

Cecil College Academic Program Review



CECIL COLLEGE
REAL STUDENTS. REAL SUCCESS.



VISUAL
COMMUNICATIONS:
PHOTOGRAPHY
June 2013



CECIL COLLEGE

VISUAL COMMUNICATIONS: PHOTOGRAPHY PROGRAM REVIEW SPRING 2013

AAS Degrees

Professional Photography

Certificates

Basic Photography

Photography Lab

Professional Photography

Studio Photography

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Executive Summary

The Visual Communications Program continues to be a regional leader in educating and training students to become innovative leaders in the visual design and multimedia job fields. Students of the VCP photography program graduate with advanced, technical degrees and secure satisfying and well paying positions in the photographic and digital imaging world. Strong graduates will also transfer to four-year schools and often report that they are very well prepared and are in the top tier of their class.

The photography program plays a large role to the regional community by hosting summer camps, photography exhibitions, and workshops. The program aligns itself with regional colleges through articulation agreements and actively serves the regional high school and middle school community during VCP "Tech Prep" workshop/demo days each semester. In addition, each semester the program hosts more than 400 students and their families during the student photography exhibit at the Cecil College Tech Center. As a visible member of the community, the photography department's student base and need for more equipment steadily grows each year, thus physical space continues to be a concern for photography studios, computer labs, and other items mentioned in the college's master plan some years back. The Milburn Stone Gallery space was also a great loss to the cultural enrichment of the program since being turned into office space.

The program is a regional leader in visual communication through advanced digital technologies, and methods presented by a diverse range of part-time instructors who maintain professional careers in various photographic industries. These instructors provide hands-on mentorship experiences for students, and present current technological advances within the field. Unfortunately, reductions in funding have weakened efforts to retain and continue to employ working-professional adjuncts—hiring a larger but less qualified population of adjuncts will require much more training and supervision by an already over-burdened full-time staff. In addition, lab staff funding hours have diminished and will result in more equipment damages as staff are often too busy with other tasks and limited time to properly counsel students on equipment use, check for damage of returned equipment, and follow up on reported damage in a timely manner.

Overall, the program as a whole continues to grow as the need for technologically-savvy professionals rise in the contemporary culture of online and printed mass media. The VCP photography program will continue to be a diverse center for cultural enrichment, innovative technology, and technical photographic prowess by maintaining a connection to regional community.

1.0 Program Description

Professional Photography program option prepares students for initial employment, career advancement, and transfer to four-year colleges. Job titles include: commercial photographer, portrait photographer, wedding photographer, photojournalist, industrial photographer, videographer, photography lab/studio manager, photography editor, image retoucher, director of photography, digital capture technician. Employment responsibilities in these areas include: photographing in a studio and/or location, digital processing and imaging, marketing, exhibiting, and video production.

1.1 Program History

The idea for a career oriented visual communications program began in 1970 at the end of the first Cecil College photography course when the instructor asked students for feedback. One young man said, "We need more photography courses so I can get a job in photography." The instructor answered, "No, we can't do that. Professional photography is a very competitive. We can only offer fine art courses for personal enrichment." The student replied, "That is fine for you to say, you have a job you love, but I work in the Bata Shoe factory, and I want to be a photographer." Thus the instructor lost the argument. Several years later the Dean suggested developing a degree in photography. The instructor agreed with the understanding that it be career oriented and that advanced courses be taught by working professionals to ensure that students learn competitive career skills.

1.1.1 Relationship to the College's Mission Statement and Strategic Plan

Cecil College Mission Statement

Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence."

CC Strategic Plan 2010-15

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

Cecil College's Photography program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by maintaining an open-admission, learner centered program. We take pride in accepting everyone and trying to help them to achieve their educational goals. We maintain an advanced lab and cadre of equipment to support the program and make every effort to put that equipment into student's hands along with the training necessary to use it so that they are empowered with the skills they need to for workforce entry or college transfer.

1.2 Faculty Profile

- Provide a brief listing of credentials, courses taught, committee participation, [past and present] other College activities and other professional endeavors. Also include the credentials of adjunct faculty members who are the only instructor teaching a specific discipline. [See sample Table at Appendix E]

Individual	Education	Position	Experience
Barry Gorrell		Lab Manager/Faculty	
Adam Jacono	M.F.A. photography B.F.A	faculty/VCP 101,114,115,233,270,279	Artist, curator, online magazine editor
Robin Mahaffey	VCP Basic Photography Certificate(Cecil College)	Art 180	Freelance photographer Curator, wedding photographer
Kit Abeldt	B.S. Bus Adm/Marketing (Cal State Sac) AA Photo and Video(Cecil) (need last class)	VCP 101 VCP 140	Community service PAWs Act Theatre On-going professional photographer seminars Freelance photographer
Mary Targonski	B.A. (College of Notre Dame of MD)	Art 180	
Mary Johnson	B.A. Communications (U of D)	Art 180	
Amy Burris	A.A Professional Photography	Art 180/181	Freelance photographer, Videographer
Gail Piazza		Art 183	
David Oldewurtle		VCP 210/116	
Jerry Arnold		VCP118/230	

Individual	Education	Position	Experience
Kevin Seldomridge	AS Visual Communications Cecil College Enrolled in Bachelor's program at UMUC for Computer Science	VCP 210/212/136	Senior software engineer Lockheed Martin Currently working on creating a Unity 3D user group
Mary Targonski		Art 180	
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	DAP 119, VCP 151 VCP 218	
Jane Clark	AA Professional Photography (Cecil College)	CIS 124	Creative Director & Owner Teaketica
Jennie Campbell	AA photography(Cecil College)	VCP 111, 116, 140	Jennie Campbell Photography business
Floyd Dean		VCP 211/215/216/296	
Ted Liljestrand	BFA Tyler school of Art	CIS 124	Creates apps and websites for freelance projects, coaches softball
Chuck Weiss	Loyola College of MD	VCP 222/223	Freelance photography
Rob Bernstine	MSE University of Pennsylvania BSID Phila College of Art	VCP119/120	President of Intuition Design, Inc. Previous instructor for CIS 124 CIS 224
Kelly Diggins		VCP 116/117 224/234	Business owner

1.3 Program Curriculum

Visual Communications – Professional Photography Option Associate of Applied Science

This program option prepares students for initial employment, career advancement, and transfer to four-year colleges. Job titles include: commercial photographer, portrait photographer, wedding photographer, photojournalist, industrial photographer, videographer, digital imager, and photography lab manager. Employment responsibilities in these areas include: photographing in a studio and/or location, digital processing and imaging, marketing, exhibiting, and video production.

	<i>General Education Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	Elective		3
MAT	Math Elective	M	3–4
SCI	Lab Science Elective ¹	S/SL	4
SOC SCI	Social Science Elective	SS	3
	<i>Program Requirements</i>		
VCP 101	Photography I		4
VCP 111	Studio Photography I		4
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
VCP 210	Video Production I		4
VCP 279 or VCP 289	Professional Portfolio Production Internship I		4
	<i>Program Electives (Group 1)</i>	<i>Select 12 Credits</i>	
VCP 110	Portrait Photography		4
VCP 211	Studio Photography II		4
VCP 212	Video Production II		4
VCP 222	Photojournalism I		4
VCP 233	Fictional Photography		4
	<i>Program Electives (Group 2)</i>		
VCP	Visual Communications Elective		4

Total Credits Required in Program:

68–69

Visual Communications – Basic Photography Certificate

This certificate prepares students for apprenticeship employment in photography or digital imaging. Job titles include assistant photographer, lab technician, digital imager, and photographic retail sales representative. Employment responsibilities in these areas include: photographing, digital imaging, and sales. The certificate program courses can be used in satisfying degree program requirements.

	<i>Certificate Requirements</i>	<i>Credits</i>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
<i>Program Electives</i>		
		<i>Select 7-8 Credits</i>
ART 180	Basic Photography	3
VCP 110	Portrait Photography	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 210	Video Production I	4
VCP 211	Studio Photography II	4
VCP 222	Photojournalism I	4
VCP 223	Photojournalism II	4
VCP 224	Nature and Wildlife Photography	4
VCP 233	Fictional Photography	4
VCP 270	Portfolio Production I	4
VCP 271	Portfolio Production II	4

Total Credits Required in Certificate:

15-16

Visual Communications – Portfolio Production Certificate

This certificate prepares students for initial employment in photography and/or digital imaging. Job titles include commercial photographer, portrait photographer, photojournalist, industrial photographer, videographer, digital imager, and photographic lab manager. Employment responsibilities in these areas include photography, digital processing and printing, digital imaging and marketing. The certificate courses may be used in satisfying degree requirements.

	<i>Certificate Requirements</i>	<i>Credits</i>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
	<i>Certificate Electives</i>	<i>Select 15-16 Credits</i>
ART 180	Basic Photography	3
VCP 110	Portrait Photography	4
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 136	Multimedia Production I	4
VCP 211	Studio Photography II	4
VCP 222	Photojournalism I	4
VCP 224	Nature and Wildlife Photography	4
VCP 230	Graphic Design Studio	4
VCP 233	Fictional Photography	4
VCP 270	Portfolio Production I	4
VCP 271	Portfolio Production II	4
VCP 279	Professional Portfolio Production	4

Total Credits Required in Certificate: 27-28

Visual Communications – Professional Photography Certificate

General Program Information: 410-287-1000 or information@cccil.edu

This certificate prepares student for initial employment in photography, digital imaging, and video production. Job titles include: commercial photographer, portrait photographer, industrial photographer, photojournalist, videographer, digital imager, and photography lab manager. Employment responsibilities in these areas include; photographing, digital imaging, and videography. The certificate program courses can be used in satisfying degree requirements.

	<i>Certificate Requirements</i>	<i>Credits</i>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 210	Video Production I	4
VCP 211	Studio Photography II	4
VCP 212	Video Production II	4
VCP 279 or VCP 289	Professional Portfolio Production Internship I	4
	<i>Certificate Electives</i>	<i>Select 8 Credits</i>
VCP 110	Portrait Photography	4
VCP 119	Digital Imaging IV	4
VCP 222	Photojournalism I	4
VCP 233	Fictional Photography	4
VCP 224	Nature and Wildlife Photography	4

Total Credits Required in Certificate: 40

2.0 Statistical Data [Program Level]

2.1 Provide enrollment rates for the degree for each of the past five years;

Professional Photography Program Review (PPAZ) Associate Degree	
Enrollment by Fiscal Year	
FY 2007/2008	53
FY 2008/2009	60
FY 2009/2010	66
FY 2010/2011	64
FY 2011/2012	54

Photography-Basic Certificate Program Review (BAPC)		
Enrollment by Fiscal Year		
FY 2007/2008	48	
FY 2008/2009	41	
FY 2009/2010	44	
FY 2010/2011	46	
FY 2011/2012	31	

Photography-Lab Certificate Program Review (PLTC)	
Enrollment by Fiscal Year	
FY 2007/2008	22
FY 2008/2009	22
FY 2009/2010	22
FY 2010/2011	24
FY 2011/2012	17

Professional Photography Program Review (PPHC) Certificate	
Enrollment by Fiscal Year	
FY 2007/2008	8
FY 2008/2009	10
FY 2009/2010	11
FY 2010/2011	11
FY 2011/2012	9

Photography-Studio Certificate Program Review (STPC)

Enrollment by Fiscal Year

FY 2007/2008	13
FY 2008/2009	10
FY 2009/2010	13
FY 2010/2011	13
FY 2011/2012	8

2.2 The number of degrees awarded for each of the past five years;

Professional Photography Program Review (PPAZ)

Associate Degree

Number of Degrees Awarded

FY 2007/2008	1
FY 2008/2009	6
FY 2009/2010	4
FY 2010/2011	5
FY 2011/2012	5
TOTAL	21

Photography-Basic Certificate Program Review (BAPC)

Number Awarded

FY 2007/2008	8
FY 2008/2009	5
FY 2009/2010	14
FY 2010/2011	11
FY 2011/2012	10
TOTAL	48

Photography-Lab Certificate Program Review (PLTC)

Number Awarded

FY 2007/2008	6
FY 2008/2009	1
FY 2009/2010	5
FY 2010/2011	6
FY 2011/2012	6
TOTAL	24

Professional Photography Program Review (PPHC) Certificate	
Number Awarded	
FY 2007/2008	1
FY 2008/2009	0
FY 2009/2010	1
FY 2010/2011	3
FY 2011/2012	0
TOTAL	5

Photography-Studio Certificate Program Review (STPC)	
Number Awarded	
FY 2007/2008	2
FY 2008/2009	2
FY 2009/2010	1
FY 2010/2011	4
FY 2011/2012	2
TOTAL	11

2.3 The number degrees awarded to Pell recipients for each of the past five years;

Professional Photography Program Review (PPAZ) Associate Degree Number of Degrees Awarded to Pell Recipients			
	Total Degrees	Pell Recipients (from FY01)	% of Total
FY 2007/2008	1	0	0%
FY 2008/2009	6	1	17%
FY 2009/2010	4	3	75%
FY 2010/2011	5	2	40%
FY 2011/2012	5	0	0%
TOTAL	21	6	29%

Photography-Basic Certificate Program Review (BAPC)**Number of Degrees Awarded to Pell Recipients**

	Total Degrees	Pell Recipients (from FY01)	% of Total
FY 2007/2008	8	1	13%
FY 2008/2009	5	2	40%
FY 2009/2010	14	8	57%
FY 2010/2011	11	3	27%
FY 2011/2012	10	8	80%
TOTAL	48	22	46%

Photography-Lab Certificate Program Review (PLTC)**Number of Degrees Awarded to Pell Recipients**

	Total Degrees	Pell Recipients (from FY01)	% of Total
FY 2007/2008	6	1	17%
FY 2008/2009	1	0	0%
FY 2009/2010	5	3	60%
FY 2010/2011	6	0	0%
FY 2011/2012	6	5	83%
TOTAL	24	9	38%

Professional Photography Program Review (PPHC)**Certificate****Number of Degrees Awarded to Pell Recipients**

	Total Degrees	Pell Recipients (from FY01)	% of Total
FY 2007/2008	1	0	0%
FY 2008/2009	0	0	0%
FY 2009/2010	1	1	100%
FY 2010/2011	3	0	0%
FY 2011/2012	0	0	0%
TOTAL	5	1	20%

Photography-Studio Certificate Program Review (STPC)
Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients (from FY01)	% of Total
FY 2007/2008	2	0	0%
FY 2008/2009	2	1	50%
FY 2009/2010	1	1	100%
FY 2010/2011	4	0	0%
FY 2011/2012	2	0	0%
TOTAL	11	2	18%

2.4 Percent of students who were enrolled in the first fall term and were enrolled in the next full academic term – five year history

Professional Photography Program
Review (PPAZ)

Associate Degree

First-time Students in the Fall Semester Who Enrolled in the Next Fall Term

	N of First-time PPAZ Students Enrolled in Fall	Number of Students Enrolled in the Next Fall Semester	%
Fall 2007	9	7	78%
Fall 2008	16	10	63%
Fall 2009	15	10	67%
Fall 2010	9	8	89%
Fall 2011	10	8	80%

Note: Fall 2012 enrollment as of March 7, 2013.

Photography-Basic Certificate Program Review (BAPC)

Photography-Basic Certificate Program Review (BAPC)			
First-time Students in the Fall Semester Who Enrolled in the Next Fall Term			
	N of First-time BAPC Students Enrolled in Fall	Number of Students Enrolled in the Next Fall	%
Fall 2007	10	5	50%
Fall 2008	5	4	80%
Fall 2009	5	3	60%
Fall 2010	8	5	63%
Fall 2011	3	2	67%
Note: Fall 2012 enrollment as of March 7, 2013.			

Photography-Lab Certificate Program Review (PLTC)

First-time Students in the Fall Semester Who Enrolled in the Next Fall Term

	N of First-time PLTC Students Enrolled in Fall	Number of Students Enrolled in the Next Fall Semester	%
Fall 2007	2	1	50%
Fall 2008	4	4	100%
Fall 2009	2	2	100%
Fall 2010	4	3	75%
Fall 2011	2	1	50%

Note: Fall 2012 enrollment as of March 7, 2013.

Professional Photography Program Review (PPHC)

Professional Photography Program Review (PPHC)			
Certificate			
First-time Students in the Fall Semester Who Enrolled in the Next Fall Term			
	N of First-time PPHC Students Enrolled in Fall	Number of Students Enrolled in the Next Fall Semester	%
Fall 2007	2	0	0%
Fall 2008	1	1	100%
Fall 2009	3	2	67%
Fall 2010	1	0	0%
Fall 2011	2	1	50%
Note: Fall 2012 enrollment as of March 7, 2013.			

Photography-Studio Certificate Program Review (STPC)

Photography-Studio Certificate Program Review (STPC)			
First-time Students in the Fall Semester Who Enrolled in the Next Fall Term			
	N of First-time STPC Students Enrolled in Fall	Number of Students Enrolled in the Next Fall Semester	%
Fall 2007	0	0	0%
Fall 2008	1	1	100%
Fall 2009	3	3	100%
Fall 2010	2	1	50%
Fall 2011	1	0	0%
Note: Fall 2012 enrollment as of March 7, 2013.			

2.7 Number of students earning their first 30 semester credit hours of college level course work – five year

Program Evaluation history.

Student Profile – Five Year History

Professional Photography – degree

General Studies Program Review

First-time Students Who Have Completed 30
College-Level Credits* or more

	Total First-time Students	Students WHO HAVE NOT COMPLETED College-Level Credits	% of Total	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College-Level Credits or more	% of Total
FY 2007/2008	16	0	0%	2	13%	6	38%	8	50%
FY 2008/2009	19	1	5%	4	21%	3	16%	11	58%
FY 2009/2010	24	3	13%	4	17%	4	17%	13	54%
FY 2010/2011	13	2	15%	2	15%	2	15%	7	54%
FY 2011/2012	11	0	0%	7	64%	4	36%	0	0%
TOTAL	83	6	7%	19	23%	19	23%	39	47%

Basic Photography - certificate

First-time Students Who Have Completed 30 College-Level Credits* or more

	Total First-time Students	Students WHO HAVE NOT COMPLETED 30 College- Level Credits	% of Total	Students Who Have Completed 15 College- Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College- Level Credits or more	% of Total
FY 2007/2008	10	0	0%	1	10%	2	20%	7	70%
FY 2008/2009	8	0	0%	1	13%	0	0%	7	88%
FY 2009/2010	8	2	25%	1	13%	0	0%	5	63%
FY 2010/2011	8	1	13%	1	13%	0	0%	6	75%
FY 2011/2012	5	0	0%	4	80%	1	20%	0	0%
TOTAL	39	3	8%	8	21%	3	8%	25	64%

Photography – Studio Certificate

General Studies Program Review

First-time Students Who Have Completed 30 College-Level Credits* or more

FY 2007/2008									
FY	Total First-time Students	Students WHO HAVE NOT COMPLETED 30 College- Level Credits	% of Total	Students Who Have Completed 15 College- Level Credits or less	% of Total	Students Who Have Completed 16-29 College- Level Credits or more	% of Total	Students Who Have Completed 30 College- Level Credits or more	% of Total
FY 2008/2009									
FY 2009/2010	2	0	0%	0	0%	1	50%	1	50%
FY 2010/2011	2	0	0%	0	0%	0	0%	2	100%
FY 2011/2012	4	1	25%	0	0%	0	0%	3	75%
TOTAL	2	1	50%	0	0%	0	0%	1	50%
	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	10	2	20%	0	0%	1	10%	7	70%

Professional Photography –Certificate

General Studies Program Review

First-time Students Who Have Completed 30 College-Level Credits* or more

	Total First-time Students	Students who have not completed College- Level Credits	% of Total	Students Who Have Complete d 15 College- Level Credits or less	% of Total	Students Who Have Completed 16-29 College- Level Credits or more	% of Total	Students Who Have Complete d 30 College- Level Credits or more	% of Total
FY 2007/200 8	5	0	0%	3	60%	1	20%	1	20%
FY 2008/200 9	3	0	0%	1	33%	0	0%	2	67%
FY 2009/201 0	2	0	0%	0	0%	0	0%	2	100 %
FY 20010/20 11	3	1	33%	1	33%	1	33%	0	0%
FY 20011/20 12	1	0	0%	1	100%	0	0%	0	0%
TOTAL	14	1	7%	6	43%	2	14%	5	36%

Photography Lab – Certificate

General Studies Program Review

First-time Students Who Have Completed 30 College-Level Credits* or more

	Total First- time Student s	Students who have not completed College- Level Credits	% of Total	Students Who Have Completed 15 College- Level Credits or less	% of Total	Students Who Have Completed 16-29 College- Level Credits or more	% of Total	Students Who Have Completed 30 College- Level Credits or more	% of Total
FY 2007/2008	4	0	0%	0	0%	0	0%	4	100%
FY 2008/2009	5	0	0%	0	0%	0	0%	5	100%
FY 2009/2010	3	0	0%	1	33%	0	0%	2	67%
FY 2010/201 1	5	0	0%	2	40%	0	0%	3	60%
FY 2011/201 2	2	0	0%	1	50%	1	50%	0	0%
TOTAL	19	0	0%	4	21%	1	5%	14	74%

2.8 Full-time/part-time

Professional Photography Program Review

(PPAZ)

Associate Degree

Full-time/Part-time Students

		Total Enrollment	Full-time	% of Total	Part-time	% of Total
FY 2007/2008	Summer 2007	8	0	0%	8	100%
	Fall 2007	41	28	68%	23	56%
	Spring 2008	44	22	50%	22	50%
FY 2008/2009	Summer 2008	8	0	0%	8	100%
	Fall 2008	49	26	53%	23	47%
	Spring 2009	47	25	53%	22	47%
FY 2009/2010	Summer 2009	16	0	0%	16	100%
	Fall 2009	54	35	65%	19	35%
	Spring 2010	52	35	67%	17	33%
FY 2010/2011	Summer 2010	15	0	0%	15	100%
	Fall 2010	57	37	65%	20	35%
	Spring 2011	53	34	64%	19	36%
FY 2011/2012	Summer 2011	11	0	0%	11	100%
	Fall 2011	51	28	55%	23	45%
	Spring 2012	43	26	60%	17	40%

Photography-Basic Certificate Program
Review (BAPC)
Full-time/Part-time Students

		Total Enrollment	Full-time	% of Total	Part-time	% of Total
FY 2007/2008	Summer 2007	7	0	0%	7	100%
	Fall 2007	39	19	49%	20	51%
	Spring 2008	39	18	46%	21	54%
FY 2008/2009	Summer 2008	11	0	0%	11	100%
	Fall 2008	33	17	52%	16	48%
	Spring 2009	37	19	51%	18	49%
FY 2009/2010	Summer 2009	14	0	0%	14	100%
	Fall 2009	34	16	47%	18	53%
	Spring 2010	40	16	40%	24	60%
FY 2010/2011	Summer 2010	10	0	0%	10	100%
	Fall 2010	43	21	49%	22	51%
	Spring 2011	38	20	53%	18	47%
FY 2011/2012	Summer 2011	13	0	0%	13	100%
	Fall 2011	27	12	44%	15	56%
	Spring 2012	24	13	54%	11	46%

Photography-Lab Certificate Program Review(PLTC)
 Review(PLTC)
 Photography-Lab Certificate Program
 Review(PLTC)
 Full-time/Part-time Students

		Total Enrollment	Full-time	% of Total	Part-time	% of Total
FY 2007/2008	Summer 2007	5	0	0%	5	100%
	Fall 2007	18	8	44%	10	56%
	Spring 2008	18	8	44%	10	56%
FY 2008/2009	Summer 2008	5	0	0%	5	100%
	Fall 2008	18	10	56%	8	44%
	Spring 2009	19	11	58%	8	42%
FY 2009/2010	Summer 2009	10	0	0%	10	100%
	Fall 2009	19	11	58%	8	42%
	Spring 2010	20	12	60%	8	40%
FY 2010/2011	Summer 2010	7	0	0%	7	100%
	Fall 2010	22	12	55%	10	45%
	Spring 2011	23	10	43%	13	57%
FY 2011/2012	Summer 2011	10	0	0%	10	100%
	Fall 2011	17	8	47%	9	53%
	Spring 2012	13	7	54%	6	46%

Professional Photography Program Review
(PPHC)
Certificate
Full-time/Part-time Students

		Total Enrollment	Full-time	% of Total	Part-time	% of Total
FY 2007/2008	Summer 2007	2	0	0%	2	100%
	Fall 2007	4	3	75%	1	25%
	Spring 2008	6	2	33%	4	67%
FY 2008/2009	Summer 2008	2	0	0%	2	100%
	Fall 2008	4	2	50%	2	50%
	Spring 2009	9	3	33%	6	67%
FY 2009/2010	Summer 2009	4	0	0%	4	100%
	Fall 2009	10	4	40%	6	60%
	Spring 2010	10	6	60%	4	40%
FY 2010/2011	Summer 2010	2	0	0%	2	100%
	Fall 2010	9	3	33%	6	67%
	Spring 2011	10	4	40%	6	60%
FY 2011/2012	Summer 2011	2	0	0%	2	100%
	Fall 2011	8	3	38%	5	63%
	Spring 2012	8	2	25%	6	75%

Photography-Studio Certificate Program Review (STPC)
Full-time/Part-time Students

		Total Enrollment	Full-time	% of Total	Part-time	% of Total
FY 2007/2008	Summer 2007	4	0	0%	4	100%
	Fall 2007	9	4	44%	5	56%
	Spring 2008	9	4	44%	5	56%
FY 2008/2009	Summer 2008	2	0	0%	2	100%
	Fall 2008	6	2	33%	4	67%
	Spring 2009	8	4	50%	4	50%
FY 2009/2010	Summer 2009	3	0	0%	3	100%
	Fall 2009	10	4	40%	6	60%
	Spring 2010	13	7	54%	6	46%
FY 2010/2011	Summer 2010	3	0	0%	3	100%
	Fall 2010	13	6	46%	7	54%
	Spring 2011	11	8	73%	3	27%
FY 2011/2012	Summer 2011	5	0	0%	5	100%
	Fall 2011	8	5	63%	3	38%
	Spring 2012	6	4	67%	2	33%

2.9 Age, Gender, Race

Professional Photography Program Review (PPAZ)					
Associate Degree					
Students by Gender					
	Total Enrollment	Female Students	% of Total	Male Students	% of Total
FY 2007/2008	53	33	62%	20	38%
FY 2008/2009	60	38	63%	22	37%
FY 2009/2010	66	44	67%	22	33%
FY 2010/2011	64	43	67%	21	33%
FY 2011/2012	54	35	65%	19	35%

Professional Photography Program Review (PPAZ)

Professional Photography Program Review (PPAZ)

Associate Degree

Students by Age												
	Total Enrollment	Less than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total	
FY 2007/2008	53	43	81%	4	8%	3	6%	1	2%	2	4%	53
FY 2008/2009	60	43	72%	7	12%	4	7%	4	7%	2	3%	60
FY 2009/2010	66	51	77%	5	8%	4	6%	4	6%	2	3%	66
FY 2010/2011	64	46	72%	2	3%	5	8%	7	11%	4	6%	64
FY 2011/2012	54	37	69%	5	9%	5	9%	2	4%	5	9%	54

Photography-Basic Certificate Program Review (BAPC)

Students by Gender

	Total Enrollment	Female Students	% of Total	Male Students	% of Total
FY 2007/2008	48	31	65%	17	35%
FY 2008/2009	41	26	63%	15	37%
FY 2009/2010	44	26	59%	18	41%
FY 2010/2011	46	28	61%	18	39%
FY 2011/2012	31	18	58%	13	42%

Photography-Basic Certificate
Program Review (BAPC)

Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unk	% of Total
FY 2007/2008	48	4	8%	1	2%	1	2%	0	0%	42	88%	0	0%	0	0%
FY 2008/2009	41	2	5%	1	2%	1	2%	0	0%	37	90%	0	0%	0	0%
FY 2009/2010	44	3	7%	1	2%	2	5%	1	2%	37	84%	0	0%	0	0%
FY 2010/2011	46	3	7%	1	2%	2	4%	0	0%	40	87%	0	0%	0	0%
FY 2011/2012	31	0	0%	1	3%	2	6%	0	0%	28	90%	0	0%	0	0%

Photography-Basic Certificate Program Review (BAPC)

Photography-Basic Certificate Program Review (BAPC)											
Students by Age											
	Total Enrollment	Less than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2007/2008	48	32	67%	4	8%	3	6%	4	8%	5	10%
FY 2008/2009	41	23	56%	5	12%	3	7%	3	7%	7	17%
FY 2009/2010	44	22	50%	3	7%	8	18%	4	9%	7	16%
FY 2010/2011	46	21	46%	3	7%	7	15%	6	13%	9	20%
FY 2011/2012	31	12	39%	2	6%	6	19%	2	6%	9	29%

Photography-Lab Certificate Program Review(PLTC)					
Students by Gender					
	Total Enrollment	Female Students	% of Total	Male Students	% of Total
FY 2007/2008	22	15	68%	7	32%
FY 2008/2009	22	13	59%	9	41%
FY 2009/2010	22	13	59%	9	41%
FY 20010/2011	24	13	54%	11	46%
FY 20011/2012	17	7	41%	10	59%

Photography-Lab Certificate Program Review(PLTC)

Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total
FY 2007/2008	22	3	14%	1	5%	0	0%	0	0%	18	82%	0	0%
FY 2008/2009	22	2	9%	1	5%	0	0%	0	0%	19	86%	0	0%
FY 2009/2010	22	2	9%	1	5%	0	0%	0	0%	19	86%	0	0%
FY 2010/2011	24	3	13%	1	4%	0	0%	0	0%	20	83%	0	0%
FY 2011/2012	17	0	0%	1	6%	0	0%	0	0%	16	94%	0	0%

Photography-Lab Certificate Program Review(PLTC)

Students by Age

	Total Enrollment	Less than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2007/2008	22	13	59%	3	14%	2	9%	2	9%	2	9%
FY 2008/2009	22	13	59%	3	14%	1	5%	2	9%	3	14%
FY 2009/2010	22	13	59%	2	9%	1	5%	3	14%	3	14%
FY 2010/2011	24	13	54%	1	4%	1	4%	4	17%	5	21%
FY 2011/2012	17	7	41%	2	12%	0	0%	2	12%	6	35%

Professional Photography Program Review (PPHC)

Professional Photography Program Review (PPHC)					
Certificate					
Students by Gender					
	Total Enrollment	Female Students	% of Total	Male Students	% of Total
FY 2007/2008	8	6	75%	2	25%
FY 2008/2009	10	5	50%	5	50%
FY 2009/2010	11	6	55%	5	45%
FY 2010/2011	11	8	73%	3	27%
FY 2011/2012	9	6	67%	3	33%

Professional Photography Program Review (PPHC)

Certificate

Students by Ethnicity

	Total Enrolled	African- American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total
FY 2007/2008	8	0	0%	0	0%	0	0%	0	0%	8	100%	0	0
FY 2008/2009	10	0	0%	0	0%	0	0%	1	10%	9	90%	0	0
FY 2009/2010	11	0	0%	0	0%	0	0%	1	9%	10	91%	0	0%
FY 2010/2011	11	0	0%	0	0%	0	0%	0	0%	11	100%	0	0%
FY 2011/2012	9	0	0%	0	0%	0	0%	0	0%	9	100%	0	0%

Professional Photography Program Review (PPHC)

Certificate

Students by Age

	Total Enrollment	Less than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2007/2008	8	4	50%	1	13%	1	13%	1	13%	1	13%
FY 2008/2009	10	6	60%	0	0%	0	0%	1	10%	3	30%
FY 2009/2010	11	7	64%	1	9%	0	0%	1	9%	2	18%
FY 2010/2011	11	5	45%	1	9%	0	0%	3	27%	2	18%
FY 2011/2012	9	5	56%	0	0%	0	0%	1	11%	3	33%

Photography-Studio Certificate Program Review (STPC)

Students by Gender

	Total Enrollment	Female Students	% of Total	Male Students	% of Total
FY 2007/2008	13	11	85%	2	15%
FY 2008/2009	10	7	70%	3	30%
FY 2009/2010	13	9	69%	4	31%
FY 2010/2011	13	8	62%	5	38%
FY 2011/2012	8	4	50%	4	50%

Photography-Studio Certificate Program Review (STPC)

Students by Ethnicity

	Total Enrolled	African- American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total
FY 2007/2 008	13	1	8%	0	0%	0	0%	0	0%	12	92%	0	0%
FY 2008/2 009	10	0	0%	0	0%	0	0%	0	0%	10	100%	0	0%
FY 2009/2 010	13	1	8%	0	0%	0	0%	0	0%	12	92%	0	0%
FY 2010/ 2011	13	1	8%	0	0%	0	0%	0	0%	12	92%	0	0%
FY 2011/ 2012	8	0	0%	0	0%	0	0%	0	0%	8	100%	0	0%

Photography-Studio Certificate Program Review (STPC)

Photography-Studio Certificate Program Review (STPC)											
Students by Age											
	Total Enrollment	Less than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2007/2008	13	8	62%	1	8%	1	8%	0	0%	3	23%
FY 2008/2009	10	6	60%	2	20%	1	10%	0	0%	1	10%
FY 2009/2010	13	7	54%	2	15%	0	0%	1	8%	3	23%
FY 2010/2011	13	8	62%	1	8%	1	8%	1	8%	2	15%
FY 2011/2012	8	5	63%	1	13%	0	0%	1	13%	1	13%

3.0 General Education Objectives

- Indicate the degree to which the program under review demonstrates achievement of the following General Education Objectives:
 - Written communication
 - Oral communication
 - Scientific reasoning
 - Technological competence
 - Critical analysis and reasoning
 - Information literacy
 - Enhanced awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.

Written communication

As part of each of their assignments students are required to write project cover sheets describing the technical, aesthetic and emotional content of each of their works. They are also required to create a number of written reports and papers based on different artists and art concepts.

Oral communication

Students present themselves and their work to class during critique sessions which consists of orally representing information about photographic images on a formal, contextual, and cultural level.

Scientific reasoning

In addition to the scientific reasoning students are exposed to in general education courses, students make scientific decisions about lighting, color temperature, printing processes, and exposure of their photographic works.

Technological competence

A high level of technology is used throughout the photography program students use advanced computer software, digital cameras and lighting equipment.

Critical analysis and reasoning

Students make critical decisions throughout the photographic process. While creating works, students consistently make decisions that use application, analysis, synthesis, evaluation, problem-solving, decision-making, as well as creative thinking metacognition and productive habits of the mind.

Information literacy

During the photographic process, students obtain information to critically evaluate relevance and learned information to solve problems and answer questions. They must use information legally and ethically.

Enhanced awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.

Through photographing different subjects throughout their various courses students are exposed to a great number of cultural, ethical, and artistic situations.

3.1 Program Strengths

The review of program strengths must not be limited to statistical data, but should include information from other sources, such as student learning outcomes assessment data, (course level assessments) evaluations and recommendations from accreditation reports, and data from student surveys

- Excellent photography faculty, many of whom work professionally in their field, and bring that expertise into the classroom giving students the best possible education.
- Our program maintains and supports significant pool of photographic equipment. This provides students with lots of hands-on learning opportunities.
- Small class size is a strength of our program having 12 to 15 students gives students in a class gives students a great deal of hands on experience with equipment and lots of one-on-one time with instructors.
- Lab support is a key element in the success of our students. We have varied and skilled set of lab instructor's that support classroom instruction during students lab time.
- The photography program has an excellent reputation as a program that produces students who are both creative and technically skilled.
- Commitment to the regional community: The Foundation to the Digital Arts Program enables CCPS high school seniors to take VCP courses for dual credit with transportation provided by the CCPS and tuition support from CC and CCPS. VCP also connects with high school students during a series of "Tech Prep" days each semester where students attend small workshops held by instructors and staff.

3.2 Program Weaknesses

The review of program weaknesses must not be limited to statistical data, but should include information from other sources, such as student learning outcomes assessment data, (course level assessments) evaluations and recommendations from accreditation reports, and data from student surveys

• Facilities

Facilities space is now a major issue affecting the Visual Communications Program. Several years ago the college master plan identified a need to move our program to the technology building for increased visibility and additional space. That move continues to be delayed further and further into the future. If we are to remain in our current location for a few more years, some renovations are needed including more and better equipment storage space within the main lab area and web-cam monitoring of remote studios and storage areas. There is also a growing need for new, more efficient furniture, especially equipment carts & moveable storage cabinets. In addition we have need for a larger more accessible studio spaces as well as another computer equipped classroom (perhaps AS 223).

• Budget

Loss of Perkins funding has had a significant impact on our ability to purchase new and industry standard equipment and prevented travel to workshops that help our program keep our competitive edge.

• Staffing

- The reduction of lab staff in the first half of the year had a significant impact on the Visual Communications Program. We have experienced a notable increase in equipment damage, as staff are often so busy with other tasks there's limited time to properly mentor students on equipment use, check for damage of returned equipment and follow up on reported damage in a timely manner.

- The up coming reduction in allowable part time hours per adjunct will have a significant adverse affect on lab support, equipment damage and continuity between courses. A larger but less qualified population of adjuncts will require much more training and supervision by an already over burdened full-time staff.

Gallery

- Loss of the NE gallery has been a major loss for the Art and VCP programs removing the ability for us to showcase student work and provide them with the skills of curating an exhibit.

3.3 Program Opportunities

Provide information as to how the program might be expanded to address the needs of students.

- Develop additional articulation agreements with four-year institutions.
- Re-evaluate technology to bring current industry standards into the classroom.
- Explore including mobile device portfolios.
- Better market career path opportunities for this degree program.

3.4 Program Threats

Provide information regarding any threats to student enrollment such as historically low enrollments; lack of qualified adjuncts, budget, etc.

There are a number of threats to this program

- Lack of funding for equipment, lack of funding for lab support and a constantly changing job market make this a very difficult program to maintain.
- Equipment in this industry is constantly changing that makes it imperative that we maintain up-to-date technology to be able to teach our students equipment that's being used in the field.
- Maintaining sufficient lab staff and hours is also imperative to make sure that students are getting the hands-on tutorial support they need to learn this complex equipment.
- The job description for photographers has changed a lot over the last few years now they're expected to know video, web design and possibly journalism, because of this we have to constantly update our curriculum.
- The continued enhancement of photographic equipment that makes it easier for untrained people to take better photographs is shrinking the job market for professional photographers.
- Competition from other schools in the area. Many local schools have added photography programs in adjacent counties and states.
- Adobe has announced that they will no longer continue development of their "Creative Suite" product line and will replace it with a new "Creative Cloud" software set available only by monthly subscription at a significantly higher cost.

4.0 Other Program Information

Advisory Council/Board

- Has an Advisory Board been established for the program?
- If yes, describe the membership, frequency of meetings and meeting objectives. Also, include a copy of the most recent meeting minutes.
- If no, explain why not.

4.1 Advisory Board

The visual communications program does maintain an advisory board that consists of a group of working professionals and instructors from other visual communications programs in the region. This advisory board meets once a year as a group and then as needed with individual members. The group consists of:

Advisory Member	Credentials	Contact info
Barry Gorrell	Lab manager/faculty Cecil College visual communications program	410-642-6682 bgorrell@cecil.edu
Adam Jacono	M.F.A. East Carolina University B.F.A. in Photography, Kutztown University of Pennsylvania	Adam Jacono 370 Walnut Lane North East MD 21901 jaco2921@cecil.edu 410-287-1000 x.314 adamjacono.com
Kit Abeldt	B.S. Bus Adm./Marketing (Cal State Sac) AA Photo and Video(Cecil) (need last class) Community service – PAWs - Act Theatre Ongoing professional photographer seminars Freelance photographer	
Mary Targonski	B.A. (College of Notre Dame of MD)	302-998-4312 600 Fallon Ave. Wilmington DE 19804
Jerry Arnold	Freelance Graphic Designer	443-528-7895 3110 Tucker Road, Street, Maryland 21154
Kevin Seldomridge	AS Visual Communications Cecil College Enrolled in Bachelor's program at UMUC for Computer Science - Senior software engineer Lockheed Martin Currently working on creating a Unity 3D user group	410-398-1399 700 Heritage Lane / Apt. D BelAir, MD 21014
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	410-642-2761 168 Chestnut Pt. Rd. Perryville MD 21903
Jane Clark	AA Professional Photography (Cecil College) Creative Director & Owner Teaketica	410-885-4223 17 Radcliffe Ct. Elkton Md 21921

Advisory Member	Credentials	Contact info
Jennie Campbell	AA photography(Cecil College) Jennie Campbell Photography business	443-553-6816 45 Springhill Rd. Rising Sun MD 21911
Floyd Dean	Photographer Videographer owner of Dean Digital	2 S Poplar St Wilmington, DE 19801 (302) 655-7193
Ted Lijestrland	BFA Tyler school of Art Creates apps and websites for freelance projects, coaches softball	610-998-9428 102 Darlington Circle Lincoln University PA 19352
Rob Bernstine	MSE University of Penn BSID Phila College of Art President of Intuition Design, Inc	

4.2 Adequacy of Available Technology

Provide an assessment of the technology assets available to support this program.

Technology is a constant battle within the program current funding does not allow for investment in new technology and maintaining current equipment. We are routinely forced to choose between replacing outdated equipment or investing in new technologies. This has become especially difficult since we lost Perkins support.

4.3 Adequacy of Facilities

Provide an assessment of the facilities available to support this program.

It was established in the college's Master Plan that the visual communications program needs to move out of the arts and sciences basement. The program was to be relocated to the first and second floor of the technology building providing more space. This Increase in space and visibility is necessary because of the expanded growth of the program over the last five years. This move has not taken place and the current facilities are not adequate to contain the expanding program. There is a need for more storage space, studio space, and classroom space. It was also discussed that the visual communications program needs to be more visible not hidden away in the basement of the arts and science building. The lack of studio space is a particular issue for the photography program students do not have adequate space to do their studio photography labs students often compete for time in the studios or have to double and triple up in the cramped space this is not ideal for learning studio photography. Another major factor is the loss of the gallery on the Northeast campus. This gallery provided photography students with the opportunity to learn how to sequence and hang professional gallery exhibits this is no longer option with the gallery being used as an office.

4.4 Articulation Agreements

- Are there articulation agreements related to this program? If not; why not?
- Provide a listing of the articulation agreements in place using the table provided below.
- Assume that an articulation agreement that is older than five years must be renewed. Provide the status of efforts to renew the agreement if it is expired.

Cecil College Degree	Partner College/University	Effective date of the Articulation Agreement	Current status of the Articulation Agreement
Professional Photography	University of Baltimore	3-10-95	Continued
Professional Photography	Rochester Institute of technology	1994	unknown
Professional Photography	Wilmington University	2004	Continued

5.0 Program Goals and Objectives

Provide a summary of the status of goals and objectives provided in the previous Program Review.

- *Explore developing more on-line learning, including pod casts.*

VCP notes was created to support online course support.

- *Explore articulations/cohort VCP bachelor degrees taught at least partially at CC with WU, UB, and UMBC. A meeting with WU is scheduled for this semester.*

Enthusiasm from individual program leaders is high but movement from administration at these schools is slow and sometimes unsupportive.

- *Update marketing materials with graduates' success stories.*

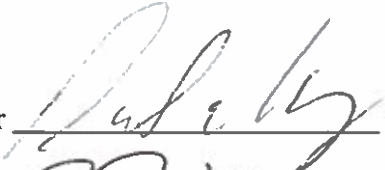
Not done.


Provide program goals and objectives for the next five years using the chart provided below.


Goal(s)	Timetable	Required Resources	Obstacles to Completion (if any)
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- Develop a stronger tie to the surrounding community gallery spaces, and working professionals to allow for greater student noteriety, job placement, and events.

Approvals

Signature of Division Chair  Date 1-16-14

Signature of the Chair of the Academic Affairs Committee  Date 12/17/2013

Signature of the Dean of Academic Programs  Date 1-16-2014

Signature of the Chief Academic Officer Mary Kay Bolt Date 1/28/14

Skill Integration (More opportunities for students to explore, expand and combine photography, photo editing, layout & design, copy & script writing skills.) Media Integration (More integration of Photo & Video skill sets) Expand Multimedia (More 2D Video & Graphic Animation, 3D Modeling & Animation, Audio Editing & Production, Game Development and Web Development.)	1-4 Years (2014-2017)	More Instructors with diversified skill sets.	Inadequate Facilities & Limited Funding
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6.0 Recommendations

Provide your recommendations for the program. Should it be expanded, eliminated, retain as is, etc.

What can be done to make the program more meaningful to the students or to meet the needs of business/industry and the local economy?

- Create a budget for replacement equipment
- Increase Lab Staff budget
- Reopen Gallery on the North East campus
- Move the visual communications program to the first and second-floor of the technology building as described in the master plan.
- Special funding for the purchase or development of an equipment loan tracking software would be very helpful in offsetting the loss of our more qualified part time staff and reducing the resulting equipment damage issues.
- Placement of “webcams” in our studios would allow us to monitor students activities and provide help when needed.
- Continue to search for working professionals to teach courses outside the current pool of adjuncts.
- Collaborate more closely with the CC Fine Art department and/or redefine curriculum w/ courses that would articulate through both programs

