**COLLIN COLLEGE**

**PROGRAM NAME:  COMMERCIAL PHOTOGRAPHY     PROGRAM REVIEW CONTACT:  ELIZABETH MELLOTT**

**PHONE: 682-560-0676     EMAIL:  EMELLOTT@COLLIN.EDU**

## GUIDELINES

**Time Frames:**

1. **Scope**:

    The time frame of program review is five years, including the year of the review.

    Data being reviewed for any item should go back the previous four years, unless not available.

2. **Deadline Dates**:

    January 15th – Program Review Document due to Department Dean for review

    February 1st – Program Review Document due to Program Review Steering Committee

3. **Years:**

    Years 1 & 3 – Implement Action Plan of (CIP) and collect data

    Years 2 & 4 – Analyze data and findings, Update Action Plan

    Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES:**  Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

**EVIDENCE GUIDELINES:**  In the following sections, you will be asked to provide evidence for assertions made.

a. **Sources**:  This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office, National Student Clearinghouse, IPEDS, EMSI Analyst or EMSI Career Coach, and may be quantifiable and/or qualitative.  If you are unfamiliar with any of these information sources, contact David Liska (dliska@collin.edu, 972.985.3714).  Use additional data sources of which you are aware.

b. **Examples of Evidence Statements**:

    1. Poor example:  Core values are integrated into coursework. (Not verifiable)
    2. Good example:  Core values are integrated into coursework through written reflections. (Verifiable, but general)
    3. Better example:  Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**FOR MORE INFORMATION:**  Any questions regarding this review, including forms, calendars & due dates, should be addressed to Scott Parke (sparke@collin.edu, 972.599.3117) or David Liska (dliska@collin.edu, 972.985.3714) in Policy and Planning/Institutional Effectiveness.

# Section I. *Are We Doing the Right Things?*

## 1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

### A. What is the program and its context?

The Commercial Photography Program at Collin College strives to prepare students for placement into the professional photography industry. After completion of the Associate of Applied Science commercial photography degree, or commercial photography certificates, a student will be prepared in a variety of commercial shooting styles, natural, studio, and location lighting, management of a commercial studio, assisting professional photographers, art directors, and stylists and be prepared to freelance and/or start an independent photography practice.

Paired with a tightly focused curriculum, students learn how photography impacts social history, become engaged in critical theory, are challenged to contribute original research, and empowered to enter the industry with a competitive edge. With a team of four full-time faculty, ten associate faculty, two full-time lab managers and student assistants, the Photographic Arts Lab and Digital Photographic Arts Learning Center provide materials and facilities for students to experience equal opportunity and professional-level access to photographic equipment and processes. Outside of the classroom, the photography department hosts a series of events throughout the year including, national guest speakers, workshops, field trips to museums and galleries, portfolio review observations with FotoFest Biennial, group exhibitions, and photo demonstrations with the local Girl Scouts. Students are also invited to participate with the Obscura Photo Club to organize various events centered on service learning and community involvement.

Through final projects and portfolios, students demonstrate an understanding of photographic technique including, manual camera operation, exposure, and lighting, the ability to recognize, analyze, and respond critically to contemporary and historical photographic art, develop an understanding of professional photographic practices relating to commercial work, and demonstrate an understanding of concept development.

Major areas of demand for photographers include, but are not limited to, Weddings and Family Portraits, Architectural Photography, Real Estate Photography, Headshots and Business Portraits, Event Photography, Public Relations, Editorial Photography, Sports, Stock Photography, Advertising Agencies, Small Businesses, Aerial Photography, Digital Technicians, and Digital Retouching.

## B. Executive summary:

The Collin College Photography Department Program Review is intended to provide a reflective assessment of the program by providing evidence of actions that support the college mission, core values, and strategic plan. The department is committed to providing students access to a wide-range of photographic practice to prepare them for work in the industry. This self-study addresses the development of a stronger program with the addition of a new Commercial Photography AAS Degree and more certificate options, as well as new 2+2 articulation agreements, and areas for improvement.

WHO WE ARE

The Commercial Photography Program at Collin College strives to prepare students for placement into the professional photography industry.  The diverse and accomplished faculty, provide students a wide-range of content, tools and skill sets to succeed upon graduation.

PROGRAM RELATIONSHIP TO STUDENT AND MARKET DEMAND

A trend in low award completions prompted the faculty to develop the new Commercial Photography degree plans that includes additional advanced photography classes and two options for a certificate. Four new courses directly address the needs of an ever-expanding technology-driven field. By designing a degree plan geared toward the commercial photographer, students are gaining expertise-level knowledge that will separate them from any other individual with a camera.

EFFECTIVE CURRICULUM

The faculty addressed the issue of low completion in commercial photography by developing new Commercial Photography degree plans. The main obstacle for students was in completing graphic design courses that were not relevant to the type of work graduates intended to pursue. With the assistance of a newly formed advisory board and their suggestions, the Collin College Photography Department has recently adapted three major changes in the program, which will be discussed throughout this document.

COMMUNICATION

The Collin College Photography Department remains connected to students and the community at large, through social media outlets, a website, posters, flyers, and a presence in photographic circles. The Photography Department faculty and staff create and/or maintain the photography department social media outlets, a website, posters and flyers.  All faculty and staff are engaged and active in the photography commercial and art realm, both regionally and nationally.

## 2. WHY DO WE DO THE THINGS WE DO:  PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that the program supports the college mission:**

The courses offered within the photography program develop students' critical thinking skills related to the field, while expanding on the technical skills necessary to succeed as professionals in the industry.  The program challenges students' preconceived notions about photography by preparing them for the industry as productive leaders with a strong character. Nearly every photography course practices a form of critical thinking by asking students to analyze and respond critically to work during group critiques and class discussions. Examples of courses that challenge the intellect include, *Foundations of Art*, *Studio Management*, and *Portfolio Development*.

- **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values:**

Learning —Photography students learn critical thinking skills related to the field. These are measured through written assignments that ask students to critically analyze works of art and through peer critiques.

Service and Involvement—Photography students are encouraged to be involved in the community beyond the college, for example, through field trips to museums and galleries, portfolio review observations with FotoFest Biennial, group exhibitions, and photo demonstrations with the local Girl Scouts. Additionally, students are invited to participate with the Obscura Photo Club to organize various events centered on service learning and community involvement.

Creativity and Innovation—Photography students expand their creativity and innovation through their theme-based projects and final portfolios. Students are encouraged to take unconventional approaches and craft a personal vision.

Academic Excellence—In addition to technically mastering the material, students are prepared for the effective communication of ideas through the development of oral and written skills.

Dignity and Respect—Photography students address diversity through photographic projects and learn respect through the principles of subject rapport.

Integrity—Ethics and copyright issues receive special attention in several courses throughout the program, including but not limited to, *Studio Management* and *Portfolio Development.*

- **Provide program-specific evidence that supports how the program supports the college strategic plan**: https://www.collin.edu/aboutus/index.html.

1. Improve academic success by implementing strategies for completion.

In 2016, a new degree plan was designed that is geared toward the commercial photographer. The new photography program replaced several communication design courses with specialized photography courses, providing students with a viable, comprehensive education that will efficiently serve their careers. Additionally, a new course-offering plan was proposed to rotate classes, thus allowing students to complete their degree within a more reasonable time frame.

2. Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workforce opportunities.

In an ever-changing technological world, the photography classrooms and digital labs are equipped with the most recent software utilized exclusively by professionals in the industry. For example, the department recently purchased licenses for Capture One, an application used exclusively by professional photographers.

3. Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values.

Photography students remain engaged and are encouraged to adhere to the Collin College Core Values as stated above. Students are learning new skills, are involved in the community, create new work with unique ideas, are encouraged to pursue academic excellence in the classroom, they learn respect and subject rapport/client interaction, and integrity received special attention.

4. Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships, and developing resources to respond to current and future needs.

In line with the 2016 Collin College Strategic Plan, Professor Elizabeth Mellott was awarded sabbatical research during spring 2016. Professor Mellott's sabbatical was used to establish university transferable courses and prepare 2+2 articulation agreements with

Texas A&M University-Commerce, University of Texas at Arlington, University of Texas at Dallas, and Texas Woman's University. Articulation agreements were created among all participating photography departments and are now awaiting the next step for administrative level approval.

### 3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

**Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.**

For the past four years, there has been a steady increase in the number of photography majors at Collin College. There are currently twenty-six declared majors. Since many past students desired to take only photography courses and were not interested in Communications Design courses, we lost potential majors. Since award completions have been low for the past several years, the photography department faculty decided to pursue a new commercial photography program that includes four additional advanced photography classes and two options for a certificate. Included in the updated degree plan are four new courses that directly address the needs of an ever-expanding technology-driven field. By designing a degree plan geared toward the commercial photographer, we anticipate a significant increase in the number of declared photography majors. Most of the advanced and specialized courses were merely electives or optional courses on the current degree plan, which may explain the low enrollment numbers. However, these numbers will grow, as more students will be required to take the courses as part of the degree plan. With input from the advisory committee, four new courses were added including, Book, Design, and Presentation, Video Production for Photographers, Photo Digital Imaging II, and Cooperative Education for Commercial Photography. The course PHTC 1371 Book, Design, and Presentation encompasses the structure and creation of promotional and one-of-a-kind materials for photographers, with emphasis on composition and design elements. PHTC 2371 Video Production for Photographers is a foundation course in professional video production for photographers, which includes video capture, editing, sound recording, color grading, and delivery. In Photo Digital Imaging II, students will be granted an opportunity to work further with advanced concepts in the use of the computer and software such as Adobe Photoshop, Lightroom, and Capture One. The last course for students, PHTC 2380 Cooperative Education, a new addition scheduled to be offered fall 2018, will provide in-depth career-related activities through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Together with the existing photography curriculum, the new classes will fully prepare students for a career in the commercial photography field. In addition to the 60-hour Associate of Applied Science Degree in Commercial Photography, two new certificates were developed. The first certificate in Studio Production is 15 credit hours. A level two certificate of 36 hours was developed for a Commercial Photography Specialist. Each of these certificates was streamlined for students to have the option to either complete the first certificate and graduate or decide to stay in the program

longer to achieve a level two certificate or the AAS degree. Finally, the photography department has established a schedule of course offerings that will rotate each term to ensure students are taking the correct classes each semester in order for them to graduate on time.

**Photography, Commercial**
**Program Review 2016-2017**
**Award Completion by Program**
**FY 2012-2016**

| Award Type | Major Code | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|
| **Degree** | CMOH | 0 | 0 | 0 | 0 | 2 |
| | PHTC | 2 | 2 | 3 | 3 | 1 |
| **Degree Total** | | 2 | 2 | 3 | 3 | 3 |
| **Certificate** | CMPH | 0 | 0 | 0 | 0 | 1 |
| | PHTC | 1 | 2 | 1 | 4 | 1 |
| **Certificate Total** | | 1 | 2 | 1 | 4 | 2 |
| **MSAA** | STDM | 0 | 3 | 0 | 7 | 0 |
| | STDP | 0 | 0 | 0 | 1 | 0 |
| **MSAA Total** | | 0 | 3 | 0 | 8 | 0 |
| | | | | | | |
| **Photography, Commercial Total** | | | | | | |
| | | 3 | 7 | 4 | 15 | 5 |

## 4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

**Make a case with evidence to show that employers need and hire the program's graduates.**

The market for photographers tends to favor those who have the greatest depth and breadth of demonstrable experience. This includes the mastery of computer-based image post-processing tools and professional lighting expertise as critical to successful competition for photographer jobs. Overall employment trends slightly favor self-employed or freelance photographers over traditional full-time employment. Even so, there are several large companies in the DFW Metroplex, i.e. Wedding Party LLC, Fossil, JC

Penney, and Lifetouch, that employ photographers, assistants and digital retouchers. These jobs may require a portfolio of images that demonstrate the photographer's skills. Major areas of demand for photographers include, but are not limited to, Weddings and Family Portraits, Architectural Photography, Real Estate Photography, Headshots and Business Portraits, Event Photography, Public Relations, Editorial Photography, Sports, Stock Photography, Advertising Agencies, Small Businesses, Aerial Photography, Digital Technicians, and Digital Retouching. Through the program, students will have a more specialized commercial photography degree plan to help students stand out among the average photographer. The new program that was developed is the only one of its kind in the North Texas area. According to the Texas Higher Education Coordinating Board Existing Program Performance Review, similar viable programs include Alamo Community College, El Paso Community College, and Houston Community College System, none of which are geographically near Collin College. One area of weakness that was noted during this program review was the omission of video production and the underuse of the Capture One software that is primarily used by professional commercial photographers. To address these concerns, a new video course was developed and the faculty attended workshops and purchased the Capture One software for all of the computers in the photography labs. Faculty teaching studio lighting courses (Peter Calvin, Byrd Williams, and Lupita Murillo Tinnen) have all attended Capture One training and have proposed for funding to acquire Capture One certification. Students will be well versed in every application available to commercial photographers. For those students that wish to obtain a baccalaureate degree, the new articulation agreements will allow for a streamlined transfer to at least four area universities, including Texas A&M University-Commerce, University of Texas at Arlington, University of Texas at Dallas, and Texas Woman's University.

# Section II.  Are We Doing Things Right?

## 5. HOW EFFECTIVE IS OUR CURRICULUM AND HOW DO WE KNOW?

**A. Make a case with evidence that there are no curricular barriers to completion. Review the course enrollment, course retention rate, course success rate, and periodic scheduling to identify barriers to program completion.**

The Commercial Photography Program curriculum and course inventory is one of the most comprehensive in the state of Texas. The program at Collin College has a tradition of blending a university transfer program with a Commercial Certificate Degree path. This blending of a fine arts aesthetic mind set with the hirable skill set, provided by a commercial work ethic, places the students in a high-end creative product-pricing environment.

The Collin Photography Program is presently evolving. In the past, the Commercial Program has been one of multiple degree tracks within the Communication Design Department. As industry production requirements morphed into an entirely new technology with demanding professional workflow, the Fine Arts Division responded by spinning off professional imaging into a dynamic contemporaneous photographic program. The prior arrangement made it difficult to accurately glean statistical data from the confusing mix of degree plans and student overlap.

For example, the number of students who completed the award in each of the last five years:
Photography, Commercial          Graphic Design

2012   3 _____ 29

2013   7 _____ 76

2014   4_____ 52

2015   15_____ 46

2016   5_____ 44

New industry-experienced faculty, aggressive growth strategies, a fully concentrated industry advisory board all combined with an intensive course inventory and relevant degree plans will undoubtedly produce the most prepared photographic work force in the region.

New faculty: In service to our new professional industry image-makers protocol, we have hired new faculty, both full time and associate, that are educationally qualified working professionals. Peter Calvin, Lane Baker, Gary McCoy and Danny Hurley, all have extensive studio and client service experience and can teach specific specialty courses required by a demanding market of consumers.

Aggressive growth strategies:  Our plans include an extensive high school outreach agenda coupled with frequent mini-conferences, such as the Phase One Equipment Primer, the Freestyle Printer consortium, and numerous Obscura Camera club events. We are establishing important industry connections with the Professional Photographers of America (PP of A), American Society of Media photographers (ASMP) and the Society for Photographic Education (SPE) all of which will provide and encourage employment

opportunities and valuable business contacts for incoming students. All of these additional perks above and beyond degree plan curriculum will attract new enrollment.

**Timeline of Growth Strategies**

High School Outreach

- February 2017: Professors Peter Calvin will review regional high school student portfolios at the Association of Texas Photography Instructors (ATPI) Winter Conference.

Mini-conferences (Phase One Equipment Primer, Freestyle Printer Consortium, etc.)

- October 2016: Professor Peter Calvin organized a Phase One Standout Forum on the Spring Creek Campus (open to all students). Additionally, Professor Calvin arranged for student work to be exhibited, as well as, a table with printed handouts and a video. Collin students served as volunteers and gained additional connections.

Obscura Camera Club Events

- January 2017: Advisor/Professor Elizabeth Mellott conducted the first club meeting of the semester. Monthly meetings will are scheduled to follow.
- February 7: The club will set a calendar of events for the remaining academic year. Events will include, but not limited to, day field trips, shooting field trips, gallery visits, Spring Creek Campus Spring Fling, fundraising opportunities, and workshops. Every event is open to all Collin students, unless limited by funding.
- February 23: Advisor/Professor Elizabeth Mellott has arranged a photography club day trip to Houston to meet with FotoFest Gallery, Houston Center of Photography and Station Museum. Students will meet two international photographers, participate in gallery tours by four gallery directors, and view professional photography exhibitions.

Professional Photographers of America (PP of A)

- January 2017: Professor Peter Calvin attended the PP of A's national conference, *Imaging USA*, and is coordinating to bring a PP of A representative from the local chapter to the Spring Creek Campus to meet with students.

American Society of Media Photographers (ASMP)

- January 2017: Professor Peter Calvin attends the monthly meetings. Students are encouraged to attend and many do attend.

Society of Photographic Education (SPE)

- March 2017: Professor Byrd Williams will attend and present at the conference.

Texas Photographic Society

- Professor Lupita Murillo Tinnen serves as the treasurer for the organization.

Fully concentrated industry advisory board: Under the previous Communication Design umbrella, there was only one photo-based advisor to suggest current industry trends, employment needs and minimum skill set essentials. There was no representation from the primary trade and industry organizations such as Professional Photographers of America, American Society of Media Photographers and Society of Photographic Education. Our new advisory board boasts of community professionals from an array of corporate, educational and trade segments of the Imaging Industry. We now have a full view of industry standards that promote the structuring of a viable educational program in photography.

Intensive course inventory: Cameras are now in everybody's hands. All citizens are photographers right? Not so. The ubiquity of pencils, typewriters and computers did not produce one extra Faulkner. Aspiring young image makers MUST differentiate themselves from the "selfie" phone snappers at the mall. They do this not with overpriced equipment, but with visual literacy. That is, to see photographically and have the specific skill set to deliver market needs. Photographers today have to be able to execute an array of photographic categories from product illustration to architectural beauty. Our course inventory is second to none in the region:

      Portraiture (studio Lighting)

      Location Portraiture

      Architectural Photography

Color Theory

All levels of software applications, including: Adobe Creative Suite, Lightroom, and Capture One.

Illustrative Photography

Video

Business and Professional Communications

Portfolio Development

Foundations of Art (History of Photography)

Book, Design, and Presentation

Studio Management

Fashion Photography

**A short list of our successful students bespeaks the accordant spirit of our curriculum.**

Bradley Strickland: High school Photography teacher

Elaine Botkin:  Freelance Photographer / Weddings

Ratchaneekorn Suttikarn:  Freelance Photographer / Portraiture

Brandon LaJolie:  Automobile photographer / GT-MOTO, Forced Performance

Virginia Owens:  Freelance Photographer / Generalist

Nivida Roman Payne:  Freelance Photographer / Portraiture

Cynthia Buntain:  Freelance Photographer

Kalynne Morales:  Freelance Photographer / Fashion

Karen Garcia:  Freelance Photographer

Samantha Friedman:  Freelance Photographer

Diana Kang:   Freelance Photographer

Dianne Smith:  Freelance Photographer

Kris Koppe: Freelance Photographer / Fashion, Portraiture

Patty Ellison:  Freelance Photographer

Vernetta Thompson:  Freelance Photographer

Courtney Autry: Freelance Photographer

Chris Baylor: Freelance Photographer-Sports, Weddings, Portraits

Sabrina Mendoza: Freelance Photographer

Brittney Nicole Williams: Editorial Magazines/ D mag/ Allen Image

Daniel Eubanks: Freelance Photographer / Generalist

Charlise Hill-Larson: Editorial / Plano Magazine Writer, photographer

Jackie D Rockwell:  Freelance Photographer

George Torres: Freelance Photographer

Patricia Richards: College Photography Professor, Tarrant County College

Misty Kiesler: Freelance Photographer / editorial / Fine Arts Professor

Angela Cheryl: Fashion

Iris Brawley:  Freelance Photographer portrait and jewelry

Brooke Ragusa: Freelance Photographer

During spring 2016, our discipline lead, Elizabeth Mellott, was awarded a sabbatical for the express purpose of exploring and solidifying articulation agreements with a comprehensive list of North Texas Universities. She designed and implemented degree plans that facilitate a barrier free flow awarding our students with junior-level status upon entry. A survey instrument was issued providing our photography faculty with critical skill requirements for transfer:

1. How do students create the final project?
   - A&M- conceptual series, not portfolio of assignments
   - TWU- conceptual series, not portfolio of assignments
   - UTA – conceptual series, not portfolio of assignments
   - UTD- conceptual series, not portfolio of assignments
2. Do you require students to learn printing techniques? How do students create work – print or screen?
   - A&M– Critique by prints, not on screen.  Required to learn printing. Only technical assignments may be viewed on screen and not printed.
   - TWU– Critique by prints, not on screen.  Required to learn printing. Stressed all critiques are print based not screen based.
   - UTA – Critique by prints, not on screen.  Required to learn printing.
   - UTD– Critique by prints, not on screen.  Required to learn printing. Required to learn large format 44" printing.
3. What barriers do transfer students face?
   - A&M – Knowing the latest version of software. Know how to complete a final portfolio.  Retaking classes because a student took a class at a community college that will not transfer to A&M, not understanding what classes transfers.
   - TWU – technical barriers, understanding PhotoShop.  Said our transfer students are good, notices this with other schools. Know how to create a conceptual series final project.
   - UTA – Some schools do not teach students to create a finished series of conceptual work.
   - UTD – design, camera operations, know how to print digital and darkroom. Conceptual portfolio – final project.  Taking classes at a community college that do not transfer for the degree at UTD.
4. Do you include video capture in a beginning digital photography class? Which program do you use? What levels of video capture do expect a transfer student to have?
   - A&M – time lapse, still to motion. Video is DSLR (Digital Single Lens Reflex Camera) video. Not in a beginning class.
   - TWU – animated gift, DSLR motion, Final cut Pro. Not in a beginning class.
   - UTA – Final cut Pro. Not in a beginning class.
   - UTD – Not in a beginning class. Once students are advanced they can use whichever software they prefer.

5. What digital software do you use?  What software should transferring students know?
   - A&M – DSLR, Photoshop, Light Room.  Need to be familiar with all, but not masters.
   - TWU – Photoshop
   - UTA – Light Room and Photoshop.  UTA does not specify when and which class – it is the professors choice.  They want a student to know both by the end of their degree.  It is fine if students transfer with PS only.
   - UTD– Light Room, Photoshop.  Wants transfer students to be familiar with both.
6. Do you include smart phone capture in a beginning digital photography class? If yes, to what extent?
   - A&M – digital 1 – any camera.  Digital 2, digital 3, all advanced - DSLR
   - TWU – no
   - UTA – Do not have a class that allows smart phones; however, advanced classes can use any camera choice that serves the project.
   - UTD – yes it is similar to a "photography for non-majors" class.  This class fulfills a class for understanding photographs for graphic design students and other areas that are not photography majors.
7. What equipment does the lab have?
   - A&M – two 17" printers, one 44" cannon printer, print 60". Color Monkey every Friday can use all paper types, 44'x64" dry mounting machine.  Students print one large format print to understand producing large pieces.
   - TWU – Epson and Mac, large and medium printers.
   - UTA – 2 large format Epson digital (44"), 3 medium.  Epson and Mac
   - UTD - every 2 computers share a scanner. Large and medium printers.  Each student must print 44" to learn working large.
8. What barriers do students face with new technology?
   - A&M – Students do not have the software or equipment to work at home, they need open labs with hours that accommodate their schedules.
   - TWU – Not understanding the complexity of technology and software.
   - UTA – Not knowing how to print.
   - UTD – keeping software updated.


Some students leave the program as non-completers and go into the commercial photography workforce to earn a living. Yet, in a competitive market, it is beneficial for beginning photographers to have a plethora of photography skills and a degree to validate their education. The Collin photography faculty is intransigent regarding student commitment to the educational finish line. We are initiating a vigorous classroom promotion of degrees and certificates with regular advising sessions. Uninformed students not married to an

educational path can drift into academic malaise. The Collin College Photography Department and Laboratory staff comprises a strong artists community that promotes networking and a stimulating environment of idea exchange.

**B. Show evidence that the THECB standards listed below have been met.  For any standard not met, describe the plan for bringing the program into compliance.**

1. **Credit Hour Standard: There are no more than 60 credit hours in the program plan.**
   Number of semester credit hours (SCH) in the program plan:  60 credit hours

   **Completers Standard: Average 25 completers over the last five years or five completers per year.**

   | Date | Photography, Commercial |
   |------|------|
   | 2012 | 3 |
   | 2013 | 7 |
   | 2014 | 4 |
   | 2015 | 15 |
   | 2016 | 5 |

Actual unduplicated enrollment reflects that the Collin College Photography Department has substantially grown in the last five years.  The 2011-2012 academic year enrollment standing at 111, with the last count for 2015-2016 academic year at 212.  This growth in enrollment does not correspond to degree rates.  Being aware of this trend, photography faculty proposed a free-standing commercial photography workforce program.  The new program with photography-concentrated degrees goes into effect spring 2017. We predict that the new freestanding Commercial Photography Program will show a substantial increase in these figures for the next review period.  The creation of a discipline specific concentrated curriculum has removed most of the academic barriers to completion that existed when student were encumbered with nonessential graphic design courses. (See section 5A)

2. **Licensure Standard: 90% of first time test takers pass the Licensure exam.**
   If applicable, include the licensure pass rate: __NA_____
   For any pass rate below state standard, attach a plan for raising the pass rate.

3. **Retention Standard: 78% of census day students should earn a grade in the class.**
   The 18 courses in the photography inventory were predominantly in the upper percentile with one falling below the recommended 78%. Five courses were not offered during the semester segments examined. The one course falling below the 78% is PHTC 2342 that was offered spring 2016.  PHTC 2342 Fashion Photography is an advanced studio course, which requires a professor with a very specific skill set and the expertise to deliver that information. In Spring 2016, we hired a new associate faculty member to instruct the class. Although a highly skilled fashion photographer, the instructor was new to the art of instruction. Based upon feedback from students enrolled in PHTC 2342, the associate faculty member is now providing instruction for a beginning level course, which will assist in enhancing his teaching and learning skills. PHTC 2342 will be offered again fall 2017. Prior to this course offering, the photography department will re-evaluate the associate faculty and assess if the instructor is most appropriate for instruction of this course. If not, a new candidate will be vetted.

**Completion Rates**

ARTS2348

| | |
|---|---|
| Fall 2015 | 97.1% |
| Spring 2016 | 87.9% |
| Summer 2016 | 100.0% |

ARTS2349

| | |
|---|---|
| Fall 2015 | 100.0% |
| Spring 2016 | 00.0% |

ARTS2356

| | |
|---|---|
| Fall 2015 | 91.9% |

Spring 2016        100.0%

PHTC1341

Fall 2015          93.8%

PHTC1343

Summer 2015    100.0%

PHTC1345

Spring 2015        94.1%

PHTC1351

Fall 2015          100.0%

PHTC1353

Spring 2015        83.8%

Fall 2015          92.9%

Spring 2016        90.9%

PHTC2331

Spring 2016        94.4%

PHTC2340

Spring 2016        100.0%

PHTC2342

Spring 2016        71.4.0%

PHTC2343

Spring 2015    100.0%

Spring 2016    100.0%

PHTC2353

Spring 2016    100.0%

**C.  Make a case that the program curriculum is current.**

**Make a case with the Advisory Minutes that the Advisory Committee has employers who are active members that are representative of area employers.**

1. How many employers does your Advisory Committee have?  9

2. How many employers attended the last two meetings? 5

3.  How has the Advisory Committee impacted the program over the last years (including latest trends, directions, and insights into latest technologies)?

The advisory board offers advice for curriculum planning. Members share the skills that new hires should have (technical, business, marketing, ethics, etc.). Additionally, advisory board members share what they see lacking in new hires and what skills they need and look for in new hires. And finally, they inform the department about the skills that are needed for a successful career in commercial photography.

4.  Briefly summarize the curriculum recommendations made by the Advisory Committee over the last four years.

Based upon advisory board feedback and recommendations, the Collin College Photography Program has recently adapted three changes in the program.  First, the advisory board stressed the degree plans needed to cover a larger variety of shooting styles (table top, location lighting, studio lighting, etc.).  Second, the board highly stressed the need for all photographers to know photography-based video.  Lastly, the board suggested the addition of more business skills in the curriculum.  All three suggestions have either been put in place or are in the process of being finalized.

**E. For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.**

There is only one course in the program with enrollment capped at 12 students. PHTC 2336 Book, Design, and

Presentation is offered in a lab space that accommodated 12 students at full capacity. During the fall 2016 semester, faculty, lab

staff, and plant operations began reconfiguring the lab space to allow more seats in the classroom. The newly configured space is

now able to accommodate 15 enrolled students.

**F. Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete "on time" if a student was enrolled full-time and followed the degree plan.**

The course sequence is arranged so that a full-time student may complete the commercial photography degree in two years. The commercial photography certificate may be completed in one year. Courses are offered during morning sessions, day sessions, and evening sessions. Additionally, courses are offered two-days per week, one-day per week, express sections and weekend sections. A variety of classes are offered every fall and spring semester, including foundation courses, required courses and elective courses. Summer I, II, and III offers a smaller, yet important selection of courses ranging from foundation courses to elective courses. However, enrolled commercial photography students might not complete the degree in the given time frame for two main factors. Students have reported the factors that may impede their ability to successfully progress in a two-year time period include full time employment and other personal demands. In order to assist the student population with outside personal demands, the photography program maintains the above-mentioned variety of course offerings.

**G. Make a case with evidence that students are satisfied with the program.**

Surveys and input are collected throughout the year. Surveys are created and submitted by the photography department faculty and staff (example survey attached as addendum 1). The department takes into consideration all feedback, working to improve areas that are barriers and expanding on areas that are successful. Over the past decade, we have tackled a few barriers and worked to establish thorough degree plans. Overall, the students are satisfied with the program and we expect more satisfaction with the new degree plans that will go into effect spring 2017. Below are comments from past surveys.

Cynthia Butain, AAS Commercial Photography (Please reference addendum 1)

I'm very appreciative of the time I spent at Collin College in the Commercial Photography program. I had nothing to compare the experience to since that was my first college experience. I think the variety of professors who teach the program offer an

appropriate degree of versatility to give students a broad perspective. I feel there are areas that could be revised to be more well suited to real world situations in today's commercial photography. Since this is an Applied Science degree, giving the students more exposure to working professionals in the field would be advantageous to the program, as would making more of a distinction between graphic arts and commercial photography. I had the privilege of taking dark room as my first photography class which I found to be an invaluable teacher as an amateur. I feel it is a disservice to the students to remove that course from the required curriculum. Overall I thoroughly enjoyed the program and have no regrets. I only wish I had the time available to take additional courses now.

Virginia Owen Commercial Photography AAS, 2016 (Please reference addendum 2)

I could never understand why we had to take so many Graphic Design classes. It good to see with the new degree plan, students can focus on photography only. I have found the Collin Photo Department Faculty and Lab Staff to be top notch, highly experienced and always there to help. Best experience one could hope for!

Dianne Smith Commercial Photography AAS, 2012 (Please reference addendum 3)

I feel very blessed for the time I spent at Collin. The faculty are phenomenal. I have been to four colleges/universities and Collin College has the best ratio of successful professors I have encountered. They are very nurturing, insightful, and knowledgeable and truly care about their students succeeding not only their class, but in life post-graduating Collin.

The students are very supportive of each other and lack the competitive mentality that is prevalent at many institutions. This is probably a testament to the excellent faculty who set a positive environment in their classrooms. I have made friends for life with fellow Collin photo students because we were there to learn, have fun, and grow as artists.

The courses I took in the Collin photo program left me with confidence in my abilities as a photographer. From photo knowledge including historical perspectives to technical knowledge of camera and lighting techniques, I am prepared to take on many roles as a photographer. Collin College excels at teaching the importance of both concepts and techniques and demonstrates the symbiotic relationship between the two. My only suggestion which I think has already changed since I graduated, would be lessoning the amount of Graphic Design courses required in a Photography program. I believe the design classes outnumbered the photo classes and, for example, we were required to take a History of Design class but not a History of Photography class. Otherwise, I think the selection of classes are excellent and very diverse. In addition to the core photography courses, I love the unique classes Collin offers such as Bookmaking and Alternative Photo and have utilized the skills learned in those two classes time and time again. Not only do I apply those skills as a working artist such as making promotional leave behinds, but I have been offered non-creative jobs in the corporate world solely for the creative skills learned at Collin which have set me apart from other candidates. I hope the school continues to fund unique courses such as

these in addition to fundamental photography classes as they contribute to the competitive edge that set Collin College students apart.

**H.  Make a case with evidence that the program is well managed.**
- *Student/Faculty Ratios*

| Academic Year | Students : Instructors | Students per 1 instructor |
|---|---|---|
| 2011-2012 | 111:11 | 10 |
| 2012-2013 | 155:15 | 10.33 |
| 2013-2014 | 208:11 | 18.9 |
| 2014-2015 | 210:11 | 19 |
| 2015-2016 | 212:10 | 21 |

- *Average Class Size*
  14.78
  Please reference addendum 4

- *Unduplicated, actual, annual enrollment data*

  | Academic year | Total unduplicated Enrollment |
  |---|---|
  | 2011-2012 | 111 |
  | 2012-2013 | 155 |
  | 2013-2014 | 208 |
  | 2014-2015 | 210 |
  | 2015-2016 | 212 |

| Term | Unique Student Enrollment Count |
|---|---|
| FY2012 | |
| Fall 2011 | 45 |

| | |
|---|---|
| Spring 2012 | 46 |
| Maymester 2012 | 1 |
| Summer I 2012 | 10 |
| Summer II 2012 | 9 |
| **FY2013** | |
| Fall 2012 | 51 |
| Spring 2013 | 67 |
| Maymester 2013 | 4 |
| Summer I 2013 | 26 |
| Summer II 2013 | 7 |
| **FY2014** | |
| Fall 2013 | 87 |
| Spring 2014 | 89 |
| Maymester 2014 | 2 |
| Summer I 2014 | 18 |
| Summer II 2014 | 12 |
| **FY2015** | |
| Fall 2014 | 102 |
| Spring 2015 | 87 |
| Summer 2015 | 21 |
| **FY2016** | |
| Fall 2015 | 99 |
| Winter 2015 | 2 |
| Spring 2016 | 92 |
| Summer 2016 | 19 |

Please reference addendum 5

- *Grade Distributions*
  Please reference addendum 6

*Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.*

- *Contact Hours Taught by Full-Time and Part-Time Faculty*

| Academic year | FT # | FT% | PT# | PT% | Total |
|---|---|---|---|---|---|
| 2011-2012 | 10,080 | 67% | 4,992 | 33% | 15,072 |
| 2012-2013 | 11,040 | 44% | 13,968 | 56% | 25,008 |
| 2013-2014 | 10,032 | 38% | 16,608 | 62% | 26,640 |
| 2014-2015 | 21,360 | 67% | 10,416 | 33% | 31,776 |
| 2015-2016 | 20,544 | 87% | 2,976 | 13% | 23,520 |

- *Identify all courses that have a success rate below 75%.  If any of these courses are core courses, visit with the discipline lead to determine that the content of the course is appropriate to the workforce program outcomes.  Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention might improve the rate for each identified course.*

Please reference addendum 7

Courses with a success rate lower than 75% are as follows:

ARTS 2336 Paper Making / Book Binding I (68.8%)

> ARTS 2336 is a heavy craft-based course.  Many students are not familiar with hands-on craftsmanship. Effective spring 2017, a new course PHTC 1371 Book, Design, and Presentation will take the place of ARTS 2336 Paper Making / Book Binding.  This new course will illuminate papermaking, which will allow for room in the curriculum to introduce craftsmanship and design elements.

ARTS 2348 Digital Photography I (74.6%), PHTC 1300 Digital Imaging I (65.7%) and PHTC 1311 Foundations of Digital Imaging (68.2%)

> PHTC 1300 and PHTC 1311 have been archived courses since Fall 2012.  PHTC 1300 will become active with the new spring 2017 degree plans.  Clarification has been made to the sequence of these courses to assist with success rate and comprehensive learning. One barrier has been student access to digital SLR cameras.  The photography department budgets cameras and repairs each year. Increasing the college's checkout camera equipment will assist students with the accessibility to complete course work.

ARTS 2356 Photography I / Darkroom (71.5%)

Time management is a barrier for students.  Darkroom photography is a craft that must be organized and executed in a timely and lengthy manner. For example, if a problem occurs in step number two (film development) a photographer is set back for a few days. Procrastination on assignments creates opportunities for incompletion.  With this in mind, ARTS 2356 has been redesigned with set due dates of progression material, unlike in the past when the only due date was for the final project.  More time management planning should be implemented into the curriculum to help ensure greater understanding and success rate.

PHTC 2331 Architectural Photography (71.4%), PHTC 2340 Photographic Studio Management (66.9%) and PHTC 2342 Fashion Photograph (73.3%).

Considering challenges and success rates, the photography faculty observed that students were moving into advanced courses too quickly, therefore lacking important skills.  During the academic year 2014-2015, actions were taken to implement more prerequisites and align curriculum more thoroughly throughout the introductory courses and advanced courses.  The new sequencing of courses will help students move smoother through the program, learn more advanced skills, and have a higher success rate.  The courses that are affected by this change are the three following advanced courses: PHTC 2331 Architectural Photography, PHTC 2340 Photographic Studio Management and PHTC 2342 Fashion Photography.

- *How well are the general education requirements integrated with the technical coursework?*

The Associates of Applied Science in Commercial Photography Degree has the required following general education courses: one 3-credit hour math or natural science course, one 3-credit hour speech course, one 3-credit hour sociology course, and one 3-credit hour art history course.  The degree plan suggests ARTS 1313 Foundations of Art to fulfill the 3-credit hour art history course, SPCH 1321 Business and Professional Communication to fulfill the speech course, SOCI 1301 Introduction to Sociology to fulfill the sociology course. All general education course options are listed on the degree plan.

- *Student satisfaction:  Do you collect any evidence of student satisfaction with the program?  What kinds of complaints are made to the dean by program students?*

Based on input collected through student surveys and discussions; photography faculty was informed that students faced two main obstacles. One was the excessive requirement of graphic design courses in place of necessary photography courses. The other was the requirement of courses that were irrelevant to the photography field, such as Storyboard.  During the 2015-2016 academic year, the photography department applied for an independent workforce program (separating from communication design) with the knowledge that shared courses were a barrier. The new degree plans, which will take effect spring 2017, do not require multiple graphic design courses and are designed with the main focus on commercial photography skills.

**7. HOW EFFECTIVELY DO WE COMMUNICATE AND HOW DO WE KNOW?**

**A. Make a case that the program literature and electronic sites are current, provide an accurate representation, and support the program's recruitment plan, retention plan and completion plan.**

Large posters are created each semester to inspire enrollment in specific courses, as well as posters promoting the department as a whole. 5x7" Promotional cards are printed for events, and as handouts.

Posters are also printed to promote events, exhibitions and lectures.

The department website is designed to be a source of information to current students, to showcase student work, and to promote the department outside the college. The website was redesigned from the ground up and updated in spring 2016 and will be updated with the new AAS degree curriculum for spring 2017.

The department has created a Linkedin group page to provide networking opportunities in the industry, and to help current and former students stay connected well after graduation. The group also allows the department to track students' progress in the industry once they graduate.

A department Facebook page provides news about events, exhibitions, lectures on campus and in North Texas, as well links to photographers, galleries and photographic news. This page is updated weekly by faculty members. A second Facebook page was created for the student photography club, Obscura. The student officers maintain the page with news and events that are of particular interest to the membership. These social media outlets help keep students connected to the program.

In efforts to continually grown and update our public relations the photography department intends to implement and utilize digital commons and the Collin College Public Relations Department more.

**B. Provide program website URLs (both the program website and the catalog information posted by the Curriculum Office): If no program website is available, describe plans for creation of website.**

Program Website: https://www.collin.edu/photography/

Department Social Media sites:
https://www.facebook.com/CollinCollegePhoto/
https://www.facebook.com/ObscuraPhotographyClub/
https://www.linkedin.com/groups/8463046

Commercial Photography AAS degree: http://www.collin.edu/academics/programs/pdf/photographycomm.pdf
AA degree in Photography: http://www.collin.edu/academics/programs/pdf/photography.pdf

Below is the new Commercial Photography degree plan, which goes into effect with the spring 2017
semester. The new curriculum drops the graphic design course requirements that have been an impediment
to student enrollment and degree completion.  The new plan adds more photography courses directly related
to student professional needs when entering the industry. We are awaiting the update of the online
information and the printable catalog.  The department is also offering 2 certificates: Studio Production and
Commercial Photography Specialist.

**AAS - Commercial Photography beginning in Spring 2017**     **FICE 023614**                                                 **CIP 50.0406**

**FIRST YEAR**

| **First Semester** | | | Lec | Lab | Ext | Contact | Credit |
|---|---|---|---|---|---|---|---|
| ARTS | 1313 | Foundations of Art | 3 | 0 | 0 | 48 | 3 |
| ARTS | 2348 | Digital Photography I | 2 | 4 | 0 | 96 | 3 |
| PHTC | 1371 | Book, Design, and Presentation | 2 | 4 | 0 | 96 | 3 |
| ENGL | 1301 | Composition I | 3 | 1 | 0 | 64 | 3 |
| PHTC | 2340 | Photographic Studio Management | 2 | 4 | 0 | 96 | 3 |
| | | **Total Hours** | 12 | 13 | 0 | 400 | 15 |

**Second Semester**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| PHTC | 1300 | Photo Digital Imaging I | 2 | 4 | 0 | 96 | 3 |
| PHTC | 1353 | Portraiture I | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2331 | Architectural Photography | 2 | 4 | 0 | 96 | 3 |
| GEN ED | | Select one: Mathematics / Natural Science General Education course [1] | 3-4 | 0-4 | 0-1 | 48-112 | 3 |
| Creative Option | | Select One: ARTS 1311, ARTS 2356 or PHTC 1343 | 2 | 4 | 0 | 96 | 3 |
| | | **Total Hours** | 11-12 | 16-20 | 0-1 | 432-496 | 15 |

**SECOND YEAR**
**First Semester**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| PHTC | 1341 | Color Photography I (Theory and Management) | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2349 | Photo Digital Imaging II | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2371 | Video for Photographers | 2 | 4 | 0 | 96 | 3 |
| SPCH | 1321 | Business and Professional Communication [2] | 3 | 0 | 0 | 48 | 3 |
| Technical Option | | Select One: PHTC 1347, PHTC 1351 or PHTC 2342 | 2 | 4 | 0 | 96 | 3 |
| | | **Total Hours** | 11 | 16 | 0 | 432 | 15 |

**Second Semester**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| PHTC | 1345 | Illustrative Photography I | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2343 | Portfolio Development (Capstone) | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2353 | Portraiture II | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2380 | Cooperative Education - Commercial Photography | 1 | 0 | 14 | 240 | 3 |
| SOCI | 1301 | Introduction to Sociology (or any social science option) | 3 | 0 | 0 | 48 | 3 |
| | | **Total Hours** | 10 | 12 | 14 | 576 | 15 |
| | | | *44-45* | *57-61* | *6-7* | *1712 - 1776* | *60* |

| | | | | |
|---|---|---|---|---|
| **Certificate - Studio Production** | | **FICE 023614** | | **CIP 50.0406** |

**FIRST YEAR**
**First Semester**

| | | | Lec | Lab | Ext | Contact | Credit |
|---|---|---|---|---|---|---|---|
| ARTS | 1313 | Foundations of Art | 3 | 0 | 0 | 48 | 3 |
| ARTS | 2348 | Digital Photography I | 2 | 4 | 0 | 96 | 3 |
| | | **Total Hours** | 5 | 4 | 0 | 144 | 6 |

**Second Semester**

| | | | Lec | Lab | Ext | Contact | Credit |
|---|---|---|---|---|---|---|---|
| PHTC | 1353 | Portraiture I | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2371 | Video for Photographers (Capstone) | 2 | 4 | 0 | 96 | 3 |
| Creative Option | | Select One: ARTS 2356 or PHTC 1300 | 2 | 4 | 0 | 96 | 3 |
| | | **Total Hours** | 6 | 12 | 0 | 288 | 9 |
| | | *GRAND TOTAL HOURS* | *11* | *16* | *0* | *432* | *15* |

**Level Two Certificate - Commercial Photography Specialist**          **FICE 023614**          **CIP 50.0406**

*Prior to being admitted into this program, the student must have earned the Certificate - Studio Production or have permission of the Department Chair.*

**FIRST YEAR**

**First Semester**

| | | | Lec | Lab | Ext | Contact | Credit |
|---|---|---|---|---|---|---|---|
| PHTC | 1300 | Photo Digital Imaging I | 2 | 4 | 0 | 96 | 3 |
| PHTC | 1371 | Book, Design, and Presentation | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2340 | Photographic Studio Management | 2 | 4 | 0 | 96 | 3 |
| Creative Option | | Select One: ARTS 2356 or PHTC 1343 | 2 | 4 | 0 | 96 | 3 |
| | | **Total Hours** | 8 | 16 | 0 | 384 | 12 |

**Second Semester**

| | | | Lec | Lab | Ext | Contact | Credit |
|---|---|---|---|---|---|---|---|
| PHTC | 1341 | Color Photography I (Theory and Management) | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2331 | Architectural Photography | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2349 | Photo Digital Imaging II | 2 | 4 | 0 | 96 | 3 |
| Technical Course | | Select One: PHTC 1347, PHTC 1351 or PHTC 2342 | 2 | 4 | 0 | 96 | 3 |
| | | **Total Hours** | 8 | 16 | 0 | 384 | 12 |

**SECOND YEAR**

| First Semester | | | | Lec | Lab | Ext | Contact | Credit |
|---|---|---|---|---|---|---|---|---|
| PHTC | 1345 | Illustrative Photography I | | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2343 | Portfolio Development (Capstone) | | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2353 | Portraiture II | | 2 | 4 | 0 | 96 | 3 |
| PHTC | 2380 | Cooperative Education - Commercial Photography | | 1 | 0 | 14 | 240 | 3 |
| | | | **Total Hours** | 7 | 12 | 14 | 528 | 12 |
| | | | ***GRAND TOTAL HOURS*** | ***23*** | ***44*** | ***14*** | ***1296*** | ***36*** |

**C.  Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with district-wide college literature and sites.**

The department website is reviewed by faculty each semester and updates are decided in department meetings.  The department tutor has the task of maintaining the website and updating the content as directed by the faculty. The approved versions of syllabi are posted on the college's online syllabus depot, providing up-to-date reference for full-time, and associate faculty.

*Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.*

31

**D. Provide the review date (after the close of the last full academic year.)**

### Program Literature Review

| Title | Type (i.e. URLs, brochures, handouts, etc.) | Date Last Reviewed and Updated |
|---|---|---|
| Department posters | Promoting classes, events, lectures and exhibitions | Continuous |
| SCC Technical Fair | Printed handouts, HD video presentation of student work | 3/2017 |
| Posters and handouts | Promoting the new commercial photography AAS and certificates | In Production for Spring 2017 |
| Collin College Photography Department | https://www.collin.edu/photography/ | 9/2016 |
| Collin College Photography | https://www.linkedin.com/groups/8463046 | Reviewed weekly 11/15/16 |
| Collin College Photography Department | https://www.facebook.com/CollinCollegePhoto | Updated weekly |
| Obscura Photography Club | https://www.facebook.com/ObscuraPhotographyClub/timeline | Reviewed 4/2016. Updates 2017. |
| New HD Video | Promoting student work | In Production for 2017-2018 |
| SCC Information Monitor | Looping PowerPoint with department information | In Production for 2017-2018 |

**8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?**
**A. Make a case that the program enlists business, industry, government, college, university, and/or consultant partnerships to advance the program outcomes.**

*Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.*

The department engages in four main types of partnerships: working professionals in the industry, manufacturers, industry associations, and universities where our graduates can further their education and complete a bachelor's degree.

Industry professionals provide guidance to the department in keeping the curriculum current with professional practice and the needs of the marketplace. Several serve as associate faculty, and as mentors to our students.  Manufacturers make campus visits and give technical presentations and valuable discounts for students.  Industry associations' local chapters offer mentoring, and networking opportunities. Partnerships with area universities have helped the program align our curriculum with theirs, leading to articulation agreements for transfer students.

B.  **Complete the Partnership Resources Table below.**

**Partnership Resources**

| Partner/Organization | Description (See Suggested points to cons... |
|---|---|
| Phase One | *visiting class presenters, software a...* |
| Freestyle Photographic Supplies | *visiting class presenters* |

Stand Out Photography Forum http://www.standoutphotoforum.com/dallas/  Students attend lectures by working photographers, get hands-on experience with equipment, and networking and mentoring opportunities

**Program Advisory Committee Members / Partners**

    Cheryl Vorhis (JC Penney Photographer) - Program Advisory Committee

    Phillip Bower (Director of Studio Services, Fossil Group, Inc.) - Program Advisory Committee

    Danny Hurley (Danny Hurley Photography) - Program Advisory Committee, Associate Faculty

    Cyndi Long (Cyndi Long Studios) - Program Advisory Committee

Gary McCoy (Independent Photographer) - Program Advisory Committee, Associate Faculty

Dan Sellers (Sellers Corporate Photography Studio) - Program Advisory Committee

Angilee Wilkerson (University of North Texas, Director of Creative Services and Design) - Program Advisory Committee

Jeff Baker (Jeff Baker Studios) - Program Advisory Committee

Kent Barker (Kent Barker Studios) - Program Advisory Committee


**Transfer University Partners / In-process Articulation Agreements**

Texas A&M University – Commerce – Transfer Destination, articulation agreement to be finalized for Fall 2017

University of Texas at Arlington – Transfer Destination, articulation agreement to be finalized for Fall 2017

Texas Women's University – Transfer Destination, articulation agreement to be finalized for Fall 2017

University of Texas at Dallas – Transfer Destination, articulation agreement to be finalized for Fall 2017


**Planned partnerships for 2017-2018:**

Professor Peter Calvin is currently arranging campus visits and training by Phase One, Elinchrom (Mac Group), ProFoto, and Professional Photographers of America Dallas chapters Professional Photographers of America, and Dallas chapter of the American Society of Media Photographers provide mentoring, student memberships and monthly events.

## 9. ARE WE HIRING QUALIFIED FACULTY AND ADJUNCTS, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT, AND HOW DO WE KNOW?

**Make a case with evidence that faculty are qualified, keep current, and fulfill instructional, scholarship, service and leadership roles that advance the program and the college.**

### Employee Resources

| Employee Name | Role in Program | Credentials | Professional Development since Last Program Review** |
|---|---|---|---|
| Byrd Williams | Full-time Professor | BS, Business<br>MFA, Photography | Please reference addendum 8 |
| Lupita Murillo Tinnen | Full-time Professor | MFA, Photography<br>PHD, Humanities | Please reference addendum 9 |
| Elizabeth Mellott | Full-time Professor | MFA, Photography | Please reference addendum 10 |
| Peter Calvin | Full-time Professor | MFA, Photography | Please reference addendum 11 |
| Gary McCoy | Associate Faculty | MFA, Photography | Please reference addendum 12 |
| Scott Hilton | Associate Faculty | MFA, Photography | Please reference addendum 13 |
| Ashley Whitt | Associate Faculty | MFA, Photography | Please reference addendum 14 |
| Jing Zhao | Associate Faculty | MFA, Photography and Electronic Media | Please reference addendum 15 |
| Deedra Baker | Associate Faculty | MFA, Art | Please reference addendum 16 |
| Lane Baker | Associate Faculty | MFA, Visual Communications | Please reference addendum 17 |

*Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.*

35

### 10. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?

**Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success.**

The Collin Photography Department occupies a complete laboratory facility block plus two classrooms in the H Wing of the Spring Creek Campus and two full classrooms at the Preston Ridge Campus. Since 1988, we have been one of the leading programs in the state with regards to the commercial photography industry needs such as studio lighting, and fine art photography skill sets such as wet darkroom/alternative art capabilities, the latest software applications, contemporaneous computer and workstation installations, exhibition quality ink jet printers and scanners, book production equipment, supply and equipment checkout services and presentation prep equipment. At this time we are ready and well prepared for our anticipated expansion. As enrollment increases, we will require additional equipment to accommodate the new curriculum, such as video equipment for our production classes and medium format capture requirements for tethered studio environments, in addition to expanding existing equipment inventory.

# WORKFORCE PROGRAM REVIEW
8-10-2016

## Classroom Utilization

| Classroom/Lab Location | Description (i.e. Special Characteristics) | Meets Needs (Y or N): Current | For Next 5 Years | Analysis of Classroom Utilization |
|---|---|---|---|---|
| H237 SCC (Facility Block) | Special Laboratory Electrical configuration. Special wet/alternative lab plumbing and drainage structure. | y | N | Infra structure will need upgrading as industry requirements dictate |
| H229 SCC | Two bay Artificial lighting studio with raised ceiling | Y | Y | As the studio course inventory increases, more space may be required |
| H202 SCC | Matt and finishing room | Y | Y | |
| L205 PRC | Standard Computer equipped room | Y | N | Commercial studio addition will be required by year 2 |

## Equipment ($5,000 or more)

| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N): Current | For Next 5 Years | For any "N", justify needed equipment or budget change |
|---|---|---|---|---|
| 37 Macintosh Computers | Software and Hardware configurations as required. | Y | N | Hardware and software evolves continually. Industry standards dictate periodic curricular updates |
| 20 Epson printers | Archival, exhibition quality ink jet and wide format output | Y | Y | Typical printer utilization is high. 300+ students running portfolio packages increase wear and requires periodic replacement. |
| 10 ProFoto Electronic Strobe units | Industry standard artificial lighting kits as per commercial requirements for minimum production quality | Y | N | Updating as needed |

*Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.*    37

**Office Space**

| Office Location | Description | Meets Needs (Y or N): | | Analysis of Classroom Utilization |
|---|---|---|---|---|
| | | Current | For Next 5 Years | |
| H237 | Laboratory staff offices | Y | Y | |
| | | | | |

**Financial Resources**

| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N): | | For any no in columns 2 or 3, explain why | For any no in columns 2 or 3, identify expected source of additional funds |
|---|---|---|---|---|
| | Current | For Next 5 Years | | |
| College budget | Y | Y | | |
| | | | | |

# Section III.  Continuous Improvement Plan

## 11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program.  There should be no surprise issues here!**

The Collin Photography Department is ever evolving. The photography enrollment has doubled in the past 5 years from 111 students to 212. Our vigilance for seismic technological and aesthetic paradigm shifts has always kept this program in the vanguard of progressive state photography departments. We have addressed our weaknesses in the face of unexpected industry changes and always made curricular updates, redesigned facility configurations, expanded course inventory and vetted new faculty. The upcoming workforce expansion is no different. The photography faculty is one of the best and most diverse in the region, covering all areas of anticipated need. Professor Elizabeth Mellott was awarded a sabbatical specifically to address transfer and articulation requirements for statewide institutions. Her extensive academic connections allowed her access to universities across the state. Four Collin College/University

Articulation Agreements are underway for finalization. When this workforce enterprise was first proposed, a faculty position was imbedded, so we vetted and hired Professor Peter Calvin, an established commercial photographer. Additionally, Professor Calvin is a terminal-degreed scholar that is well versed in all areas of imaging including fine arts, commercial production, experience with design teams, impressive client list and exhibition record. A few years ago, one of our faculty embarked on a Ph.D. peregrinate in a related field and has since completed her journey. We now have the rare status of a multi-disciplined scholar in our program: Dr. Lupita Murillo Tinnen. Together with Professor Byrd Williams' 58 years in photography, *this program is instructionally ready*. Our primary weakness developed over the past few years as photography and our departmental partners, Graphic Design, evolved in different directions.  That issue has been rectified to the benefit of both programs by the erection of a separate photographic workforce program allowing us to expand course inventory, improve the relevancy of all degree plans and increase enrollment. The enthusiasm that has been spawned by this academic liberty has infected us all.

**12. HOW WILL WE EVALUATE OUR SUCCESS?**

**Complete the Continuous Improvement Plan (CIP) form that follows.**

**Department's Mission:** The Commercial Photography Program at Collin College strives to prepare students for placement into the professional photography industry. After completion of the Associate of Applied Science, commercial photography degree, or commercial photography certificates, a student will be prepared in a variety of commercial shooting styles, natural, studio, and location lighting, management of a commercial studio, assisting professional photographers, art directors, and stylists and be prepared to freelance and/or start an independent photography practice.

| A. Outcome(s)<br>Results expected in this program | B. Measure(s)<br>The instrument or process used to measure results | C. Target(s)<br>The level of success expected |
|---|---|---|
| 1. The student will demonstrate an understanding of photographic techniques including camera operation, software application, studio management, printing, and lighting. | Measured by a cohesive and comprehensive portfolio. | Passing 75% or greater<br>Evaluated by the instructor based on professional practices and standards |
| 2. The student will be able to recognize, analyze and respond critically to contemporary and historical photographic art. | Measured by discussions of the arts as a vehicle of expression of social and cultural values through creative thinking and problem solving. | Passing 75% or greater<br>Evaluated by the instructor based on professional practices and standards |
| 3. Examine opportunities in the professional community. | Measured by a cohesive and comprehensive portfolio. | Passing 75% or greater<br>Evaluated by the instructor based on professional practices and standards |
| 4. Develop a portfolio or photographic work reflecting the student's strengths and capabilities. | Measured by a cohesive and comprehensive portfolio. | Passing 75% or greater<br>Evaluated by the instructor based on professional practices and standards |

COLLIN COLLEGE

**From Part I**

| A. Outcomes | D. Action Plan Years 5 & 2 | E. Implement Action Plan Years 1 & 3 | F. Data Results Summary Years 2 & 4 | G. Findings Years 2 & 4 |
|---|---|---|---|---|
| Results expected in this department/program | Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | Implement the action plan and collect data | Summarize the data collected | What does data say about outcome? |
| 1. The student will demonstrate an understanding of photographic technique including manual camera operation, exposure and lighting. | The program is currently meeting many of these points. As an ever-advancing technical field, photographers must always stay abreast of new technical changes. The photography department has incorporated new photography skills such as Profoto Strobe operation. We are solidifying | All gateway sections such as Portraiture I will have studio strobe operation incorporated in to the curriculum. Instructors in subsequent advanced sections will report on the acquisition of crucial techniques prior to entering these courses. | We are beginning year 1. Our prediction is that the enhancement of studio equipment skills will facilitate a more efficient learning curve for advanced classes allowing those instructors to move on to specialty lighting techniques such as food, small product and fashion without having to | We are beginning year 1. It is our belief that we have anticipated outcome barriers. |

*Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.*

41

| A. Outcomes<br><br>Results expected in this department/program | D. Action Plan<br>Years 5 & 2<br><br>Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action Plan<br>Years 1 & 3<br><br>Implement the action plan and collect data | F. Data Results Summary<br>Years 2 & 4<br><br>Summarize the data collected | G. Findings<br>Years 2 & 4<br><br>What does data say about outcome? |
|---|---|---|---|---|
| | gateway course training as action plan to further enhance cumulative education. | | delay those important segments of instruction with complicated equipment operation. | |
| 2. The student will be able to recognize, analyze and respond critically to contemporary and historical photographic art. | Outcome 2 is successfully working. We will continue with the current direction. Final portfolios are the bases for this action plan. Each student is required to take the capstone class Portfolio Development PHTC 2343. | Portfolio review is quite effective in evaluating a student's visual literacy. Even among instructors from varying specialty areas, there is a consensus of stylistic visual language interpretation. | We are beginning year 1. Our past experience is that this system accomplishes desired results. | We are beginning year 1. It is our belief that we have anticipated outcome barriers. |

*Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.*

42

| A. Outcomes

Results expected in this department/program | D. Action Plan Years 5 & 2

Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action Plan Years 1 & 3

Implement the action plan and collect data | F. Data Results Summary Years 2 & 4

Summarize the data collected | G. Findings Years 2 & 4

What does data say about outcome? |
|---|---|---|---|---|
| 3. Examine opportunities in the professional community. | Based on previous input from students and the advisory board we saw the need to expand students education to cover a larger variety of photography techniques. From this input we created new degree plans that offer more advanced commercial photography classes. These new degrees (affective SP2017) will give a student the opportunity to | All of the photography courses reinforce professional practices with one final capstone course, Studio Management, encapsulating contemporaneous industry trends. | We are beginning year 1. Our past experience is that this system accomplishes desired results. | We are beginning year 1. It is our belief that we have anticipated outcome barriers. |

| A. Outcomes<br><br>Results expected in this department/program | D. Action Plan<br>Years 5 & 2<br><br>Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action Plan<br>Years 1 & 3<br><br>Implement the action plan and collect data | F. Data Results Summary<br>Years 2 & 4<br><br>Summarize the data collected | G. Findings<br>Years 2 & 4<br><br>What does data say about outcome? |
|---|---|---|---|---|
| | develop a large and expansive understanding of commercial photography skills and practices. | | | |
| 4. Develop a portfolio or photographic work reflecting the student's strengths and capabilities. | Outcome 4 is currently successful. We will continue with the current path. Collin mounts a yearly public exhibition and display of portfolio and scholarship student work. This provides a critical assessment of concept and content. | All of the photography courses reinforce concept development as well as encouraging a proclivity towards content driven work | We are beginning year 1. Our past experience is that this system accomplishes desired results. | We are beginning year 1. It is our belief that we have anticipated outcome barriers. |

COLLIN
COLLEGE

| A. Outcomes | D. Action Plan Years 5 & 2 | E. Implement Action Plan Years 1 & 3 | F. Data Results Summary Years 2 & 4 | G. Findings Years 2 & 4 |
|---|---|---|---|---|
| Results expected in this department/program | Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | Implement the action plan and collect data | Summarize the data collected | What does data say about outcome? |
|  |  |  |  |  |

## 13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

**A. What additional funding beyond the program's base budget is needed to implement your Continuous Improvement Plan?**

As enrollment increases we will need to project growth, then budget and acquire additional equipment based on the existing course requirements.

Photography is a rapidly evolving technological field requiring constant industry work-flow recalibrations. It therefore needs vigilant evaluation and subsequent updating of software, studio equipment, and workstation configuration. The expert laboratory personnel working together with faculty will be able to assess and predict capital equipment acquisitions and allow adequate time to propose budget through prescribed channels.

**B. With these additional funds, please check which of the following areas will be impacted:**

x ☐ Increase and retain enrollment

x ☐ Increase completers

x ☐ Develop resources

☐ Update facilities

x ☐ Expand curricular opportunities

x ☐ Partner to increase post-graduation employment opportunities

x ☐ Increase transfers to related baccalaureate institutions

x ☐ Increase effectiveness and/or efficiency

x ☐ Improve student performance levels

x ☐ Expand services

x ☐ Transform services

☐ Anything else? Briefly describe

### WHAT HAPPENS NEXT?  THE PROGRAM REVIEW REPORT PATHWAY

A. Following approval by the Steering Committee,
   a. Program Review Reports will be evaluated by the Leadership Team.
   b. Leadership Team will approve the reports for posting on the intranet.
   c. At any point prior to Intranet posting, reports may be sent back for additional development.

B. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the deans.

Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.