

## YEARLY PLANNING DISCUSSION TEMPLATE

### General Questions

**Program Name** Media Arts: Photography **Academic Year** 2022-23

1. Has your program mission or primary function changed in the last year? NO CHANGES

The Photography Program fully supports the Mission of the College to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. The Photography Program is committed to supporting students to acquire the occupational competencies and academic skills they will need to succeed in higher education or the workplace. The curriculum is designed to provide our students with the digital skills necessary to develop work for professional portfolios to succeed in the 21st Century competitive job market and submit for acceptance into higher education Photography programs. The photographic image has supplanted the written word as the dominant means of communication in the 21st century.

The photography program at Allan Hancock College equips the student with the knowledge and means to communicate in this new language while giving them a strong foundation in the literature, terminology and principles of the medium. The program will prepare them to encompass new technologies and new software to remain a visually literate member of the community and society. With the help of CTEA funding students will have new and exciting career opportunities not available in any other Hancock program.

Input from Advisory Committee members informs coursework and skill development employers expect from our students. The Photography faculty and staff are all professional photographers, graphic designers, and multimedia artists. This group of committed individuals attends meetings annually where they exhibit passion and support for all of the AHC Media Arts programs. With the direction of the advisory committee, the faculty have proposed and launched new courses, revised program awards to address employer expectations, and worked to increase placement. Recommendations include portfolio development, pursuing internships, and work-based learning opportunities, curriculum development to align with facilities in the new Fine Arts Complex.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements) NO CHANGES

Faculty continue to identify trends and maintain currency with the technology used in the photography industry; make recommendations for updating technology in shared classrooms. In January 2023, the program moved into a new facility and is now physically connected to the related art, film and video, graphics, multimedia, and animation programs. The benefits to students are enormous – from logistical efficiencies to interdisciplinary exposure and opportunities to expand their sense of community in many shared spaces. New equipment in the classroom includes new professional inkjet printers, and a new lighting studio.

## Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

The photography program is engaged in assessing program PLOs and standardizing assessment rubrics across sections and in all courses. We are developing an assessment plan and will begin collecting relevant assessment data.

We need to replace old lab computers with Mac Studio Pros as older technology has impacted student success and retention.

Multiple teaching modalities improved student engagement and success (demonstration, handouts, recorded videos.)

Collaborative activities positively impacted student success and helped build a sense of community in the classroom.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

All photography courses have a portfolio as one of the assessment tools. A portfolio is the most robust of all assessment tools in a studio/craft discipline. Based on the numbers there is no plan to change assessment methods.

I have started to assess PLOs and design assessment strategies across all program courses as I make curriculum changes to align with the new facilities. In addition, I am conferring with and exchanging ideas with our Advisory Committee and other Media Arts and Fine Arts faculty.

Replacing obsolete technology will improve outcomes – students in Media Arts courses perform better with faster, functioning equipment and industry standard technology.

We need to replace obsolete technology in order to improve outcomes because students perform better with faster, functioning equipment. Current Mac computers were purchased in 2019 and will need to be replaced. Replacing old lab computers with Mac Studio Pros should impact student retention and success.

We need to replace obsolete or broken camera technology with new DSLR cameras that meet the current industry standard, including APS-C and Full-frame digital cameras

Students in all course modalities continue to benefit from the Media Arts loaner laptop program. Adobe software “named licenses” subscriptions for Media Arts students support equity objectives by allowing students to work on projects outside of class and off-campus.

Short demonstration videos posted on Canvas or YouTube support successful outcomes for students with different learning styles.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

The Photography Program has moved to the new fine Arts facility. We anticipate growing enrollments as students learn about the new improved facilities. We will need to respond to recommendations by purchasing equipment and new studio lighting so our students can use industry standard equipment. We will need to work with Deans and facilities in order to get the analog lab / darkroom facilities operational and to support analog curriculum. Putting these purchases and our new facilities to utmost use will be a direct response to feedback for the past three years.

Curriculum changes to align the curriculum with the digital lab and lighting studio in the new Fine Arts Complex, and transitioning away from the analog lab / darkroom.

Continue to employ student workers to support learning in the labs.

Pursue funding for equipment replacement and repair as needed to support project-based learning.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The 2-year program map is in place, but it will have to be updated with the changes to the program that will be made in the future to align with the program's transition to primary commercial and digital technologies.

4. Were there any staffing changes?

We had two retirements in 2022-23. We hired two new PT faculty to teach classes offered in the Photography program.

5. What were your program successes in your area of focus last year?

Our area of focus last year was improving program equipment and planning a move to our new facility. We successfully moved in the new building, but we still need to improve our photography equipment.

### CTE two-year review of labor market data and pre-requisite review

6. Does the program meet documented labor market demand?

The Photography program supports workforce preparedness and trains students for high-demand career pipelines. Media Arts programs are interdisciplinary and provide pathways to livable, family-sustaining wages. Livable wages for Santa Maria are listed as follows:

Source: [Living Wage Calculator](#)

#### Living Wage Calculation for Santa Maria-Santa Barbara, CA

The living wage shown is the hourly rate that an **individual** in a household must earn to support his or herself and their family. The assumption is the sole provider is working full-time (2080 hours per year). The tool provides information for individuals, and households with one or two working adults and zero to three children. In the case of households with two working adults, all values are **per working adult, single or in a family** unless otherwise noted.

The state minimum wage is the same for all individuals, regardless of how many dependents they may have. Data are updated annually, in the first quarter of the new year. State minimum wages are determined based on the posted value of the minimum wage as of January one of the coming year (National Conference of State Legislatures, 2019). The poverty rate reflects a person's gross annual income. We have converted it to an hourly wage for the sake of comparison.

For further detail, please reference the [technical documentation here](#).

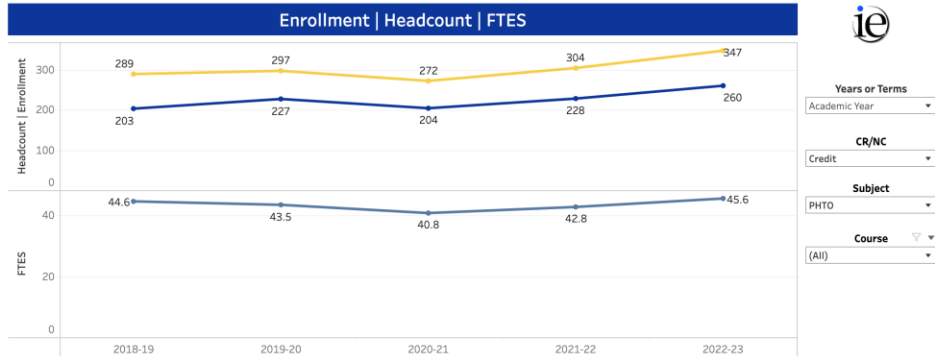
	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORKING)		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children
Living Wage	\$24.49	\$46.96	\$59.81	\$80.19	\$36.10	\$43.72	\$48.72	\$56.49	\$17.05	\$25.44	\$31.59
Poverty Wage	\$6.53	\$8.80	\$11.07	\$13.34	\$8.80	\$11.07	\$13.34	\$15.61	\$4.40	\$5.54	\$6.67
Minimum Wage	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50	\$15.50

7. How does the program address needs that are not met by similar programs?

We are the only program on campus training students to compete in the labor market with skills necessary for the photography industry.

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Enrollment and FTES are trending up toward the levels reached before COVID.



**Labor Market Data:**

Source: CA Employment Development Department

Photographers  
(SOC Code : 27-4021)  
in California  
Photograph persons, subjects, merchandise, or other commercial products. May develop negatives and produce finished prints. Include scientific photographers, aerial photographers, and photojournalists.  
Employers usually expect an employee in this occupation to be able to do the job after Long-term on-the-job training (> 12 months) .

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2022	1st Qtr	\$26.85	\$18.31	\$23.23	\$32.15

[View Wages for All Areas](#) [About Wages](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	18,500	19,500	1,000	5.4	19,790

9. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

YES.

10. Have recommendations from the previous report been addressed?

**Curricular changes**

*Add an online History of Photography class. Traditionally this class has failed to fill whenever it was offered as an onsite course, but it might have more success as an online offering.*

Action Taken: I added PHTO 101: History of Photography and it has successfully filled every semester since it was approved by AP&P, including Fall, Spring, and Summer.

I am beginning to look into another History of Photography course (Race and Representation in Photography) that might meet the new Ethnic Studies graduation requirement.

## Facilities

*Completion of the new Fine Arts building is the single most important factor in serving our students. This is the third attempt at creating a building to house all the fine arts in one place and it is so important for student success. Having gone to school at a fine arts school where all the disciplines were housed under one roof, the energy, creativity and enthusiasm that is generated by the cross fertilization of the disciplines is amazing.*

Action Taken: January 2023 we moved into the new Fine Arts Complex. However, the analog and digital lab still needs additional attention and technology to be fully operational and ensure student success and engagement.

## Articulation and Neighboring College and University Plans

*Investigate increased articulation in Advanced Black and White, Materials and Processes, Commercial Photography and Digital Photography.*

Action Taken: I am the Fine Arts rep on the AP&P committee, and I am currently looking into other CCC's with photography courses that currently articulate with CSU and UC. I am working with our articulation officer to see what needs to be done to increase articulation. I am considering a course modification for PHTO 150: Commercial Photography in order for it to articulate as a studio lighting course. Currently, we have articulation with Basic

Photography and History of Photography.

11. Are there specific recommendations regarding the core topic responses from the validation team?

To continue providing opportunities for work-based learning and program relevancy by improving, and replacing technology used in the Photography industry.

Improve classroom technology in F 230 and F238 with a quality projection screen. Color accuracy is also essential. (Media Arts Advisory committee members advised that these issues should be addressed.

Work with the District to improve ITS support for Mac-based labs. This was the main reason I am on the hiring committee for the new Assistant Director, ITS.

Continue to pursue articulation agreements with CSUs to support transfers

Build advisors into the program – peer-to-peer, industry, and faculty advisors

Use the tables below to fill in **NEW** resources and planning initiatives that do not apply directly to core topics. ***This section is only used if there are new planning initiatives and resources requested.***

New Program Planning Initiative
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<b>Title:</b>	Photography Lighting Studio
<b>Planning years:</b>	2023-24
<b>Description:</b>	
Achieving learning outcomes in the area of photography includes industry standard studio lighting.	
<b>Resources:</b>	
<b>Priority Level:</b> Low Medium <b>High</b>	
<b>Resource Type:</b> <u>Equipment</u> Staff Faculty Supplies and Materials	
<b>Quantity:</b> 1 <b>Manfrotto Sky Track system, including hardware and lighting.</b>	
<b>Per Item Price:</b> <b>Price with taxes/shipping, etc: \$15,322.09</b>	
<b>Description:</b>	
Studio track lighting system and support mechanisms for track lighting. We need to upgrade our technology in this area to offer professional grade photography tools. Having a dedicated studio space in the new Fine Arts Complex also warrants such enhancements.	

<b>New Program Planning Initiative</b>	
<b>Title:</b>	Photography Analog Equipment and Darkroom
<b>Planning years:</b>	2023-24
<b>Description:</b>	
Following our Advisory Committee meeting over the past two years, it is clearly important to maintain our analog photography curriculum. The current Print Processing Lab / Darkroom area is not currently functional and we will need to acquire equipment and work with facilities to get the darkroom functional in the Fine Arts Complex	
<b>Resources:</b>	
<b>Priority Level:</b> Low Medium <b>High</b>	
<b>Resource Type:</b> Equipment Staff Faculty <b>Supplies and Materials</b>	
<b>Quantity:</b> 1 <b>Two-Door Dark Hall Light Trap or Rotary Door for Darkroom Access</b>	
<b>Per Item Price:</b> 1 <b>Price with taxes/shipping, etc:</b>	
<b>Description:</b>	
A two-door dark hall must be built into the Print Processing Room. Both doors must be fitted with light-tight seals to stop light leaks. The ceiling, floor and walls must be finished with a non-reflective "flat-black" finish. A rotary door is another option, but currently only used rotary doors are available.	
<b>Resources:</b>	
<b>Priority Level:</b> Low <b>Medium</b> High	
<b>Resource Type:</b> <u>Equipment</u> Staff Faculty Supplies and Materials	
<b>Quantity:</b> 20 <b>35mm Film Cameras</b>	
<b>Per Item Price:</b> <b>\$150</b> <b>Price with taxes/shipping, etc: \$3500</b>	

**Description:**

There are no new student quality film cameras being manufactured. If we plan to continue with analog film-based photography in some of our classes we will have to buy used cameras from reputable photographic equipment dealers like B&H and Samy's camera. It is my understanding we cannot use district funds to buy used equipment. We will also have to increase the repair budget for photography. It is currently 0.

New Program Planning Initiative	
<b>Title:</b>	Industry Standard Digital Camera Technology
<b>Planning years:</b>	2023-24
<b>Description:</b>	
With our Commercial Photography Certificate and AS: Photography Degree we must continue to provide industry standard technology for our students. This includes medium format and full-frame digital cameras for intermediate and advanced photography courses, and current APS-C DSLR cameras for introductory classes.	
<b>Resources:</b>	
<b>Priority Level:</b> Low <u>Medium</u> High	
<b>Resource Type:</b> <u>Equipment</u> Staff Faculty Supplies and Materials	
<b>Quantity:</b> 15 DSLR Cameras	
<b>Per Item Price:</b> 609.20	<b>Price with taxes/shipping, etc:</b> \$9138
<b>Description:</b>	
<b>Resources:</b>	
<b>Resources:</b>	
<b>Priority Level:</b> <u>Low</u> Medium High	
<b>Resource Type:</b> Equipment Staff Faculty Supplies and Materials	
<b>Quantity:</b> 3	
<b>Per Item Price:</b> \$3903	<b>Price with taxes/shipping, etc:</b> 11, 709.87
<b>Description:</b>	
Full frame DSLR and Medium format DSLR cameras	



<b>New Program Planning Initiative</b>	
<b>Title:</b>	<b>Mac Studio Computer Stations</b>
<b>Planning years:</b>	2023-2024
<b>Description:</b>	
<p><b>Our current iMacs in the Digital Lab and our Studio MacBook Pro were acquired in 2019. With the 5-year cycle approaching we will need to discuss this with ITS to ensure we have a plan on place to replace these computers with new Mac Studios and Monitors:</b></p> <p>Apple Studio Pro M2 Max, 64gb RAM, 2TB SSD drive  <a href="https://www.bhphotovideo.com/c/product/1639257-REG/benq_pd2725u_27_4k_uhd_thunderbolt.html">https://www.bhphotovideo.com/c/product/1639257-REG/benq_pd2725u_27_4k_uhd_thunderbolt.html</a></p>	
<b>Resources:</b>	
<p><b>Priority Level:</b> Low Medium <u>High</u></p> <p><b>Resource Type:</b> <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p><b>Quantity:</b></p> <p><b>Per Item Price:</b> 4,237.99/ Mac Studio &amp; 3479.70 (MacBook Pro) <span style="float: right;"><b>Price with</b></span></p> <p><b>taxes/shipping, etc:</b> \$105,191.46</p> <p><b>Description:</b></p> <p><b>Our current iMacs in the Digital Lab were acquired in 2019. With the 5-year cycle approaching we will need to discuss this with ITS to ensure we have a plan in place to replace these computers.</b></p>	
<b>Resources:</b>	
<p><b>Priority Level:</b> Low Medium High</p> <p><b>Resource Type:</b> Equipment Staff Faculty Supplies and Materials</p> <p><b>Quantity:</b></p> <p><b>Per Item Price:</b> <span style="float: right;"><b>Price with taxes/shipping, etc:</b></span></p> <p><b>Description:</b></p>	
<b>Resources:</b>	
<p><b>Priority Level:</b> Low Medium High</p> <p><b>Resource Type:</b> Equipment Staff Faculty Supplies and Materials</p> <p><b>Quantity:</b></p> <p><b>Per Item Price:</b> <span style="float: right;"><b>Price with taxes/shipping, etc:</b></span></p> <p><b>Description:</b></p>	

## **Area of Focus Discussion Template**

### **CURRICULUM AND TEACHING DESIGN**

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

**Possible topics:**

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

Analyzed data to explore higher education partnerships for articulation and align curriculum for lower division transfers.

Analyzed data to explore how higher education institutions are transitioning from analog curriculum to primarily digital curriculum. Curriculum changes will need to be made as we transition in the Fine Arts Complex digital labs.

Analyzed data to explore employer needs and align curriculum to support opportunities for students to get work in the field of photography and sustain a livable wage.

#### **HIGHER EDUCATION RESEARCH**

Data from CCC's was collected in order to consider program and course modifications, new courses, and new certificates and degrees. New courses include analog and emerging technologies, and data was collected in order to consider courses that might meet the new graduation requirement in Ethnic Studies.

Data from eleven CSU's that offer Photography degrees or concentrations as part of a BA/BFA was collected. This data was collected and put on a spreadsheet including lower division course numbers and descriptions. This allowed me to compare CSU programs and courses that are currently part of the Photography program at Allan Hancock College. The research also revealed patterns of interdisciplinary connection with courses in the areas of Photography, Art, Media Art, Film/Video, and Graphic Design. It also informs changes to be considered in the Photography AS degree and Certificate of Achievement.

## Recommended Curriculum and Program Modifications

### Media Arts: Photography AS

- Elective Option A
  - Sunset PHTO 179A Intro to View Camera
    - No longer have large enough darkroom enlargers or large format cameras to support this course.
  - Modify analog curriculum and combine current courses into one or two courses rather than three.
  - Propose the following courses:
    - Race and Representation in Photography (also meets ES graduation requirement.
    - Special Topics courses including emerging photographic technologies such as drone technology and artificial lighting technology.

### Photography Jobs Listing Research: <https://www.onetonline.org/>

Sample of reported job titles: Advertising Photographer, Commercial Photographer, Graduation Photographer, Newspaper Photographer, Photo Editor, Photographer, Photojournalist, Portrait Photographer, Sports Photographer, Studio Photographer

### Occupation-Specific Information

- Adjust apertures, shutter speeds, and camera focus according to a combination of factors, such as lighting, field depth, subject motion, film type, and film speed. [Related occupations](#)
- Create artificial light, using flashes and reflectors. [Related occupations](#)
- Determine desired images and picture composition, selecting and adjusting subjects, equipment, and lighting to achieve desired effects. [Related occupations](#)
- Transfer photographs to computers for editing, archiving, and electronic transmission. [Related occupations](#)
- Use traditional or digital cameras, along with a variety of equipment, such as tripods, filters, and flash attachments. [Related occupations](#)
- Manipulate and enhance scanned or digital images to create desired effects, using computers and specialized software. [Related occupations](#)
- Take pictures of individuals, families, and small groups, either in studio or on location. [Related occupations](#)
- Enhance, retouch, and resize photographs and negatives, using airbrushing and other techniques. [Related occupations](#)
- Test equipment prior to use to ensure that it is in good working order. [Related occupations](#)
- Estimate or measure light levels, distances, and numbers of exposures needed, using measuring devices and formulas. [Related occupations](#)
- Perform general office duties, such as scheduling appointments, keeping books, and ordering supplies. [Related occupations](#)
- Review sets of photographs to select the best work. [Related occupations](#)

- Set up, mount, or install photographic equipment and cameras. [Related occupations](#)
- Determine project goals, locations, and equipment needs by studying assignments and consulting with clients or advertising staff. [Related occupations](#)
- Perform maintenance tasks necessary to keep equipment working properly. [Related occupations](#)
- Select and assemble equipment and required background properties, according to subjects, materials, and conditions. [Related occupations](#)
- Direct activities of workers setting up photographic equipment. [Related occupations](#)
- Engage in research to develop new photographic procedures and materials. [Related occupations](#)
- Mount, frame, laminate, or lacquer finished photographs. [Related occupations](#)
- Send film to photofinishing laboratories for processing. [Related occupations](#)
- Develop visual aids and charts for use in lectures or to present evidence in court. [Related occupations](#)
- Load and unload film. [Related occupations](#)
- Photograph legal evidence at crime scenes, in hospitals, or in forensic laboratories. [Related occupations](#)
- Write photograph captions. [Related occupations](#)
- Set up photographic exhibitions for the purpose of displaying and selling work. [Related occupations](#)
- Produce computer-readable, digital images from film, using flatbed scanners and photofinishing laboratories. [Related occupations](#)
- Employ a variety of specialized photographic materials and techniques, including infrared and ultraviolet films, macro photography, photogrammetry and sensitometry. [Related occupations](#)
- License the use of photographs through stock photo agencies. [Related occupations](#)
- Develop and print exposed film, using chemicals, touch-up tools, and developing and printing equipment.

### Technology Skills

- Accounting software
- Data base user interface and query
- Graphics or photo imaging software — Adobe Creative Cloud
- Video creation and editing software — Adobe Systems Adobe After Effects, Apple Final Cut Pro; WeVideo; YouTube
- Web page creation and editing software WordPress

### Occupational Requirements

- Working with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

#### Detailed Work Activities

- Set up still or video cameras or related equipment.
- Convert data among multiple digital or analog formats.
- Determine technical requirements of productions or projects.
- Operate still or video cameras or related equipment.
- Create computer-generated graphics or animation.

#### CONCLUSIONS

Review Media Arts: Photography program, degrees, certificates, and courses. Get input from faculty teaching current courses and advisory committee members for course modifications.

- Look into modifying or sunsetting analog photography courses to align with current analog and digital laboratories.
- Recommend developing a transfer option AS program for students who are transfer oriented
- Recommend creating and developing photography courses or curriculum incorporating emerging photographic technologies, including drone technology, camera technology, lighting equipment, etc.
- Recommend creating and developing a photography course to meet the new Ethnic Studies graduation requirement.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Identify course scheduling conflicts with core classes that are part of related Media Arts programs.

- Have discussions and coordinate with faculty as we submit Fall and Spring course schedules to avoid conflicts that impact enrollment and completions.
- Need to review and update program maps as necessary to assist students with timely completions of their educational goals.

Review and revise the current Photography program and courses to better align with CSU transfers and employment requirements.

- Work with articulation officer and request articulation agreements with CSU and UC. Explore CCC's that have articulation agreements and request the comparable COR to make adjustments for better alignment.
- Review and revises COR's to align with work related entry level skills and encourage faculty to develop coursework to demonstrate those skills.

Review and update program learning outcomes for better alignment with CSU, UC, High School Pathways and the photography industry.

Support Part-Time faculty to participate in research, data collection and reporting for assessments.

3. What are your plans for change or *innovation*?

Work with articulation officer and request articulation agreements with CSU and UC. Explore CCC's that have articulation agreements and request the comparable COR to make adjustments for better alignment.

Review and revises COR's to align with work-related entry-level skills and encourage faculty to develop coursework to demonstrate those skills.

Review and update program learning outcomes for better alignment with CSU, UC, High School Pathways and the photography industry.

Support Part-Time faculty to participate in research, data collection and reporting for assessments.

Outreach to expand Advisory Committee, including those in Higher Education, High Schools, and the photography industry.

4. How will you *measure* the results of your plans to determine if they are successful?

We will have a District supported full-time faculty member working for student success. This faculty member can mentor students, implement new technology, and develop programs and courses to serve 21<sup>st</sup> century Media Arts employers.

We will have more engagement from our industry advisory committee to mentor and support these students and programs.

We will be granted more articulation agreements with CSUs and UCs.

We will coordinate the course schedule so courses will not be scheduled in a way to compete against other core Media Arts courses and in consideration of other interdisciplinary programs.

Students will spend less time at Hancock College earning degrees and certificates.

We will have more students transferring to CSUs and UCs.

We will have more students engaged in work-based learning, offered internships and entry-level employment in photography jobs.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

**Announcements:** Instructor uses announcements to communicate important time sensitive information to students weekly and on an as needed basis.

**Weekly Discussions:** Regular weekly interaction happens through online discussions pertaining to current assignments and topics being discussed in class. Students research and reflect on a topic relevant to the weekly readings in a Discussion format. Students then respond to one or two peer posts. Instructor monitors each discussion and responds as necessary.

**Projects:** Instructor provides students with one-on-one personalized feedback rubric analysis, comments, and video with recommendations for improvement and possible resubmission.

**Email:** Instructor responds to emails typically within 24 hours

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested.***

New Program Planning Initiative	
<b>Title:</b>	Photography Lighting Studio
<b>Planning years:</b>	2023-24
<b>Description:</b> Achieving learning outcomes in the area of photography includes industry standard studio lighting	

**Resources:**

**Priority Level:** Low Medium High

**Resource Type:** Equipment Staff Faculty Supplies and Materials

**Quantity:** 1 Manfrotto Sky Track system, including hardware and lighting.

**Per Item Price:** Price with taxes/shipping, etc: \$15,322.09

**Description:**

Studio track lighting system and support mechanisms for track lighting. We need to upgrade our technology in this area to offer professional grade photography tools. Having a dedicated studio space in the new Fine Arts Complex also warrants such enhancements.

**New Program Planning Initiative**

**Title:** Photography Analog Equipment and Darkroom

**Planning years:** 2023-24

**Description:**

Following our Advisory Committee meeting over the past two years, it is clearly important to maintain our analog photography curriculum. The current Print Processing Lab / Darkroom area is not currently functional and we will need to acquire equipment and work with facilities to get the darkroom functional in the Fine Arts Complex

**Resources:**

**Priority Level:** Low Medium High

**Resource Type:** Equipment Staff Faculty Supplies and Materials

**Quantity:** 1 Two-Door Dark Hall Light Trap or Rotary Door for Darkroom Access

**Per Item Price:** 1 Price with taxes/shipping, etc:

**Description:**

A two-door dark hall must be built into the Print Processing Room. Both doors must be fitted with light-tight seals to stop light leaks. The ceiling, floor and walls must be finished with a non-reflective "flat-black" finish. A rotary door is another option, but currently only used rotary doors are available.



**Resources:**

**Priority Level:** Low Medium High

**Resource Type:** Equipment Staff Faculty Supplies and Materials

**Quantity:** 20 35mm Film Cameras

**Per Item Price:** \$150 **Price with taxes/shipping, etc:** \$3500

**Description:**

There are no new student quality film cameras being manufactured. If we plan to continue with analog film-based photography in our basic 110 classes we will have to buy used cameras from reputable photographic equipment dealers like B&H and Samy's camera. It is my understanding we cannot use district funds to buy used equipment. We will also have to increase the repair budget for photography. It is currently 0.

**New Program Planning Initiative**

**Title:** Industry Standard Digital Camera Technology

**Planning years:** 2023-24

**Description:**

With our Commercial Photography Certificate and AS: Photography Degree we must continue to provide industry standard technology for our students. This includes medium format and full-frame digital cameras for intermediate and advanced photography course, and current DSLR cameras for introductory classes.

**Resources:**

**Priority Level:** Low Medium High

**Resource Type:** Equipment Staff Faculty Supplies and Materials

**Quantity:** 24

**Per Item Price:** \$2722.66 **Price with taxes/shipping, etc:** \$65, 343.90

**Description:**

Our current iMacs in the Digital Lab were acquired in 2019. With the 5-year cycle approaching we will need to discuss this with ITS to ensure we have a plan on place to replace these computers. <https://www.apple.com/shop/buy-mac/imac/blue-24-inch-8-core-cpu-8-core-gpu-8gb-memory-512gb>

**Resources:**

**Resources:**

**Priority Level:** Low Medium High

**Resource Type:** Equipment Staff Faculty Supplies and Materials

**Quantity:** 3

**Per Item Price:** **Price with taxes/shipping, etc:**

**Description:**

Full frame DSLR and Medium format DSLR cameras

Program Review Signature Page:



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Program Review Lead

Aug 25, 2023

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Date



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Program Dean

Aug 25, 2023

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Date



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Vice President, Academic Affairs

Aug 25, 2023

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Date











# F22-S23 YPU and Curriculum and Teaching Design - PHOTO\_82523

Final Audit Report

2023-08-25

Created:	2023-08-25
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA60nGI3COmyR94ftWzCkKOhDtwOBIdML9

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