



Instructional Program Review Summary 2003-2004

Instructional Area: Workforce

Department: Applied Technology

Discipline: Photographic Technology

January 20, 2004

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The goals of the department are to provide the best education in professional photography found anywhere in the country. To provide the necessary equipment and opportunities for students who could not otherwise afford an education in photography. To stay on the leading edge of technology so that students leaving the program would never be at a disadvantage to students from other programs

Overview of how the program review was conducted. The review was done through committees made up of full and part-time faculty, current students, former students and faculty from other disciplines. The final compilations being done by William Woodhull.

Summary of findings:

Progress on previous program review recommendations. All but two have been completed. The need for outside display is being addressed through student competitions and the need for relationships with publications was curtailed with the elimination of individual advertising budgets.

Program strengths. Top notch personnel, a growing inventory of the latest in photographic technology; and a curriculum to deliver the information

Areas for improvement. The department needs to set up a system of hierarchy for responsibilities to better streamline full time and staff workloads. A system of committees to give faculty a better sense of ownership in the courses they teach. More hands on in the evaluation process to make sure faculty are more than just knowledgeable in their field but good teachers as well.

Key planning issues. Master plan funding to provide much needed personnel, the need for added space on campus, update of existing equipment and the continuation of acquiring the latest in digital photography

Conclusions: What are the major conclusions regarding the present state of the program?

The level of dissatisfaction with the way the department is being managed .
The need for more full time faculty and staff to provide for the amount of growth seen over the last six years. The need for faculty to take more ownership in the program. Despite the current short comings the program is still a national leader in the field of Professional Photography education.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The management of the department must be looked at from the top down.
Commitees must be formed to involve adjuncts more in the process of curriculum development and to improve the level of teaching.
The college must provide funding to provide for staffing levels that will allow full time faculty to work on departmental improvements as well as college commitees or the department should work on reducing enrollments making the program smaller and more manageable.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Bill Woodhull ACC Faculty Industry Representative
Student

Name Lynn Jones ACC Faculty Industry Representative
Student

Name Robert Payne ACC Faculty Industry Representative
 Student

Name Kathryn Watts-Martinez ACC Faculty Industry
Representative Student

Name Don Ourada ACC Faculty Industry Representative
Student

Name Rick Garanflo ACC Faculty Industry Representative
 Student

Name Kim Francois ACC Faculty Industry Representative
Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

Program started as the Austin Model Project by the state legislature and was one of the original programs when absorbed into Austin Community College. The program was founded with the intent to teach professional photography skills to students in the state of Texas. At the time of its founding the closest schools were in N.Y. and Calif. The program had slow and steady growth until the mid 90's when the program saw its enrollments grow from about 300 student registrations a year to todays numbers of around 1300. The program has developed relationships with the leading institution of photography in Brookes Institute that allows students to gain thier Bachelors degree in less than two years after completing an AAS. The department has gained a working relationship with leading photographic and digital imaging companies allowing the school to recieve free or reduced priced equipment and furthuring our ability to stay current with the latest technologies. The department was and early adopter of digital imaging and is continuing to move towards a day when the program will be predominantly digital and away from silver based technologies. The emphasis of the courses taught continue to be based on a desire that students exiting the program will have the skills to either run a professional based business, to further an ongoing career or continue their education.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name Willaim Woodhull ACC Faculty Industry Representative
 Student

Name Robert Payne ACC Faculty Industry Representative
 Student

Name Don Ourada ACC Faculty Industry Representative
 Student

Name Kathryn Watts-Martinez ACC Faculty Industry Representative Student

Name David Tobey ACC Faculty Industry Representative Student

Name Kim Francois ACC Faculty Industry Representative Student

Name Rick Garanflo ACC Faculty Industry Representative Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

The program excels in its desire to stay current with both equipment and professional business practices. Our ability to teach students how to make a living in the field of Professional Photography. An outstanding and diverse faculty.

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

The department chair must take more control on management of the department. We have grown to the point where we must sit down and re-evaluate the way the department is managed and how we involve faculty in teaching and curriculum decisions. We must find money for support staff to free up full time faculty to do more administrative duties

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

We must encourage students to take part in outside competitions and associations both broadening their knowledge and the schools reputation. We need to share the wealth of knowledge inhouse with ourselves keeping everyone current with our changing world of photography. Adding new personnel to keep new ideas coming in.

Threats: What are the external factors that could negatively impact your program's future?

Not keeping up with technology changes within our field both from equipment and techniques. Loosing the handle on the management of the department.

Discuss changes from the program's previous SWOT analysis.

The program has undergone tremendous change with the implementation of WECM and the addition of digital capture within the advanced camera courses.

Enrollment had reached the levels of filling the available space and stretching the departments ability to manage.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

At the highest levels found at any institution in the country.

In what ways does the program demonstrate an open, responsible exchange of ideas?

We make all faculty available to any student not just the instructor for the class they are taking. We feel that this gives the student the chance at different view points and allows them to get answers to questions even if the class instructor is not available.

In what ways does the program provide an open door to educational potential?

same as above

In what ways does the program take targeted action to address internal needs within available resources?

We get donations and secure discounts from manufacturers, trade outdated equipment towards new equipment instead of getting pennies on the dollar from the auction.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

By hiring only highly qualified professionals within our field of study and giving them the support and equipment to allow them to teach their skills to students

In what ways does the program demonstrate personal and professional ownership that generates accountability?

We have just started using standardised test to evaluate both instructor teaching and student retention in our two most important level. The transition from Fundamentals to Intermediate level camera classes and the transition from Digital Imaging I into the upper level camera courses and continued digital imaging classes. The department holds one or two department based meetings to keep faculty up to date on changes in equipment and curriculum as well as proplem areas in teaching.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

The department recognises the lack of professional training in the field of photography. Many institutions teach the art form but do not prepare the student for the business world. More than half the photographers in the country are self employed (occupational outlook handbook) and with few internships available then the need for a more complete education becomes necessary.

Describe the results of the program's most recent assessment of community need.

n/a

How do the program's five-year enrollment trends compare with those of the College overall?

Enrollment trends were greater during the period of fall 1999- spring of 2003
Fall growth 24% Spring growth 44% Summer growth 19.4%
college growth during that time was 12.3%

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

For spring of 03 there were
17 sections morning
13 sections afternoon
12 sections evening
5 sections weekend

List the number of sections taught (by location).

For last fiscal year including summer
59 sections NRG
34 sections PIN
14 sections SIT

List the number of sections closed or canceled per course.

From fall 2000-Spring 2003

PHTC 2373-1

PHTC 1321-1

PHTC 1445-1

PHTC 2445-1

PHTC 2449-1

PHTC 2453-1

PHTC 2473-1

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Our gender numbers are 66% female and 34% male

College #'s are 55% and 45%. Departmental #'s show a growth in female populations consistent with school.

Ethnic breakdowns are within 10% for white and hispanic on the upside. The numbers for black and asian are 2-3% (a 50% deficit) to the college #'s.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

none

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

College completion rates for fall 01 were 68.8%

Departmental completion rates for Fall 01 77.8%

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Graduation rates are 2%. Training in this field does not require degrees but competencies within the field. Most students leave after completing their photography courses but before their core academic courses.

How do withdrawal rates for courses compare to College norms?

Withdraw rates (19.1%) are slightly below college averages (22.2%)

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

That we need to improve our delivery of technical information and work on student retention of that information.

Intermediat students scored 13-46%

Students taking the exit course 41-78%

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

We are starting to have internal committees and and exit exams for the foundation courses

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

We have close ties the recognized leading institution for photography (Brookes Institute in Santa Barbara Calif) and our curriculum follows trends established there for teach professional photography. We also get feedback from our advisory board made up from local industry specialist.

Are learning outcomes defined for courses and the program? Yes No

Are course texts up-to-date?. Yes No

Are course and program listings in the ACC Catalog up-to-date? Yes No

Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).

The department strives to get all students to use both departmental and school resources. The libraries at both campuses have current resources appropriate to the classes taught there. The department maintains current periodicals and a video library accessible to both students and faculty.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

The department is seeing a growth in the use of the internet for supplemental instruction and the ability to use computers and digital projectors enhances those abilities. The department does not now nor sees in the future the ability to do distance learning. The cost of camera and support equipment being to substantial for an individual take on that the school currently supplies and the need for hands on instruction being vital to the success of the department.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

All classes are set up to be as close to real world expectations and the nature of photography being one of taking an idea from another person and realizing this vision in a finished product is nothing more than problem solving.

List below the current discipline-specific courses within the program and the date of the latest review.

CoursePHTC 1311,2401,1449,2449,1321

Date of Last Review2003

CoursePHTC 1302,1441,2341

Date of Last Review2002

CoursePHTC 1445,1453,2445, 2453

Date of Last Review2001

CoursePHTC All other courses

Date of Last Review2000

Course

Date of Last Review

Course

Date of Last Review

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

What is the ethnic diversity of the faculty?

22 white

3 hispanic

1 asian/middle east

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Faculty report to us what they learned at off site training seminars within our discipline. Their ability to run thier businesses.

What recognition has been given to faculty within the last year?

Sean Perry was awarded 1st place for photography at the Baker Arts Center and earlier this year was awarded 1st place in the American West category and 2nd place into Open category by the Hubbard Museum.

Frank Curry won an ADDY for a poster and has work in the Print Regional Desigh Annual for 2003

Lynn Jones was awarded and Honorary Masters of Science degree from Brookes Institue and was asked to speak at the 50th Aniversary graduation ceremonies.

Describe professional development activities in which program faculty participate.

Department has two faculty training sessions a year in which we have how to workshops for faculty and open discussions about current trends and the future.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

25 out of 26

Describe the types of discipline-related professional development activities offered.

new techology workshops, film/exposure/processing and how it relates to specific courses. Lighting workshops. Encourage faculty to take classes from other instructors to gain insight into different methodologies.

What percent of sections do full-time faculty teach?

24.7% taught by full time

What percent of contact hours do full-time faculty teach?

34%

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

Guest speakers, digital projectors , use of web based examples for comparisons

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

Ratio of student population relative to support staff require faculty to take on responsibilities that take away from inhouse training, research and committee work. The need for added full-time faculty and support staff for better interdepartment committees to help with keeping curriculum upto date and external representation within the college. Capital is needed to finish the push into the digital age within professional photography and our commitment to provide the best education possible. Due to space restrictions the department could not grow any bigger. Yearly fiscal dollars support the ongoing operation of the department.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

21 adjunct vs. 5 full time (3 are permanent 1/2 time)

How up-to-date is the equipment used by the program? we are in the middle of a 5 year plan to update the department with a move towards being 90% digital. We are scheduled starting the next two years in the master plan to have funds for attaining this goal and allowing for replacement of still necessary but 20 year old film based equipment.

Identify possibilities for improving the efficiency of the program's use of resources.

As we move away from chemical to digital there will be some cost savings and as we update equipment that currently requires lots of repair we will see cost savings and less down as well.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

There is no other institution teaching professional photography in the service area.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

73% state funding

23.5% tuition

3.5% lab fees

Compare program costs to those of other ACC programs.

department creates a marginal surplus of \$72,000 and places it in the upper half of the college for revenues vs. expenses

Compare the program's actual expenditures to the approved program budget for the previous two years.

The department has been right on budget the last two years even with in year cuts in funding.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

Meet Standards

When was the most recent program revision?

2000

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

34%

Average number of semesters it takes for students to gain degree/credential.

no data currently available

Number of graduates within the last three years

29

Demographics of graduates

62% women 38% men

62% white 25% hispanic 13% asian or pacific islander

Percent of graduates who are employed within one year of graduation.

53%

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Students who gone to complete degrees at Brookes institue graduate with highest honors. Students who open business that stay in contact report being sucessful.

Percent of employers indicating satisfaction with graduates.

Most students become self employed and those photographers that due hire graduates are pleased and come back for more when they leave to form their own businesses.

Discuss the most recent results of Focus Group or internal survey of employers.

Advisory board is pleased with both content and direction the program is going. They report problem areas from under trained photographers tryng to move into digital capture

Number of employers indicating need for more graduates

n/a

Provide evidence of SCANS competency integration into course syllabi and programs.

Information listed in the first day handouts

How often does the program's advisory committee meet to discuss curriculum issues?

1-2 times per year

When and where are advisory committee minutes maintained and posted?

in the department and on the web site

Evidence of recent review of curriculum by external advisory committee.

Oral conversations during advisory committee meetings.

Advisory committee validation of entry level skills

none

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

Number of articulation agreements with universities and colleges

Number of courses that transfer

Number of student complaints about problems with course transfer

Discuss the results of the most recent Survey/focus group of transfer institutions.

Discuss data from transfer institutions if available.

Number of students transferring successfully.

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

The management of the department is in a state that if changes are not made the health of the department could be in jepordy. Having parts of the department isolated from the main campus leads to a lack of leadership and a lower level of cohesion by faculty. Communications need to be written and clear as to responsibilities and expectations. All faculty needs to take ownership in the whole not just the small piece they are involved in. We currently have one of the finest institutions for professional photography in the country and should do all that we can to keep it at that level.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

Over the next 5 years the program needs to finish its conversion to digital in the 90% range. Film will be taught in only one core class and a few specialized classes. The need for space for a 2nd digital lab will be high priority along with

space on the NRG campus sufficient to replace the currently rented space at Metric Place.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize them here and complete the *Quality Improvement Plan* form.

To improve the program the department needs to have a strong management team and a network of internal committees working on improving the curriculum and the continuity between classes. The continued push towards acquiring digital capture, manipulation and output. Consolidation of campuses and the hiring of the needed personnel to meet growing student demands.

ADDITIONAL COMMENTS

APPENDIX

List all documents that you used in your report:

Occupational Outlook Handbook pg 139-141

Texas Workforce Commission wages by occupation (DES)

Preliminary Enrollment Reports fall 2002- spring 2003

ACC Fact Book 2002-2003

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan Form for Photography Program

To be useful, a plan must be based on distinct, measurable tasks or actions that strengthen the program. An action plan is not philosophical or abstract. It can and should include some “what ifs.” “If this equipment is purchased,” “If space is added,” or “If schedules are changed,” are examples.

The template below is intended to assist you in thinking and planning long-term. The College knows that factors can and do change so that some of these projected tasks may not occur—especially those projected for the third year. Furthermore, we know that this plan will need to be revised. Therefore, in one year, OIE will be asking you to update both your progress towards these tasks and to review/revise your tasks for the second and third year of the plan.

Note on Requests for Funds : Consider changes that require **one-time** costs (equipment, renovation, etc.) and changes that require **recurring** costs (typically new positions). *All requests for funding should indicate how they will improve learning and meet targeted objectives.*

2004-05				
Goal: better management of department				
Estimated completion date: December 2004				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
overhaul of the way the department is managed	renewed commitment from faculty and staff with more efficient use of man power resources.			department chair

Goal:				
Estimated completion date:				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

Goal: hiring of 1 new staff				
Estimated completion date: sept 2004				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
hiring of 1 new staff	better control of facilities, equipment and meeting needs of students	30,000 The department is under staffed and cannot meet student needs. The faculty are trying to cover jobs that take them away from curriculum and committee work.	department needs to become smaller and more manageable	department chair board

Goal: digital, cameras and lighting

Estimated completion date:sept. 04				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
makeover studios with digital cameras and new lighting including computers for cameras Replace 25 yr old film cameras.	modernize studios with professional level camera and lighting equipment. Reduce student frustration with old and broken equipment	\$230,000 Needed to add professional level digital capture to both the commercial and portrait studios. Systems have been pieced together as money has come available and requires students to learn multiple systems instead of concentrating on photography. Replacement of 25 yr old film based equipment from check-out. Students become very frustrated with equipment malfunction when on location.	not keeping up with where professional photography is. Problems in teaching curriculum. Reduced effectiveness	Bill Woodhull Board

2005-06				
Goal:Finish converting courses to digital caputre				
Estimated completion date:sept 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
complete upgrade to digital capture with portable capture and supplemental lighting sources. Upgrade to digital capture in fundamentals	students able to work on location with digital capture. Make courses available to hobbist interested in learning photography	\$200,000 to add portable systems and any additional studio cameras. Provide necessary systems to make fundamentals of photography digital based.	out of date technology resulting less intro students and eventually reduced enrollment in advanced classes.	Bill Woodhull board

Goal:				
Estimated completion date:				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

Goal:1 new full time faculty				
Estimated completion date:sept 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire 1 new full time faculty position	add diversification to full time faculty. lower ratio of adjuncts to full time. Provide much need help with department	\$50,000 Cost of hiring faculty with 5-10 years as a professional photographer	Department will not live up to expectations of being a nationally ranked school photography	board dept chair

Goal:consolidate all photography classes to one campus				
Estimated completion date:				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Find 6,500 sq. ft. of space at NRG campus to consolidate Pin. and MPL training facilities.	To help department better manage its people and assets. Provide for growth and diversity of curriculum	see buildings manager	continued inefficiencies with people and equipment. Hard to manage and meet students needs. Lack of energy and teamwork between the different classes.	board campus manager surrervisor of buildings dept. chair

2006-07

Goal: Have curriculums revised for up to date for digital capture

Estimated completion date: dec 06

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Revise all courses to take advantage of new equipment and better facilities.	continuation of being a nationally recognized photography program	man hours	loss of leadership role in photographic education	department chair

Goal:

Estimated completion date:

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

Goal:

Estimated completion date:

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

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Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible