



**PROGRAM REVIEW AND PLANNING**  
**Approved 9/2/08 Governing Council**

*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*

~Academic Senate for California Community Colleges

**Department or Program: Photography**  
**Division: Creative Arts/Social Science**

**I. DESCRIPTION OF PROGRAM** (*Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records*)

The Photography program consists of 14 sections and enrolls approximately 340 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 a single class using color slide material. The digital courses include: Beginning, Intermediate and Advanced Digital Photography.

**II. STUDENT LEARNING OUTCOMES** (*Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website*)

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Photography faculty review student portfolios, both physical prints and digital files, and determine if the work attains the desired student learning outcomes. We have assessed portfolios from 5 courses: Art 350, Art 351, Art 352, Art 354, and Art 381. In the majority of examples the portfolios showed the students had achieved the desired outcome. In one particular course the portfolios showed a portion of the portfolio did not achieve the results desired (see b.)

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; 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.)

After evaluating portfolios in Art 381, faculty determined that a change in the curriculum was required to improve the student learning outcomes. No additional resources are required

- c. Below please update the program's SLO Alignment Grid. The column headings identify the 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. The definitions of the GE-SLOs can be found on the CSM SLOAC website: [http://www.smccd.net/accounts/csmsloac/sl\\_sloac.htm](http://www.smccd.net/accounts/csmsloac/sl_sloac.htm) (click on the "Institutional" link under the

“Student Learning Outcomes” heading.) 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** (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- 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, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

WSCH data for 2007-08 shows a substantial increase from 2006-07 and the projections show an increase in the near future.

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

Although the program has two full-time faculty members and one adjunct, the data provided list full-time as 3.8 and the total FTE as 4.2. This seems to be an error. I believe the total FTE to be 2.4. At this time, our 2.4 FTE is sufficient for the program.

- c. Referring to the Productivity 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. (Productivity is WSCH divided by FTE. The College’s general target productivity will be recommended by the Budget Planning Committee.)

No adjustment is required at this time.

**IV. STUDENT SUCCESS EVALUATION AND ANALYSIS** (*Data resources: Educational Master Plan; “Success Rates,” “Dimension” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records*)

- a. Considering the overall “Success” and “Retention” data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students’ needs relative to current, past, and projected program and college student success rates. 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.*)

Our retention rate is nearly 90% and we would strive to maintain such a high retention rate.

- 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 attract both male and female students demonstrated by the 60% female enrollment data. Although the majority of students are white, over 1/3 of the students are non-white.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** (*Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records*)

- 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). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	The program is well established and has adapted well to changes in the field (ea digital). Our program provides a strong foundation for students pursuing a career in commercial and fine-art photography.	The general population continues to be enthused about photography. Our enrollment has been amazingly constant over several decades.
<b>Weaknesses</b>	Photography is offered at all three campuses.	Less than ideal textbooks available for digital photography.
<b>Opportunities</b>	The current remodel (in progress) will improve our facility and allow us to better serve our students—especially students enrolled in digital courses.	The use of visual imagery is even more integrated into our lives (cell phones, personal websites, etc). This has the potential to expand interest in photography classes
<b>Threats</b>	Maintaining a state-of-the- art digital facility—staying current is expensive.	The “tools” (hardware and software) of photography change constantly.

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

Over the past decade, the biggest challenge the program has faced has been due to the industry move to digital image capture, editing and printing. We have more than met the challenge but the process has sometimes been a bit overwhelming. Our new facility should help. No additional hires are required at this time

**VI. Action Steps and Outcomes** *(Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan)*

- a. Identify the program’s action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

Expanding GE course offerings is a key to the success of any program. This past year the photography program received approval from Committee on Instruction to add Art 351 (Beginning B&W) on the CSM GE list. Art 351 already satisfies CSU GE requirements. Art 350 (Visual Perception) maintains its GE status for both CSM and CSU.

- b. Briefly explain, specifically, how the program’s action steps relate to the Educational Master Plan.

Allow students transferring to CSU to use CSM units towards a Baccalaureate degree.

- c. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the action steps are reached.

We feel this status will allow us to continue to maintain high enrollment. Our classes this semester average approximately 25 students per class. Enrollment in Art 351 and 350 (GE courses) are strong and often are near or above 30 students.

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

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

- 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 instruction (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.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
<b>Item:</b> Bond funds used for the remodel of Building 4 include funds for digital hardware. No additional equipment is necessary at this time. <b>Number:</b> Input text here. <b>Vendor:</b> Input text here. <b>Unit price:</b> Input text here. <b>Total Cost:</b> Input text here. <b>Status*:</b> Input text here.	Input text here.	Input text here.

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

VIII. **Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- 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.

<b>Course Number</b>	<b>Last Updated</b>	<b>Six-year Update Due</b>
Art 350	November 2004	2010
Art 351	November 2007	2013
Art 352	April 2009	2015
Art 353	April 2009	2015
Art 354	November 2004	2010
Art 355	November 2004	2010
Art 360	April 2007	2013
Art 365	March 2009	2015
Art 366	April 2007	2013

Art 381	April 2007	2013
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## 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.

Dr. Janet Black, Art History

The Program Review and Planning report submitted by the Photography is thorough and indicates that the department highly successful in enrolling and retaining students. The department is clearly doing an exemplary job of serving the students and the community.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

Input text here.

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**Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.**

**Date of 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: Viji Raman

Students:

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*Faculty's signatures*

*Date*

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*Dean's signature*

*Date*