurable Outcome: Increased enrollment and retention**

**Cost**

**\$15,000 Cameras/Portable Lighting/Light Meters/Tripods/ Misc. Camera gear**

**Strategic Plan #3  
Equipment Category**

**Studio Equipment & Supply Purchase**

The Photography Department needs to update and replace broken studio equipment. It is imperative students be trained on equipment considered standard in the photographic industry and be authentically prepared for employment once they graduate.

**College Goal 1: Fullerton College will increase student success.**

**Objective 1: Increase course retention and success.**

**Objective 2: Increase the number of degrees and certificates awarded.**



**Objective 3: Increase the number of transfers.**

**Objective 4: Increase the number of students participating in STEM activities.**

**Objective 5: Increase the persistence rate of students.**

**Measurable Outcome increased enrollment and retention.**

**Cost**

**\$25,000 Printing Supplies/Strobe Equipment/Projector Screens/Motorized Backdrops/Grip Equipment**

**Strategic Plan #4 Faculty and Students Receive training required for On1 Software Certification**

**Training Category**

**Goal 1: Fullerton College will increase student success.**

**Objective 1: Address the needs of under-prepared students.**

**Objective 2: Increase course retention and success.**

**Objective 3: Increase the number of degrees and certificates awarded.**

**Objective 4: Increase the number of transfers.**

**Objective 5: Increase the number of students participating in STEM activities.**

**Objective 6: Increase the persistence rate of students**

**Cost**

**\$8,000.00**

**Measurable Outcome increase the number of degrees and certificates awarded**

**Strategic Plan #5 Expand Marketing Material and SEO Strategy**

**Category Other**

**College Goal 1: Fullerton College will increase student success**

**Objective 1: Address the needs of under-prepared students.**

**Objective 2: Increase course retention and success.**

**Objective 3: Increase the number of degrees and certificates awarded.**

**Objective 4: Increase the number of transfers.**

**Objective 5: Increase the number of students participating in STEM activities.**

**Objective 6: Increase the persistence rate of students.**

**College Goal 2: Fullerton College will strengthen connections with the community.**  
**Objective 1: Strengthen our contacts with Alumni.**  
**Objective 2: Strengthen partnerships with local feeder high schools and universities.**  
**Objective 3: Strengthen partnerships with local business and industry.**  
**Objective 4: Increase funding capabilities of the college.**  
**Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.**

**Cost**  
**\$10,000.00**

**Measurable Outcome increase engagement of the college with the community through college events, community service, and other partnerships**

**Strategic Plan #6 Hire Student Workers to keep Print/Lab open during campus hours.**

**Category/Other**

**By having the lab/print room open during college hours will allow students access to program lab/printer/equipment. Many students do not have computers and software to complete assignments at their homes. Also, will help students by providing employment.**

**College Goal 1: Fullerton College will increase student success.**

**Objective 1: Increase course retention and success.**  
**Objective 2: Increase the number of degrees and certificates awarded.**  
**Objective 3: Increase the number of transfers.**  
**Objective 4: Increase the number of students participating in STEM activities.**  
**Objective 5: Increase the persistence rate of students.**

**Cost**  
**\$24,000**

**Measurable Outcome Increase course retention and success and Increase the number of degrees and certificates awarded.**

### **6.3 Optional: Long-Term Plans**

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

**The Fullerton College Photography Department's long-term goal is to become the number one CTE Photography Program in the nation and to continue provide our students with an education**

that authentically prepares them for a profession in the photographic industry and/or successful transfer to a four-year university. We want to continue to offer an affordable alternative to the exorbitant tuitions of private colleges, which are the only other source of training available to becoming a professional photographer.

The Department needs to develop a plan to provide 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. Our goal will be to find sources of continued revenue to fulfill our never-ending technology needs.

The Department also needs to find a way to hire a full-time technical employee. This employee will maintain two digital labs, a student mac lab/print room, and the maintenance and distribution of photographic equipment to instructors and students. Most other media departments in our college, and other peer colleges (including Cypress) provide techs for their media departments. In addition, now that the department has literally doubled its digital course load (due to the elimination of film/analog) it has become too large for a full-time faculty to maintain the technical needs of the department while also being required to have a full-time teaching load.

## **7.0 Executive Summary**

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

**Attached**

## **8.0 Publication Review**

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?

4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

The Fullerton College Photography website url is <http://photography.fullcoll.edu/> This has been reviewed and approved by Lisa McPheron, Director of Campus Communications at Fullerton College.

Before Covid the Photography Department would regularly attend outreach activities at Local High School Events arranged by the CTE Directors Office.

The Department also maintains social media presence by an Instagram and Facebook Account that is monitored by our website host GreatLike Media.

Facebook <https://www.facebook.com/FCPhotographyDept>

Instagram FCPhotographydept

#### Format notes

**Cover Page:** standardize for each self-study, with signatures

**Executive Summary:** on a separate page, all by itself, for ease of processing.

#### Main body of the report

##### Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

##### Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

##### Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

**Fullerton College Photography Department**  
**Suggested Pathway to Certificate and/or Associate Art**

**(This is merely a suggestion of a possible course pathway. Students may choose a variety and combination of courses)**

**Professional Photography Certificate - 18 units**  
**Associate Arts in Photography – 18 units + 60 GE units**

**Semester One**

PHOT 101 Introduction to Photography - **Required**  
PHOT 118 F 19th Century Photography  
PHOT 227 F Social Media and Still Photography (only offered in spring semester)

**Semester Two**

PHOT 112 Introduction to Professional Digital Photography - **Required**  
PHOT 221 Studio Specialties - **Required**  
PHOT 119 F 20th and 21st Century

**Semester Three**

PHOT 114 F Professional Portrait Photography - **Required**  
PHOT 224 F Business Practices for Photography  
PHOT 223 F Creative Photography  
PHOT 226 F Video Capture for the Still Photography

**Semester Four**

PHOT 216 F Advanced Digital Photography – **Required**  
PHOT 217 Applied Photography  
PHOT 104 F Wedding Photography  
PHOT 290 F Internship in Photography - **Required**

**Alternatives to Required PHOT 114 Professional Photography**

\*\*\*PHOT F 104 F Wedding Photography ( PHOT F 104 does not qualify for Associate Arts in Photography only for Professional Photography Certificate).



Total Units for Semester 1

SEMESTER SIX

Total Units for Semester 2

0

Total Units for Program

65





**Total Units for Semester 1**

SEMESTER SIX	
<b>Total Units for Semester 2</b>	<b>0</b>

**Total Units for Program 18**

**Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #1 , department (or program) name: \_\_Photography Dept.\_\_\_\_\_**

Describe Strategic Action Plan.	Hire New Full-time Faculty Member Faculty Category
List College goal/objective the plan meets.	College Goal #: Fullerton College will increase student success. Objective 1: Increase course retention and success. Objective 2: Increase the number of degrees and certificates awarded. Objective 3: Increase the number of transfers. Objective 4: Increase the persistence rate of students
Describe the SAP. Include persons responsible and timeframe.	Melody La Montia Ken Starkman
What Measurable Outcome do you anticipate for this SAP?	Increase student Associate Degrees and Professional Certificates by increasing the quality of instruction obtainable from having another full-time instructor vs. a stable of adjuncts.
What specific aspects of this SAP can you accomplish 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	55,380 + 7,648 + 13,468	College General fund
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$76,496	College General fund

**Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) 2 , department (or program) name: Photography Dept**

Describe Strategic Action Plan.	Increase Student Loan Equipment Program
List College goal/objective the plan meets.	College Goal 1: Fullerton College will increase student success. Objective 1: Increase course retention and success. Objective 2: Increase the number of degrees and certificates awarded. Objective 3: Increase the number of transfers. Objective 4: Increase the number of students participating in STEM activities. Objective 5: Increase the persistence rate of students.
Describe the SAP. Include persons responsible and timeframe.	Melody La Montia
What Measurable Outcome do you anticipate for this SAP?	Increased enrollment and retention
What specific aspects of this SAP can you accomplish 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	\$15,000.00	College
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$15,000	College

**Program Review Comprehensive Self-Study  
Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) 3 , department (or program) name: Photography Dept**

Describe Strategic Action Plan.	Studio Equipment & Supply Purchase
List College goal/objective the plan meets.	College Goal 1: Fullerton College will increase student success. Objective 1: Increase course retention and success. Objective 2: Increase the number of degrees and certificates awarded. Objective 3: Increase the number of transfers. Objective 4: Increase the number of students participating in STEM activities. Objective 5: Increase the persistence rate of students.
Describe the SAP. Include persons responsible and timeframe.	Melody La Montia
What Measurable Outcome do you anticipate for this SAP?	Increased enrollment and retention and increased program involvement with industries in the community.
What specific aspects of this SAP can you accomplish 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	\$20,000	College
Supplies	\$5,000	College
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$25,000	College

**Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) 4 , department (or program) name: Photography Dept**

Describe Strategic Action Plan.	Faculty and Students Receive training required for On1 Software Certification
List College goal/objective the plan meets.	Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 5: Increase the number of students participating in STEM activities. Objective 6: Increase the persistence rate of students
Describe the SAP. Include persons responsible and timeframe.	Melody La Montia
What Measurable Outcome do you anticipate for this SAP?	Increase the number of degrees and certificates awarded
What specific aspects of this SAP can you accomplish 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	\$ 8,000	College
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$ 8,000	College

**Program Review Comprehensive Self-Study  
Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) 5 , department (or program) name: Photography Dept**

Describe Strategic Action Plan.	Expand Marketing Material and SEO Strategy
List College goal/objective the plan meets.	<p>College Goal 1: Fullerton College will increase student success            Objective 1: Address the needs of under-prepared students.            Objective 2: Increase course retention and success.            Objective 3: Increase the number of degrees and certificates awarded.            Objective 4: Increase the number of transfers.            Objective 5: Increase the number of students participating in STEM activities.            Objective 6: Increase the persistence rate of students.</p> <p>College Goal 2: Fullerton College will strengthen connections with the community.            Objective 1: Strengthen our contacts with Alumni.            Objective 2: Strengthen partnerships with local feeder high schools and universities.            Objective 3: Strengthen partnerships with local business and industry.            Objective 4: Increase funding capabilities of the college.            Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP. Include persons responsible and timeframe.	Melody La Montia

What Measurable Outcome do you anticipate for this SAP?	Increase engagement of the college with the community through college events, community service, and other partnerships
What specific aspects of this SAP can you accomplish 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		
Supplies		
Computer hardware		
Computer software		
Training		
Other	\$10,000	College
<b>TOTAL requested amount</b>	<b>\$ 10,000</b>	<b>College</b>

**Program Review Comprehensive Self-Study  
Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) 6 , department (or program) name: Photography Dept**

Describe Strategic Action Plan.	Hire Student Workers to keep Print/Lab open during campus hours. Category/Other
List College goal/objective the plan meets.	College Goal 1: Fullerton College will increase student success. Objective 1: Increase course retention and success. Objective 2: Increase the number of degrees and certificates awarded. Objective 3: Increase the number of transfers. Objective 4: Increase the number of students participating in STEM activities. Objective 5: Increase the persistence rate of students
Describe the SAP. Include persons responsible and timeframe.	Melody La Montia
What Measurable Outcome do you anticipate for this SAP?	Increase course retention and success and increase the number of degrees and certificates awarded.
What specific aspects of this SAP can you accomplish 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	\$24,000	College

Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$24,000	College

**Fullerton College  
Instructional Program Review  
Fall 2021**

**APPENDIX A**

**Photography**

**The following packet of information contains data for the comprehensive Instructional Program Review process for the Photography program.**

**Data cover a five-year period: Summer 2016 - Spring 2021, which includes the 2016-2017 academic year through the 2020-2021 academic year. Data are current through August 1, 2021.**

*NOTE: An academic year includes the Summer, Fall, and Spring terms, so the AY 16/17 includes the Summer 2016, Fall 2016, and Spring 2017 terms.*

*If you have questions about the data packet, please contact the Office of Institutional Effectiveness.*

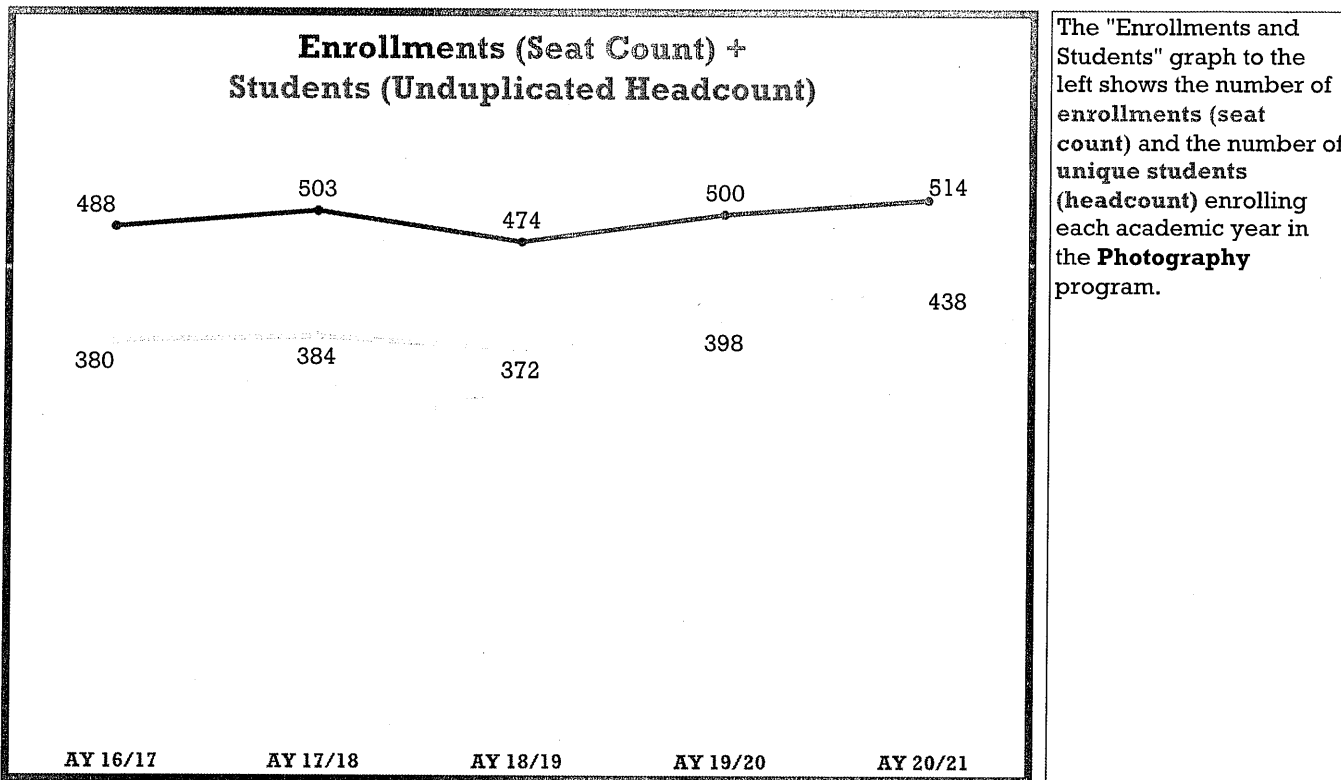
Program Selector:

Photography

**APPENDIX A**  
**Fall 2021 Instructional Program Review**

**Photography**

**SECTION 3.1.1: Enrollment Demographics:** Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.



The "Enrollments and Students" graph to the left shows the number of enrollments (seat count) and the number of unique students (headcount) enrolling each academic year in the **Photography** program.

**5-Year Change Calculation**

The following table calculates the % change in enrollments and headcount between AY 16/17 and AY 20/21.

Note the table shows the change for "This Program" as well as the change for all other programs combined at the College.

5-Year % Change in Enrollments	All Other Programs	-12.0%
	This Program	5.3%
% Change in Headcount	All Other Programs	-11.7%
	This Program	15.3%

**1-Year Change Calculation**

The following table calculates the % change in enrollments and headcount between AY 19/20 and AY 20/21.

Note the table shows the change for "This Program" as well as the change for all other programs combined at the College.

% Change in Enrollments	All Other Programs	-3.6%
	This Program	2.8%
% Change in Headcount	All Other Programs	-3.3%
	This Program	10.1%





**Course Enrollment for:  
Photography**

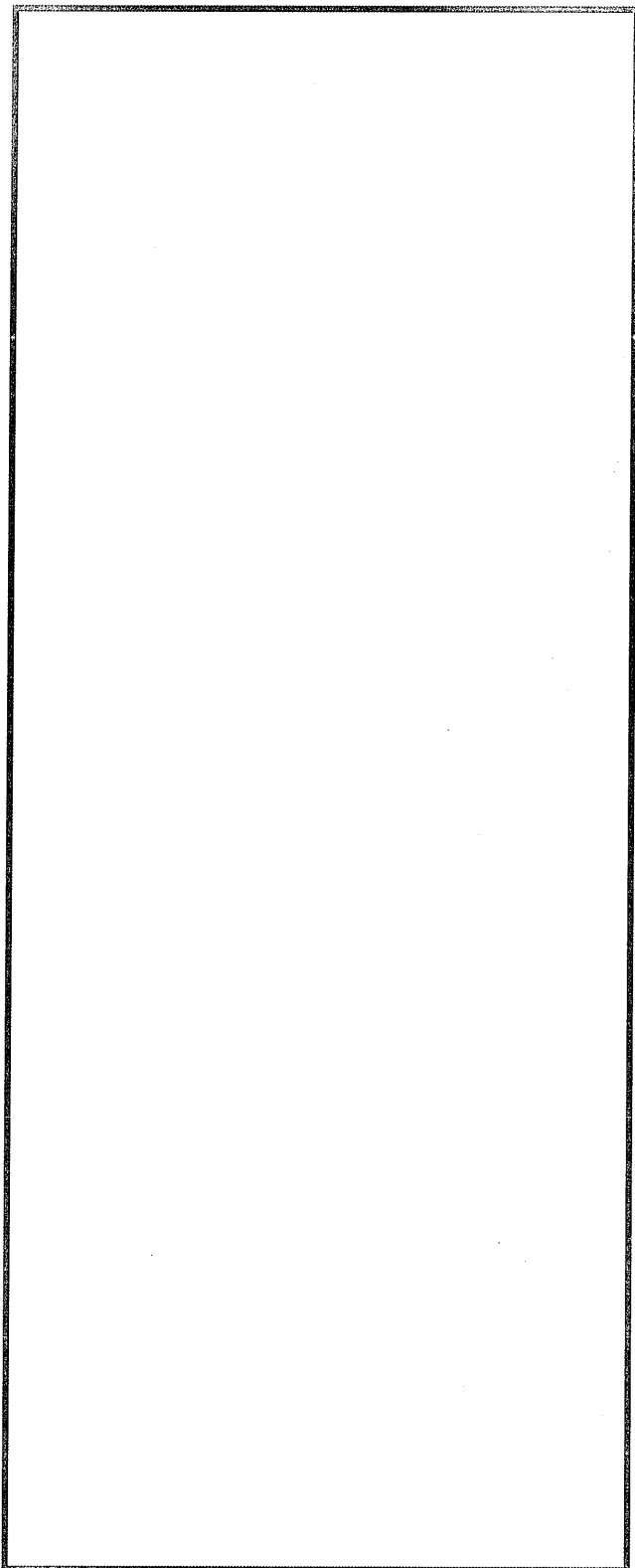
*NOTE: For programs with < 45 courses, this page will be blank.*

**1 Year  
Comparison**  
**AY 19/20 v.  
AY 20/21**

**5 Year  
Comparison**  
**AY 16/17 v.  
AY 20/21**

The number of different  
courses offered by the  
Photography Program over  
the last 5 years:

**17**



**Course Enrollment for:  
Photography**

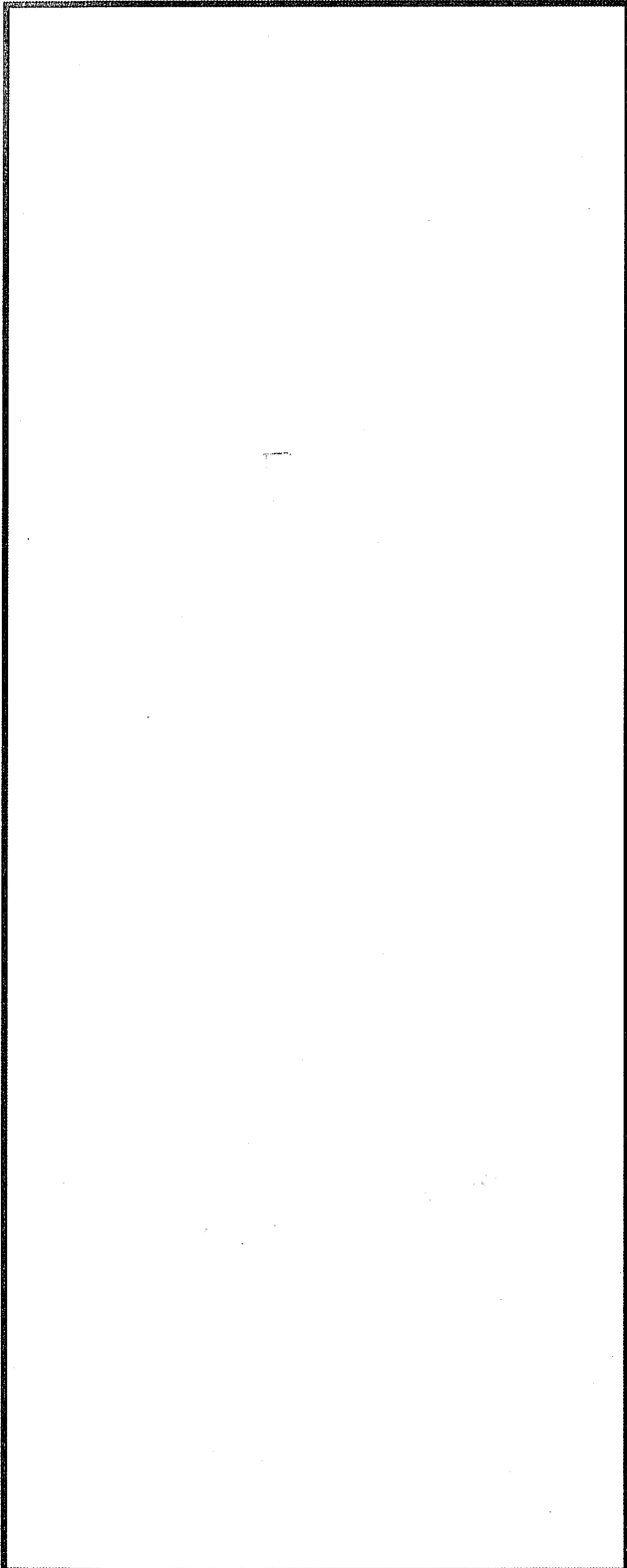
*NOTE: For programs with < 90 courses, this page will be blank.*

**1 Year  
Comparison**  
AY 19/20 v.  
AY 20/21

**5 Year  
Comparison**  
AY 16/17 v.  
AY 20/21

The number of different  
courses offered by the  
Photography Program over  
the last 5 years:

**17**



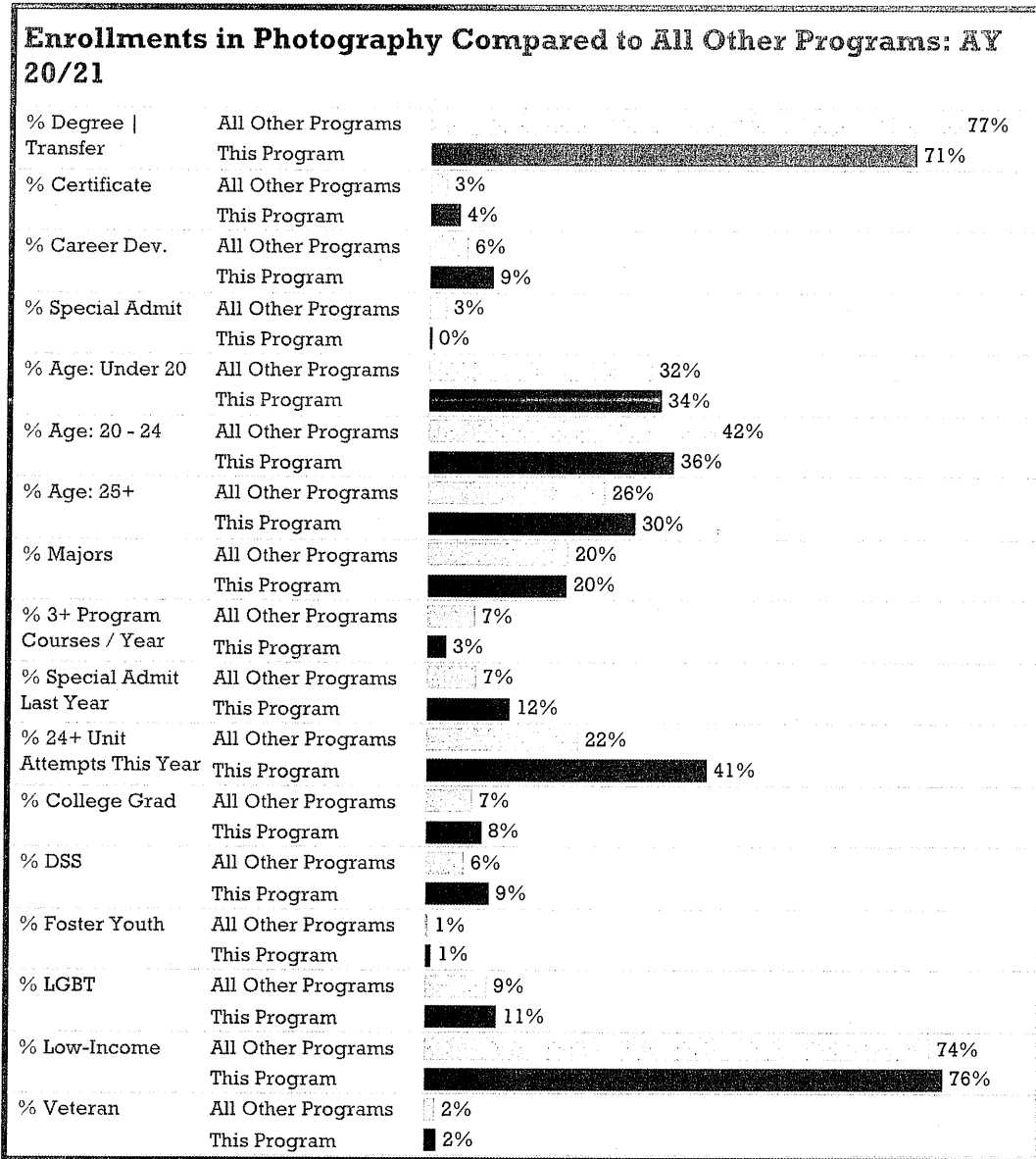
**SECTION 3.1.2:** Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain...

AY 20/21  
Enrollments  
(Seat Count) for  
"This Program"  
Photography

514

AY 20/21  
Enrollments  
(Seat Count) for  
"All Other  
Programs"

129,469



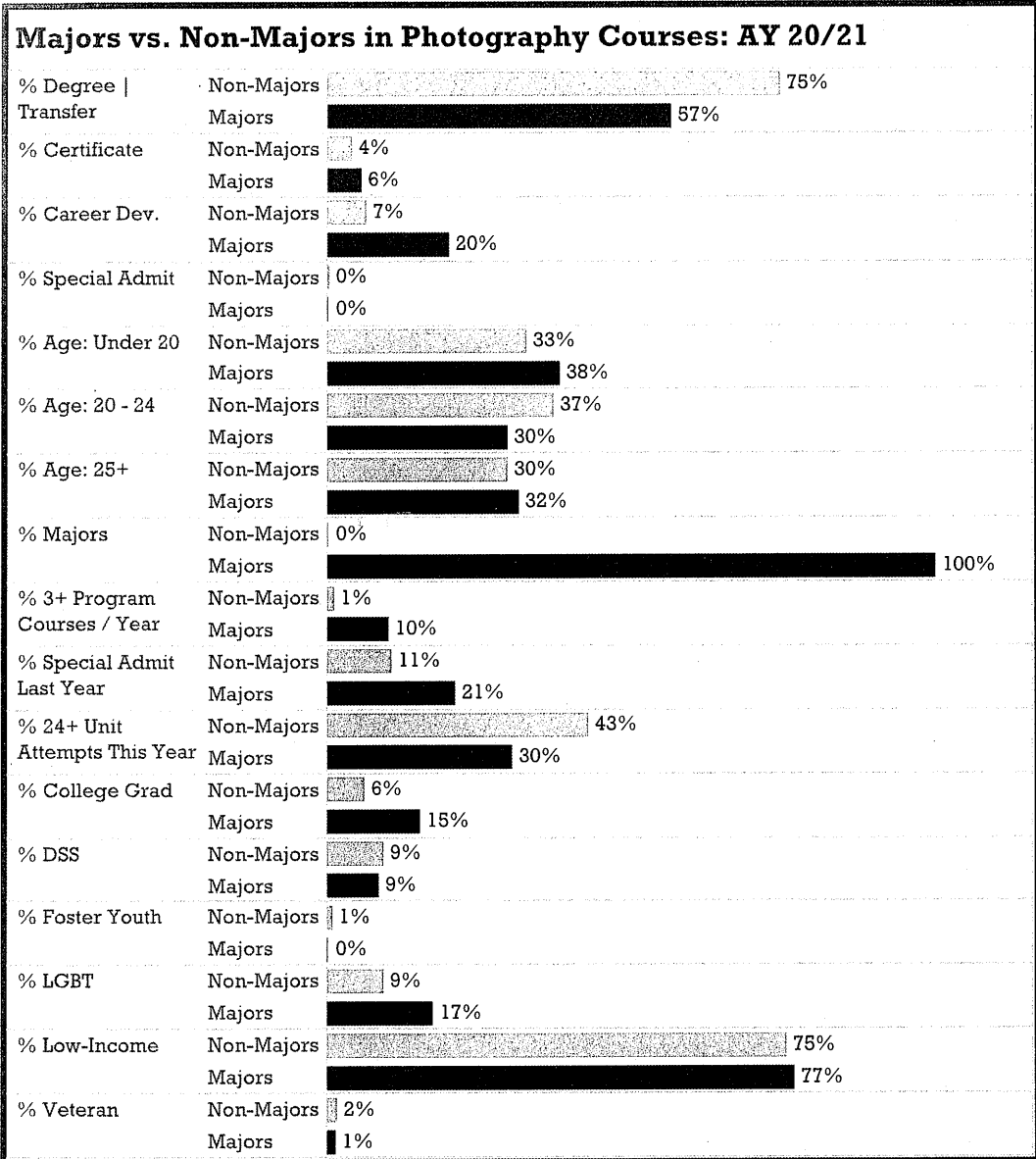
### Photography Enrollments by Race | Ethnicity | Ancestry

	All Other Prog..	This Program
Amer. Indian   Alaska N..	0.2%	
Asian	11.2%	7.8%
Black   African Amer.	2.9%	1.2%
Filipino	2.7%	2.9%
Latinx	57.7%	57.8%
Native Hawaiian   Pacifi..	0.2%	0.8%
Two or More	3.4%	4.1%
Unknown	5.7%	5.3%
White	16.0%	20.2%

### Photography Enrollments by Gender

	All Other Programs	This Program
Female	53.0%	50.0%
Male	42.4%	45.7%
Different Ident..	4.6%	4.3%

**SECTION 3.1.2:** Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain...



AY 20/21  
Enrollments in  
Photography  
courses for **Majors**

**104**

AY 20/21  
Enrollments in  
Photography  
courses for  
**Non-Majors**

**410**

### Photography Enrollments by Race | Ethnicity | Ancestry

	Non-Majors	Majors
Asian	8.5%	
Black   African Amer.		
Filipino	3.2%	
Latinx	58.0%	56.7%
Native Hawaiian   Pacifi..		
Two or More	4.1%	
Unknown	5.6%	
White	18.5%	26.9%

### Photography Enrollments by Gender

	Non-Majors	Majors
Female	49.5%	51.9%
Male	47.6%	38.5%
Non-Binary		
Unknown		

**SECTION 3.1.3:** Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, online, hybrid)? Please explain.

**SECTION 3.1.5:** Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

**5 Courses with Most Enrollments  
(5 Year Totals)**

Course	Enrollments	Sections	% Online	% Evening
PHOT 101 F	933	51	0%	28%
PHOT 111 F	747	44	0%	44%
PHOT 109 F	146	10	0%	100%
PHOT 103 F	143	10	0%	100%
PHOT 216 F	139	10	0%	0%

**Average\* Number of Sections Offered and Enrollment by Semester**

\*(5-Year Avg.)

	Avg. Sections	Avg. Enrollments
Summer	2	24
Fall	16	236
Spring	17	236

**Number of Summer, Fall, and Spring Terms, respectively, a course has been offered in the last 5 years.**

(5 = Course has been offered every Fall term in the last 5 years; 4 = Course has been offered 4 of the last 5 fall semesters, etc.)

Course	Summer	Fall	Spring
PHOT 101 F	5	5	5
PHOT 103 F		5	5
PHOT 104 F			3
PHOT 109 F		5	5
PHOT 111 F	3	5	5
PHOT 114 F		4	1
PHOT 119 F		1	
PHOT 199 F		2	4
PHOT 214 F		4	
PHOT 216 F		5	5
PHOT 217 F		3	4
PHOT 221 F			5
PHOT 224 F		4	
PHOT 226 F		1	
PHOT 290 F	3	3	3
PHOT 291 F		2	3
PHOT 292 F			1

**Number of Summer, Fall, and Spring Terms, respectively, a course has been offered in the last 5 years.**

(5 = Course has been offered every Fall term in the last 5 years; 4 = Course has been offered 4 of the last 5 fall semesters, etc.)

**SECTION 3.1.5: Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.**

Continued

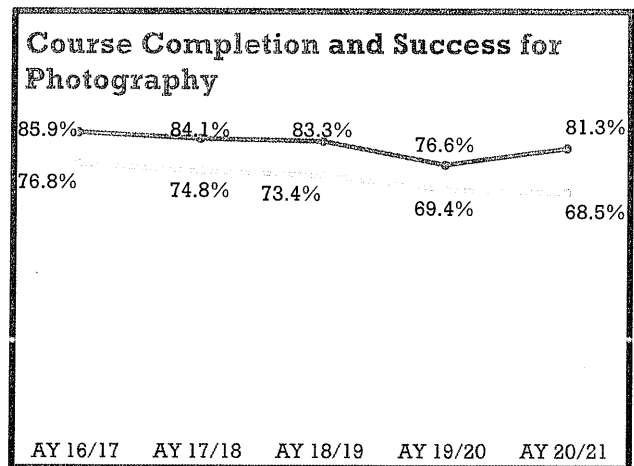
Continued

**Course Completion + Course Success**

Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: **completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements** (not all of these measures apply to every program).

**Course Completion and Success for Photography**

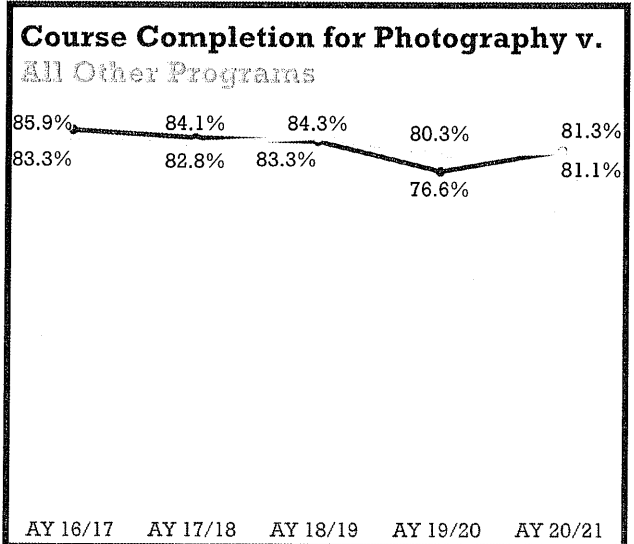
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Course Completion	85.9%	84.1%	83.3%	76.6%	81.3%
Course Success	76.8%	74.8%	73.4%	69.4%	68.5%



**Course Completion and Success for Photography Relative to All Other Programs**

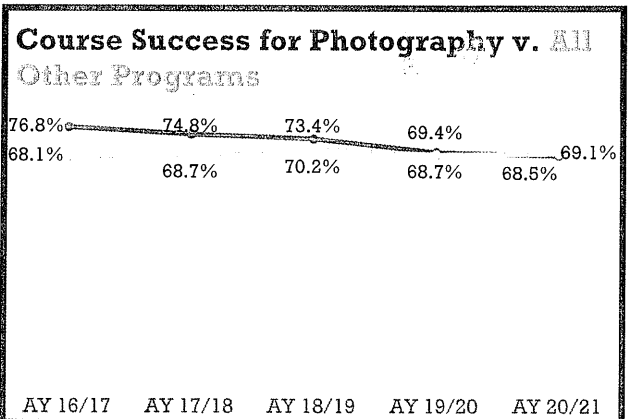
**Course Completion for Photography**

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match	85.9%	84.1%	83.3%	76.6%	81.3%
All Other Progra..	83.3%	82.8%	84.3%	80.3%	81.1%
This Program	85.9%	84.1%	83.3%	76.6%	81.3%



**Course Success for Photography**

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match	76.8%	74.8%	73.4%	69.4%	68.5%
All Other Progra..	68.1%	68.7%	70.2%	68.7%	69.1%
This Program	76.8%	74.8%	73.4%	69.4%	68.5%



Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

# of Unique Students Earning a Program Award in Last 5 Years in Photography

**54**

# of Unique Students Earning a Program Award by Type in Last 5 Years in Photography

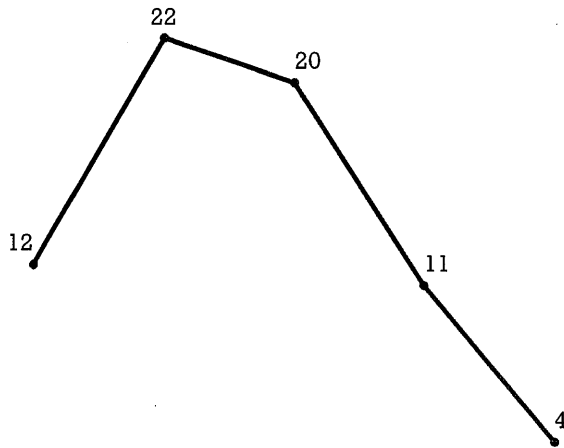
Associate

**27**

Certificate: State Approved

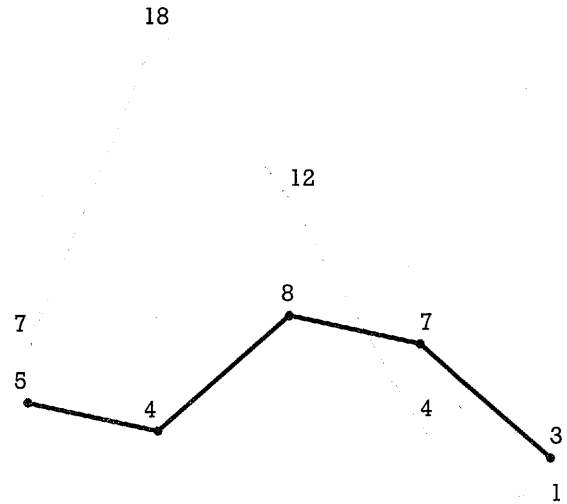
**42**

Program Awards by Year  
Total Awards



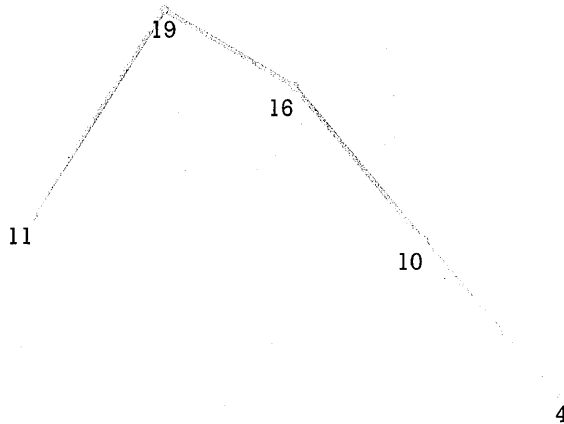
AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21

Program Awards by Type  
Degrees, State Approved Certs + Local Certs



AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21

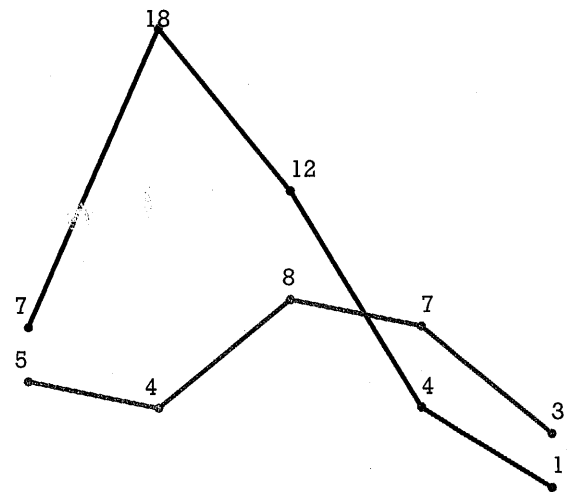
Students Earning an Award by Year  
Unique Students



AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21

Program Awards

AA/AS, ADT, Cert: <30 Units, Cert: 30 - 59 Units, Cert: 60+ Units, Local Certs



AY 16/17 AY 17/18 AY 18/19 AY 19/20 AY 20/21



Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

<b># of Unique Students Earning a Program Award in Last 5 Years in Photography</b>	<b>54</b>	<b>Total Program Award in Last 5 Years in Photography</b>	<b>69</b>
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<b># of Students Earning a Program Award by Award Type</b>						
	Year					
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	Grand Total
Associate	5	4	8	7	3	27
Certificate: State Approv..	7	18	12	4	1	42
<b>Total: Unique Students</b>	<b>11</b>	<b>19</b>	<b>16</b>	<b>10</b>	<b>4</b>	<b>54</b>

<b>Program Award Details for Photography</b>						
<b>Unique Students by Award Type by Year</b>						
	Year					
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	Grand Total
AA	5	4	8	7	3	27
Cert: 16-29 Units				4	1	5
Cert: 18-29 Units	7	18	12			37
<b>Unique Students</b>	<b>11</b>	<b>19</b>	<b>16</b>	<b>10</b>	<b>4</b>	<b>54</b>

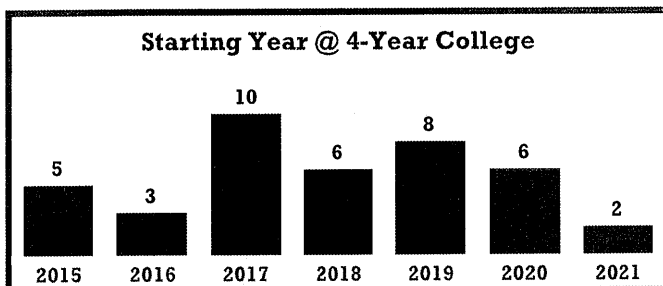
<b>Program Award Details for Photography</b>								
<b>Total Specific Awards by Year</b>								
		Year						
		AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	Grand Total	
AA	AA Photography	2A19452	5	4	8	7	3	27
Cert: 16-29 U..	Professional Photography	2C19453A				4	1	5
Cert: 18-29 U..	Cert Professional Photography	2C19453	7	18	12			37
<b>Total Awards</b>			<b>12</b>	<b>22</b>	<b>20</b>	<b>11</b>	<b>4</b>	<b>69</b>

**Transfer**

Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

<p><b>Total Transfer Students from Photography</b></p> <p style="font-size: 2em; font-weight: bold;">40</p>
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<b>Transfers by Award Earners or Majors</b>	
Degree / Cert.	17
Major	23



<b>Transfer by Destination</b>	
CSU	18
UC	3
Other	19

<b>Transfer by Race   Ethnicity   Ancestry</b>		
	Transfers	%
Asian	6	15%
Latinx	13	33%
Unknown	8	20%
White	13	33%

<b>Transfer by Destination by Award Earner or Major</b>		
	Degree / Cert.	Major
CSU	8	10
UC	3	
Other	6	13
<b>Total</b>	<b>17</b>	<b>23</b>

<b>Most Popular 4-Year College Destination (Top 7)</b>	
CALIFORNIA STATE UNIVERSITY - FULLERTON	9
SOUTHERN NEW HAMPSHIRE- 09WEEK	4
CALIFORNIA STATE UNIVERSITY - LONG BEACH	4
UNIVERSITY OF CALIFORNIA-DAVIS	2
SAN FRANCISCO STATE UNIVERSITY	2
ART CENTER COLLEGE OF DESIGN	2
ARIZONA STATE UNIVERSITY	2

**Job Placement + Wage Improvement**

Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

**Strong Workforce Program  
(TOP Code)**

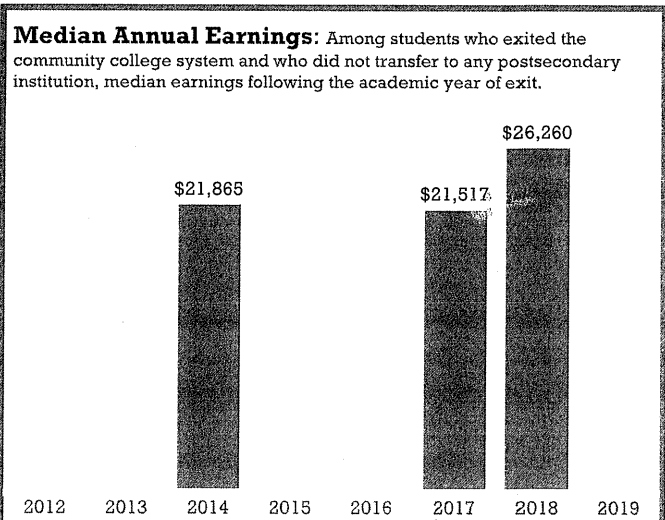
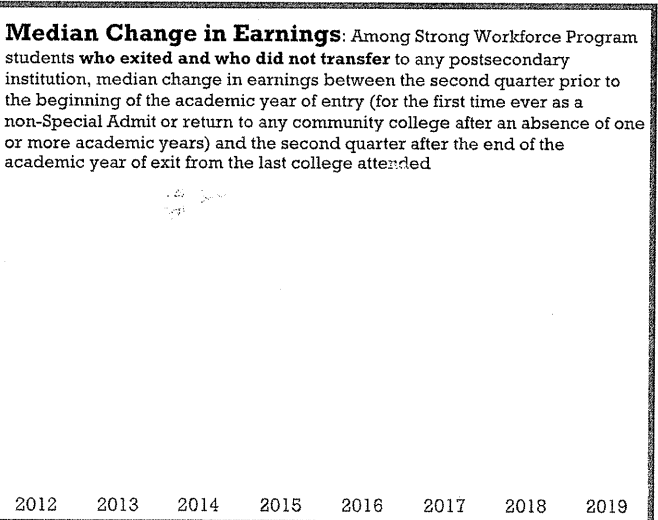
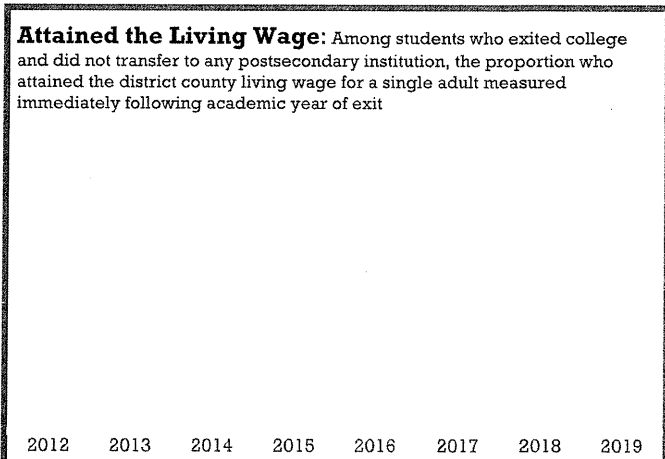
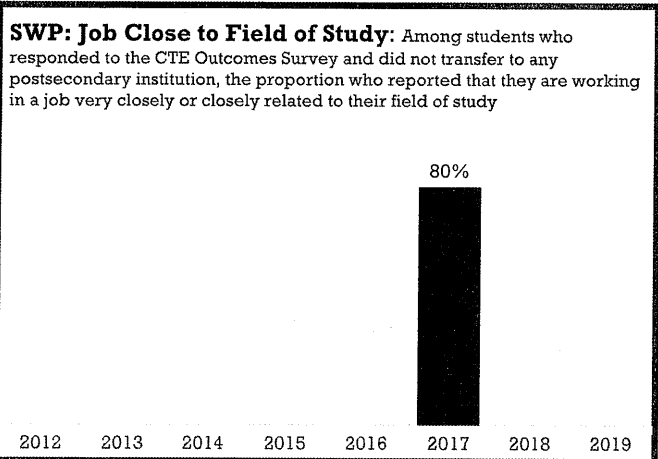
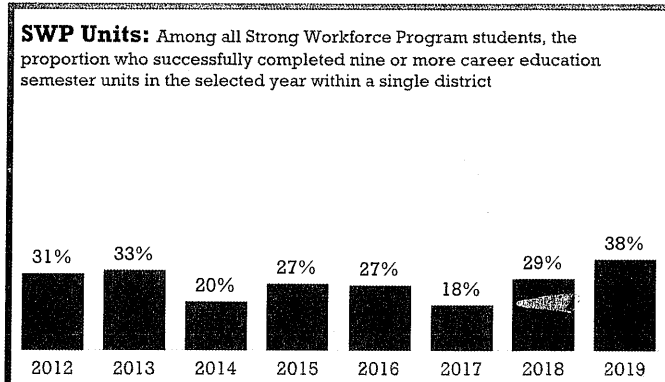
Chancellor's Office Strong Workforce Program dashboard. That dashboard, and additional documentation, can be found at: [calpassplus.org/Launchboard/SWP.aspx](http://calpassplus.org/Launchboard/SWP.aspx)

Applied Photography (1012)

Program Selector  
Photography

**SWP Students:** All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) excluding Special Admit students on a TOP code that is assigned to a vocational industry sector.

Programna..	2012	2013	2014	2015	2016	2017	2018	2019
Applied Ph..	58	52	60	55	67	65	55	40
Grand Total	58	52	60	55	67	65	55	40



## COURSE COMPLETION: Equity Analysis for Photography

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

<b>by Race   Ethnicity   Ancestry</b>			
	Enrollments	Course Co..	Gap
Amer. Indian   Alaska Native	12	91.7%	
Asian	210	86.2%	
Black   African Amer.	29	69.0%	
Filipino	90	73.3%	
Latinx	1,430	80.9%	-44
Native Hawaiian   Pacific Island..	16	81.3%	
Two or More	63	84.1%	
Unknown	114	82.5%	
White	515	86.0%	

<b>by Gender</b>			
	Enrollments	Course Co..	Gap
Different Id..	74	82.4%	
Female	1,149	82.8%	
Male	1,256	81.7%	

<b>by DSS</b>			
	Enrollments	Course Completion	Gap
Not DSS	2,195	82.1%	
DSS	284	83.5%	

<b>by Foster Youth</b>			
	Enrollments	Course Completion	Gap
Not Foster Y..	2,470	82.4%	

<b>by LGBT</b>			
	Enrollments	Course Completion	Gap
Not LGBT	2,299	82.1%	
LGBT	180	83.9%	

<b>by Low Income</b>			
	Enrollments	Course Completion	Gap
Not Low Income	487	81.7%	
Low Income	1,992	82.3%	

<b>by Military Status</b>			
	Enrollments	Course Completion	Gap
Not Military	2,416	81.8%	-362
Military	63	96.8%	

# COURSE SUCCESS: Equity Analysis for Photography

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

<b>by Race   Ethnicity   Ancestry</b>				<b>by DSS</b>			
	Enrollments	Course Success	Gap		Enrollments	Course Success	Gap
Amer. Indian   Alaska Native	12	83.3%		Not DSS	2,195	72.1%	-79
Asian	210	81.9%		DSS	284	75.7%	
Black   African Amer.	29	51.7%	-6	<b>by Foster Youth</b>			
Filipino	90	67.8%			Enrollments	Course Success	Gap
Latinx	1,430	70.1%	-83	Not Foster Youth	2,470	72.7%	
Native Hawaiian   Pacific Islander	16	68.8%		<b>by LGBT</b>			
Two or More	63	69.8%			Enrollments	Course Success	Gap
Unknown	114	73.7%		Not LGBT	2,299	72.2%	-89
White	515	77.5%		LGBT	180	76.1%	
<b>by Gender</b>				<b>by Low Income</b>			
	Enrollments	Course Suc..	Gap		Enrollments	Course Success	Gap
Female	1,149	75.5%		Not Low Income	487	75.4%	
Male	1,256	70.1%	-61	Low Income	1,992	71.8%	-70
Different Id..	74	67.6%		<b>by Military</b>			
					Enrollments	Course Success	Gap
				Not Military	2,416	72.3%	-209
				Military	63	81.0%	

## Degrees + Certificates: Equity Analysis for Photography

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

### # of Unique Students Earning a Program Award by Type in Last 5 Years in Photography

Associate

**27**

Certificate: State Approved

**42**

### Photography Majors in Photography Courses vs. Photography Award Earners

Enrollments Among Photography Majors by Race   Ethnicity   Ancestry		Program Awards in Photography by Race   Ethnicity   Ancestry		
			Total Awards	% of Total Awards
American Indian   Alaska Na..	1%	Asian	6	9%
Asian	7%	Latinx	42	61%
Filipino	3%	Unknown	5	7%
Latinx	56%	White	16	23%
Native Hawaiian   Pacific Isl..	1%			
Two or More	1%			
Unknown	7%			
White	24%			

**Section 3.3.1: Gateway Course Information.** Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, **gateway courses**, and bottleneck courses. (Not all of these measures apply to every program.)

### 5 Most Enrolled Courses in Photography

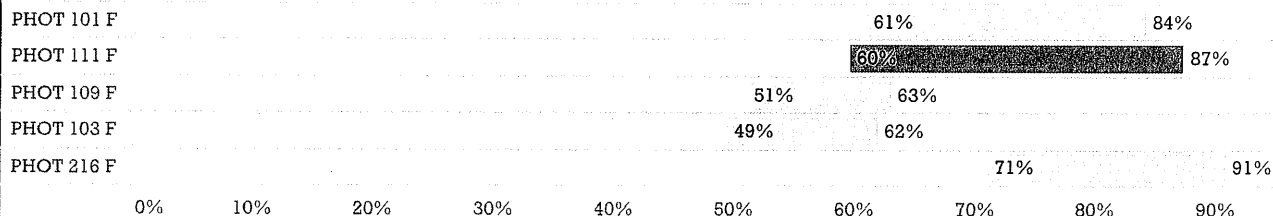
**NOTE: 5-year totals**

	Enrollments	Students Repeating	% of Students who Repeated	Course Completion	Course Success	Withdraw Rate
PHOT 101 F	933	27	3.0%	79%	71%	21%
PHOT 111 F	747	13	1.8%	86%	74%	14%
PHOT 109 F	146	6	4.3%	73%	59%	27%
PHOT 103 F	143	5	3.6%	68%	56%	32%
PHOT 216 F	139	4	3.0%	93%	82%	7%

### Range of Success Rates by Section:

#### 20th Percentile v. 80th Percentile

(At least 10 Sections Offered)



### Disproportion Impact in Top 5 Enrolled Courses by Course by Race | Ethnicity | Ancestry

**NOTE: Only Identities with Calculated Disproportion Impact Appear**

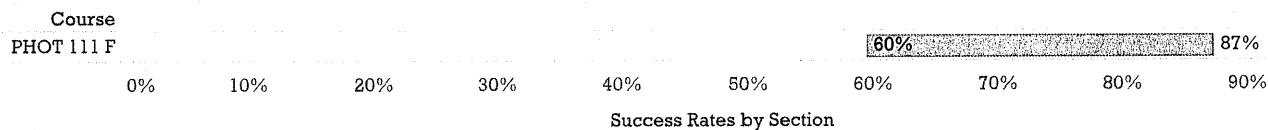
Course	Race   Ethnicity   Ancestry	Enrollments	Course Success	Gap
PHOT 101 F	Latinx	577	68.5%	-39
PHOT 111 F	Black   African Amer.	15	33.3%	-6

**Section 3.3.1: Bottleneck Analysis:** Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

Within the last 5 years, courses by course success rate (ascending 5 courses).	Within the last 5 years, the 5 courses with highest % of students repeating the course (NOTE: Some courses may allow for repeat enrollment)	Within the last 5 years, the 5 courses with the highest # of withdrawals	Within the last 5 years, the 5 courses with the highest % of withdrawals
PHOT 103 F 55.9%		PHOT 101 F 194	PHOT 103 F 32.2%
PHOT 199 F 57.1%		PHOT 111 F 104	PHOT 104 F 28.6%
PHOT 109 F 58.9%	PHOT 290 F 5.6%	PHOT 103 F 46	PHOT 109 F 26.7%
PHOT 104 F 61.9%	PHOT 199 F 5.0%	PHOT 109 F 39	PHOT 119 F 25.0%
PHOT 224 F 68.1%	PHOT 221 F 4.9%	PHOT 104 F 12	PHOT 217 F 25.0%
	PHOT 224 F 4.4%		
	PHOT 109 F 4.3%		

**Range of Success Rates by Section:  
20th Percentile v. 80th Percentile**

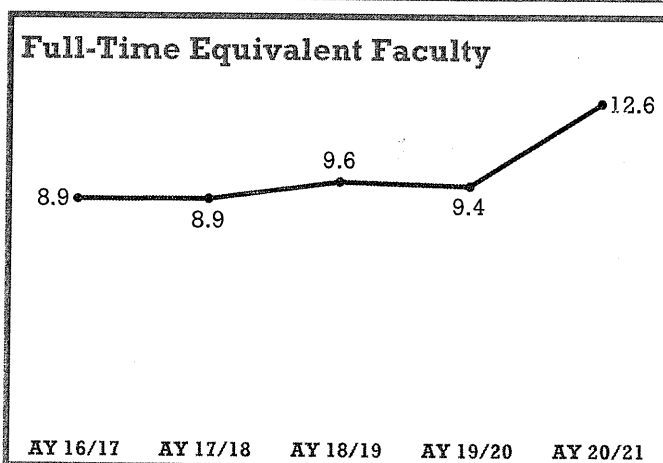
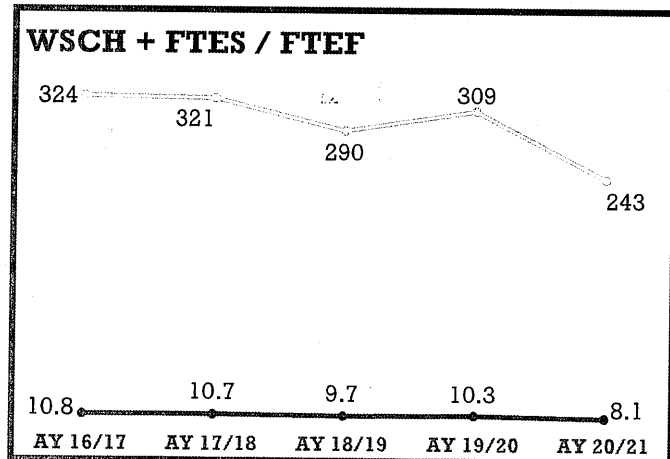
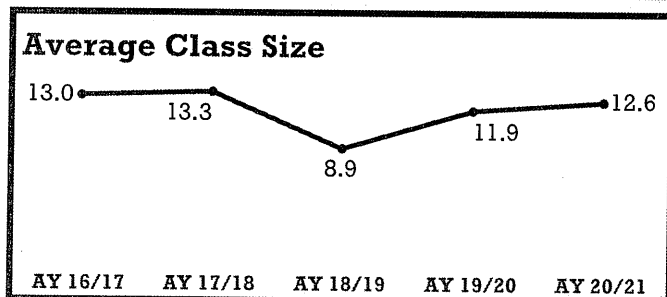
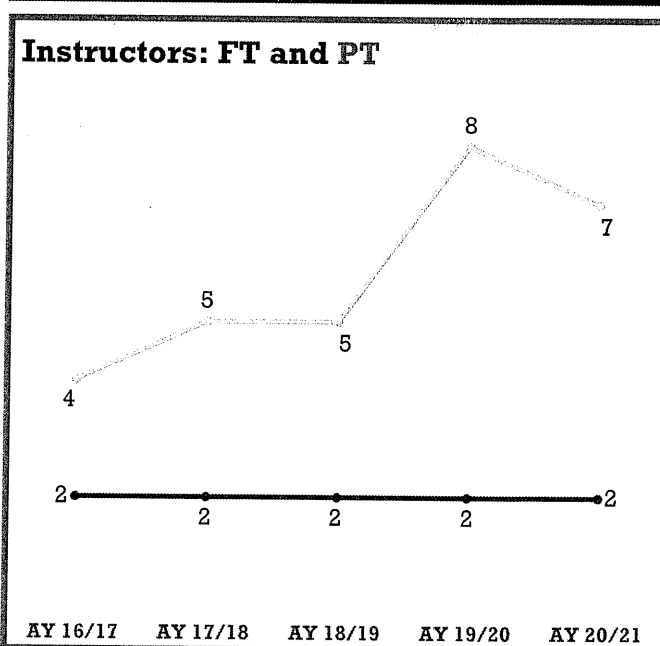
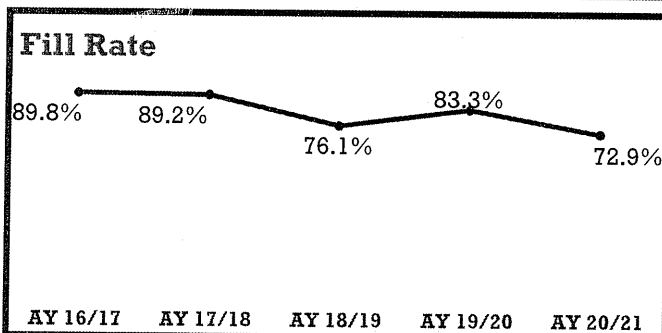
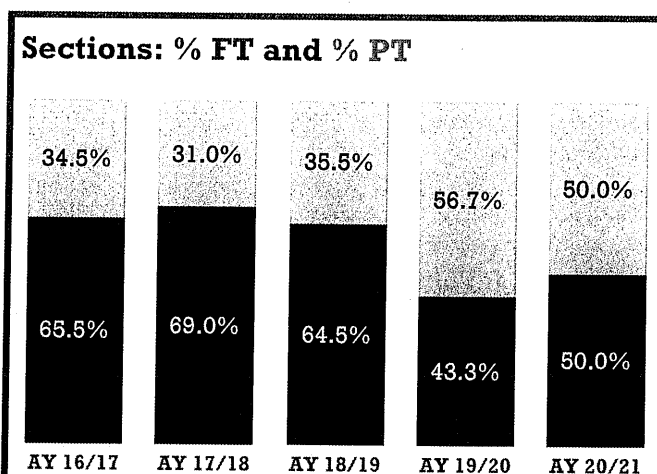
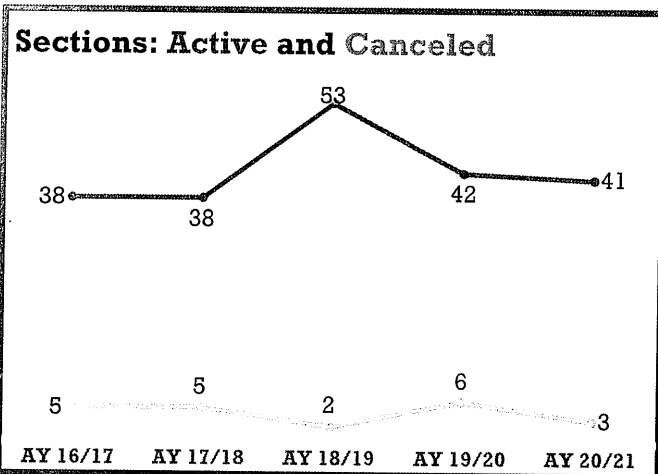
(>=10 Sections, 100+ Enrollments, >=25 % Point Difference)





**Photography Faculty:**

**Section 3.4.1 Faculty:** Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)



**Photography General Education:**  
**Section 5.1: Your Department and General Education.**

**% of Enrollments Over the Last 5 Years in  
 GE Courses**

	% of Enrollments	Enrollments
Non-GE Enrollments	32.2%	799
GE Enrollments	67.8%	1,680

**Courses that Fulfill CSU General Education Requirements or the Intersegmental General  
 Education Transfer Curriculum (IGETC)**

*(CSU and IGETC: 1 = Yes; 0 = No)*

Course	CSU	IGETC	Enrollments	% Majors	Avg. First-Time	% Age: Under 20	% Evening	% Online
PHOT 101 F	1	0	933	15%	12%	34%	28%	0%
PHOT 111 F	1	0	747	22%	15%	31%	44%	0%
Grand Total	1	0	1,680	18%	14%	33%	35%	0%