

Los Angeles City College
Comprehensive Program Review 2008

Media Arts Department

I. Department Mission

Describe the mission of the Department

Faculty and staff of the Media Arts Department strive to fulfill their mission to provide the highest quality education available for both transfer students and students seeking vocational training and certificates in Journalism, Commercial Photography and Freelance Photography.

II. Department Overview

a. Response To Demand

Describe the trends in Enrollment, FTES, and Average Class Size.

Given the data, what are the implications for your department? If relevant, discuss each discipline separately

The total enrollment numbers for Media Arts fall and spring semesters have varied from a low of 955 in fiscal year 2002-2003 to a high of 1068 the following year in 2003-2004. The enrollment numbers in the past three years, though lower than 2003-2004, are nonetheless higher than in the first two years of the current cycle, and last year marked the beginning of a new slight upward trend. It is noteworthy that the lowest enrollment numbers in any fall or spring semester in the current report occurred in the fall of 2006 with 440 students, but the fiscal year was balanced out by the second highest enrollment numbers in the current cycle the following spring with 549. The median number of students per year if all the years are averaged together is 996. During the current cycle, enrollment numbers never dipped below 95% of the median, and only in the year of highest enrollment, 2003-2004, were the numbers in excess of 105% of the median. This indicates that enrollment in Media Arts has been relatively stable over the past six years during the fall and spring semesters.

While enrollment in morning classes has dropped according to the figures, enrollment at all other times of day has increased. This is due to the scheduling of classes within the department with regards to lecture and laboratory times. A case can be made that scheduling more classes in the late afternoon, evening, and on weekend has boosted enrollment numbers in Media Arts, and not offering as many classes in the morning has not had a detrimental effect on enrollment numbers. A big change occurred in the scheduling in 2006 when 6 unit classes stopped being taught two days a week and began being taught three or four days a week. This change in scheduling did not have a negative impact on enrollment once the students adjusted to the schedule.

The college total enrollment numbers during the same period evidences a distinctly different trend. The year of highest enrollment for fall and spring was 2002-2003, the year of the lowest enrollment in Media Arts. The year of highest enrollment in Media Arts, 2003-2004, marked a sharp drop in enrollment campus-wide. There has been a gradual steady downward trend in the college total enrollment since 2002-2003, and that same period has marked a gradual slight increase in enrollment in Media Arts. Enrollment in Media Arts is healthier than the overall campus enrollment.

Combined summer and winter enrollments in Media Arts have risen steadily since 2002-2003, and the most recent figures for 2006-2007 are the highest during the review period. Additionally, there has been a spike in winter enrollment since 2004-2005. Summer and winter intercessions have a healthy, growing enrollment. While Media Arts has had growing enrollment numbers since 2002-2003, the college totals during the same period experienced a sharp drop in 2003-2004. Since that time, campus numbers have gradually increased, though they have yet to reach the 2001-2002 levels. This indicates that the enrollment in Media Arts is decidedly healthier than the overall campus enrollment.

The FTES numbers for fall and spring during the review period are not entirely reflective of total enrollment numbers, but 2003-2004, the year with the highest enrollment also has the highest FTES at 192. The year with the lowest FTES, 2005-2006, was not the year with the lowest enrollment, and 2002-2003, the year with the lowest fall and spring enrollment was one of the highest FTES generating years. This inequality can be explained because of the unit count of different classes. Photography has 1 unit classes, 3 unit classes, 4 unit classes and 6 unit classes. Journalism has 1, 2 and 3 unit classes. More students enrolled in classes with lower units boosts enrollment numbers, but does not boost FTES in the way that moderate enrollment in 6 unit classes does. In recent years, photography classes with 6 units have been archived or their units have been reduced. In 2001, there were 8 photography classes with 6 units. Now there are 3. If the summer and winter FTES numbers are added, the trend levels out somewhat, since the three most recent years have generated the highest FTES to add to the years with the lowest. The yearly totals for the past six years range from a low of 181 in 2005-2006 to a high of 196 in 2001-2002. It should be noted that there is no data listed for summer and winter of 2003-2004.

Though FTES is down in Media Arts, the campus-wide drop is significantly greater. Campus-wide there has been a rapid and steady drop in FTES during fall and spring from a high of 15,489 in 2002-2003 to a low of 12,967 in 2006-2007. Campus-wide summer and winter FTES totals, though rising, are not enough to offset the downward trend. Yearly totals have steadily fallen from a high of 17,777 in 2002-2003 to a low of 15,210 in 2006-2007.

b. Student Achievements

Given the data, describe the trends in Success Rates, Retention Rates, and Degrees and Certificates awarded. What are the implications for your program(s)?

During the review period, Department Retention Rates have remained very stable, varying from a high of 87% in both 2002-2003 and 2005-2006, to lows of 83% in 2001-2002, 2003-2004 and 2004-2005. There is a consistently high success rate in Media Arts. These numbers are slightly lower than the campus-wide retention rates which range from a high of 90% to a low of 87%.

Department success rates have risen significantly from a low of 62% in 2001-2002 to the current rate of 68% in 2006-2007, with two years at 70% and 71%. Campus-wide success rates have dropped from a high of 68% in 2001-2002 to a low of 58% in 2006-2007. Success rates in Media Arts have gone from being lower than the campus average by 6 percentage points in 2001-2002, to being 10% higher than the campus average in 2006-2007. Every year since the first year in the current cycle, the success rates in Media Arts have been higher than the campus average by as much as 11%. The gap between the success rates in Media Arts and the campus has been steadily growing since 2002-2003.

The number of students earning degrees and certificates in Media Arts is currently at a five year low. There are numerous contributing factors, but the department is aware of this trend and is currently working on correcting the problem. Traditionally, many students do not work toward a degree or a certificate in photography, preferring instead to learn the techniques and then move directly into the job force. Just prior to 2005, the journalism program was stagnating due to the poor health of the only full-time faculty member. That faculty member took an early medical retirement which opened the door to hiring a new probationary faculty member in 2006. That new faculty member worked several semesters as a limited contract employee and a long term substitute before being hired. During that time the program began to slowly improve and gain momentum. Things really improved when the position became tenure track. Many of the students who are currently studying journalism are working towards their degrees, and we expect to see a rise in degree earnings very soon.

In photography, many changes have occurred in the medium which have resulted in the archiving of much of the traditional color photography program. The color certificate has also been archived. There is still much interest in students studying color photography, but we are no longer preparing students for work in traditional color laboratories since changes in the industry have resulted in the closure of many color laboratories. The color photography certificate was traditionally a very popular certificate since students could get jobs in laboratories after completing the program. The archiving of that certificate is a major factor in the decline in certificates in photography. The commercial certificate is another option for students. This semester is the first time in two years that the most advanced commercial class has been offered, and students cannot earn the commercial certificate without completing that class, Photography 6. Last year the class was cancelled due to low enrollment. It is an advanced class, and only seven students enrolled. Theoretically, that should have resulted in seven commercial certificates if all students completed the course successfully and applied for the certificates. Not offering the most advanced commercial class in two years has contributed to the drop in photography certificates. In order to address the archiving of the color certificate as well as the thrust in digital photography, several new courses have been created and these digital photography classes have just been added as requirements for the freelance certificate. Additionally, the digital photography classes along with the digital imaging (Photoshop) classes will form the bulk of a proposed digital certificate to fill the gap created by the archiving of the color certificate.

Campus wide, the number of certificates dropped sharply by just over 50% from 2002-2003 to 2003-2004. This trend in a reduced number of certificates earned continued, and the total drop between 2002-2003 and 2006-2007 was from 610 to 138, or 78%. While the drop in department certificates went from 10 in 2002-2003 to 1 in 2006-2007, the most alarming drop was in the last year, and the previous year, 2005-2006 saw a total of 10, equal to the first year in the study. We expect the number of certificates earned to once again rise with the return of Photo 6 and the newly created courses.

c. FTEF

Discuss how the FTEF trends will impact your program. Include any need for increasing or reducing your program faculty. (Develop Resource if necessary.) Given the data, describe the trend in FTEF/FTES ratio . What are the implications for your program(s)?

At the end of spring semester 2005, the Chair of Media Arts for many years, Joe Dojcsak retired. A full-time faculty member was hired to replace him. Enrollment dropped in the fall of 2005, but this might be due to the large number of classes listed in the schedule as staff. This was also a tough transitional time for the department and at the end of fall 2006, the new probationary instructor, Agatha Perez resigned to take another job. This explains the low FTEF numbers that semester and the low enrollment numbers that semester. Agatha Perez has still not been replaced. In the fall of 2006, Rhonda Guess was hired as a probationary faculty member in journalism. Full-time faculty bring in students.

III. Vocational Programs

a. Labor Market Demand

1. How does your program meet labor market demand? Cite specific examples and sources.

According to the EDD, job prospects in photographic process workers is expected to decline, which is one of the major reasons the color technology certificate has been archived. While process workers are no longer in demand because of the closure of many traditional photographic laboratories, prospects are improving for photographers, with a projected increase of 8.5% by 2014. In Hollywood, this number should be greater because of the entertainment industry. For this reason, the commercial certificate and freelance certificate are still viable certificates in photography, and the addition of a digital certificate in the near future should help enrollment as well as to better train photographers in the changing marketplace.

b. Advisory Board

Advisory Board Member Name	Company / Affiliation	Title	Voc. Program
Christopher Benoe			photo
Cori Alegria		student representative	photo
Edmund Barr		Commercial Photographer	photo
Eric Joseph	Freestyle Photographic Supplies		photo
Gary McGuire			photo
Giovanni Jance		Commercial Photographer	photo
jason perez		commercial photographer/educator	photo
Joseph Dojcsak		former Department Chair	photo
Lee Varis		Commercial Photographer	photo
Mark McKenna	Herb Ritz Estate		photo
Mike Kampler			photo
Mike Tsai		commercial photographer	photo
Rocky Schenck		Commercial and Fine Art Photographer	photo
Ron Brown			photo
Valerie Goodloe		Freelance Photographer	photo

Advisory Committee Meetings

Dates	No. of members attending	Voc. Program
Thursday, November 17, 2005	15	Photo

What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?

After much discussion on the merits of purchasing new enlargers for the darkrooms, there was a unanimous agreement not to purchase new enlargers, but to refurbish the older enlargers currently owned by the department. They are better than anything that could be purchased new. A recommendation was made by Eric Joseph to contact David Smith regarding the purchase of kits for refurbishing. David Smith has since overhauled all existing department enlargers.

The Advisory Board recommended updating the photo studio.

Several board members recommended a computer lab. Six IMacs were purchased to create a small computer lab within the photo facility.

A lengthy discussion regarding the direction of the department followed, which debated the merits of traditional photographic processes, digital media, fine art and vocational training. No consensus was reached.

c. Comparable Programs

Outline your plans to investigate other programs that offer comparable training. If known, compare and contrast your program to these other programs in your service area.

Photography instructors at LACC have been in contact with department chairs at Pierce College and East Los Angeles College in an attempt to learn from one another and to improve program offerings. Representatives from all three campuses recently attended the District Discipline Conference at Trade Tech to help determine, among other things, the minimum qualifications necessary to teach commercial photography.

One of our biggest competitors in the training of professional photographers is Art Center College of Design. Art Center is one of the most prestigious professional photography programs in the world, and each year we have several students who apply and complete their degree at Art Center. The cost of the Art Center education, at approximately \$39,000 per year or \$104,000 for the cost of a four year degree is something that most LACC students find cost prohibitive, so Art Center is not truly in direct competition with LACC.

d. Program Accreditation

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?

No

i. Accreditation Status and Recommendations

What is the program's accreditation status?

N/A

Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.

N/A

ii. Student performance on licensure or board exams on first attempt.

Provide a brief analysis of student performance on licensure or board exams on first attempt.

NA

iii. Employer Satisfaction Survey attempt.

Provide brief analysis of employer satisfaction with regard to completed survey results.

NA

IV. Curriculum

a. Program Delivery and Effectiveness: Current Courses

Analysis of over-all course offerings and effectiveness

We witnessed a trend in students not enrolling in Photo 28, an extra 1 unit laboratory class in the fall semester of 2006. We have made a deliberate attempt since then to encourage students to take the additional lab class and enrollment is again increasing.

Obsolete classes that had low enrollments have been archived and classes with stronger enrollments have been given additional sections, and this is helping to increase enrollment.

Course-by-course analysis of offerings and effectiveness (optional)

In spring 2006, the number of students in Journalism 101 was at an all-time low of 25 because there was only one section of the class offered. In fall 2006, there was only one section of J-105 which explains the low enrollment.

In spring 2007, the number of sections of Photo 007 was doubled, and the corresponding enrollment numbers were more than double the amount.

In fall 2006, we dropped from four sections to three sections of photo 10 and the number of students per section increased, making this the correct choice.

b. Title 5 Updates and Student Learning Outcome Assessment

Analysis of Title 5 Update Status

All classes in compliance.

Please update requested information below:

Note: Course list includes all courses ever approved for the department, including archived courses. Courses must be updated through the Curriculum Committee every 6 years. Courses that are out of compliance with this requirement are highlighted. Please update and save information on all pages.

If the Title 5 Update Date seems to be incorrect, contact the Chair of the Curriculum Committee.

Courses Last Updated Before 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
PHOTO	34	History of Photography		No	No	
JOURNAL	99	Media Arts on the Internet	2/1/1999	No	No	has been archived
PHOTO	42	Color Printing	3/1/2000	No	No	archived

Courses Last Updated After 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
JOURNAL	101	Collecting & Writing News	9/7/2007	No	No	SLOs identified
JOURNAL	105	Mass Communications	5/30/2007	No	No	SLOs identified
JOURNAL	185	Direct Study	2/8/2008	No	No	SLOs identified. Course has been updated since data imported
JOURNAL	217	Publication Laboratory	9/7/2007	No	No	SLOs identified
JOURNAL	218	Practical Editing	9/7/2007	No	No	SLOs identified
JOURNAL	219	Techniques for Staff Editors	2/8/2008	No	No	SLOs identified. Course has been updated since data imported
JOURNAL	285	Direct Study	2/8/2008	No	No	SLOs identified. Course has been updated since data imported
PHOTO	1	Elementary Photography	9/6/2006	No	No	SLOs identified
PHOTO	10	Beginning Photography	9/6/2006	No	No	SLOs identified
PHOTO	107	Intermediate Digital Photography	9/1/2007	No	No	SLOs identified
PHOTO	15	Fundamentals of Portraiture	11/4/2004	No	No	
PHOTO	17	Introduction to Color photography	9/7/2007	No	No	SLOs identified
PHOTO	20	Beginning Photo Journalism	12/1/2007	No	No	SLOs identified
PHOTO	207	Advanced Digital Photography	9/2/2007	No	No	SLOs identified
PHOTO	22	Creative Photo Vision	9/6/2006	No	No	SLOs identified
PHOTO	28	Laboratory Process	9/6/2006	No	No	SLOs identified. SLOs assessed.
PHOTO	3	Basic Commercial Fields	5/2/2002	No	No	updated Dec 2008. SLOs identified
PHOTO	33	Advanced Lab Process	5/2/2002	No	No	updated Dec 2008. SLOs identified
PHOTO	46	Photographic Digital Imaging/Introduction to Photoshop	12/2/2002	No	No	updated Dec 2008. SLOs identified
PHOTO	49	Advanced Photography Digital	12/2/2002	No	No	
PHOTO	50	Specialty Fields	5/2/2002	No	No	updated Dec 2008. SLOs identified
PHOTO	6	Advanced Commercial Photography	2/4/2004	No	No	
PHOTO	7	Exploring Digital Photography	9/4/2007	No	No	SLOs identified

Archived & Deleted Courses

Course		Title	Archive / Delete	Comments
JOURNAL	103	Broadcast News Writing	Delete	
JOURNAL	106	Mechanics of Expression	Delete	
JOURNAL	108	Article Writing	Archive	

Archived & Deleted Courses

Course		Title	Archive / Delete	Comments
JOURNAL	202	Advanced Networking	Archive	
PHOTO	21	News Photography	Delete	
PHOTO	40	Introduction to Multi-Media Production	Delete	
PHOTO	41	Dye Transfer Color Printing	Delete	
PHOTO	43	Advanced Color Technology	Archive	
PHOTO	44	Photography by Décor	Archive	
PHOTO	45	Advanced Multimedia Productions	Delete	
PHOTO	9	Cameras & Compositions	Delete	
PUB REL	1	Principles of Public Relations	Archive	
PUB REL	2	Public Relations Techniques	Archive	
PUB REL	3	Writing for Public Relations	Delete	
PUB REL	82	Field Work	Delete	

c. Student Learning Outcomes and Assessment

1.a Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.

The department chair has participated in the Elumen pilot program. All full time photography faculty members and four adjunct photography faculty members worked together with Daryl Kinney to complete a primary assessment of the course level SLOs for Photography 28 at the end of spring semester 2008.

1.b Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.

The department still needs to analyze the assessment of Photography 28 before determining if any changes need to be made. It is unlikely that any changes will be made based on the initial interpretation of results which indicate success ratings of 79% for technical proficiency and 81% for aesthetic awareness.

2. Program-level SLOs – Has the department developed SLOs for its program(s)?

Award Type	Program	Program SLO Developed?	Program Outcome
AA	Applied Photography	No	
AA	Journalism	No	
C	Photography - Color	No	This program has been archived.
C	Photography - Commercial	No	
C	Photography - Freelance	No	

3. Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?

Because photography is a visual means of expression, virtually all photography courses incorporate Aesthetic Awareness and Appreciation. Because virtually all photography courses, except for photography 34, History of Photography, involve the actual production of visual work, either photographs or photo based works, and because students use professional cameras, darkroom facilities, studio accessories and computers, photography courses incorporate Technological Literacy as an essential academic skill. Since most photography classes involve shared darkrooms, laboratories and computer facilities, the students must be competent with interpersonal interaction and community participation.

d. Proposed New Course and Course Changes

1. Enter new courses and course changes planned (Note: All course changes, additions and archives require Curriculum Committee approval).

Course Name	Advisory Committee Recommendation	New technology developments	Similar CSU/UC lower division requirements	Course needed for sequence	Integrating current trends and new information	Other (please detail)
Photography for the Internet	No	Yes	No	Yes	Yes	course needed for digital photography certificate

e. Course Scheduling

Use this link to ClassTracks to access information about historical course scheduling. Review data over the last 5 years with special attention to scheduling in the afternoon and evening, on Fridays, on Weekends, and on-line. Comment on the enrollment in these sections, and on the feasibility of offering classes at non-standard times. Web site available on LACCD intra-net: <http://classtrack.laccd.edu/lacity/> Password: lac4681

Photography and journalism classes are offered in the evening and enrollment is generally good. Photography offers a weekend class and enrollment is strong. Photography has strong enrollment in the Friday classes.

Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length? If yes, describe the rationale upon which the sequence is based. If no, what is the plan for alleviating these problems? Explain.

yes

What outreach and hybrid classes has your department offered? What are the benefits and problems associated with outreach and hybrid classes? How can the outreach and hybrid classes be improved?

none

f. Course Consistency

How does the department determine that classes are taught consistently with the course outline? You may consider such approaches as:

Class syllabi are collected and reviewed for a majority of faculty, mentoring of part-time faculty to ensure integrity of course outline, evaluation of full-time program faculty, evaluation of part-time program faculty, program-wide or course-wide exams, distribution of appropriate course outline to faculty, department chair’s review of individual instructor’s finals or other exams

Class syllabi are requested at the beginning of each semester. Evaluations are conducted on schedule for part-time faculty. Updated copies of course outlines are available in the department. There are no program-wide or course-wide exams.

V. Departmental Engagement

a. What standing committees does your department maintain? What are their charges and membership?

none

b. What interdepartmental collaboration has your department been involved in during the past six years?

Media Arts has been working closely with the Art Department, the Theater Department, the Cinema Department, and the Music Department in a effort to create more interest in the creative arts at LACC

In addition to the aforementioned departments, Math CSIT is part of a skill certificate being developed in conjunction with CTE to assist students in getting entry level jobs in the entertainment industry.

The Media Arts Department is an active participant in the campus community, with representatives sitting on many committees. The chair of Media Arts, Daniel Marlos, has served on the Educational Planning Committee (EPC) since 2004. The chair served as the Satellite Subcommittee Chair for one year and has served on that committee since 2004. The chair also serves on the Program Review Subcommittee of EPC, the Curriculum Committee and Academic Senate including chairing the Awards Committee for the past two years. The chair has served on several hiring committees on campus, most recently Dean of Student Retention, Associate Dean of Student Services and Associate Dean of EOP&S. Instructional Assistant Amy Oliver is the Classified AFT representative on EPC. Linda Okamura, Professor of Photography, is an Academic Senate representative.

c. What has your department done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

Media Arts has participated in Preview Day and Welcome Day on campus whenever they are scheduled. Media Arts also provided a strong presence at the Sunset Junction Street Fair in the summer of 2006 when LACC purchased booth space.

VI. Professional Development

Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.

The Media Arts Department enthusiastically participates in professional development.

List all professional development activities engaged in by each faculty member in your program in the last 2 years. Activities may include:

- Conference attendance
- Conference presentations
- Other off-campus presentations
- Publications
- Grants
- On-Campus presentations
- Leadership/ Membership in professional organizations (specify)
- Leadership/ Membership in campus-wide or District-wide committees (specify)

Faculty Name	Professional Development Activities
BURTON RONALD, Part-Time	I read the LA Times thoroughly every day -- plus other publications--spending up to three hours daily on just the Times. I clip stories and Xerox them for my class, tying them where possible to events in the history of communications. I explain events and trends to my students. My explanations come from the text, numerous videos and the personal experience of 25 years in print and broadcast media on the working and executive levels. I also watch TV news daily, various programs and PBS shows. Additionally, I subscribe to several magazines and bring appropriate material from them to class. The Xeroxed newspaper clips, like magazine reports, are discussed in class. I also give my students material I gather during my summers in Europe. I return with items from, in the main, The London Daily (and Sunday) Telegraph and the International Herald Tribune. My vacations give me a chance to learn about issues there and compare them to local matters. For example, I discuss foreign laws on privacy and freedom of speech and press plus some phases of European life, customs and politics and, of course, journalism. I do move around Europe during my annual trips, and this gives me a good base in answering questions about Europe and Europeans. I have sometimes taken time out to attend several French universities to learn about their teaching methods and, of course, a bit about the country's language and history. France is the European leader in offering fine summer programs lasting three to six weeks for foreigners, and I have assisted several of my students who wanted to apply to French universities' summer programs.
DOJCSAK JOSEPH, Part-Time	<ol style="list-style-type: none"> 1. Attended half-day seminar concerning resolving ink-jet printing problems while using Epson printers. Event was sponsored by Calumet Photo, Los Angeles. 2. Planned & coordinated high altitude aerial surveillance of "targets of interest". Government project is classified and involves use of high-tech digital camera technology.
FITCH WANELLE, Part-Time	I attended College Art Association Conference in Dallas, Texas in 2008. Photographed for ROBB Report Magazine, Luxury Home Edition. Photographed for Country Homes Magazine. Nova Development software packaging. Shot all photographs for new coffee table book The Serene Home. Shot several layouts of women in studios for new magazine Where Women Create.

<p>GUESS RHONDA, Full-Time</p>	<p>Professional Development Review Rhonda Guess</p> <p>Since 2006, I have attended numerous conferences and workshops to better understand how to increase the level of involvement and improve the quality of students enrolled in the newspaper practicum and journalism classes at Los Angeles City College.</p> <p>I began by encouraging students to apply to the "Saturdays at the Times" program for student journalists. The Los Angeles Times accepted two Collegian staff members, 40 students in all, after sifting through the applications of student journalists from universities and colleges all over the region including U.S.C., Loyola Marymount, Valley College and UCLA. This was a coup for Media Arts and signaled our return to the mainstream of college journalism. I attended the Closing Ceremony and awards presentation.</p> <p>In 2005, the Collegian returned to the Journalism Association of Community Colleges conferences and competitions that are held twice each year. There were no awards in 2005 for the Collegian staff. But in the fall of 2006, there were signs of improvement. The Collegian staff won four regional awards: two for writing and special recognition for profile writing. This made me realize that I needed to engage our program by attending workshops, symposiums, conferences and any activity that would help me expose our students and update our curriculum and teaching methods.</p> <p>In 2006, I attended the state and regional conferences in Los Angeles over a three-day period, for the Journalism Association of Community Colleges. At the second regional conference, I met a representative from the Los Angeles Press Club, Buster Sussman. We meet once a month either at LACC or at the Press Club. We forged a working relationship where he works on behalf of the Press Club to expose the Collegian staff to many events and opportunities. The Press Club also works with U.S.C., but because of our close physical proximity, we have already reaped the benefits of collaboration. The L.A. Press Club created the position of "Student Board Member," for the first time ever in its 50-year history, and named an LACC student as the representative.</p> <p>In 2006, Dr. Patricia Hollingsworth of Los Angeles Trade Tech College recruited me to revive the "Tradewinds," the student newspaper of LATTC. I worked for three semesters, training journalism students to plan, write, design and publish a newspaper for the campus community. In 2006, students' efforts earned them a first place rating from the Associated Collegiate Press.</p> <p>During the summer of 2006, I enrolled in classes in the Visual Communications Department of Trade Tech to get a better idea of how to produce Web Design to take the Collegian online.</p> <p>In 2006, I taught a broadcast seminar at East Los Angeles College to help journalism students learn to report and write for television.</p> <p>I have a background in broadcast and financial news, so in the summer of 2006, I decided to enroll in Century 21 Real Estate School. I took the exam in late August and passed on my first attempt. I did this to supplement my income, because it is often necessary to float loans to the Collegian, sometimes for many months. After passing the exam, I began to write for the real estate section of the "Lomita Harbor Times," after the publisher contacted me about contributing to the newspaper. I helped with a redesign of the 16-page color newspaper and covered stories and served as managing editor. This allowed me to employ one of LACC's better news photographers on paid assignments.</p> <p>In 2007, I attended two JACC conventions and I also attended the annual Associated Collegiate Press Convention for three days, in Washington D.C. with six students. I also attended the regional and state JACC conventions with the largest delegations that City College has mounted in 10 years.</p> <p>Since I arrived at City College in 2005, I have attended six scholarship awards luncheons sponsored by Gamma Delta Epsilon, GDU. This group honors excellence among Collegian staff members with \$250 cash awards for three students each semester.</p> <p>In 2008, I enrolled in the "Apple Academy" by purchasing the \$95 one-on-one access to instructors for a year. This has helped me learn more about using I-Movie to understand how to better teach students to prepare for multimedia and online reporting for the Collegian website.</p> <p>In 2008, I also took five student delegates to the Associated Collegiate Press, conference and workshops in San Francisco for three days. I also attended the Photographers Press Association of Greater Los Angeles with three students to learn the latest in digital photography, to receive feedback from professionals and to make new contacts to improve the program.</p>
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Comprehensive Program Review 2008

LUTZ SUSAN, Part-Time	<p>Susan Lutz's Professional Development Activities</p> <p>MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:</p> <p>International Documentary Association</p> <p>Southern California Stereoscopic Association</p> <p>Culinary Historians of Southern California</p> <p>CLASSES:</p> <p>"Final Cut Pro"- Los Angeles City College- Vermont Campus Spring 2006</p> <p>"How to Teach an Online Class"- Los Angeles City College- Southwest Campus- Fall 2007</p>
MARLOS DANIEL, Full-Time	<p>My on campus activities include serving on the Educational Planning Committee (EPC) since 2004. Satellite Subcommittee Chair for one year and committee member since 2004. Program Review Subcommittee of EPC, the Curriculum Committee and Academic Senate including chairing the Awards Committee for the past two years. Served on several hiring committees on campus, most recently Dean of Student Retention, Associate Dean of Student Services and Associate Dean of EOP&S.</p> <p>I am an exhibiting fine art photographer who participated in several exhibitions in the past two years, including exhibitions at Antioch University, The Brewery, and upcoming exhibits at the Armory for the Arts. I maintain my own website What's That Bug? at www.whatsthatbug.com and was recently profiled in The Daily News, Sunset Magazine, and Real Simple Magazine because of the site. I will be doing a point of view lecture at the Getty Center this summer in conjunction with the Maria Sybilla Merian exhibit. I have lectured at The Griffith Observatory and at Los Angeles Contemporary Exhibitions in the past year. My original photographs were published in a book of essays written by Chris Kraus entitled Video Green: Los Angeles Art and the Triumph of Nothingness, and my work was profiled in the survey of Los Angeles art entitled LA Artland.</p> <p>I serve on the educational advisory board at Freestyle Photographic Supplies in Hollywood. I have attended numerous local, statewide and national conferences with journalism students including 2 Journalism Association of Community Colleges (JACC) statewide and 1 JACC Southern regional conference, the Press Photographers Association of Greater L.A., the National College Media Convention and the California Chicano News Media Association Career Conference and Job Fair. I attended the National Black Journalists Association scholarship award luncheon that honored one of our journalism students, Theresa Adams. I also attend the journalism alumni luncheon of Gamma Delta Upsilon and Matrix Table twice a year.</p> <p>I attended a pod-casting seminar and a photoshop CS3 seminar at Art Center College of Design.</p>
NELSON KEITH, Part-Time	<p>For the past few years I have volunteered my free time and services at my church doing photographic work wherever needed. I have done staff portraits, id photos, power point slide shows and candid photos of different events.</p> <p>Along with the above I also volunteer time with a Boy Scout Troop as an adult leader. As well as working with the scouts I also record photographically troop activities and outings.</p>
OKAMURA LINDA, Full-Time	<p>I think the only workshop/conference i went to was the photoshop one last year. What else do you mean by professional development?</p>

<p>OLIVER AMY, Part-Time</p>	<p>Classified AFT representative on EPC. Publications (title) The Rambler Magazine: Illustration images March/April 2006 and October/November 2007</p> <p>Education (courses, degrees, certificates) Master of Fine Arts Photography and Media- California Institute of the Arts, May 2007</p> <p>Grants Dean's Project Fund Grant- 28 Taco Trucks Book- 2006</p> <p>Campus involvement (membership) Educational Planning Committee Member- AFT Classified Staff Representative-2008 Academic Senate Teaching Learning Award Winner- 2007</p> <p>District involvement (membership) AFT Union Member</p> <p>Off-campus presentations Presentation of Los Angeles Public Pools Photography Project- Citywide Aquatics, March 2008. All In: Juried Art Exhibition- Torrance Art Museum, December 2007 Forever: Cal Arts MFA Group Exhibition- May 2007 Projected Landscape: MFA Thesis Show- California Institute of the Arts- February 2007. Green: California Institute of the Arts, January 2006</p>
<p>TSAI MIKE, Part-Time</p>	<p>My main profession is operating a freelance photography service under the DBA Eean Wei Photography. I cater to a vast range of clientele that includes editorial, advertising, catalog and consulting. Here I have included my most recent professional activities.</p> <p>Editorial (magazine publications) Audrey magazine J Cinema magazine</p> <p>Commercial Work Undoing (film stills, movie poster) Dark Candie (company catalog & web) Charter Oak Hospital (web)</p> <p>Consulting Service John Ganun photography (digital consulting) Douglas Kirkland photography (digital consulting)</p> <p>My continue professional development include workshops, seminars, conference and development team. Here I have list my most recent activities.</p> <p>Conference Mac World 2006 PMA 2006</p> <p>Workshops Photoshop CS3 (Lynda workshop) Color management (Graphic intelligence agency)</p>

VII. Support and Activities

a. Instructional Support Services

Item	Yes / No
Is there adequate secretarial/Instructional Assistant support for this program?	No
Are the necessary media services to support this program readily available?	No
Are the library references provided by the college sufficient to support up-to-date program instruction?	Yes

Item	Yes / No
Are library resources integrated into the program curriculum and coursework?	Yes
Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes
Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	No

If "no" was answered to any of the above, please explain.

With the addition of summer and winter classes, and since the replacement of two G basis instructional assistants with C basis employees, it is becoming increasingly difficult to have lab coverage without requesting additional summer assignments for employees. There is currently a request going through administration to convert existing G and C basis instructional assistants to 12 month A basis employees.

The department shares a computer lab with Cinema/Television, and that lab is in serious need of upgrading. The computers are old and in need of replacing. Funding was recently requested for an upgrade of this joint computer lab and funding was denied.

The security system in the photo facility often prevents custodians from entering the facility when staff is not present. Problems with plumbing in the 28 year old facility and failures of the campus irrigation system contribute to flooding in the laboratory area with some degree of regularity.

b. Student Services, Academic Support, and Marketing

Describe the availability and adequacy of academic counseling and advising for students enrolled in the program. Who performs these services?

The faculty and staff of Media Arts advise students on their educational needs in department specific matters. The counseling staff of the campus advises students on general education requirements.

Academic Support Services

Identify the academic support services which are used most often by the students and faculty of this program.

Service	Frequently	Sometimes	Not at all
Specialized testing (OSS)		X	
Tutorial services: writing center		X	
Tutorial services: Pi Shoppe			X
Tutorial services: Learning Skills		X	
Accommodations for disabilities		X	
Use of All-College Computer Lab	X		
Use of specialized departmental lab	X		
Consultation for teaching/learning problems		X	

Marketing

What impact do you feel the college catalog, class schedule and college web site have on marketing your program? Describe your program's plan for working with the institutional marketing personnel in developing new promotional materials to enhance the marketing of your program.

In collaboration with the other creative departments, we have hired a publicist who is doing public relations work for the programs in an effort to increase enrollment.

The department is currently working on preparing new imagery for the website.

c. Programs, clubs, organizations, and special activities for students

List the clubs which are designed specifically for students in this program. Describe their significant accomplishments.

There are currently no clubs for journalism or photography students, but the department would like to take the necessary steps to form clubs for photography and journalism students.

List any awards, honors, scholarships or other notable accomplishments of students in the program.

Theresa Adams, a journalism major who also takes photography classes, was recently awarded a 2007 National Association of Black Journalists in Los Angeles scholarship. Photography and Journalism has had numerous students in the past three years who have been awarded AVES Scholarships. 2007-2008 scholarship awards went to Fridgeir Helgason, Roberto Castellanos, Mercedes Irwin, Theresa Adams, Jesse Gantt, Tim Carpenter and Benjamin Simpson. 2006-2007 scholarship awards went to Arlene Martinez, Miccaella Eo, Eben Stewart, Cesar Hernandez, Megumi Imura, Sarah Rosenberg and Stephanus Prayudhi. For the past three years, LACC photography students have been included in the Emerging (I) exhibitions at the Center for Creative Photography Gallery. This year, the students representing LACC were Fridgeir Helgason, Yamin Li, Cheryl Aguba and Vania Castellaw. Last year, the students representing LACC were Miccaella Eo, Elizabeth Preger, Francesca DiLeo, and Eben Stewart.

Journalism students have been attending local, statewide and national conferences in the past three years after about a ten year absence. In March of 2008 at the Journalism Association of Community Colleges State Convention, the staff of the Collegian earned the coveted Award of General Excellence for the production standard of the campus newspaper. Additionally, two first place awards for Bring In Ad and Opinion Writing were awarded to journalism students.

The following is a list of Journalism awards and scholarships over the past three years.

2006

A First Place Rating in the Associated Collegiate Press Awards
Four Regional JACC Awards
General Excellence for the Collegian Times Magazine on the Regional Level
Special note: First Place to LACC for Profile Feature Writing: Jacob Hancock

2007

First Place with Special Merit Associated Collegiate Press Award
10 Regional JACC Awards
General Excellence on the Regional Level
11 State JACC Awards (Of special note: Second place in the state for Profile Feature Writing: Jacob Hancock)

2008

First Place with Special Merit: Associated Collegiate Press Awards
7 state JACC Awards
Special note: First Place for Top Opinion piece in the state to LACC: Sara Hayes
First Place for Top House Advertisement Design to LACC: Ivie Hasegawa, Kevin Hidalgo, Julio Huerta
The Coveted General Excellence Award to Collegian Staff and LACC, first time since 1997

Twice a year, the journalism alumni in Delta Gamma Upsilon and the Matrix Table award three scholarships to worthy journalism students.

Scholarships

Gamma Delta Epsilon/Matrix Table Award Winners 2006

Jacob Hancock

Melissa Henderson

Cori Alegria
Julio Huerta

Gamma Delta Epsilon/Matrix Table Award Winners 2007

Hasmik Stephen
Shelley Guberek
Brian Albert
Theresa Adams
Ben Simpson
Cesar Hernandez

Gamma Delta Epsilon/Matrix Table Award Winners 2008

Jonathan Velasquez
Timothy Carpenter
Diana Campbell

Journalism student Theresa Adams, who will be graduating with an AA in journalism this June, has achieved several significant accomplishments in addition to her previously mentioned scholarships. Theresa began volunteering at the Los Angeles Press Club in 2006. She was recently made a student member of the LA Press Club Board of Directors. This is the first time the club has ever has a student member. In 2007, she began an internship with the Business of Film Magazine. In May 2008, she was given the opportunity to travel to France with all expenses paid for two weeks to attend the Cannes Film Festival. She will be reporting on the festival both for the Business of Film Magazine and the LACC Collegian.

VIII. Resources: Personnel, Equipment and Facilities

a. Classified Staff, Student Workers, and Faculty

Classified Staff

<u>Staff Name</u>	<u>Job Title</u>	<u>Projected for Retirement</u>
Amy Oliver	Instructional Assistant	No
Jeffrey Kocher	Instructional Assistant	No
Keith Neslon	Instructional Assistant	No

Student Workers

<u>Student Name</u>	<u>Type</u>	<u>End of Employment</u>

Faculty

Projected faculty retirements

No Faculty Scheduled to retire

Are available faculty and clerical staff adequate to support the program?

No.

Just prior to Fall 2006, Probationary Photography Instructor Agatha Perez resigned after one year. Agatha has still not been replaced, and her assignment has been backfilled with hourly. This position is first on the hiring list established by the Educational Planning Committee and when funds are made available, Agatha's position will be filled.

b. Equipment inventory, including technology and software

Does your department maintain an equipment inventory?

No

Discuss the department equipment needs. Include both equipment/technology upgrades and expansion.

The photography program has been steadily purchasing new digital cameras and new computers. New software must also be purchased and updated on a regular basis. The department is in serious need of a new and improved digital laboratory to accommodate the rapidly changing needs of digital photography and because of the new digital photography classes that have been added to the curriculum. This laboratory may be shared by other similar departments. Currently, photography shares a laboratory with cinema/television, and sharing with the art department is also a possibility. The journalism newsroom, which has been sadly neglected for years, has recently begun to upgrade, but those upgrades are not sufficient to sustain a growing program. New computers, monitors, software and cameras, both still and video, are needed to create a strong journalism program.

c. Facilities

Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.

In the past two years, there has been much work done in the campus newsroom and journalism classroom and offices to clean up much of the clutter that was left prior to the new probationary hire in 2006. The fresh new appearance of the newsroom and classroom has improved student morale tremendously.

The photography facility is the cause of much concern. With the closure of Franklin Hall in spring 2008, the photography facility, including black and white darkrooms and laboratories, color laboratories and printrooms, and studio space will be moved to a temporary location in the basement of the Chemistry Building. The photography faculty and staff have worked closely with the architects and planners, but there is much concern that this temporary location will not be adequate in terms of actual space, ideal space utilization, safety, convenience for the students, and other factors that might negatively impact enrollment. Security is of prime concern. The new facility will be more spread out rather than being a contained facility with a secure multiple double door entry. Securing the new temporary facility has many logistical problems that must be solved. It is feared that without adequate security, there may be theft or vandalism to the equipment and laboratories. The photography program is also losing a dedicated classroom. The current facility has an adjacent classroom, FH 4 where virtually all photography lectures are held. Lectures will be spread out on multiple floors in multiple buildings in the new facility. This will create problems with the Instructional Assistants' availability in the classroom since having to walk to another building will prevent them from supervising the laboratory. Lecture classrooms being separated from the laboratory also creates logistical problems for getting equipment to the classroom.

IX. Planning and Budgeting

(Past / New Planning Goals & Activities are in separate report.)

a. Budget and Expenditures

Describe the trends in budget and expenditures in your department.

Beginning in 2005, the budget for repair in photography was increased in order to help repair and maintain existing equipment rather than to spend money on the purchase of new equipment.

In 2007, the Instructional Media Materials was moved to VTEA to help the college balance its budget. Then in 2008, the Instructional Media Materials budget was placed in both restricted and unrestricted funds. The department brought this to the attention of Academic Affairs, and did not spend the restricted funds, a duplicate of the unrestricted funds.

There is a significant drop in the salaries and benefits in 2008 as photography instructor Agatha Perez who resigned in 2006 has still not been replaced. There is a decrease in the classified salary due to the retirement of one employee and the replacement of a new instructional assistant at a lower salary.

In 2008, funding was secured for Student Travel through VTEA in error. The department was not aware that VTEA money could not be used for student travel. This error resulted in faculty paying for a trip to Washington DC for a national journalism convention out of pocket and then waiting many months for a reimbursement. The department needs to identify all possible sources of future funding for conference attendance for students as well as faculty

c. New Departmental Planning Assumptions

In the space below, please list the planning assumptions that will guide your department during the next 6 year period. Include assumptions for at least the following areas:

- *Expected demand*
- *Anticipated curricular trends*
- *Anticipated pedagogical trends*
- *Anticipated technological trends*
- *Anticipated trends in student preparation and/or demographics*
- *Relevant Advisory Group recommendations*

The demand for photographers and journalists is not expected to diminish. Due to the proximity of LACC to the Hollywood film industry, it is actually anticipated that the need for photographers might increase with the faltering economy. Traditionally, when the economy is doing poorly, there is a desire for escapist entertainment. If there is an increase in entertainment production, there will be a need for photographers.

Because of the expected increase in jobs for photographers in the entertainment field, the curriculum within the department is changing to reflect that need. More digital photography classes are being added to benefit the freelance photographer and to prepare students to quickly enter that job market.

At the last advisory board meeting for photography, the recommendations were to repair rather than replace darkroom equipment, increase the size of the studio, and create a digital lab. All these recommendations have been followed. The size of the studio space in the projected temporary location in the Chemistry Basement is slightly larger than the current studio space.

d. Self-Assessment of Challenges Facing Department

Please present the Department's analysis of the challenges it will face over the next 6 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

The biggest challenge currently facing the photography program is the move from the current facility to a temporary, scaled back facility in the basement of the chemistry building. Another big challenge will be the eventual move to a permanent facility in the future at an unknown time.

The biggest challenge facing the journalism program is the need to update the newsroom facilities and to acquire new equipment, including computers and software for newspaper production, and to replace outdated computers in the classroom.

X. Final Summary by Discipline

a. Based on your program review, summarize:

1. Department Strengths - What is your program doing well?

We are currently doing well with recruiting as enrollment is up.

Student retention is greater than the campus average.

The reputation of the award winning Collegian newspaper is getting statewide attention and helping the journalism program to grow in prestige.

The faculty has strong professional development and the respect of the community.

2. Department Weaknesses – What areas can your program improve?

This is an institutional weakness that affects the department: The full-time faculty member who resigned in photography in fall 2006 should be replaced.

This is an institutional weakness that affects the department: The move to a temporary facility is expected to seriously impact the gains the photography program has made in recent semesters.

The department faculty needs to be more actively engaged in the campus community by serving on campus wide committees.

3. Discuss anything else you would like to share about your program that has not been addressed

b. Seven Principles for Good Practice in Undergraduate Education:

- *Good Practice Encourages Student – Faculty Contact*
- *Good Practice Encourages Cooperation Among Students*
- *Good Practice Encourages Active Learning*
- *Good Practice Gives Prompt Feedback*
- *Good Practice Emphasizes Time on Task*
- *Good Practice Communicates High Expectations*
- *Good Practice Respects Diverse Talents and Ways of Learning*

Additional information about the seven principles for good practice can be found at the following web sites:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

<http://www.tltgroup.org/seven/home.htm>

Please identify and discuss one principle that you feel your program does well and one principle that you feel your program could improve upon as a good practice in serving your students.

We feel our programs in photography and journalism respect diverse talents and ways of learning. The photography program is very diverse in its offerings. Commercial photography, freelance photography, portraiture, editorial photography, and fine art photography are all potential areas of study for students in the LACC photo program. Similarly, students in the journalism program are encouraged to explore their own interests in opinion writing, news reporting, sports reporting, editorial writing, design layout, advertising, photojournalism and cartoon illustration. Students can take independent study courses with instructors to better explore their personal interests in their medium of choice.

Evaluate each aspect of the program by indicating the appropriate status

JOURNALISM					
	Very Strong	Satisfactory	Needs Improvement	Major Concern	N/A
Enrollment	X				
FTES	X				
FTES / FTEF		X			
Retention Rate	X				
Success Rate	X				
Degrees and Certificates		X			
FTEF	X				
Course Offerings	X				
Course Outline Consistency	X				
Vocational Program	X				
Student Learning Outcomes		X			
Departmental Engagement		X			
Professional Development	X				
Support & Activities	X				
Equipment			X		
Physical Facilities				X	
Budget & Expenditure			X		
Objectives		X			
Resources			X		

Evaluate each aspect of the program by indicating the appropriate status

PHOTOGRAPHY					
	Very Strong	Satisfactory	Needs Improvement	Major Concern	N/A
Enrollment		X			
FTES		X			
FTES / FTEF		X			
Retention Rate	X				
Success Rate	X				
Degrees and Certificates			X		
FTEF			X		
Course Offerings		X			
Course Outline Consistency	X				
Vocational Program	X				
Student Learning Outcomes		X			
Departmental Engagement		X			
Professional Development	X				
Support & Activities			X		
Equipment			X		
Physical Facilities				X	
Budget & Expenditure			X		
Objectives		X			
Resources			X		