

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Photography

Instructional Discipline Reviewed

2007-08

1. 3-Year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	490	484	565	581	Self Explanatory
Census Enrollment Load* %	88.93%	85.21%	88.56%	93.11%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	2,681	2,795	3,161	3,229	Weekly Student Contact Hours
FTEs	89.35	93.17	105.37	107.62	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	6.50	7.20	7.76	7.45	Total Full-Time Equivalent Faculty
WSCH/FTEF	412	388	407	433	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	3.60	4.00	3.10	3.00	FTEF from Contract Faculty
Hourly FTEF	2.45	2.75	4.21	4.25	FTEF from Hourly Faculty
Overload FTEF	0.45	0.45	0.45	0.20	FTEF from Contract Faculty Overload
Part-Time FTEF	2.90	3.20	4.66	4.45	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	44.62%	44.44%	60.04%	59.73%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	94.14%	91.63%	92.26%	94.39%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	74.84%	68.55%	71.89%	69.16%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	4	2	5	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	8	7	10	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	1	2	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	7	5	10	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The data reveals a continuing increase in enrollment which indicates a successful program. Census enrollment load continues to increase and is now over 93%.. Data also reveals an increase in retention rate and an increase in degrees as well as certificates awarded. Our success rate continues to hover around 70%.. An area of concern is the percentage of part time load which is approximately 60% and essentially backwards from the California mandate.

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3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <ul style="list-style-type: none"> • Curriculum and programs: Photography currently offers an AA degree or certificate of achievement in Photography and Digital Imaging plus certificates of proficiency in Commercial and Fine Art Photography. (See attached) <p>We are updating the program curriculum to reflect current trends and the needs of our students. This includes eliminating some classes and introducing new ones as the industry moves from film-based to digital-based photography and output.</p> <ul style="list-style-type: none"> • Articulation: We are updating both the certificate and degree requirements to reflect rapidly changing photography career requirements and CSU/UC school transfer needs. <p>We are currently working with local high school districts to facilitate their articulation with our program</p> <ul style="list-style-type: none"> • Workplace and labor projections: Long Term (2004-2014) Occupation Employment Projections for the State of California indicate an 8.5% anticipated increase in the number of hourly photographic positions. This figure does not include the many photographers who enter the business as self-employed. <p>We work closely with our advisory committee of career professionals who make recommendations as they see the need.</p> <ul style="list-style-type: none"> • Certificate and degree completions: According to most recent data available our certificate and degree completions have doubled. <p>Plan 2007-2008</p>	<p>We continue to study our curriculum with the utmost needs of the students in mind and changes in the industry. As articulated in our plan, we are cognizant of the fact that digital photography is on the increase. It has been difficult to support this fully in the 2008-09 period as we were forced to cancel several classes and were not able to add new ones. We cannot emphasize enough the importance of updating our curriculum to reflect the change from film to digital photography</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <ul style="list-style-type: none"> • Class scheduling: We take great care in scheduling classes so that we accommodate the needs of our day and evening students as well as those who attend satellite campuses. In particular, as we have added new digital photography sections we make certain we offer them at night as well as at satellite campuses that are properly equipped for our needs. 	<p>We especially need a digital lab designated for the Photography program. Currently to teach the lecture/lab component of our digital classes, we are utilizing time slots available either through the Art Department computer lab (C-9) or the Business Department computer lab (B-24).</p>

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<p>Unfortunately as we do not have a digital lab in our building we are at the mercy of other departments such as art and business in the scheduling of class times for our burgeoning digital program. This creates conflicts in scheduling necessary classes.</p> <ul style="list-style-type: none"> • Enrollment trends: Data shows enrollment has steadily increased. • Course Rotation: Courses are offered in rotation to best serve the needs of our students. • Comprehensiveness: Ours is one of the most comprehensive photography programs available at this level in the southland. We prepare students for career tracks with commercially oriented courses as well as for art-oriented careers. We also fulfill the needs of those who seek life-long learning. 	<p>Not having a computer lab of our own presents us with several problems including;</p> <ul style="list-style-type: none"> - Availability of time slots in the borrowed labs. - Lack of continuity, collegiality and peer learning between digital photography students and film photography students. - Poor design of borrowed lab space for photographic instruction, production and critique. <p>We continue to stress the need for funding and available rooms to solve the above situation.</p>
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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <ul style="list-style-type: none"> • Block grants: We have received block grant moneys distributed through the Communications department • VTEA: We have applied for and received VTEA funding which has been primarily used to develop the digital component of our program. We will continue to seek funding to improve our program. • Other Resources: Private donations have been added to our foundation account towards the construction of our new gallery spaces. 	<p>In support of the digital component of our program, Photography received the following equipment from a VTEA grant:</p> <p>Three digital cameras Nine digital camera lenses Two monopods</p> <p>Additional funds (\$3600) were made available from the Dept Chair/Dean to purchase and replace Electronic timers for the photographic print rooms.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <ul style="list-style-type: none"> • Budget development process: In developing our budget we have asked for increases in the last five years primarily due to having an analog as well as a digital component to our program 	<p>VTEA grant noted above.</p>

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<ul style="list-style-type: none"> • Grants: We have asked for and received NCHEA grants in the past and intend to do so in the future 	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <ul style="list-style-type: none"> • Schedule maintenance needs: Recently the floors in our department were replaced and/or refinished due to maintenance needs. • Additional classroom/lab: Additional space is greatly necessary to serve our digital course needs • Remodel: 1) Currently a remodel of our interior hallway is taking place for the addition of a gallery space. 2) Remodeling is necessary to accommodate a computer lab and teaching space in room F21 for our digital photo classes. 3) Future remodel of F32 from darkroom to chemical mixing station as well as classroom/dry work area and open computer lab space. 	<p>A full remodel did not take place but some improvements were made including; new paint throughout the facility, new floor tile, replacement of rusted and unsafe sink bases in the photo dark rooms as well as new water valves. This provided an improved learning environment for our students.</p> <p>We are urgently in need of a computer lab dedicated to the photography program. The obvious fact is digital photography is the standard in the industry of photography today. We have added courses to our curriculum to address the needs of students regarding digital photography and have found them to be quite successful. We will continue to alter our program to accommodate new technology and at the same time, continue to offer traditional (film) courses until the supply of materials and interest no longer make such offerings practical.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <ul style="list-style-type: none"> • Full time faculty needs: Full time instructor needed to due to full time faculty retirement in 2005. The adjunct load has increased from 44% to 60% as a result of this loss. Qualified part-time photography instructors are difficult to locate and secure. 	<p>No full time faculty positions were approved. We continue to rely on our part-time faculty to carry over 60% of the load. The problem also still exists that it is difficult to find qualified persons to teach our highly technical courses and retain them as they struggle to support themselves with other employment.</p>

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<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Staff Position: To effectively support program growth, increased student enrollment and new photographic digital technologies, it is necessary to hire a full time, permanent classified Instructional support assistant for the evening program. This will greatly increase the level of technical equipment support, maintenance, and instructional assistance, to the evening program. Additionally, a short term hourly worker is required to augment this position and provide instructional support continuity for both the day and evening programs. Instructional Support Assistant: \$40K, Short term hourly: \$6500</p>	<p>No money is available to hire a full-time, permanent classified instructional support assistant for the evening program. In the evenings there are two and sometimes three photo classes. This person is desperately needed as support: for mixing chemistry, checking in/out photographic equipment, to clean, adjust, and maintain the learning environment and in assisting instructors with routine needs in both the class room and photo darkrooms. A student employee now covers this. But on a regular basis, it can be difficult to find experienced, reliable students to fill this position as they graduate or are unavailable at the times we need them.</p>
<p>f. Other</p> <ul style="list-style-type: none"> • Other resources necessary: In conjunction with remodel for digital classroom; furniture and computers, classroom necessities such as digital projector, screen and whiteboard etc. • Teaching assistant for digital labs • Hourly Web design and maintenance staff needed 	<p>A digital projector, whiteboard and screen were purchased. They were necessary to bring the technology in our classroom up to a level commensurate with current standards.</p>

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

“Provide up-to-date technology and related technical and equipment support for instructional purposes”

This goal as stated in the 2009 strategic plan quoted above is core to our needs in the Photography Department. In order to “provide exemplary teaching and learning environments and experiences to meet student needs...” it is of utmost importance that the relevant technology is provided within our department. Currently we have no teaching space on-site for our new digital technology. Because of this we are obliged to teach digital courses in various labs all over campus. This is not conducive to a good learning environment for our students. A remodel of our color lab space to convert to an up-to-date digital lab is necessary for a more practical and richer learning environment.

6 Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Equivalent Exposure. Students learn the 2:1 factor of photography. That is for each change of fstop or shutter speed, a reciprocal change will allow the same amount of light to reach the film or sensor. This is assessed through testing and through photographic assignments.

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b. Discuss a learning outcome that is observable yet difficult to measure.

Portfolio production class: Student's goal is to produce a portfolio of their work at end of semester. The body of work can be assessed as well-crafted or not, and as achieving their stated goal in class, however, it is difficult to measure the actual effect as the student will take this portfolio to a gallery director or send it to a magazine after the semester ends and its success or failure within the industry is not tracked.

7. Describe a discipline accomplishment that you want to share with the college community.

Many accomplishments within our discipline: Our students had the largest representation in the photography competition at the San Diego County fair with numerable first place awards garnered; scholarships of over \$2000 were given to several needy and talented students; Many of our students have gone on this last year to major art and photography colleges including Brooks Institute, Art Center College of Design, Parsons, Savannah College of Art and Design, and others. Several student have become studio photography assistants with San Diego, LA and New York photographers.

In our facility there was a great need for new floors and painting and this was accomplished over the summer break 2007.

We have started the creation of new galleries inside our facility and on the outside of our building.

Well known and respected photographer John Sexton toured our facility and stated that our energy and talent was exceptional compared to other schools he has visited. He was here as part of a NCEA grant generated within our department and gave a standing room only talk at Cal State San Marcos.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

no

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

Not applicable

10. Other comments, recommendations:

Because of scheduling difficulties with other computer labs on campus and for the continuity of our program, the importance of a remodel to add a digital computer lab in our facility cannot be stressed enough.

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With a new digital lab in our facility we would be able to offer more classes for increased enrollment and offer open lab time with teachers and staff on-site.

In order to be competitive amongst other community colleges in the San Diego area (Grossmont, City College) which have/are expanding their departments greatly, we strongly recommend quickly upgrading the department to accommodate these new needs.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Donna Cosentino _____

Paul Stacheleck _____

Paul Sittmann _____

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

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Please identify faculty and staff who participated in the development of the reviewer's progress/status report -

Input Names Here:

Donna Cosentino, Paul Stachelek, Paul Sittmann

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date