

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name MEDIA ARTS: PHOTOGRAPHY **Academic Year** 2025-26

1. Has your program mission or primary function changed in the last year?

The Photography program mission and primary function have not changed in the last year.

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

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

Input from Advisory Committee members informs coursework and skill development employers expect from our students. The Photography faculty and staff are all professional photographers, graphic designers, and multimedia artists. This group of committed individuals attends meetings annually where they exhibit passion and support for all the AHC Media Arts programs. With the direction of the advisory committee, the faculty have proposed and launched new courses, revised program awards to address employer expectations, and worked to increase placement.

Recommendations include portfolio development, pursuing internships and work-based learning opportunities, curriculum development to align with industry trends – including Artificial Intelligence, and align facilities in the new Fine Arts Complex. In addition, the members recommended getting the current analog facilities up and running to support analog / darkroom curriculum

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Faculty continue to identify trends and maintain currency with the technology used in the photography industry; make recommendations for updating technology in shared classrooms.

In January 2023, the program moved into a new facility and is now physically connected to the related art, film and video, graphics, multimedia, and animation programs. The benefits to students

are enormous – from logistical efficiencies to interdisciplinary exposure and opportunities to expand their sense of community in many shared spaces.

New equipment includes Drone technology recommended by our Advisory Committee to support PHTO 152: Introduction to Drone Piloting and Imaging. PHTO 152 was offered for the first time Spring 2026. There is a lot of interest across campus regarding Drone curriculum. The Photography Program is working on a new Drone Certificate and a Drone Photography and Cinematography course that will be more in depth and prepare students for the Part 107 FAA Exam. In addition, the Photo Program met with the Community Ed Dean and we plan on mirroring PHTO 152 with a noncredit OLDR version that will be taught by Photo faculty.

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

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

4. Were there any staffing changes?

We hired one new PT faculty to teach classes offered in the Photography program. We are looking at expanding our PT faculty with our new course offerings. Our intention is to build our PT instructor base as we look to add additional curriculum.

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

Our area of focus last year was improving program equipment and getting our darkroom and analog lab completed. We were able to get the darkroom curtain to create the needed light trap, and the plan is for facilities to paint the darkrooms and processing lab black over the summer. This was delayed due to the retirement of the AHC painter

Learning Outcomes Assessment

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

The Photography Program has aligned all Program Learning Outcomes between SPOL and Curriqunet. I plan to work with Erik Arevalo to associate all our courses with specific outcomes.

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

The data did not reveal any area of concern. Resource requests have been generated to maintain a high level of technical professionalism in all our courses.

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

The photography program was praised for its strong experiential learning and professional engagement, especially through field trips that brought students, faculty, and staff into direct contact with exhibition spaces, photography workshops, industry professionals, the photo community, and presentation/portfolio review opportunities. These experiences were recognized as valuable for expanding students' exposure to current practice, building critique skills, and strengthening connections between classroom learning and the wider photographic field.

Recommendations also emphasized growing the program's drone curriculum and expanding related certificates and degrees to better align with emerging technologies and workforce demand. Overall, the department was commended for offering meaningful professional pathways while being encouraged to broaden its academic and technical offerings in step with evolving photographic practice.

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

I need to work with Erik Arevelo to ensure Program Learning Outcomes match between Curriqunet and SPOL. I am beginning to input data over successive semesters to track course outcomes over time.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the rubric)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

The photography program will undertake a peer review with Fine Arts faculty of all DE Photo courses in the 2026 -2027 update cycle in accordance with the published Distance Education Course Peer Review Process.

"All distance education courses within a program should be assessed at least once within the six-year program review cycle. Ideally, a relevant sample of every course should be assessed during this cycle"

I have reviewed the rubric and have confirmed that all Photo courses conform to the stated best practices.

- b. What were some key findings regarding RSI? TBD
- Some strengths:

The courses demonstrate consistent instructor presence through regular announcements, feedback, and discussion participation. There are consistent

weekly announcements that remind students about deadlines, upcoming tasks, and course expectations. Well-organized Canvas pages with easy-to-follow navigation.

The courses provide clear structure and navigation, making expectations easy for students to follow. Instructor provides clear weekly modules that help students know what to do and when to do it.

The courses include meaningful interaction through discussions, assignments, and instructor responses. Instructor is present through discussion replies, feedback, and check-ins.

The instructor offers timely, substantive feedback that supports student progress and supports student learning. Instructor has a mix of instructional materials such as videos, readings, and slides that support different learning styles. There is regular instructor communication that keeps students engaged and accountable.

The course uses multiple forms of communication and content delivery to promote engagement. There are multiple opportunities for student-to-student interaction through discussion boards or group work.

Instructor provides assignments that require reflection, analysis, or application rather than only completion.

- Some areas of possible improvement:

Clear rubrics and instructions that help students understand expectations before submitting work.

More mid-course feedback from students to identify what is working and what needs adjustment.

c. What is the plan for improvement?

Provide faster, more detailed feedback on student work, including specific suggestions for revision and next steps.

Build smaller due dates into larger assignments so students receive more frequent instructor contact and support.

Use Canvas analytics and gradebook data to identify students who are falling behind and reach out proactively.

Include a mid-course student feedback check so adjustments can be made while the class is still in progress.

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

a. Does the program meet documented labor market demand?

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

Living Wage Calculation for Santa Maria-Santa Barbara, CA

The living wage shown is the hourly rate that an **individual** in a household must earn to support themselves and/or their family, working full-time or 2080 hours per year. The tables below provide living wage estimates for individuals and households with one or two working adults and zero to three children. In households with two working adults, all hourly values reflect what one working adult requires to earn to meet their families' basic needs, assuming the other adult also earns the same.

The poverty wage and minimum wage are for reference purposes. Poverty wage estimates come from the Department of Health and Human Services' [Poverty Guidelines](#) for 2026 and have been converted from an annual value to an hourly wage for ease of comparison. The minimum wage data is sourced from the [Labor Law Center](#) and includes the minimum wage in a given state as of January 2026. When a county has enacted a minimum wage ordinance, the data reflects that county-level minimum wage. Municipal ordinances applying only to specific cities or towns within a county are not referenced.

For further detail, please reference the [Methodology](#) page. The data on this page was last updated on February 15, 2026.

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORKING)		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children
Living Wage	\$35.78	\$61.60	\$78.70	\$95.84	\$44.97	\$53.72	\$56.74	\$67.85	\$22.48	\$32.85	\$40.19
Poverty Wage	\$7.67	\$10.40	\$13.13	\$15.87	\$10.40	\$13.13	\$15.87	\$18.60	\$5.20	\$6.57	\$7.93
Minimum Wage	\$16.90	\$16.90	\$16.90	\$16.90	\$16.90	\$16.90	\$16.90	\$16.90	\$16.90	\$16.90	\$16.90

<https://coeccc.net/>

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Source: [Living Wage Calculator](#)

2024 US Bureau of Labor Statistics

Summary of Employment Trends - — OTIS College Update on the Creative Economy

<https://www.otis.edu/about/initiatives/creative-economy/index.html>

The Otis College 2026 Report on the Creative Economy provides extensive data and valuable insights into California's creative economy labor market, including sectors related to visual arts and creative occupations. The report says California's creative economy is contracting overall, but the biggest labor-market weakness is in traditional media and related sectors, where shifts from TV, radio, and print to digital platforms are reducing demand. Demand is more resilient for creative goods and products and for photography, because the report shows core creative professionals are still growing even as support roles decline, and photographers often work across multiple industries.

Photography appears more stable than traditional media, but it is still part of a labor market that is being reshaped. OTIS says photographers are among the creative professionals whose employment exists both inside and outside traditional creative sectors, and the number of creative professionals in California grew 2.1% in 2025 even as total creative employment fell. That implies demand is holding up better for core creative talent like photographers than for support roles, though the report does not present photography as a major growth engine.

Overall, the report's labor-market story is that California is losing lower-level support jobs faster than it is losing core creative talent, and the sharpest weakness is in film, television, sound, and traditional media. Wages are still rising, and the state remains home to a disproportionate share of the nation's creative jobs and wages, which suggests demand is shifting toward fewer but more valuable roles. The report's policy takeaway is that workforce training should focus on skills for a modern creative economy, including the effects of AI and digital distribution.

- **Implication for the Allan Hancock College Photography Program:** If the curriculum is oriented toward digital photography/media, content creation, new media platforms, and entrepreneurial skills, there is relative demand and emerging opportunities (especially for self-employed and freelance creators). If the program emphasizes digital skills, creative entrepreneurship, and adapts to new media trends, it can align better with growing areas of the creative economy, where freelance and digital roles (including photography) persist, even amid broader sector contraction.

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

The program addresses needs not met by similar programs by offering a more integrated approach to photographic education. In addition to technical instruction, it emphasizes critique, historical awareness, visual literacy, and professional practice, helping students develop both artistic voice and career-ready skills. This makes it especially valuable for students who need training that connects documentary and creative work with the realities of contemporary image-making.

The program serves multiple student goals, not just one track: fine art, commercial, documentary, and transfer preparation can all coexist in the same program.

The program addresses the growing need for both traditional and digital fluency, including film/darkroom alongside contemporary digital imaging tools.

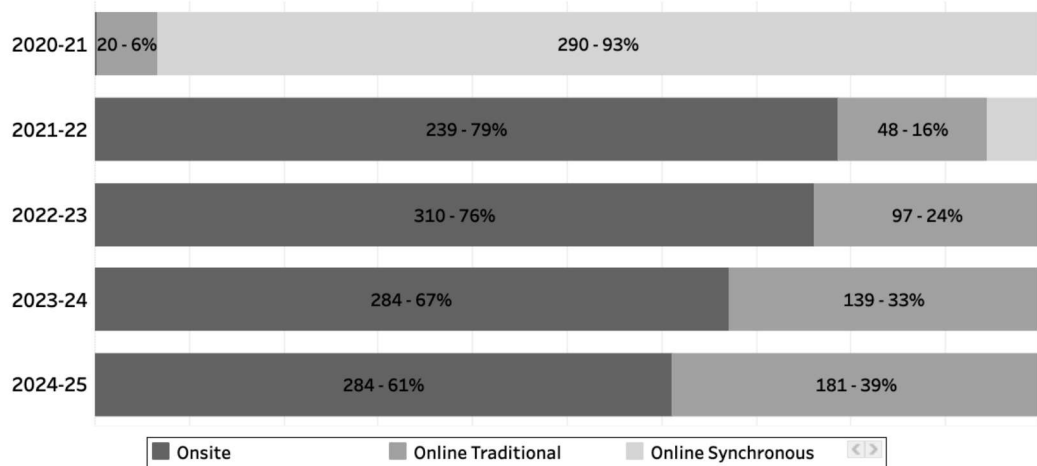
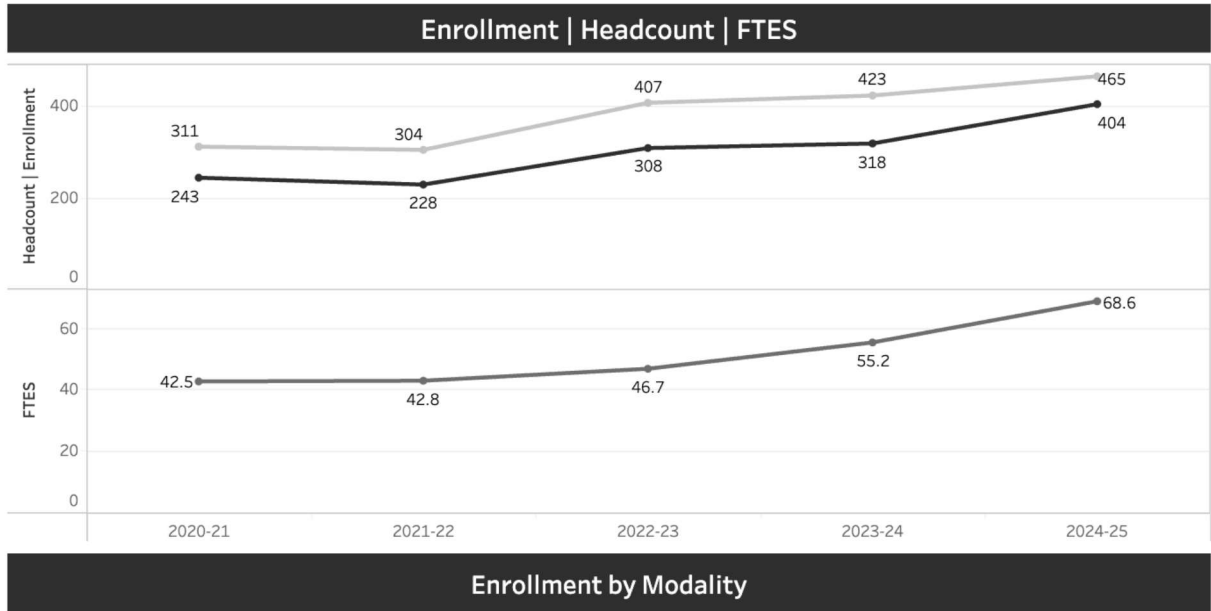
Our program is unique, and we are the only program on campus training students to compete in the labor market with skills necessary for the photography industry.

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

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

Employment data suggests the program is preparing students for real occupational pathways, especially when graduates move into photography or related roles such as studio assistant, imaging lab technician, or commercial support work.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Labor Market Data:



HomeBenefits LoginEmployer Login



Employment
Development
Department
State of California



Jobs



Claims



Employers



Newsroom



Search

Industries Employing

Change Occupation

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

Top

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2026	1st Qtr	\$34.61	\$18.99	\$23.64	\$35.63

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

Occupational Projections of Employment (also called "Outlook" or "Demand")

Top

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2022 - 2032	25,400	28,700	3,300	13.0	27,010

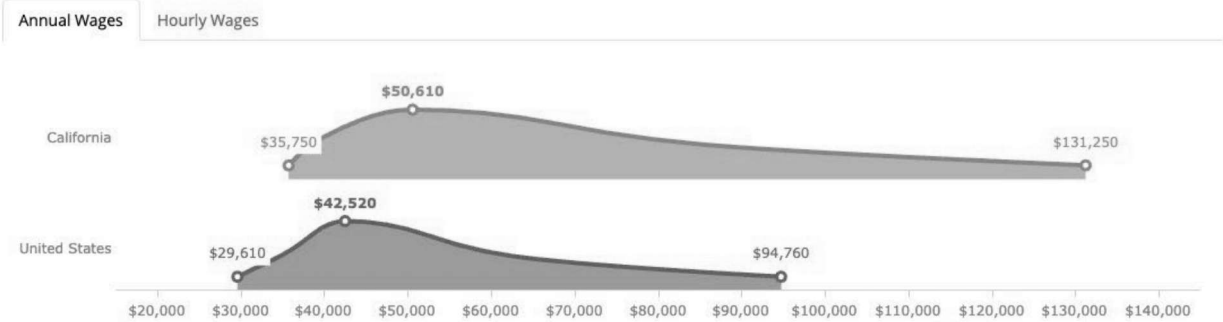
Source: CA Employment Development Department

California Wages

27-4021.00 - Photographers

Wages for state: California Go

Wages near ZIP Code: Go



In California:

- Workers on average earn **\$50,610**.
- 10% of workers earn **\$35,750 or less**.
- 10% of workers earn **\$131,250 or more**.

In the United States:

- Workers on average earn **\$42,520**.
- 10% of workers earn **\$29,610 or less**.
- 10% of workers earn **\$94,760 or more**.

Source: Bureau of Labor Statistics [2024 wage data](#)

Full Details

Save Table: XLSX CSV

Location	Annual Low (10%)	Annual Q _L (25%)	Annual Median (50%)	Annual Q _U (75%)	Annual High (90%)
United States	\$29,610	\$34,790	\$42,520	\$62,370	\$94,760
California	\$35,750	\$38,380	\$50,610	\$85,250	\$131,250
Bakersfield-Delano, CA	\$34,270	\$36,960	\$43,630	\$60,100	\$89,120
Fresno, CA	\$33,850	\$33,850	\$39,350	\$59,570	\$87,690
Los Angeles-Long Beach-Anaheim, CA	\$35,750	\$37,690	\$60,250	\$100,190	\$132,070
Oxnard-Thousand Oaks-Ventura, CA	\$36,240	\$37,370	\$45,230	\$59,130	\$82,800
Riverside-San Bernardino-Ontario, CA	\$34,510	\$37,300	\$42,030	\$56,990	\$77,830
Sacramento-Roseville-Folsom, CA	\$36,490	\$38,570	\$44,740	\$61,270	\$91,970
San Diego-Chula Vista-Carlsbad, CA	\$35,050	\$35,050	\$43,870	\$60,360	\$82,280
San Francisco-Oakland-Fremont, CA	\$43,940	\$50,200	\$75,070	\$115,980	\$132,000
San Jose-Sunnyvale-Santa Clara, CA	\$41,060	\$41,060	\$46,180	\$69,210	\$99,400
San Luis Obispo-Paso Robles, CA	\$33,280	\$38,880	\$46,500	\$60,820	\$84,470
Santa Maria-Santa Barbara, CA	\$37,860	\$43,910	\$60,910	\$77,280	\$99,110
Santa Rosa-Petaluma, CA	\$36,640	\$43,860	\$55,900	\$79,200	\$121,850
Stockton-Lodi, CA	\$35,920	\$38,740	\$45,880	\$59,880	\$82,360
Vallejo, CA	\$36,400	\$38,840	\$47,740	\$60,000	\$75,310

Source: [O*Net Online](#) & [Photographers Summary](#)

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others? Yes. I plan on doing course review in Curriqunet for the Photography program Summer & Fall 2026.
- e. Have recommendations from the previous report been addressed? No recommendations were made in the previous report.

This year's recommendations will be addressed through continued program development, including the creation of a new drone curriculum and ongoing efforts to secure funding for student field trips locally and throughout California. Planned opportunities include the Society for Photographic Education at Sacramento State in November and the Medium Festival of Photography in San Diego next March.

Curricular changes

PHTO 152 was offered for the first time Spring 2026 using the drone technology we acquired in 2025.

Following recommendations from Photography Advisory Committee, department Chair, and Dean, the photography program is expanding drone curriculum. The program is currently undergoing curricular expansion to better align with emerging industry practices, particularly in drone technology. A new drone certificate and accompanying course are in development to provide students with the technical knowledge and practical skills necessary to succeed in this rapidly growing field. The curriculum is designed to prepare students for the FAA Part 107 certification exam while also introducing them to real-world applications of unmanned aerial systems in photography, media production, and related industries. These additions reflect a commitment to equipping students with relevant, workforce-ready competencies in an expanding sector of visual and technological practice.

Facilities

The darkroom and analog lab are in the process of getting updated to meet our current curriculum needs. A light trap curtain was installed Spring 2026 and darkrooms are getting painted Summer 2026.

Field Trips & Community Engagement

Efforts are underway to secure funding for student community engagement initiatives. These funds will support experiential learning opportunities, including local field trips and travel throughout California, as well as student participation in the Society for

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ - 2	Equipment	5 Video cameras \$600 each	One-time	1 = High	\$ 3,000.00
Fine Arts	Photography	Yearly Planning and Core Topic	2025-2026	PHTO OBJ-2	Equipment	Negative Supply Film scan technology for 35mm, 120, and large format film.	One-time	3 = Low	\$ 6,999.00
Fine Arts	Photography	Yearly Planning and Core Topic	2024-2025	PHTO OBJ-2	Equipment	2 Full frame DSLR Camera Kits - \$3750 each	One-time	2 = Medium	\$ 7,500.00
Fine Arts	Photography	Yearly Planning and Core Topic	2024-2025	PHTO OBJ-2	Equipment	20 DSLR Cameras	One-time	2 = Medium	\$12,184
Fine Arts	Photography	Yearly Planning and Core Topic	2024-2025	PHTO OBJ-2	Equipment	Fujifilm Medium format DSLR camera	One-time	3 = Low	\$ 10,000.00
Fine Arts	Photography	Yearly Planning and Core Topic	2024-2025	Educational Master Plan E1, E2 & E8; Guided Pathways Pillar 4; Ensure Learning	Equipment	24 MacBook Pro Laptops for Media Arts Students to replace missing and broken loaner laptops. M4 14" laptop with 1TB hard drive and 32GB unified RAM. Cost \$2,524.06 each including tax and Apple Care. These laptops are currently used to accommodate our LVC and Online. Quantity of 12 total: \$30,288.72 Quantity of 24 total: \$60,577.44	One-time	1 = High	\$60,577.44

[illegible]

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s)	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ - 1	Staffing	Hire FT faculty	Ongoing	1 = High	\$ 100,000.00
Fine Arts	Photography	Yearly Planning Only	2024-2025	E-2	Staffing	Instructional Technician - Fine Arts to a 12-month contract	Ongoing	1 = High	

Enter Technology requests below. Technology is defined as software, licenses, and maintenance agreements.	TECHNOLOGY NEEDS			

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ - 3	Technology	New software program	One-time	1 = High	\$ 400.00
Fine Arts	Photography	Yearly Planning and Core Topic	2023-2024	PHTO OBJ-2	Technology	Adobe Creative Cloud Licenses to support online classes, students enrolled in Lompoq classes, and for use off campus with our loaner laptops.	Ongoing	1 = High	\$6,000
Fine Arts	Photography	Yearly Planning and Core Topic	2024-2025	PHTO OBJ-2	Technology	Capture One Pro Licenses	Ongoing	2 = Medium	\$ 4,000.00

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost	Estimated Instructional/Restrict ed Lottery Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ-3	Facilities	Need air conditioning	One-time	1 = High	\$ 400.00	
Fine Arts	Photography	Yearly Planning and Core Topic	2022-2023	PHOTO OBJ-1	Facilities	Need Darkroom Beseler Enlargers Installed	One-time	1 = High	Need Quotes from Facilities or Subcontractors	

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

New Program Planning Initiative	
Title:	Industry Standard Digital Camera Technology
Planning years:	2024-25
Description: With our Commercial Photography Certificate and AS: Photography Degree we must continue to provide industry standard technology for our students. This includes DSLR, medium format and full-frame digital cameras for intermediate and advanced photography courses, and current APS-C DSLR cameras for introductory classes. This also includes scanners and digital printing technology.	
Resources: Priority Level: Low <u>Medium</u> High Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials Quantity: 20 DSLR Cameras Per Item Price: 609.20 Price with taxes/shipping, etc: \$12,184 Description: DSLR cameras to replace the 20 cameras that are obsolete or no longer working.	
Resources: Priority Level: Low <u>Medium</u> High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: 1 Per Item Price: \$8600 Price with taxes/shipping, etc: 9367.36 Description: FujiFilm Medium format DSLR camera	
Resources: Priority Level: Low <u>Medium</u> High Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials Quantity: 1 Per Item Price: \$6999.00 Price with taxes/shipping, etc: Description: Negative Supply Film scan technology for 35mm, 120, and large format film.	

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐
Technology Plan ☒ Facilities Plan ☒ Strong Workforce ☐ Equal Employment Opp.
☐ Title V

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

The data analyzed were student responses to the Media Arts surveys, along with a review of Academic Services and Support available on campus. The main conclusion was that students need more awareness of existing support and more access to technology and software to succeed in Media Arts coursework.

Data analyzed:

- Student responses to Media Arts surveys.
- Campus Academic Services and Support resources, including LAP, tutoring, the library, academic counseling, Basic Needs, and the student health center.

Main conclusions:

- 30% of respondents did not know about the Learning Assistance Program.
- 30% did not have a SEP, or were unsure whether they had one.
- 67% wanted at-home access to an Adobe license, and another
- 13% were unsure. 85% needed access to technology they did not own, such as a laptop, tablet, or camera, to complete coursework successfully.
- Allan Hancock College offers many helpful support services, but the biggest barrier is that many students are unaware these resources exist and therefore do not use them.

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

In my area of focus, the main challenges are access to equipment, technology, and time, along with the financial and institutional barriers that make it harder for some students to persist and fully participate.

Limited Student Awareness of LAP Services:

Results from the Media Arts survey indicate that one-third of students were unaware of the Learning Assistance Program (LAP). This suggests a need for stronger communication and outreach so that students can more readily access academic support services that may contribute to their success. In addition, the program may benefit from clearer faculty guidance on identifying students who could benefit from LAP and on making appropriate referrals.

Equity Challenges:

Looking through an equity lens, the biggest challenges to student success and access are usually not just academic—they are structural barriers that shape who can participate, persist, and complete. In a photography area of focus, that often means unequal access to equipment, technology, time, financial support, and flexible pathways into the curriculum. In my area of focus, the main equity challenges are access to equipment, technology, and time, along with the financial and institutional barriers that make it harder for some students to persist and fully participate.

- Access to gear and software - Students without cameras, lenses, storage, editing software, or reliable computers can fall behind even when they have strong ideas and talent.
- Hidden financial barriers - Costs for materials, printing, transportation, childcare, food, and housing can affect attendance, project completion, and persistence.
- Uneven preparedness - Students from under-resourced schools or disrupted educational backgrounds may enter with different levels of technical, writing, or digital fluency, which can affect early success in gateway classes.
- Time constraints - Working students, caregivers, and commuting students often have less access to fieldwork, office hours, critique sessions, and extended production time.
- Institutional communication gaps - Students may miss opportunities or support services simply because information is not shared clearly, early enough, or in formats they can easily use
- Reduced access to support materials - With the expiration of LinkedIn Learning access through SCCRC on 2/27/26, students no longer have access to tutorials I have embedded in Canvas, which creates an added access gap for independent skill-building.
- Interrupted pathways - When elective classes are cancelled due to low enrollment, students may not be able to complete degrees or certificates on schedule, which can delay graduation and limit access to needed courses, including PHTO 120 and PHTO 130 in Spring 2026.

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

My plans for change and innovation focus on increasing access, equity, flexibility, and continuity for students in the photography program by reducing structural barriers and increasing the resilience of instructional design:

- Replace lost external learning resources - In response to the expiration of LinkedIn Learning organizational access through the South Central Coast Regional Consortium on 2/27/26, I will look into funding for this resource, including Strong Workforce, CTE, and ITS funding. I will develop and integrate alternative instructional materials directly into Canvas, including step-by-step tutorials, short video demonstrations, and course-specific guides that remain accessible to all enrolled students.
- Increase instructional flexibility - I will design modular, reusable learning materials that support students with varying schedules and levels of prior knowledge. This includes recorded demonstrations, scaffolded assignments, and self-paced learning modules that reduce dependence on synchronous engagement or in-person office hours.
- Strengthen degree and pathway planning - This will help students and advisors identify potential bottlenecks and prepare for scenarios in which elective courses are canceled due to low enrollment.
- Advocate for course continuity and equitable access - I will monitor enrollment data more systematically and advocate for the preservation of key elective courses, including PHTO 120 and PHTO 130, when their cancellation threatens students' ability to complete their degrees or certificates on schedule.
- Collaborate with tutoring services to provide and promote tutoring in Photography courses - I will partner with campus tutoring services to establish dedicated support for Photography students, including subject-specific tutoring sessions, promotion of tutoring resources within Canvas and class announcements, and coordination of drop-in or appointment-based support aligned with major assignments, critiques, and technical skill-building.

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

Program effectiveness will be measured using quantitative and qualitative data aligned with Photography PLOs, focusing on student success, technical proficiency, critical thinking, and progression. practices to ensure continuous improvement and program relevance:

- Monitor whether qualified tutors are identified and hired for Photography courses each academic year, with attention to supporting student development in photographic terminology, materials, and applied practices (PLO 1).

- Monitor student enrollment, retention, and success rates in Photography courses, with embedded assessment of student proficiency in camera handling, composition, light, and color through portfolio-based evaluations (PLO 2).
- Monitor Photography student time and units to completion, with attention to whether curricular sequencing supports timely progression while achieving competency across technical, critical, and cultural learning outcomes (PLOs 1–4).
- Monitor student participation and performance in critique-based assignments, assessing their ability to evaluate their own work and the work of others, incorporate feedback, and demonstrate iterative improvement (PLO 3).
- Monitor student progress in courses that address photographic history, theory, and cultural context, including assessment of their ability to analyze how images shape and reflect diverse cultural perspectives (PLO 4).
- Monitor Photography student completion of CSEPs, ensuring alignment with demonstrated growth in technical skill, conceptual development, and the ability to apply discipline-specific knowledge to personal and vocational outcomes (PLOs 1 and 2).
- Monitor student participation in photography-related field trips and professional conferences (e.g., Society for Photographic Education, Medium Festival of Photography), with attention to engagement in broader photographic communities and exposure to diverse practices and perspectives (PLOs 3 and 4).

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

6. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

The photography program initially did not identify specific individuals or teams to validate our findings. However, we have since brought these findings to our Advisory Committee and Photo faculty and asked them for recommendations on validation and next steps.

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

Yes. The advisory committee provided the following specific recommendations regarding our core topic responses:

- Access to Industry-Standard Technology - Ensure students have hands-on access to current photography equipment, including professional cameras, lighting, and printing facilities.
- Industry-Standard Software - Maintain and update access to Adobe Lightroom and Photoshop for editing and post-production. Look into acquiring Capture One

software - Capture One is the industry-leading software used by professionals across all photography disciplines.

- Artificial Intelligence (AI) - Integrate AI tools used in the photo industry into curriculum, including AI-powered editing software, generative fill, and emerging AI photography technologies.
- Community Engagement - Increase partnerships with local organizations, photography conferences and festivals, portfolio reviews, and cultural institutions for student projects and exhibitions.
- Internships - Expand internship opportunities with professional photographers, media companies, and photography-related businesses to provide real-world experience.

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

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Industry Standard Computers, Software Licenses & Subscriptions
Planning years:	2025-26
Description: With our Commercial Photography Certificate and AS: Photography Degree we must continue to provide industry standard technology and software for our students.	
Resources: Priority Level: Low Medium <u>High</u> Resource Type: Equipment Staff Faculty <u>Supplies and Materials</u> Quantity: 100 Per Item Price: \$60 Price with taxes/shipping, etc: \$6000 Description: Adobe Creative Cloud Licenses to support online classes, students enrolled in Lompoc classes, and for use off campus with our loaner laptops.	

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 27 Capture One Pro Licenses for Digital Lab and Studio

Per Item Price: : \$317

Price with taxes/shipping, etc: \$8559

Description:

Capture One Pro Licenses

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 24

Per Item Price: \$2,524.06

Price with taxes/shipping, etc: \$60,577.44

Description:

Request for continued support of loaner laptops. These laptops are required to continue to give equitable access for our LVC and Online students who do not have access to the photo lab in F-238.

The reduction in many labs in the media arts program, such as PHTO 380-385, was a result of the District's decision in the pandemic to support students through access to technology. This access to technology includes loaner laptops, which students can check out for the entire semester, as well as licenses to the Adobe design suite, and digital drawing tablets for checkout. This access to technology has positively impacted students and helps ensure learning outside our dedicated teaching spaces and computer labs. District investment in loaner MacBook Pro laptops, Adobe "named licenses", and Wacom digital drawing tablets for checkout, offer opportunities for socio-economically disadvantaged students to continue to work outside the classroom and serves equity in the classroom.

As the loaner laptops purchased in 2020 are reaching 5 years old and are starting to near the edge of their life span, further some are broken or missing, it is time to develop a sustainable plan for continuing support of students in CTE programs. Particularly for photography courses, current computers are necessary for student success. With uncertainty in the budget, there are a few strategies that we can take. I believe that purchasing batches 24 tablets per year can help our students keep access to computers without busting the budget. I recommend purchasing batches of 12 or 24 tablets per year can help our students keep access to computers.

Because these computers will be used for students to edit large photo and video files, I am recommending the M4 chip with 32GB RAM. This will last the longest for students and be a powerful machine for its 5-year life cycle and possibly beyond. Additionally, the current

minimum requirements to run Adobe Photoshop & Lightroom specify a minimum of 16GB of RAM with 32 GB recommended. Adobe Photoshop, Adobe Lightroom, and Capture One Pro were identified in the O*Net career information has in-demand technologies that are most requested by employers. This software was also recommended by the Media Arts Advisory Committee. These software packages are intensive and require the boosted processing power.

This proposal supports the Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment. E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs. E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs. Additionally, this initiative supports: Guided Pathways Pillar 3: Help Students Stay on Path, Pillar 4: Ensure Learning

Total cost per laptop: \$2,524.06 including tax Quantity of 12 total: \$30,288.72 Quantity of 24 total: \$60,577.44

What college plans are associated with this Objective? (Please select from the list below):

- | | | | |
|---|---|--|---------------------------------|
| ☒ Ed Master Plan | Student Equity Plan ☒ | Guided Pathways ☐ | AB 705 ☐ |
| ☒ Technology Plan | Facilities Plan ☒ | Strong Workforce ☒ | Equal |
| Employment Opp. ☐ | | | |
| ☐ Title V | | | |

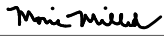
Program Review Signature Page:



Program Review Lead

Aug 11, 2026

Date



Monica Millard (Aug 11, 2026 10:08:38 PDT)

Program Dean

Aug 11, 2026

Date



Vice President, Academic Affairs

Aug 14, 2026

Date

2025-26 Photo Academic Services and Support_Program Review_082026

Final Audit Report

2026-08-14

Created:	2026-08-14
By:	Shayna Andrews (shayna.andrews@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA_LkLfRfYKLMF_1aTopYMr8DrS4MOR_GE

"2025-26 Photo Academic Services and Support_Program Review_082026" History

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2026-08-14 - 7:02:47 PM GMT- IP address: 209.129.94.61
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2026-08-14 - 7:03:59 PM GMT
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2026-08-14 - 7:07:10 PM GMT- IP address: 104.47.70.126
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2026-08-14 - 7:20:43 PM GMT - Time Source: server- IP address: 209.129.94.61 - Signature Appearance Selected: IMAGE
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