

Show All Possible Responses*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code****Program Title**
(Max chars: 100)**Program Code**
(Max chars: 100)*** Is this a CTE program?** Yes No*** 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

The Photography department strives to create equity for students by offering all students the opportunity to learn creative thinking through a visual culture. This skill proves to be beneficial to students from all majors. We are able to provide equipment for loan to students who might find access economically difficult. We hope to open doors to students who would not consider creative fields within their reach.

Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

Alignment with Goal 4: The photography department has a commitment to offer students access to learning through a number of technology based tools. We have created many courses that help students complete their degree even when transportation, child care, work hours, and health issues make access difficult. Both online and hybrid options have been extensively developed for every course. We have also developed a digital photo virtual lab which connects students to our digital labs on campus through remote desktop software. We continue to ask for and maintain digital camera equipment for student check-out to provide equitable access to students that may not be able to experience this type of technology. We have also developed a program call "embedded lab tech" which offers students technical help through online access, zoom meetings, and email. We plan to extend this access to students for both online and face-to-face students in the future.

Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

Careers in studio photography have become much more equitable over the years. Since many students open their own photo businesses, this does contribute to the percentage of women and under-represented students entering entrepreneurial ventures. We have adapted many of our courses to follow industry need. This includes our online studio lighting course which gives students exposure to equipment (kits made possible by a Strong Workforce Grant) that is both affordable for and innovative for student career needs. We also wish to continue to expose students to new technology, equipment, and practices. This includes use of DSLR cameras for video, e-commerce techniques, social media use for photographic marketing, and web-based portfolios. The changes in the industry indicate that digital photography skills, studio lighting, and Photoshop knowledge are advantageous for students in many majors including business, marketing, design, film, communications, and journalism (and more). The use of imagery has become ubiquitous in every field. We teach our entry level classes in a way that helps students in a number of fields.

PRIOR VIP GOALS STATUS/PROGRESS

*** 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

VIP Goal 1: Address the change in job requirements for photographers in new window. (ongoing goal)

Jobs in Photography are in constant change. Many jobs in photography are not jobs that are commonly known and others are new jobs using photography. We will research them and include information in materials given to students and communicate this information to the community. This is an ongoing goal.

VIP Goal 2: Provide an infrastructure for students to obtain the technology-based skills that are current in the field. (ongoing goal)

RATIONALE: This is a major part of our Mission Statement and is something our Vocational Advisory Committee has requested each time we have met. This requires updating our equipment to industry standards, revising curriculum to reflect the needs of the job market and transfer curriculum articulations. We also strive to offer both online and face-to-face curriculum in order to provide equitable access to technology-based skills. This goal supports the program's ability to respond to the skillsets that students need in the field. This is an ongoing goal.

OTHER RESOURCES REQUESTS

*** 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

Strong Workforce funding grant for studio lighting kits for checkout to online students

This equipment encourages very strong completion progress in post secondary education because it provides an alternative learning modality that will accommodate a wide variety of student needs. The department will continue to offer this online studio lighting option now and in the future for students who are economically disadvantaged, single parents returning to school, displaced homemakers, students with full-time jobs, and students with transportation/mobility difficulties.

Many of the students enrolled in this class experienced a strong connection to other photo students and will continue in their post secondary education. This includes a second level portfolio course that utilizes the same equipment we purchased with this Perkins funding. According to data gathered from the Chaffey IR Perkins tracking survey, all of the respondents feel that they have learned the fundamentals of lighting by using the lighting kit. Subsequently, all of the respondents to the student survey think that their experience with the lighting kit will help them get a job in the future. The equipment offers a strong 'real world' options for students to consider if they open a photography business.

We plan to offer studio lighting online continually to accommodate students who cannot come to campus. We feel that the equipment provided through Perkins funding will give students photography skills that will help them prepare for photography

2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

*** 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by males		✓		
Number of enrollments by females			✓	
Success rate by males			✓	
Success rate by females			✓	
Retention rate by males			✓	
Retention rate by females			✓	

*** 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by African American		✓		
Number of enrollments by Asian	✓			
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic		✓		
Number of enrollments by other race/ethnicity		✓		
Success rate by African American		✓		
Success rate by Asian			✓	
Success rate by Caucasian		✓		
	1	2	3	4
Success rate by Hispanic			✓	
Success rate by other race/ethnicity			✓	
Retention rate by African American			✓	
Retention rate by Caucasian			✓	
Retention rate by Asian			✓	
Retention rate by Hispanic			✓	

Retention rate by other race/ethnicity



*** 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by age group, 19 or younger		✓		
Number of enrollments by age group, 20-24		✓		
Number of enrollments by age group, 25-29			✓	
Number of enrollments by age group, 30-39	✓			
Number of enrollments by age group, 40-49	✓			
Number of enrollments by age group, 50 or older	✓			
Success rate by age group, 19 or younger			✓	
Success rate by age group, 20-24			✓	
	1	2	3	4
Success rate by age group, 25-29		✓		
Success rate by age group, 30-39		✓		
Success rate by age group, 40-49			✓	
Success rate by age group, 50 or older		✓		
Retention rate by age group, 19 or younger			✓	
Retention rate by age group, 20-24			✓	
Retention rate by age group, 25-29			✓	
Retention rate by age group, 30-39			✓	
Retention rate by age group, 40-49			✓	
Retention rate by age group, 50 or older		✓		

*** 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation		✓		
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities	✓			
Success rate by first generation		✓		
Success rate by economically disadvantage			✓	
Retention rate by students with disabilities			✓	
Retention rate by first generation			✓	
Retention rate by economically disadvantage			✓	

*** 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

Response Legend:

1 = Increase 2 = Decrease 3 = No Change

	1	2	3
Number of sections with zero-cost textbooks	✓		

*** 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

a.) Photography enrollment patterns had seen an increase in enrollments of Hispanic students and Female students until 2020. The data reflects a loss in enrollment for these groups during the Pandemic. Despite the difficulties in enrollment for the department and the college at large during the Pandemic, we see this area of enrollment as a strength and focus area. The technical fields of digital photography and computer imaging have expanded for women both academically and vocationally. Our teaching staff, technical staff, and student workers have also increased 40-50% in these identified groups. In particular, our advanced technical classes (Photo 12, Photo 9, Photo 429) are taught 100% by women. This encourages female students to succeed in these technical fields.

c.) Photography has been very successful in providing equipment to economically disadvantaged students over the years. We feel strongly about our mission to provide technology, digital cameras and equipment, and lighting kits to students that would traditionally never have exposure to this type of technology. This opens the door to careers that many students may not consider due to economic constraints.

*** 2c. IDENTIFY DISPARITIES IN EQUITY**

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

c.) During this time period we see a decrease or "no change" in almost every area. In particular we would like to focus on improving success rates for completion, retention, and enrollments in all areas. The decrease in success rates and completion in some areas has been internally identified due to students successfully transferring to 4-year schools without applying for an AA degree or Certificate. We have often felt that this can skew the data for student success. In other words, student transfer without completing the degree and community college. This is a success for the student, but consequential for our positive data collection. We would like to be able to track this data and plan to look into options for future outcomes assessment.

LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

*** 2d.1 Identify important LEARNING and COMPLETION developments and trends.**

Review data over the last six years.

Response Legend:					
	1	2	3	4	5
Overall Enrollment	✓				
Overall Retention			✓		

Overall Course Success			✓	✓	
FTES		✓			
All ADT degrees awarded					✓
All AA degrees awarded	✓				
All AS degrees awarded				✓	
All degrees awarded			✓		
	1	2	3	4	5
All Certificate Completion			✓		
Average units earned, ADT degree		✓			
Average units earned, AA degree	✓				
Average units earned, AS degree				✓	
Average units earned, all degrees		✓			
Average units earned by certificate(s)		✓			

CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)

OCCUPATIONAL GROWTH

2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Market Demand data is available at: [COE - Supply and Demand | Centers of Excellence \(coeccc.net\)](https://coeccc.net)

Response Legend:		
	1 = Middle Skill	2 = Above Middle Skill
	1	2
CTE: Projected Occupational Growth	✓	

2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

a.) There has been a decrease in overall units for degree achievers. This is positive trend. The rate of AA degrees was clearly on the rise. For example, 2017 (3 degrees), 2018 (9 degrees), 2019 (14 degrees). Unfortunately, in 2020 our AA degrees fell to 8 degrees. This is most likely due to the Pandemic. Overall, the achievement of AA degrees was trending toward increased outcomes.

b.) Internally, we have worked directly with students who were successful in transfers to 4-year schools.

c.) One of our strengths is the ability to work directly with students through two contact points. First are the "portfolio" sections attached to a number of our specialization areas. Here students work directly with students to complete portfolios, business profiles, and college transfer materials. Second, is our lab tech/apprentice program. This is truly a "win/win" situation that is hard to document and report. Students work in the department as apprentices to help other students as lab tech. The outcome of this program is that students gain confidence, increase contact with instructors, and network with others students professionally. Across the board, this program has produced our most successful students. It is unclear how to document this. Even the "apprentice" name of the program is descriptive of the positive outcomes that have been traditional in every field. Working alongside instructors has exponential benefits for the student. It is hard to know how to document this, but the statistics are overwhelming.

*** 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

- a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."
- b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

- a.) Although we have held steady (except for the pandemic year), our goal would be to improve by 5% each year.
- c.) We have many areas that we would like to improve. Specifically
 1. High School outreach
 2. Information to counselors
 3. Course rotation
 4. Decrease units for certificate
 5. Track transfer students who do not apply for a degree
 6. Continue and strengthen apprentice program
 7. Photo Department website for student work and showcase

3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

*** 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

Three Year Cycle

3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.

There is NO SCORING for element 3b.1

None

*** 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

Yes

No

Assessment Results and Reflection

3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?

There is NO SCORING for element 3c.1.

Yes

No

*** 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

Yes

No

*** 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

Review & share results as a department

Revise CLOs

Change instructional strategies

Attend professional development

Change methods of assessment

Modify criteria for measuring success

Other:

*** 3c.4 PROGRAM STRENGTHS**

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

We review our outcomes and look to develop instructional strategies that meet our students' needs. We have focused on digital training and new processes that meet industry standards. We have developed portfolio sections for students to have a "capstone" type course. This helps them prepare for the workforce or academic transfer.

*** 3c.5 PROGRAM AREAS OF IMPROVEMENT**

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

We would like to improve our data collection. During the pandemic and transfer to online and remote learning, much of our data collection was put on hold. We did gather data for successful use of the Strong Workforce grant equipment. We need to develop ways to assess courses that are online for the future data collection.

Retention of technical information through repetition of the fundamentals of photography are at the core of every course. These are difficult skills and we understand that revisiting the fundamentals in every course will help students retain important skills in photography.

*** 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

*** 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

*** 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

ACES-ILO YEAR 1 ACTIONS

1. Attend professional development training to understand how to embed ACES skills into course assignments and curriculum.

2. Complete program/course mapping through curriculum.

* ACES-ILO YEAR 2 ACTIONS

1. Formalize ACES skills within assignments. In the arts and technical arts, we already utilize many ACES skills within assignments. We need to track their success through formalized data.
2. Increase and access digital fluency in Coursework where appropriate.

* ACES-ILO YEAR 3 ACTIONS

1. Work with advisory committee to create entrepreneurial networks and incorporate industry changes
-

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

* 4a. Do you have any plans to modify a degree or certificate in your program?

Yes

No

* 4b. Are you planning to initiate a new program?

Yes

No

* 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

2c. We would like to improve equity in student populations through high school outreach and connections with Chaffey counselors. The pandemic has set us back, but we plan to continue our outreach and increase the department profile.

2f. The pandemic created a negative environment for completion. We would like to work more closely with counselors to improve Ed. plans, course offerings, course rotation, and advisement to students. We continue to work on articulation of our digital courses with 4-year colleges to help placement for transfer students.

3c. We plan to learn how to embed ACES outcomes in our courses. We plan to attain professional development in this area.

DEVELOP AN ACTION PLAN

* 4d. What is your program's action plan to make improvements?

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

One year Goals

1. Decrease overall certificate units by 1-2 courses. This aligns with VIP goal 1. As the needs of the industry change, we hope to shift our focus to meet industry innovation. Some courses become obsolete or unnecessary. We plan to work toward a more focused certificate in the future.

2. Developed robust online offerings. This aligns with VIP goal 2. Online course offerings have proved to create a more equitable option for some students who do not have transportation, child care, or have health issues.

3. Provide equipment for economically disadvantaged students. This Aligns with VIP goal 2. We hope to expand or program of loaning digital cameras to students who cannot afford this tool. We have asked for this in PSR. Some students who could not imagine a creative career are granted access to this path through the loan of a camera.

Two year Goals

1. Work with advisory committee on industry standards that will be supported by curriculum development and modification of the Photo certificate and AA degree. This connects with VIP Goal 2. We plan to modify our curriculum through discussion and research with our advisory committee.

Three year Goals

1. Develop ACES assessment for all photo courses so that students can achieve acknowledgement for gaining skills in this technology-based program.
2. Participate in outreach programs supporting creative fields. This aligns with VIP goal 2. We strive for equitable outreach to local student who might not consider a technology-based creative career.

CURRICULUM

4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

We plan to focus our Portfolio courses with concrete outcomes. We would also like to explore internship opportunities for students.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

ACES training

VIP GOALS

*** 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?**

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

Goal 1

Address the changes in job requirements for photographers. Update assignments, update software training, portfolio outcomes and presentation. (Once a year min.)

Goal 2

Update equipment. This goal supports the programs ability to respond to the skill sets that students need in the field. (every 2 years)

*** 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

Goal 2: Continue to revise curriculum, articulation, and consulting outreach to students.

Goal 4: Work to reinforce a robust online curriculum offerings. Work to improve embedded lab techs and support for students learning online, as well as, technical support in the classroom.

Goal 6: Continue to respond to industry changes in photography. Meet with photo advisory committee to gain an understanding of academic and career requirements.