▼ 🏛 Dept - (CA) Photography ✎

2019-20 Annual Program Review Update Submitted By: Daniel Smith

APRU Complete for: 2019-20

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

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

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

I.B.1 Number Certificates of Achievment Awarded: 10

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

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

I.B.4 # AA and/or AS Degrees Awarded: 0

I.B.5 Trends in # Degrees Awarded: The number of degrees dropped from 5 to 0 since last year, while the number of certificates increased from 3 to 10. Thus, the overall number of awards increased from 8 to 10. This is the highest it has been during the last four years.
As noted below, the growth of Photography skills as part of vocational job demand has been accompanied by a decrease in demand for degrees and transfers to a university Fine Arts Photography program.
The increase in awards has taken place during a time when the last full-time faculty member retired, and the need for a dedicated counselor has not yet been filled.

I.B.6 Strategies to Increase Awards: 1. Faculty inquire in classes as to who is on a degree or certificate track.
2. Faculty and staff discuss the certificate to degree ladder to aid in assisting students.
3. Faculty and staff informally track students we see in multiple courses and assist them with the completion of our certificate or direct them to counseling.
4. In order to increase awards future efforts would necessitate the extra

Department

Program Review

Department Planning

Course/Service Plan...

Mapping

Reports

Documents

help and followup afforded by a full-time faculty member and a dedicated
counselor familiar with the specifics of CTE and Fine Arts

5. Two additional non-credit CTE awards were created in order to address specific skill sets sought by potential students. These awards will be available
in the coming academic year.

6. In addition, Photography courses will be a part of the Studio Arts AA Transfer degree this coming academic year. Although the awards will not likely be
attributed to Photography (but to the Art Department) Photography courses will be incorporated as part of the Fine Arts training.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: Of the Core Indicators we are above the average for 1 through 5A and 5B, with the exception of Technical Skill Attainment and Employment. The former is less than 1% below, while the latter is 9.6% lower.

Technical Skill Attainment can be raised by having more tutors. However, the number of tutors is severely limited by the 12-unit requirement for these workers. If this were lowered we could provide more tutors and thus assist students. New students are not benefiting from the extra assistance they could receive from more experienced students working in our lab environments.

The student tutors also benefit in the process of sharing their knowledge in working with others. They receive more training, experience and confidence, and thus are more likely to gain employment. This is helped by their track records as paid tutors in their field of study.

Also, the State push towards four-year institutions may not be serving our CTE students as they are not necessarily "degree track". In the field of photography, a transfer measure may not be entirely relevant assuming it is based on transfer to a four-year institute. The field of photography is a technical one. Completion of a Certificate verifying basic skills obtained is an avenue into a photography position, but there is no official industry certificate an employer would require. Technical schools or self-employed fields are not measured in the data.

The employment figures are likely higher than the state figures indicate for two key reasons. First, Photographers are often self-employed, and thus do not show up in state data. Additionally, state data may not list jobs as photographic ones despite the use of photography training in the work. They may be defined as part of other media areas, including web-based imaging, advertising, and more.

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::
Employment opportunities for photographers exist in three primary settings:

1. Corporate workplaces (scientific, industrial or commercial photographers)
2. Online media and journalism
3. Small business commercial endeavors

The difference between opportunities lie in the subject matter, work environment, pay, necessary equipment, design knowledge and overall

variety of creative abilities.

Through our Annual Advisory meetings, regular contacts in the field, faculty and staff outside conferences, and more our department works to stay abreast of trends in the industry.

The curriculum is streamlined and relevant. New technologies and equipment are our top concern. We continually update the curriculum and classrooms to best meet these top concerns. Staying current with new and updated software and equipment is extremely important and is also one of the draws to our program. The excellent maintenance and organization of our facility and equipment provide students with the best learning experiences.

The Advisory Board recommends current software and equipment and feel we've been very successful in acquiring these items. More hands-on experience is recommended as quarter length courses are very limited and tactile learning often works best for our students. More open lab access outside of class hours, with tutoring assistance also help students succeed.

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

I.D.1 Academic Services & Learning Resources: #Faculty served: Not applicable

I.D.2 Academic Services & Learning Resources: #Students served: Not applicable

I.D.3 Academic Services & Learning Resources: #Staff Served: Not applicable

I.E.1 Full time faculty (FTEF): 3.2

I.E.2 #Student Employees: One student worker is normally hired each quarter for 10 hours per week. They are paid through financial aid or Perkins, depending upon the student's eligibility. However, due to requirement of 12 units for a student tutor to be employed a student could not be hired in winter 2019.

I.E.3 Full Time Load as a %: 0%. In 2018-19 there was one full time faculty member left, who took early retirement in June 2019. This lowered the percentage from 31.6% to 0%.

I.E.4 # Staff Employees: One (1) full time staff employee.
There were no changes.

I.E.4 #Staff Employees: 1

I.E.5 Changes in Employees/Resources: The final full-time faculty member retired as part of the SERP at the end of June 2019. A second full-time position (CTE) has been vacant since June 2017. The loss of the second full-time faculty leaves the program without any full-time faculty in a program with CTE growth potential. There are currently no full-time faculty in the program, which has been experiencing slow but stable growth despite overall declining enrollments at the college. This has hampered program planning and serving student needs, which has been left up to the dean and the classified staff.

Since Photography is a CTE program, there is now no faculty member tasked with managing Perkins grants, job placement initiatives, and other CTE expectations. Opportunities in new curriculum development, dual enrollment, articulation, and other initiatives likewise have been hampered by the lack of a full-time faculty member. Students are supported by a full-time staff member and six part-time faculty members. The ability to support students is hampered by not only the lack of a full-time instructor but also student tutors (due to the 12-unit requirement). Academic counseling is being done in part by staff rather than a dedicated counselor trained in the specifics of the CTE and Fine Art branches of Photography.

II.A Enrollment Trends: Our enrollment has been stable. Photography is one of the most universal technologies, used in almost all industries or businesses. Being visually and culturally literate and adept is needed for expression and information as photographic imagery is present everywhere. Students recognize this, and recognize the value of training in not only Photography but the lighting and digital image editing skills that are an integral part of it.

Continual advancements in the field must be supported by funding in order to stay relevant and competitive. Student need current software and equipment to do so.

Enrollment has been affected by several factors:
• More demanding registration procedures and emphasis on transfer to four-year colleges directed at younger students has caused a decrease in older,
    life-long learning students.
• Limitation on units has also eliminated some students that would continue for enrichment.
• Most student sign up for classes from the morning into the afternoon. Night time courses are less desirable than in the past possibly due to longer
    workdays, employment, family commitments, etc.
• There are not enough classrooms and other facilities to offer the ideal enrollment times for everyone. Enrollment would be higher if there was more
    capacity.
• There is a mixture of digital and traditional film students. Many of the

latter are interested in the Fine Art aspect of Photography. Others are Film/TV
students who are learning Cinematography in the traditional film courses.

• Maintaining a "wet darkroom" for traditional film-based photography is a particular draw as some institutions have eliminated it. Young students are
returning to past practices with an emphasis on the wet darkroom experience and the art of the process.

• Digital Photography students are signing up to learn not only Photography and lighting but also digital image editing using Photoshop. The PHTG 58AB
classes are full.

• Other disciplines require or offer Photography courses in their degrees. This means the at the number of completers is lower (since they earn degrees
and certificates elsewhere) but the enrollment remains steady due to the ongoing demand in Graphics, Film/TV. The AA-T in Studio Arts should have a
similar effect on enrollment.

• Continued online offerings are also helping enrollments. Hybrid delivery is now also available.

II.B Overall Success Rate: The overall success rate has increased from 71% in 2016-17 to its current 76% in 2019-20.
The assistant from Perkins and other funding sources in order to update equipment has helped provide the opportunity for more students to work more hours with better equipment. However, the main factor is the ongoing support provided by instructors and staff.
In order to increase success rates more equipment recently provided will allow for increased hands-on practice. Staff and faculty will continue to work with students to help them master skills.

II.C Changes Imposed by Internal/External Regulations: The local 12-unit requirement for student workers has made it nearly impossible to hire student assistants. Students cite other work, family, travel time, and scheduling in limiting their ability to work at De Anza. The near-elimination of student assistants from the CTE program has resulted in less assistance for all students in labs. A reduction to the 6 semester (9 quarter) federal unit requirement would allow for not only more assistance for students, but help those who reinforce their skills by helping others gain employment in the field.

Limiting repeatability has affected the ability of students to achieve specific skill attainments, and thus may limit completers.

III.A Program Success: • Full time staff worked with students to help guide 10 students to earn their certificates.
• Implemented a hybrid section of PHTG 4 Introduction to Digital Photography, in order to increase enrollment and offer more choices for students.

• Added 31 new computers in the digital Photography classroom, with updated software.

III.B Enrollment Trends - Equity Lens: The enrollment of the target groups is uniformly higher except for Pacific Islanders, which is the same (1%). This increased enrollment is often the result of students using the art of photography to express themselves and/or gain employment. Students are encouraged to enroll for these reasons, often using visuals that are inclusive of multiple cultures. Students are also able to see that almost all of the instructors and staff are from non-traditional groups, presenting a diversity of successful role models.

It may be important to more openly target these groups, and have counseling and other assistance available to them.

III.C Success, Non-Success and Withdraw Rates: The success rates for the African-American, Filipinx, Latinx, and Pacific Island groups is 5%-9% lower than the average. Native American students, who took four classes during the 2018-19 period, had the lowest percentage (-49%).

Low income, veterans, and foster youth are particularly affected, with rates 9, 10, and 20 percentage points below the average.

It would be helpful to have more counseling and other assistance available to those that do not have it, and direct them to resources where they are already available.

Those students with disabilities, however, scored 11% above the average. Those who declined to state were 17% above, and Not Reported were 13% above. Thus, it may be that those who do not fit into an existing category are thriving in the program.

III.D Equity Planning and Support: • Provide Film, printing paper, and textbooks for those who have difficulty affording them.
• OLE assistance for finding and accessing online learning materials for classes.
• Funds for an annual subscription to Luminous Lint online learning materials. Besides helping those without money access materials, the different
 countries represented in the collection help reflect and encourage diversity.

III.E Departmental Equity Planning and Progress: The following resources would help:
• Professional Development
  o Have a session on Canvas course site creation. This would allow access for those who need extra time to absorb material due to language barriers,
    learning disabilities, and other needs.
  o Hold a class on Students with Disabilities, which would include how to increase accessibility for students.
• Enhanced support for students

     o Provide Film, printing paper, and textbooks for those who have difficulty affording them.

     o OLE assistance for finding and accessing online learning materials for classes.

     o Funds for an annual subscription to Luminous Lint online learning materials. Besides helping those without money access materials, the different

       countries represented in the collection help reflect and encourage diversity.

• Departmental Collaborations – Work with Art department in guiding students to the new AA-T in Studio Arts.

• Coaching/Consultation

     o Provide Counseling resources and referrals, ideally through a dedicated Creative Arts Division counselor.

     o In order to refer students to appropriate resources (such as the writing lab, counseling, etc.) provide a drop-down menu in Canvas that can be sued to

       contact each area on behalf of the student.

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: 87.5% of courses have been assessed.

IV.B Assessment Planning: The only two courses listed as without assessment, PHTG 77 Special Projects and PHTG 78Y Special Topics in Photographic studies, have been eliminated. They can be deleted in the new eLumen database.

V.A Budget Trends: The budget has been stable, and so the funds available to serve students remain the same.
The exception is the elimination of funding for a full-time instructor.

V.B Funding Impact on Enrollment Trends: The lack of funding for a full-time instructor has negatively impacted the program and its ability to serve its students.

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

V.C.2 Justification for Faculty Position(s): Photography Instructor
Vacant since July 2019. Second full-time position (CTE) vacant since June 2017. Last hire date: April 2001.
There are currently no full-time faculty in the program, which has been experiencing slow but stable growth despite overall declining enrollments at the college. This has hampered program planning and serving student needs, which has been left up to the dean and the classified staff. Since Photography is a CTE program, there is now no faculty member tasked with managing Perkins grants, job placement initiatives, and other CTE expectations. Opportunities in new curriculum development, dual enrollment, articulation, and other initiatives likewise have been hampered by the lack of a full-time faculty member. The creation of noncredit vocational certificates and courses is without a full-time faculty to oversee their development and implementation. PT faculty are not returning, necessitating new hires to maintain the program.

Enrollment in 2018-19 was 1143. The fill rate is 94%. 87.5% of classes have completed an SLO assessment.

Growth – Division Counselor
Students need assistance in understanding what their choices and goals are in both Fine Art and professional Photography fields. This need is currently being met on an ad hoc basis by faculty and staff. The persistence and completion goals called for in the Vision for Success and the Student Centered Funding Formula will not likely be met without a dedicated counselor, which will negatively affect the finances of the college as well as the division. Other divisions have such assistance, but not Creative Arts.

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

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

V.E Equipment Requests: Equipment resource requests listed on spreadsheet

V.F Facility Request: See Spreadsheet

V.G Other Needed Resources: No "other" resources requested

V.H.1 Staff Development Needs: Courses in Canvas Course Site Creation and Student Success and Retention
Clarify which staff development courses are available for PT vs. FT faculty. Communicate available classes with a greater lead time.

V.H.2 Staff Development Needs Justification: The goal of increasing student success can be addressed by working to retain students who withdraw (12%) and those who do not pass the course (14%) by informing them of the expectations of the course (through the course), providing resources for referral and assistance (using the same method), and having instructors learn new methods of retaining students and helping them succeed.

V.I Closing the Loop: We plan to look at the retention and success rates of all classes, as well as transfer and employment figures, to see if they improve. This will be coupled with student surveys to see if students felt they were supported and able to do their best, as well as any further improvements they would like to see.

Last Updated: 02/07/2020

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