College of San Mateo

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:
http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:
Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*. (See: http://collegeofsanmateo.edu/prie/planning.asp)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

> James Carranza, Academic Senate President, carranza@smccd.edu
> Susan Estes, Vice President of Instruction, estes@smccd.edu
> Jennifer Hughes, Vice Prsident of Student Services, hughesj@smccd.edu
> John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: Photography

DIVISION: Creative Arts/Social Science

I. DESCRIPTION OF PROGRAM

The Photography program consists of 15 classes and enrolls approximately 400 students. The program offers courses in both film based photography and digital photography. The film-based courses include: Beginning, Intermediate, Advanced, and Experimental B&W Photography; Beginning and Advanced Color Photography; and Visual Perception. The digital courses include: Beginning, Intermediate and Advanced Digital Photography. Both Beginning B&W and Visual Perception satisfy G.E. requirements.

II. STUDENT LEARNING OUTCOMES (SLOs)

a. Please list the courses, if any, for which SLOs have not been assessed. What assessment is planned for these courses? What assistance or resources would help to complete assessment?

We have not assessed Art 385. It's a new course that will be offered Fall 2012.

All of our digital courses have been assessed for program level SLO #3: "Demonstrate the ability to produce a fine print and create a professional presentation."

Previous evaluations of SLO #3 have shown that between 80% -90% of students have demonstrated portfolios that achieve "fine print" status and are professionally presented.

Recent improvements in digital editing software, which simplify the interpretative process, have provided greater productivity for portfolio creation. The addition of a second printer, which speeds the printing process, has allowed the program to increase the number of final prints by 40%, and given students the ability to choose their own paper.

In our 2010-2011 program review, we planned to evaluate the impact of reduced class hours on the quality of final portfolios due to meeting the Carnegie standard for 3 unit classes. All of our lab courses were impacted by this reduction of time. Accordingly we began adapting the portfolio assignments to the reduced class time. Concerned that SLO#3 would be negatively impacted we chose to re-assess SLO#3 for all of our courses.

In the film-based classes the assignments were successfully reconfigured by eliminating one required print from the final portfolio. Students were still challenged but maintained our high standards of quality.

The prints produced in the digital lab courses did not require the elimination of one assignment, due to the additional productivity allowed by a second printer and software improvements.

In the Fall of 2011 the number of required digital prints was increased by 40%. The students feel more challenged and the increased efficiency of new editing software and more efficient print

production, due to the acquisition of a second inkjet printer that was purchased as a back-up, has allowed student's greater access to the printers, and given them the ability to produce more portfolio prints in the reduced lab time available.

The secondary benefit of these changes has been a greater number of students using the print room. Instead of sitting in front of a computer there is increased student interaction in the print room, and has produced an increase in peer-to peer learning and encourages a stronger class bond. This a greater one-on-one contact between student and teacher.

The additional printer has also provided greater choices of inkjet papers. Students are making prints on fine-art rag paper and on glossy cellulose fiber papers similar to those used our darkroom. This development has created greater student satisfaction. Enthusiasm is at an all time high.

b. Please list any degrees offered. Have SLOs been identified for each degree? Briefly describe the department's plan for assessment.

   We offer an AA degree. Our Degree SLO's were submitted last term.

c. Please list any certificates offered. Have SLOs been identified for each certificate? Briefly describe the department's plan for assessment.

   No certificates are offered.

d. Based on assessment results, 1) what changes will the department consider or implement to improve student learning; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

   In order to better assess program SLO's, we have contacted the PRIE staff to discuss the possibility of adding a student survey to our assessment methods.

e. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

   If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Art 350	X	X	X	X	X
Art 351	X	X	X	X	X

III. DATA EVALUATION

a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, to-be-arranged hours (TBA), lab components. etc.) require significant adjustments to the Enrollment and WSCH projections?

The Photography Program has had a small but steady increase in enrollment over the last three academic years—355 students in 2008-09, 380 in 2009-10 and 396 in 2010-11. Our WSCH data is steady and our FTES and LOAD indicators are almost identical to last year—FTES 90 and Load around 620. Enrollment is strong in both film-based classes and digital photography classes—especially the "beginning" courses (Art 351 and Art 381).

b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

Due to the increasing interest in Art 381, Beginning Digital Photography, a second adjunct faculty member may be required.

Although the program has two full-time faculty members and one adjunct, the data provided list the Full-time as 3.98 and Total FTEF as 4.38. This seems to be an error. I believe the Total FTEF to be approximately 4.2.

c. Referring to the Productivity (LOAD) data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

Our LOAD is 616 and well above the efficiency average of 525. No adjustment is required at this time.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

Discuss distance education (online and hybrid modes) success and retention data and, where possible, compare with data for on campus sections.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement

in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Comparing the data from our last Comprehensive Program Review in 2008, our Success rate has increased from 72% to 84 % and our retention rate has increased from 85% to 91%. We are pleased that the data reflects our commitment to student success.

b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The Photography program has always attracted a broad demographic range—especially in regard to age. Our courses evenly attract male and female students demonstrated by the 54% female enrollment data. The program is diverse in regard to ethnicity as 49% of the students are White, 14% Hispanic, 9% Asian, 9% Filipino—Black and Pacific Islander provide less than 3% each.

The ethnicity does not seem to be much of a factor regarding success as the success-rate for White, Black, Filipino, Hispanic and Other students all fall between 83% and 86%. Asian students have higher success rate of 94%. Only Multi-Racial and Pacific Islander students have a low success rate (60%) and they make up approximately 8% of enrolled students. It is puzzling why those groups success-rates are so far below the other ethnicity groups.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, you might consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other college and District programs and services offered; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	The program is well established and has adapted to changes in the field (i.e digital). Both our darkroom facilities and our digital lab are well designed and maintained.	The general population continues to be enthused about photography.
Weaknesses	In our 2008 Comprehensive Review an aging facility was mentioned as an internal weakness, but the remodel of building 4 eliminated that weakness.	
Opportunities	Continue to add more digital photography classes to accommodate student need.	The Bay Area has outstanding museums and galleries that can support/enrich the education experience for our students.
Threats	Maintaining a state-of-the-art digital facility—staying current is expensive.	The "tools" (hardware and software) change constantly.

b. If applicable, discuss how new positions, and other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions, equipment, or other resources have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

Over the years, the Photography Program has enjoyed steady institutional support regarding faculty, facility, and equipment. This support has proved instrumental during the ongoing transition to digital photography which is hardware, software, and facility driven. Additional adjunct faculty, specializing in digital photography, may prove useful.

VI. Goals, Action Steps, and Outcomes

a. Identify the program's goals. Goals should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; GE-SLOs; SLOs.)*

Continue to offer a broad experience to students interested in photography that includes both film-based and digital photography. We are at a unique place in the history of photography where both traditional and digital photography are both relevant and accessible. It is in the best interest of our students to maintain this critical balance.

Identify the action steps your program will undertake to meet the goals you have identified.

The delicate balance-point between the number of film-based and digital photography courses is not fixed and will continue to shift over time. Although our sections of Art 351 (beginning film-based photography) continue to have waitlists in both day and evening sections, we have noticed that our advanced film classes no longer start the semester with a waitlist. To maintain strong enrollment, and still offer a broad experience, we now offer Experimental Photography (previously a stand-alone class) concurrently our intermediate/advanced film-based classes.

Again, with this balance-point in mind we will be adding a second section of Beginning Digital Photography in the Fall semester—Spring already has two sections and are well enrolled.

b. Briefly explain, specifically, how the program's goals and their actions steps relate to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; and 5 & 5 College Strategies.*

The CSM Mission statement states: "By offering comprehensive, quality programs…College of San Mateo educates students to participate successfully in a changing world.

Adapting the Photography Program to this changing world is our primary goal.

c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

Students will not enroll in classes that are no longer relevant to them and their education. Offering classes relevant to the changing field of photography is the required outcome. Monitoring change in tools, methods and materials is our ongoing task as educators.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None.		

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None.		

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Epson 10000XL Photo Scanner **Number:** 1 **Vendor:** **Unit price:** $2,988.73 **Total Cost:** $2,988.73 **Status*:** Replacement.	Students will continue to use an excellent scanner allowing our program to stay current with industry standards.	A new scanner supports our Program SLO: "Create a portfolio of well-crafted photographs".
Item: Sekonic L308s Light Meter. **Number:** 8. **Vendor:** Keeble & Shuchat. **Unit price:** $178.61 **Total Cost:** $1.428.88. **Status*:** Replacement.	Students will be able to accomplish shooting assignments that require the use of a hand-held light meter.	A light meter supports our Program SLO: "Create a portfolio of well-crafted photographs".
Item: Promaster Film Camera. **Number:** 6. **Vendor:** Keeble & Shuchat. **Unit price:** $214.28 **Total Cost:** $1,285.68 **Status*:** Replacement.	Students will be able to make photographs and generate film for processing.	The camera is the key to completing our courses and supports numerous SLO's including: "Create a portfolio of well-crafted photographs".

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

VIII. Course Outlines
   a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
Art 350	2011	2017
Art 351	2008	2014
Art 352	2009	2015
Art 353	2009	2015
Art 354	2010	2016
Art 355	2010	2016
Art 360	2007	2013
Art 381	2011	2017
Art 383	2011	2017
Art 384	2011	2017
Art 385	2011	2017
Art 386	2011	2017
Art 387	2011	2017
Art 388	2011	2017

IX.   Advisory and Consultation Team (ACT)

   a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

   List ACT names here.

   Mike Galisatus

Attach or paste ACT report here.

Everything else looks good. The Photography department appears healthy and in excellent shape thanks to your dedication!
   b.   Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

We agree with Mike's assessment.

X.   PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Lyle Gomes
Phone and email address: X6292 gomes@smccd.edu
Full-time faculty: Lyle Gomes, Richard Lohmann
Part-time faculty: Sita Bhattacharji
Administrators: Kevin Henson
Classified staff:
Students:

Primary Program Contact Person's Signature	*Date*
Full-time Faculty's Signature	*Date*
Part-time Faculty's Signature	*Date*
Classified Staff Person's Signature	*Date*
Student's Signature	*Date*
Dean's Signature	*Date*

Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

<u>Section 1</u>
This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://collegeofsanmateo.edu/committeeoninstruction/
Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we makes the transition to a new site:
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for *"Quantitative Data for Instructional Programs"*)
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website
College Index, 2008/9-2011/12,
http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/planningdocs.asp
Educational Master Plan, Data Updates, 2011-12
http://collegeofsanmateo.edu/institutionalresearch/
Institutional Priorities, 2008-2011
http://collegeofsanmateo.edu/prie/planningdocs.asp
Five in Five College Strategies, http://collegeofsanmateo.edu/prie/planningdocs.asp

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: David Locke, SLO Coordinator, Locke@smccd.edu,(650)574-6624
Also see PRIE site for SLO assessments' support: http://collegeofsanmateo.edu/prie/slos.asp

Section 2
This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:
To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website:
http://collegeofsanmateo.edu/prie/program_review/programReview_forms.php

Also see *Listing of Programs Receiving Program Review Data from PRIE.*

I. **DESCRIPTION OF PROGRAM**
- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

II. **STUDENT LEARNING OUTCOMES**
- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website: http://collegeofsanmateo.edu/sloac
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. **DATA EVALUATION**
- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators.* (Published by PRIE.)

- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.

- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?

- The College's general target productivity will be recommended by the Budget Planning Committee.

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS**
- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*

- *Previous Program Review and Planning reports*
- *other department records*

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS
- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators;*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *Other department records*

a. About SWOT Analysis:
SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both <u>internal</u> and <u>external</u> conditions.
Strengths: attributes of the organization that are helpful to achieving the objective.
Weaknesses: attributes of the organization or that are harmful to achieving the objective.
Opportunities: *external* conditions that are helpful to achieving the objective.
<u>T</u>hreats: *external* conditions that are harmful to achieving the objective

b. Reflect on data from *"Core Program and Student Success Indicators"*

VI. Action Steps and Outcomes
- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *GE- or Certificate SLOs*
- *College Index, 2009-2010*
- *Course SLOs*
- *Department records*
- *Core Program and Student Success Indicators*
- *Previous Program Review and Planning reports*
- *Division work plan*

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS
- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *GE- or Certificate SLOs*
- *Course SLOs*

- *Department records*
- *Core Program and Student Success Indicators*
- *previous Program Review and Planning reports*

VIII. Course Outlines
- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*