Status: **Reviewed**

Entry #: 288

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Media Studies

Discipline Name
Photography (PHOTO)

Department Chair Name
Wendy Nelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
http://www.palomar.edu

Discipline Mission statement
It is our goal to encourage, engage and enlighten students of Photography through offering a complete AA program as well as certificates in Commercial Photography, Fine Art Photography and more. The student population in the Palomar Photography Department is comprised of a diverse group in age, interest and background, and they come from all areas of North San Diego County and beyond. Their goals range from exploring career options to life enrichment. In addition to acquiring strong technical skills, students are encouraged to pursue their own expressive personal vision.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Commercial Photography: CERTIFICATE OF PROFICIENCY
Photography: A.A. DEGREE MAJOR OR CERTIFICATE OF ACHIEVEMENT

Please list the names and positions of everyone who helped to complete this document.
Amy Caterina, Associate of Photography
Scott Klinger, Associate of Photography

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
2

Full-time Faculty (FTEF)	**Part-time faculty (FTEF)**
2	2.3

Classified and other permanent staff positions that support this discipline
None at this time. Former full time technician retired. We are endeavoring to fill this position.

Additional hourly staff that support this discipline and/or department
None at this time due to classes being moved online. Prior to Covid-19, we had 1 hourly staff member.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
Our programs have gone under significant revision in recent years to address the hard and soft skills needed by graduates to succeed in a rapidly evolving industry. Our PLO's which have recently been updated do a good job of covering the scope and depth of the programs by distilling the core skills students will gain by graduating through the programs.
PLO's:
1. Students will be able to compose photographic images to suit their needs by assessing, selecting and then implementing appropriate lighting, aperture, shutter speed, lens focal length and other elements of the photographic image.
2.Students will be able to critically analyze photographic imagery by evaluating image elements to understand and interpret meaning in images.
3. Students will be able to critically analyze photographic imagery by evaluating image elements to understand and interpret meaning in images.
4.Students will be able to identify digital and analog film camera systems and demonstrate proficiency in manual settings across multiple camera systems.

How do they align with employer and transfer expectations?
The Outcomes and programs were developed in conjunction with industry needs and transfer requirements and expectations and as such do an excellent job of aligning with those expectations to provide students with a strong basis to transition from Palomar to the workforce or transfer to a four year institution.

Describe your program's plan for assessing program learning outcomes.
Our PLO's have been assessed this year by both full-time faculty.

Summarize the major findings of your program outcomes assessments.
Our outcome assessments showed a need to update both our programs and program outcomes to bring our program current with the current need of employers in the workforce, skills required for students to operate their own business in the fields of photography and digital imaging and current transfer expectations.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
For the year 2019-2020 we had 11 completions reflecting 4 AA degrees and 7 Certifcates. This represents a 175% increase from the previous 2018-2019 year.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Decreased

What factors have influenced your completion trends?
Our program completions decreased over the past 4 years and have now begun to increase again towards previous completion numbers. This increase was accomplished in the face of significant class cancellations over the past 5 years that decreased and in some case prevented students all together from completing a program.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
Our program is now growing again after being hit hard by class cancellations and despite deactivating two programs. The faculty's work at modernizing and updating the programs and outcomes and performing a thorough assessment of all aspects of the program is contributing to this success.

How have these factors presented challenges for your program(s)?
External factors such Institutional budget concerns, decreased enrollment, class cancellations and now a pandemic affecting our ability to offer many of our studio classes have been challenging but we are seeing an increase in enrollment now and a renewed interest in our program.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
We choose this standard because it matches the college standard and provides consistency throughout Palomar.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
We feel a 5% increase in the face of personal challenges faced by our students in the pandemic, and external institutional challenges would represent a significant positive outcome.

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?
We need to be sensitive and highly adaptive to the current socio-economic and personal challenges facing our students. Additionally we have to consistently asses enrollment trends and survey students to match scheduling to the changing needs of students. We have recently converting a number of our classes to Distance Education successfully. This will allow us to better meet students needs and pandemic restrictions.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
We are constantly striving for more meaningful results and analysis. We have begun using Canvas to gather information about our outcomes and SLO's as well as in-class surveys and questionnaires.

Summarize the major findings of your course outcomes assessments.
Our program assessment shows a 2% increase in enrollment and success rate and a 2% in overall enrollment and retention. Our students are benefiting from the increased attention to Program and Outcome assessment as well as implementing new strategies and policies to increase student lab access, and access to learning and technical support despite the challenges facing the program from external factors.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- LaunchBoard
- LaunchBoard Resource Library
- Chancellor's Office Data Mart
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Careers include photojournalist, portrait photographer, advertising photographer, sports photographer, commercial photographers, studio owner, photo editor, scientific photographers, digital lab assistants, editorial photographers, printers, photo retouchers, and digital technicians.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Camera system proficiency, Lighting techniques, Communication and Interpersonal skills, Visual Literacy, Personal branding and marketing, Collaboration, Editing, Proficiency in Adobe Photoshop and Lightroom, Design and Creativity.

How does your program help students build these KSA's?
We have a robust and comprehensive program that addresses these skills and abilities through our curriculum, and we are actively modifying curriculum to stay up with industry standards.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?
Our PHOT160 is a WBL class that provides students with real-world experiences to prepare them for continuing their career beyond Palomar. The class integrates real-world job seeking, marketing, fund-raising, budget management, event planning and execution and client or opportunity research and acquisition. The class offers a capstone real-world project that this past year resulted in a student-organized and run exhibition at a public, off-campus art gallery in Escondido. The gallery reported that the exhibition had the galleries highest attendance of any exhibition held previously and drew hundreds of members of the community.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Our WBL gives student real-world engagement with the community using a wide-range of hard and soft skills that result in work-experience that can be used to achieve entry level-employment in a number of job roles in the industry as well provide extra-curricular experiences crucial for acceptance into top-tier 4 year institutions.

How do you engage with the community to keep them apprised of opportunities in your program?
We hold both on-campus and off-campus events in conjunction with community stakeholders. We have an advisory committee comprised of community partners. We organize student activities and events with partners in the local and regional industry. We also incorporate guest speakers into multiple classes and events. We have a robust student-run Photography club that is regularly organizing events with community partners.

What is the regional three-year projected occupational growth for your program(s)?
The labor market outlook for San Diego County and Southern California as a whole is excellent with a 10% increase in jobs anticipated over the next 3 years. Employers in San Diego County alone will need to hire 218 workers annually which equates to nearly 700 job openings over the next three years. Entry-level employment in the field has a median hourly wage of $16.73 which is above the MIT Living Wage Index for San Diego County and nearly $4.00 an hour above the Self-Sufficiency Standard for a single adult in San Diego County. All of these numbers also only reflect wages paid by entry-level employers and not self-employed paths of income for photographers such as wedding, portrait, pet, headshot, commercial and many other fields which pay far above $16.73, and which many of students go on to do. While our program here at Palomar is the top supplier of awards in the region among the Mira Costa, San Diego City College and Southwestern, all of the schools combined currently award 91 awards annually which leaves a supply gap of 127 jobs still to be filled. Our equipment and activities are designed to help close this supply gap by increasing our completers and providing qualified applicants for the jobs.

What is being done at the program level to assist students with job placement and workforce preparedness?
We offer a Portfolio and Professional Practices courses and we are working at building partnerships to with local employers to build a pipeline for our students.Recent connections have been made with large regional employers of entry-level photographers, and prior to the pandemic work was being done on developing a pipeline to direct Palomar students into event photography jobs at San Diego Zoo Global.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
April 20, 2020
*Due to the Covid-19 pandemic the most recent advisory committee was held online via a questionnaire developed by faculty and sent out to committee members. Responses were received by: Don Bartletti, Larry Daniels, and Scott Davis Faculty: Amy Caterina and Scott Klinger.
We learned the lines between disciplines are blurring and students are more valuable to employers with graphic design, video and writing skills.

What are the San Diego County/Imperial County Job Openings?
Top Employers in San Diego County for Photographers: Mom365, Inc, Lifetouch, Tribune Company, NBC, Kusi, Kfmb Stations, Photogenic Incorporated, Magic Memories Llc, San Diego Community College District, Teddy Bear Portraits, Bella Baby Photography, Hornblower Cruises Events, Iconic Group and Scripps Health.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Institute Adult Ed and Community Ed classes to increase familiarity with our program in the community and encourage future enrollment

Is this a new or existing goal?
Existing

Goal Status
Completed

Ongoing

How will you complete this goal?
We have 3 new non-credit courses, and am working on several more. These have been instrumental in enrollment.

Outcome(s) expected (qualitative/quantitative)
Added enrollment to our program.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Non credit courses allow students to retake classes with advancing technology.

Expected Goal Completion Date
5/22/2020

Goal 2

Brief Description
Update our Studio with ceiling grid system of lighting

Is this a new or existing goal?
Existing

Goal Status
Completed

How will you complete this goal?
Equipment purchased and installed.

Outcome(s) expected (qualitative/quantitative)
Provides a more safe environment in our studio and provide better and more professional equipment with which to work for career training.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Experience working in a studio, with current technology, is a part of our degrees and certificates.

Expected Goal Completion Date
1/1/2019

Goal 3

Brief Description

Write a hybrid photography / video class that specializes in video production unique to still photographers.

Is this a new or existing goal?

New

How will you complete this goal?

Working based off input of our advisory council we would write a new course that would address current industry needs and teach students the KSA's that would make them ideal candidates for entry level employment out of our program.

Outcome(s) expected (qualitative/quantitative)

Added enrollment to our program and increased job placement of our program completers.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This course would directly address our area's mission statement by giving students innovative technical education that will allow students to enter the workforce. This course would meet aspects of the colleges strategic plan such as Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning and Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Expected Goal Completion Date

5/25/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Photography Lab Technician

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled
The Photography Lab formerly had a full-time lab technician who ran operations of the lab, handling and disposing of hazardous materials, establishing and maintaining safety protocols, and maintenance and checkout of equipment for student use. The Lab Tech retired and needs to be replaced. The gap in need is currently being met by full and part-time faculty working beyond the scope of their contract, one temporary worker and any Federal Student Aid student employees available in a given semester. The position is necessary to ensure the lab is functional for student use as part of their learning and is run in a safe fiscally responsible manner in accordance with all state, local, and district guidelines.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
Yes, the position is necessary to not only continue the program but to also establish new inventory protocols and update and modernize antiquated systems currently in place. The tech could establish a new digitized inventory system to monitor fiscally responsible use of department assets. The department needs to put in place modern recycling systems for hazardous waste to better protect the local environment and save the district in hazardous waste disposal fees. The tech also would maintain and repair district assets to save thousands on new equipment purchases.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
In addition to necessary functioning of existing classes the position would assist in meeting the stated goals of developing new hybrid curriculum by overseeing the new equipment that has been acquired through Perkins Grants to meets these goals. In addition to maintaining and overseeing student use of new equipment, the tech would be able to provide necessary instructional help to students during lab times outside of class time required

Strategic Plan 2022 Objective

1:3	2:4	3:4	3:5
4:1	5:2		

If the position is not approved, what is your plan?
The job duties performed by this role are necessary for the function of the department and for students to meet the PLO's of our programs and SLO's of courses. We will continue to rely on temporary employees, student workers and faculty will be required to continue working outside the scope of their contract.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.
Working off of the Available Budget Report provided to faculty by the ADA, the FY 2020 The budget report shows that Photography has made $11,121 in expenditures. This is the total of $8,120 in Unrestricted funds expenditures and $3,002 in Prop. 20 Fund Expenditures.

Faculty have requested all PO's and Receipts for 2020 and in totaling up the provided PO's and Receipts we can only account for $4307.22 in total photography expenditures.

There is a $6,814 sum of expenditures that can not be accounted for by faculty. There seem to be greater amounts of discrepancies in FY 2019 and FY 2018.

This year due to the Covid-19 shutdown of on-campus classes and the closure of our Lab facilities we did not make our annual purchase of chemistry and printer ink and so the expenditures that can be accounted for by faculty through our PO's and Receipts were smaller than usual.

Faculty would also like to request access to PeopleSoft so faculty can monitor expenditures on a rolling basis throughout FY21.

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
sklinger@palomar.edu

Review

Chair Review

Chair Comments
Very thorough - good job. We will have to work on the budget overview as a department going forward.

Chair Name	**Chair Sign Date**
Wendy Nelson	10/28/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Dean Name   **Dean Sign Date**

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
possible renewed increases in completions due to faculty work on curriculum and assessments; WBL

Areas of Concern, if any:
1. are PLOs informed in any way by advisory council?
2. Adult Ed and Community Ed course development
3. budget concerns

Recommendations for improvement:
1. for AE and CE course development, continue to work with Suzanne Sebring.
2. Work with ADA, chair, and dean re: tracking of expenditures; there was a lot of movement in terms of reallocating expenses between GF and lottery, etc., which may account for some of your concerns. I assume that your ADA has a strong shadow tracking system with regular reconciliation.

Vice President Name   **Vice President Sign Date**
Shayla Sivert   1/3/2021