

Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
Photography	ALSS	Deanna Horvath

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

Rubric INS PPU 15_16
e.g., ESL INS PPU 15_16
4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Generally the assessment results show most students are doing well. Some of the classes need to be assessed more often to give a more detailed picture of student performance.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

NA

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

While not strictly an SLO assessment observation, but after noticing how some PHTO 50 and PHTO 56 classes have many withdraws and that some students remark (in class) about not having a camera or not being able to afford to buy one I decided to take-on the equipment issue. For the first assignment in class I encourage students without cameras to work with students who have cameras as a team. I have also introduced camera-less assignments such as making a photogram that does not require a camera. I have made every effort to get additional cameras for students to checkout during the semester by making equipment requests to purchase new digital and seeking-out inexpensive film cameras to loan to students. Hopefully, providing cameras will retain those students that would otherwise drop or withdraw from class.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

NA

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

Yes, the very lack of more complete assessments demonstrates the need for additional resources. The workload draining the Program Coordinator and other instructor's time and energy and the lack of incentive for adjuncts to consistently contribute to SLO assessment data has contributed to the lack of data. I believe that the adjuncts should be provided a stipend to input their SLO assessment data and to contribute in an organized way to building SLO's.

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Most of the classes in the PHOTO Program offer only one section (PHTO 50 & 56 the exceptions). I'm the only full-timer and have written most of the SLO's. I have had conversations, received input and spent time working with some of the adjuncts in one capacity or another on defining some of the SLO's. Having done this I still believe that the SLO's can be added to or improved and that the assessment data can be richer.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Despite having had conversations with the adjuncts about SLO's and assessments, I've had limited success with getting them to input their data. I have worked mostly with one adjunct instructor on assessments primarily because he has been the only one willing to follow-through with inputting his data.

Many of the classes I've made decisions on developing and evaluating assessments on

my own looking at class outlines, syllabi, class assignments, personal experience and observation.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Meeting notes

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

Slight decrease in enrollment probably caused by a few things including: Scheduling difficulties in Mac lab #300, elimination of repeatability, economy improvement and limited FTEF to offer new classes.

The limited availability to schedule digital photo classes in Mac lab #300 due to VCOM being the primary user and getting first choice at scheduling in that room. The Photography Program is limited to scheduling its digital classes during the time VCOM leaves vacant, such as some evenings, Friday afternoon and Saturday mornings. The time slots we get to schedule our digital classes are less than desirable for the bulk of our students who want M-TH day classes. The scheduling issue with having only one digital lab to split between two programs will be

problematic for growth in either program.

Other reasons for a slight decrease in enrollment would include: an improving economy syphoning students away to jobs, eliminating repeatability for most classes, students wanting additional classes we don't offer yet or can't offer because of limited FTEF.

Over 50% of our students seem to be transfer oriented, so we should do all we can to make our classes articulate to other colleges as easily as possible. That will include updating certain curriculum and increasing units for some classes.

Our second largest group of students are interested in obtaining job training and earning occupational certificates. We hold Career Training Education as an important part of our program. I intend on updating our program's Career Certificate and initiating a Certificate of Achievement over the next few years. Being responsive to changes in the job market by offering more robust certificates and adding a few strategic classes over the next few years will give Photography students the skills and certification to begin careers confidently.

Some changes will include adding a class in the Business of Photography. Other changes we will pursue will include increasing the hours and units for some classes such as the PHTO 56 (Digital Photo), PHTO 64A (Artificial Lighting) and making PHTO 51 into an A, B, and C sections to give students opportunity for advanced skill building. Also, want to include digital color management in an enhanced Digital Photography class that earns a student 3.0 units or eventually have it in its own class.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwwqfe PHTO/PHOTO 71%	Yes
2013-14	http://tinyurl.com/q6dah55 PHTO/PHOTO 72%	Yes

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

NA

C. Curriculum Review

1. Review your program’s current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

There is a need to update curriculum in a few classes to increase units for easy transferability. We will need to make updates and a few changes in existing curriculum to make sure the most current skills will be taught. We will add a Business of Photography class to give our students the opportunity to focus their skills through a business/commercial lens to prepare them for their careers. A more robust Digital Color Management component must be included in any digital class upgrade. We will need to add A, B, and C sections to PHTO 51 Individual Projects to give photo students the additional time in the digital or “wet” labs and studio to work on increasing and improving skills.

- Normal updates of class outlines/curriculum
- Change Rubrics on two classes PHOTO 51 to PHTO 51(was supposedly done already) and PHOTO 68 to PHTO 68 to be consistent with the other classes in our program.
- Increase units on a few classes to be consistent with programs at other colleges to aid in articulation and improve student learning. Class includes: PHTO 56 Intro to Digital Photo.
- PHOTO 51: Make into A, B, and C sections to give students additional time to practice skills
- PHTO 64A: Add lab hour to aid in student learning
- The Business of Photography: Add this 3-unit class to the Photography Program curriculum.

- Include a comprehensive Digital Color Management curriculum upgrade either woven into an updated digital class or as a stand-alone class.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No, the Lab Tech II position has remained unfilled since 2009.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

Failure to hire a Classified Lab Tech replacement providing consistent professional service to the Photography Program has drained time from the Program Coordinator to do extra work for the lab. This valuable time is not then available to spend with the students or on other administrative tasks.

E. Other information pertinent to the program

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III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

In-Progress: Working on the design and planning of the renovated Photography Program facility slated to move into building #700 along with VCOM. Members of the PHOTO program have been working with Architect Jonathon McMurtry of Lionakis, Ruch Bruce of Parson's Brinkeroff, LPC administration and members of VCOM since SP 2014 to discuss and define the needs of both the PHOTO and VCOM programs. This work has included discussions, research and drawing-up detailed plans for the layout of the new space, its equitable usage, storage, equipment, impact on student learning and instruction and other issues.

Improved adjunct instructor's participation in program planning and events. Worked with Photography Program adjuncts to identify curriculum additions and improvements that would benefit the students.

Established and held meetings for the "official" advisory board for Photography Program

Organized events and opportunities that encouraged student learning and community involvement, including:

- The **Annual Spring Photography Exhibition** featuring student work
- Sponsored and assisted students with **solo exhibitions** on-campus including: student Roy Conger's documentary photography project on the Niles Canyon Railway, class shows for PHOTO 68 Color Field Photography, PHOTO 60 Black & White materials and Processes (Night Gallery), Alternative Process photos by alumni Jonathon Miller and a student Movie Poster Exhibition in conjunction with the LPC film festival.
- Hosted classroom visits by photographers such as Bill Owens, Ian Fabre and Jon Miller
- Produced the 5th and 6th annual **Las Positas College Student Film Festivals**
- **Major Day** promotional table and student outreach 3/26/14 and in previous years

- Produced Photo Studio orientation **training video** 2013
- Student produced **promotional video** for the program 2014
- Assisted students in forming the **Cinematic Arts Club** (2013) and **Photography Club 2014** (in - progress)
- Hosted Photography swaps so students could get needed equipment

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

We will continue to improve, populate and analyze assessment data from our course SLO's. We will be adding more SLO's for some classes. I will make every effort to insure that our program meets or exceeds the minimum levels for frequency requirements of SLO assessments. I will do everything I can to encourage the adjuncts to participate more fully in this process. I expect that more adjuncts will be more involved, but not all. Adding a financial incentive probably would aid in getting more participation from the adjuncts with SLO's and their assessments. In conjunction with the assessment data, feedback from students and instructors, we will continue to make some changes in curriculum, pedagogy and assessments over the next year or so.

We plan on updating curriculum and adding classes

PHTO 56: Introduction to Digital Photography (go from a 1.5-3.0 units) class, will need complete rewrite or maybe combine PHTO56/57.

PHTO 51: will be made an A, B, and C course adding lab hours for students to build skills.

PHOT 51 and PHOT 68 Rubric change from PHOT to PHTO

PHTO 64A: Adding an additional lab hour for students to work in studio

The Business of Photography (3.0 units): Adding this class will give the students a competitive edge in the marketplace as they build their career.

More intense Digital Color Management component woven into new digital class curriculum.

2. Have your assessment results shown a need for new SLOs? YES NO
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
11 active classes	30%

3. What percentage of courses will your program assess in the next academic year (2015-16)?

At least 50% of the classes.

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
3-4	50%

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide

any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

Yes, we will be making changes to existing curriculum, including:

- Normal updates of class outlines/curriculum
- Change Rubrics on two classes PHOTO 51 to PHTO 51(was supposedly done already) and PHOTO 68 to PHTO 68 to be consistent with the other classes in our program.
- Increase units on a few classes to be consistent with programs at other colleges to aid in articulation and improve student learning. Class includes: PHTO 56 Intro to Digital Photo.
- PHOTO 51: Make into A, B, and C sections to give students additional time to practice skills
- PHTO 64A: Add lab hour to aid in student learning
- Include a comprehensive Digital Color Management curriculum upgrade either woven into an updated digital class or as a stand-alone class.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Yes, we will submit curriculum for a new class on the *Business of Photography*.

Feedback from students, the Photography Advisory board and my research of other programs indicates this is necessary for students exploring or pursuing a career in photography.

These CA Community Colleges offer a similar Business of Photo class as part of their curriculum:

Laney College: Beginning Professional Photography (PHOTO 220A-B-C-D, 2- 8 units)

City College SF: Business Practices of Photography (3)

Cosumnes River College: Careers in Photography (PHOTO 340, 3 units)

Santa Monica College: Business Practices in Photogaphy (PHOTO 60, 3units)

Orange Coast College: Introduction to Professional Photography (PHOTO A180, 4 units)

San Diego City College: Photo Business Operations (PHOTO 125, 2 units), Legal issues for Photographers (PHOTO 126, 2 units), Self Promotion for Professional Photographers, PHTO 127, 2 units).

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

Photography Program Plans for 2015-2016

1. Continue to provide excellent teaching and learning opportunities for students to experience the creative, technical, cultural and historical aspects of the field of Photography.
2. Continue to improve the Photography Program Curriculum. Using all resources available to update and upgrade courses, such as SLO assessment results, our instructor's knowledge of the field, research from professional organizations and information gathered from prominent photographers and feedback from our students and the Advisory Board.
3. Successfully planning, acquiring and moving/transferring physical location of the Photography Program from building 300 to building 700 (see detailed comments below this list).
4. Increase enrollments through:
 - a. Improving our Program's class offerings
 - b. Increasing involvement with building CTE opportunities for students
 - c. Outreach to local High School students and community members
 - d. Building an articulation agreement between a local High school and LPC Photo for advanced placement in our photo or video classes
 - e. Outreach to community partners for support for student internships, sponsorships, marketing, etc.

Moving the Photography Program to Building #700

Space planning, preparing and moving the Photography Program's home to the renovated #700 building along with VCOM. This process will involve all of the instructor's input and assistance in one way or another. The process of preparing and "boxing-up" equipment and supplies and overseeing de-installation of some large equipment in the studio and lab possibly will effect access to some of the facilities and equipment towards the end of F14. The "unpacking" will also have an effect at the beginning of SP15. The "moving process" will involve a lot of extra time from me personally to insure things are put-back where they need to be in order for proper department operation. I've been told by educational professionals who have gone through a move like this with their programs that it will take a year to get the new facility running smoothly and have any building issues smoothed-out. If we have a dedicated "Lab Tech" for AY 2015-16, it will make the transition easier and the move will have less impact on the students and instructors.

Additionally items such as the backdrop stands and lighting rails (Photo Studio) that hang from the ceiling will have to be professionally moved and reinstalled in the new building. Specialty equipment such as the studio equipment will not travel well unless moved by professionals. Some equipment might potentially need to be replaced after the move.

There will be a need for funds to cover costs of specialized photography and lab equipment, storage racks, computer carts, furniture, and other accessories that might need to be replaced or added to make the new space completely useful for teaching and student learning.

Impact on student learning: I see as the biggest issues is that both the PHOTO and VCOM programs will have to share an even smaller Mac computer lab with limited area for printers and student work area. I have stated many times that both PHOTO and VCOM need their own respective computer labs to accommodate classes and allow for growth in both programs. That doesn't mean that other disciplines won't be able to schedule classes in either lab, but that PHOTO or VCOM would get first dibs on scheduling.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

Requesting an increase of .66 FTEF

2. Rationale for request(s).

More FTEF is needed to cover unit increases for updated curriculum in PHTO 56 (from

1.5-3.0), additional lab hour for PHTO64A. We will need to update these classes and therefore increase their units in order to maintain transferability. We will be adding a Business of Photography class that will probably be 3.0 units.

B. Human Resources

1. Request: New or replacement faculty position(s).

NA

2. Rationale for faculty position request(s).

NA

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Replace the Classified staff position of part-time Photography Lab tech (Lab Tech II) that has been vacant since 2009.

4. Rationale for classified staff position request(s).

The lab tech position is essential to successfully operate a facility where students work with digital media and traditional darkroom processes. The lab tech is a valuable resource to both students and instructors helping to assist them with the technology and equipment in the facilities. The Photography Program Lab work-spaces includes high-end printers, scanners, computers and a fully functioning photographic lighting studio that needs a dedicated person to insure that there is consistent monitoring, proper operation, maintenance. The traditional

“wet” lab has specialized equipment and a few chemicals used for developing and printing that need proper handling. It is vitally important to have a dedicated, well-trained professional overseeing the safe and proper use of the Photography Program facility and equipment.

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

We will need additional funds to pay for repairs of studio lighting and other photography equipment. The program has a need to replace and upgrade digital cameras/video equipment, studio lights, new studio monitor for tethered photographing, film/flatbed scanners, large-format printers, UV exposure unit and color management color calibration equipment .

Highly probable there will be equipment that will need to be replaced when moving into new facility in #700. The Photo Studio light railing, Autopole background stands, large darkroom chemical sinks, built-in light table, built-in flat files with large work area and lockers, built-in locking cabinet in storage area, bench seating with lockers and drying racks may not survive being relocated or fit into our new space. New equipment, accessories, storage racks/files, furniture (specialized tables/chairs) may need to be purchased for this new facility.

2. Rationale for financial request(s).

Equipment used by students needs to be maintained and replaced on a regular basis. In order to teach our students new skill-based curriculum the instructors must have access to equipment to demonstrate techniques and check-out to students to complete assignments. Giving the students the opportunity to operate industry-standard equipment in professionally equipped studio and lab spaces is essentially to teaching our curriculum and preparing students for jobs in the field of photography. Having Career Training Education (CTE) as an important part of our core values makes it extremely important that we have the proper

equipment and facilities.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

Software upgrades and purchases would include current versions of Lightroom, Bridge, Photoshop, the Adobe Creative suite including Premier, After Effects, Imovie, Final Cut Pro, Quick time Pro, Pro Tools, Capture One, Xrite or Munki color calibration software, silverfast scanning software and printer RIP software for printer operation.

In the new building the computer lab, combined PHTO/VCOM workspace and computers in PHTO area will need all the above mention software updates, monthly monitor and printer calibration. The addition of a Photo Lab tech that can oversee the high-end printing and the monthly monitor and printer calibration would be very helpful.

2. Rationale for technology request(s).

All software in Mac lab #300 and in the Photo lab needs regular upgrades in order to teach the current versions to the student and have proper functionality of peripherals (scanners and printers). If we are preparing students for jobs using software than the college needs to be ahead of the curve when it comes to providing the most current software in the field. Lately there has been a problem getting the needed software updated in a timely fashion. We have started this year out with no software updates and this has caused problems for both instructors and students. Instructors had older software versions than some of the students and that has led to confusion in some classes.

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

The Photography Program needs to have access and first scheduling rights to a 30 seat Mac lab. We will be moving to a remodeled facility in #700 due to the razing of building #300 to make way for the new #100 building. The space we will be occupying will be a partially shared space along with VCOM with a third of the building will be going to CIS for a 45-seat computer lab. The combined space in the new building will be even smaller than what both PHOTO and VCOM programs have now. Of biggest concern in the computer lab, because both VCOM and PHTO will have access to only one lab that is much smaller. As it is there are constant struggles with VCOM to schedule classes equitably in the current lab #300. For years instructors and coordinators for both Programs have called for addition of another Mac lab with at least 30 computers to allow both programs to schedule classes to satisfy demand by the students. The Photography Program has been handed the worst time slots for our digital classes such as Friday late afternoon, Saturday morning, and an evening here or there. I believe this has effected our enrollment in these classes.

In the new facility in building 700 the Photography Program needs to be given at least the same amount of room it currently has in #300 in order to be functional for the students. Currently we have a dry area for students to work on print finishing including matting and mounting their photographs for class. There is an area for scanning both film and flat bed scanner. Three computers attached to printers for color digital printing and scanners for students to work. A built-in light box to view negatives and other work. There is display areas located in the hallway and in the lab for students to show their work. Wet lab areas to develop film and make black and white prints. The wet lab has twenty-two enlargers for students to make enlargements up to 20"x24". The photography lighting studio has suspended professional studio lights, video lights, product and still life shooting tables, monitor(old) to view photos as you photograph in the studio.

General Description of Photography Program facilities, including shared resources with VCOM and others.

- Shared classroom (lecture)
- Digital lab (#300) that is shared with VCOM (30 Mac machines)
- Photography Lighting Studio with computer for shooting and storage closets
- Print finishing area for mounting, matting and framing work
- Film Processing area with sink & related equipment
- Print Processing area with sink and 22 enlargers

- Cage/closet for Storage of expensive equipment
- Display areas for student work
- 64 Storage lockers for students and instructors
- Built-in Light table to examine work

2. Rationale for facilities request(s).

The Photography Program's facilities need to given similar if not a bigger and improved space in a new facility to support student learning. The program needs an additional 30-seat lab to accommodate both PHOTO and VCOM's schedules and growth in both programs.

The move will profoundly affect the students, staff, facilities and equipment. The new facility will have additional equipment needs that will need to be realized to fully utilize the space for teaching and learning. The smaller space will require newer more efficient equipment, with storage shelves, cabinets, lockers closets and storage equipment such as racks, file cabinets and to efficiently use the space we have.

Long term both the Photography and Visual Communications programs need their own respective Mac computer labs where they have first scheduling rights. Empty time slots would be available to other programs to schedule classes. This is the only way to insure that both programs have what they need and room to grow their digital programs.

3. Request: Upgrading of existing equipment or purchase of new equipment.

Upgrading this equipment: Professional studio lighting, on-location lighting kits, light meters, color calibration unit for monitors and printers, film scanner and flatbed scanner.

Purchasing new equipment: Nikon DSLRs cameras capable of shooting still and video, HDSLR camera rigs for shooting video, 2 large-format Epson printers one capable of printing large 44" prints. New dry-mount machine for mounting prints for exhibition and classwork.

4. Rationale for equipment request(s).

Having access to this type of equipment to use is an important part of student learning. A key part of enhancing a digital-based commercial photography program would be purchasing the most current equipment used in the field. A student having access, experience, support and success using the full-range of professional equipment would be well situated for an entry-level position in the field of Professional Commercial Photography.

5. Request: New supplies

Office supplies

Replacement bulbs for enlargers and studio lights

Batteries for equipment

Extra supplies for class demonstrations and to help students out in a pinch. Supplies such as Printing paper, film, SD cards, mount tissue, release paper and matte board.

6. Rationale for supplies request(s).

[Click here to enter text.](#)
Need these things for class, maintain equipment, help students. Some of this stuff I have to buy myself and bring to the lab.