Student Outcomes Committee of the Board (Hybrid)

Thursday, September 7, 2023 / 1:00 p.m. - 2:30 p.m.

(I) Public Session

   (a) Introduction (I)

   SOC 6.15.23 Meeting Minutes (1).pdf

   (b) Photography Associate of Applied Science
   (A.A.S.) Academic Program Review (A)
   Guests: Dr. Lisa Sanders, Interim Dean of Liberal Studies; Amy Birge-Caracappa, Ph.D., Director of Assessment; Lizzie Gordon, Assessment and Evaluation Coordinator; Kara Crombie, Department Head Photographic Imaging

   Photography APR 2023-2024 Executive Summary 8-29-2023 (1) (2).pdf

   (c) Academic and Student Success Divisional Plan
   Update (I)

MINUTES

Thursday, June 15, 2023
10:00 a.m.
Hybrid

Zoom
&
Isadore A. Shrager Boardroom, M2-1
1700 Spring Garden St.
Philadelphia, PA 19130

AGENDA

Presiding: Ms. Chekemma Fulmore-Townsend

Committee
Members: Ms. Mindy Posoff, Ms. Rosalyn McPherson

College
Members: Dr. Donald Generals, Dr. Alycia Marshall, Dr. Vance Gray, Danielle Liautaud-Watkins, Dr. Judith Gay

Guests: Dr. Lisa Sanders, Assistant Dean/Interim Dean of Liberal Studies, Dr. Myla Morris-Skeiker, English Department Chair and Associate Professor of English, Dr. Amy Birge-Caracappa, Director of Assessment, Elizabeth Gordon, Assessment and Evaluation Coordinator, David Raskin, Assistant Professor of Communication Studies and Mass Media, Curriculum Coordinator for Communication Studies and Mass Media programs

(I.)   Public Session

(a)   Introductions   (I)

Trustee Chekemma Fulmore-Townsend called the meeting to order. An introduction of Dr. Lisa Sanders was made who was in attendance to lead the discussions of the academic program reviews for both the Mass Media Associate of Arts program and the Communications Studies Associate of Arts program.

(b) Mass Media Associate of Arts (A.A.) Academic Program Review   (A)

Dr. Lisa Sanders, the Acting Dean of Liberal Studies, began by noting a few statistics and key findings about the Mass Media program. She stated the average full-time enrollment of the Mass Media program is higher than the college average; however, enrollment in the program has decreased by 61.9%. Dr. Sanders shared that on average, the Black male

enrollment in the Mass Media program is greater than college-wide enrollment for this demographic. She noted that the proportion of students within the program between 16 to 21 years of age, is greater than that of the college overall. She continued by providing information about the retention findings among students within the Mass Media program. From the Fall 2017 to Spring 2022, 65.5% of students returned to the same program or graduated, while 64.6% of students college-wide returned to the same program or graduated. Dr. Sanders continued by sharing the Mass Media department's program responses from a prior audit and action items that were carried out. The first program audit response was related to the evaluation of articulation agreements. Many of the Mass Media articulation agreements are not utilized. Currently, there are 21 articulation agreements, thirteen of which were not used during the five-year period studied. Although the Mass Media program's largest partner institution is Temple University, the program does not have a fully executed articulation agreement with Temple University, even though several students from the program transferred to Temple over the five-year period of study. She stated that since the last audit, Temple's Communication programs have been restructured, however, the COVID-19 pandemic presented some challenges with following up with curricular alignments. Since then, the department has stayed abreast of the changes with intentions to align the curriculum and develop a formal articulation agreement in the near future.

Another audit response was related to improving retention with a focus on students earning less than twelve credits. Over a five-year time period, the Mass Media program enrolled on average 89 students a year. Of the students that enrolled in the program, 152 Mass Media students left the program and college, while only 25 of those students left the program with a degree. Dr. Sanders explained that the program update reflects several courses and programs the department has developed in recent years that are aimed in part, at recruiting and retaining new students. The English department re-designated the required ENGL 114, Intro to Communication course, as an ENGL 098 "waiver" course so that students who were not at the ENGL 101 level could earn credits toward a Mass Media Associate of Arts degree. With the development of the Accelerated Learning Program and co-requisite model in English, this is no longer necessary. The department now has approved Corequisite Program versions of ENGL 115 and ENGL 107 (both required), and ENGL 116 (a Mass Media elective) under a similar pretext – this will help developmental English students earn credits toward their degrees, and hopefully be more encouraged about their prospects.

The final audit assessment discussed was related to the quality and variety of the evaluation assessment measures done to ensure alignment between the program learning outcomes and student learning outcomes; faculty collaboration on assessment planning; and the extent to which the programs incorporate mass media education trends to prepare students and ensure success after graduation. As a result of the audit, it was suggested that the department evaluate whether an alignment exists between the program learning outcomes and the student learning outcomes and ensure that this alignment is clear to faculty, students, and administration. To improve on the suggested step following the audit, Dr. Sanders stated that the department filed course and program addenda with the primary purpose of revising Course Learning Outcomes (CLOs) and Program Learning

Outcomes (PLOs) to be in better alignment so that the language of the outcomes would make them more clearly assessable. She further shared that the unit faculty have been trained on our Assessment, Evaluation, Feedback and Intervention System (AEFIS) and incorporated it into their course design with a high level of faculty adoption.

Dr. Sanders closed by stating that media dominates how most information is shared globally. Through innovation, the digital landscape will continue to evolve and present an opportunity for the Mass Media program to examine areas for growth that can better prepare students for future careers in multimedia journalism.

Following the Mass Media APR discussion, Trustee Fulmore-Townsend inquired about the timeline for combining the Communications and Mass Media degree programs. In response to Trustee Fulmore-Townsend, Dr. Marshall suggested that it would be ideal to wait to align the Mass Media program curriculum with that of Temple University. She further explained that there is usually at least a year before the curriculum can be revised and full alignment can take place though the College's curriculum development and approval process in compliance with internal and external regulations.

Trustee Fulmore-Townsend also noticed that 41% of students do not persist in completing the program and asked about the barriers students have encountered that has prevented them from graduating. Dr. Birge-Caracappa and Dr. Sanders both explained that the pandemic has negatively impacted student persistence and retention and the support services that were available during that time within the program review period.

(c) Communication Studies Associate of Arts (A.A.) Academic Program Review   (A)

Dr. Sanders began by highlighting that enrollment in the Communication Studies (COMM) program that averaged 137 students per semester between Fall 2017 and Fall 2022. During that time, there was a 57% decrease in enrollment with a post-COVID low experienced in Spring 2022. However, there has been an 8.9% increase in enrollment from Fall 2021 to Fall 2022. She further explained that on average, the distribution of gender and ethnicity within the Communication Studies program is representative of the college population. The most notable difference is the percentage of Black males enrolled in Communication Studies of 23.5%, which is greater than that at the college overall percentage which is 12.8%.The number of students who are enrolled in the Communication Studies program, who are between the ages of 16 to 21 years, is 50.8% which is higher than that of the college overall at 41.3%.

Dr. Sanders then shared information regarding retention of students within the Communication Studies program. She stated the program's Fall to Spring average retention between 2017 and 2021 of those who returned to same program was 58.4%, averaging 3% lower than the college average of 61.4%. On average, 62.8% of students returned to the same program or graduated, while 64.6% of students college-wide returned to the same program or graduated. She added that the program's Fall to Fall retention increased by 10.9 % from 26.9% in Fall 2017 to 37.8% in Fall 2021. Between the years 2017 through 2022, Communication Studies awarded a total of 154 degrees. Students

within the program who returned to the same program or those who graduated, increased by 10.1 % during the period studied, from 41% in Fall 2017 to 51.1% in Fall 2021.

Dr. Sanders continued by sharing the Communication Studies department's program responses from a prior audit and action items that were carried out. The first action item was regarding 15 out of 23 articulation agreements that have not been utilized and were automatically created as part of the Pennsylvania Transfer and Articulation Center. She stated that since the last audit, Temple's Communication programs underwent a significant restructuring, with their Strategic Communication programing emerging as Communication and Social Influence in Fall 2018. It was therefore a difficult time to work with them, and unfortunately, CCP did not manage to enter discussions before the COVID-19 pandemic.

Another audit response Dr. Sanders shared was related to improving on retention with a focus on students earning less than twelve credits. Over a five-year time period, the Communication Studies program enrolled on average, 254 students a year. The largest population of students to depart the college from the Communication Studies was those that earned less than twelve credits. Approximately 45% of the students who departed the Communication Studies program earned less than twelve credits. She stated that since the last audit, both recruitment and retention continue to be an area of concern for the Communication Studies program. One of the most notable changes that has occurred in recent years has been partnering with the Developmental English unit to offer linked sections of Public Speaking and Interpersonal Communication through the Corequisite Program.

Dr. Sanders stated that another audit response regarded an evaluation of the quality and variety of the evaluation assessment measures done to ensure alignment between the program learning outcomes and student learning outcomes. This has been addressed through faculty collaboration on assessment planning; the extent to which the programs incorporate mass media education trends, and changes to assessment to better prepare students and ensure success after graduation. She explained that since the last audit, the Communication Studies department filed a course and program addenda during the Spring of 2020, with the intention of revising CLOs and PLOs to be in better alignment and more accessible.

Dr. Sanders concluded by stating communication is at the root of every successful organization, business, and team, whether it's digital, interpersonal, intercultural, written or spoken. The program should investigate how Communication Studies can connect with the interests of current and prospective students in these growing occupational and professional opportunities. The Communication Studies program currently provides students with the foundational skills to succeed in upper-level courses at Temple, and other four-year local institutions. In an economy in which artificial intelligence algorithms can perform more and more knowledge and information work, human communication skills are even more essential to professional success, as these skills can't be automated.

Following Dr. Sanders' discussion on the Communication Studies APR, Trustee McPherson stated that tourism and visitation is becoming bigger in the city of

Philadelphia and mobilizing in a major way. She mentioned that Media Relations is a good skill to know along with Social Media. She expressed that students should be taught the business side of communications as well, so they can think and conduct their work within the industry strategically, or even consider consulting, or going into business for themselves.

Trustee McPherson also shared the importance of students of color to know all aspects of media and marketing within the real world. Two organizations she suggested as a means of networking that students within the Communications program should be connected to are the National Association of Black Journalists, and the National Black Public Relations Society. Through both networks, students would be introduced to diversity, mass media practices, and the opportunities for creativity, and career directions. She also mentioned it would be a good idea to strategize ways to introduce current and prospective students to the wide range of career opportunities by engaging them with the local Communications professional community through introductions, speakers, and internships. Trustee McPherson also mentioned that entrepreneurship could also be considered as a career choice of students within the program.

Dr. Marshall shared that the Interim Dean of Business and Technology is working on a Business Honors program that will complement the future STEM Honors program. This program will likely have an option for students to work with small businesses within the City through our PowerUp program which will provide great opportunities for students to engage in Communications and Mass Media projects with Philadelphia businesses.

Trustee McPherson also stated that non-profit vs. for profit communication is different, and it would be great for students to know best practices for both. Trustee Posoff suggested that a relationship be developed with crisis communication firms for students to be able to learn from and interact with while studying. Perhaps the college could have speakers visit, have classes for students, or have advisory committee members with this expertise.

Trustee Fulmore-Townsend thanked the guests and stated that if media is an evolving field, then the program will need to proactively meet the needs of students so they are successful in the Communications industry.

Following the departure of the meeting guests, Trustee Fulmore –Townsend asked why both the Communication Studies and Mass Media programs were not yet merged. She also inquired why Temple University is driving the timeline for merging the communications programs at CCP.

Dr. Marshall explained that Temple University is a top transfer institution for CCP Communications and Mass Media majors so it is to the benefit of our students to ensure program alignment and articulation. That said, we also have students who intend to transfer to other institutions that have different curricula. Curricular alignment is needed for multiple institutions if we are to meet the needs of our diverse student population. This makes curricular changes and alignment a challenging process. She also shared that

significant changes to the college's curriculum involves multiple steps and approvals which takes at least a year or more. Moving forward, the department will begin conversations with faculty and staff at Temple and other top transfer institutions to best align our curriculum as soon as possible.

Trustee McPherson inquired about other schools that can be considered as college partners for CCP, such as HBCUs, Wharton, or Penn. She mentioned CCP should cast the net and make it wide. In response, Dr. Marshall pointed out the challenge of partnering that often occurs when identifying college partners is when four-year institutions and curriculums don't align well with each other and we must align our curriculum to all. However, there are some avenues and institutions we have not explored that can also be examined. Trustee McPherson commented that the schools she suggested should be looked at in addition to (Temple University), not instead of (Temple University). She further stated that we should think outside the box when partnering with local institutions. Dr. Marshall explained there is a process that will need to take place that will require a resource investment. She explained that there is a strategic approach in how we will need to identify and navigate institution partners and establish a synergy with other schools. Trustee Posoff asked if the College could also consider West Chester or LaSalle.

Dr. Gray informed the committee that the College is having discussions with 20 potential transfer partners to provide insight on CCP programs and future direction. Temple University is where most of CCP college program and curriculum credits directly transfer. Temple University is better aligned with many of our programs than some other transfer institutions. However, our students choose to transfer from to most of the 20 Dual Admission partners that the college has articulation agreements with. Trustee Posoff stated that the college should begin to develop a strategic plan and long-term goals related to this as communication is a major part of the city of Philadelphia, and that internship opportunities should be identified and explored strategically.

Trustee Fulmore –Townsend asked why there was a delay in consolidating the programs. She voiced that one program appears to be rebounding in enrollment, while the other program is struggling. She further expressed that both the Communication Studies and Mass Media programs should be merged into one program and a plan should be formed to bring the merge to fruition. Dr. Marshall stated that when programs are eliminated or consolidated, it could potentially cause problems with faculty resources and staffing. This needs to be done thoughtfully and must include intention around aligning the new merged curriculum with our transfer partners' programs. This as well as the internal curriculum revision and approval process, will take some time.

Trustee McPherson stated that fund development, and the marketing components that fall under fund development should be included within the newly merged program. She also insisted that students be taught English writing skills.

Trustee Fulmore –Townsend asked Dr. Judy Gay for clarity on the approval process of academic programs and the Board's role. Dr. Gay confirmed that academic programs are approved every five years and the Board has the authority to approve or not approve a

program. They can also approve the program for another time period. The Board began to discuss ways to meet the goal of integrating both the Communication Studies and Mass Media programs to be aligned with the industry within the next three years. Trustee McPherson said that as the programs are being merged, the new program is going to look like a startup. For instance, during the first year, the framework will be developed. During the second year, the Board could hear about actions to implement, and during the third year is when the full implementation would occur.

Dr. Marshall explained that before the program merge takes place, it must be considered which courses will be added, and which courses would be revised or removed. The changes would need to be made with minimal negative input to the students. She also informed the Board that data informed decisions must be made, and that it needs to be reviewed and approved by the appropriate individuals.

At the close of the discussion, Trustee Fulmore –Townsend recommended that the Communication Studies and Mass Media programs be approved for renewal with a request that both programs be approved for 3 years and updated in 2 years. All were in favor and the recommendation was unanimously approved.

After the approval vote passed, Trustee Fulmore –Townsend requested that a shift in dates and time of the Student Outcomes Committee be made for the coming year. She stated that in the past, the Student Outcomes meetings took place before the Board meetings. She requested that Dr. Marshall consider changing the dates for next year starting in the fall as an effort to stay on target with governance.

(d) New Business   (I)
There was no new business.

Community College *of* Philadelphia

Academic Program Review:
Photography A.A.S.

Authors: Kara Crombie, Elizabeth Gordon, Amy Birge-Caracappa

Fall 2023

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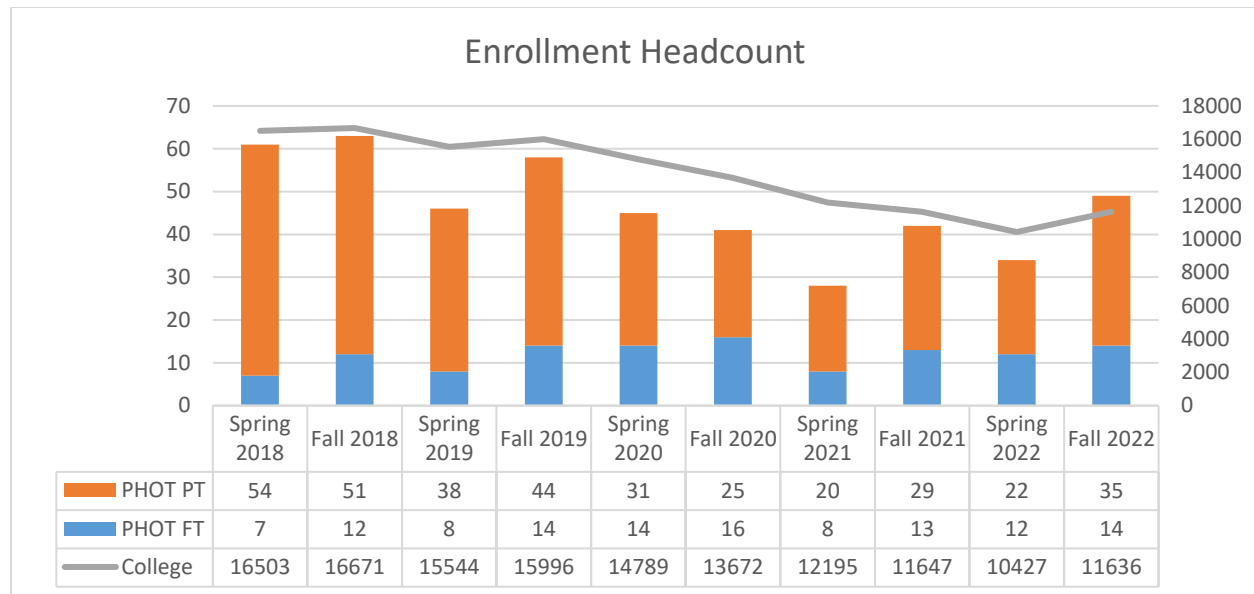
1. Executive Summary

A. Program Context

Since the previous audit, the Photography program has implemented a number of curricular changes and interventions designed to address factors that may act as barriers to student retention and graduation. An early adapter of Guided Pathways, the program, then called Photographic Imaging, underwent a significant revision in 2017 that provided students with a more coherent pathway to completion, included more up-to-date techniques, and added courses that provide cultural context. This was followed by an even more in-depth program revision in 2022, which changed the name of the program to Photography, reflecting more commonly used terminology that may prove more attractive to prospective students. The Fall 2022 revision also eliminated unpopular courses that constituted a barrier to graduation, streamlined other existing course offerings, included advanced PHOT electives to give students more time for specialization, and included three new courses that better reflect the industry: PHOT 251: Advanced Techniques in Photo Editing (Photoshop II); PHOT 297: Community Photography Projects, and PHOT 298: Photography Portfolio. In addition, as of Fall 2018, the program has implemented a student support system that addresses difficulties students may experience both in and outside of their coursework. The system is a structured communication between instructors by mid-semester that looks at the bigger picture of the student's experience in the program and includes possible remedies, such as tutoring during office hours and working with Single Stop.

B. Key Findings
Enrollment and Demographics

1. Over the period studied, the PHOT program enrollment peaked in Fall 2018, with 63 students, and its lowest enrollment was 28 students in Spring 2021.
2. Following the Spring 2021 dip in enrollment, the headcount increased by 75.0% by Fall 2022, to 49 students.
3. On average, the PHOT program enrolled a slightly lower proportion of full-time students (26.6%) than did the College overall (29.2%).

Enrollment Headcount

	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
PHOT PT	54	51	38	44	31	25	20	29	22	35
PHOT FT	7	12	8	14	14	16	8	13	12	14
College	16503	16671	15544	15996	14789	13672	12195	11647	10427	11636

4. The PHOT program enrolled a higher proportion of students identifying as Black males (16.3%) than did the College overall (12.8%), and a higher proportion of students identifying as males of color (37.6%) than the College's overall average of the same group (25.1%).
5. On average, the program enrolled a smaller proportion of students identifying as female (53.1%) than did the College overall (66.1%).
6. The program enrolled a higher proportion of students aged 16-21 (52.8%) and a lower proportion of students aged 30 or over (20.3%) than the College's averages for each of these categories (41.7% and 25.1%, respectively).

Proportional Age Group Comparison

	College	PHOT
40+	8.70%	11.59%
30-39	16.40%	8.74%
22-29	33.10%	26.84%
16-21	41.70%	52.83%
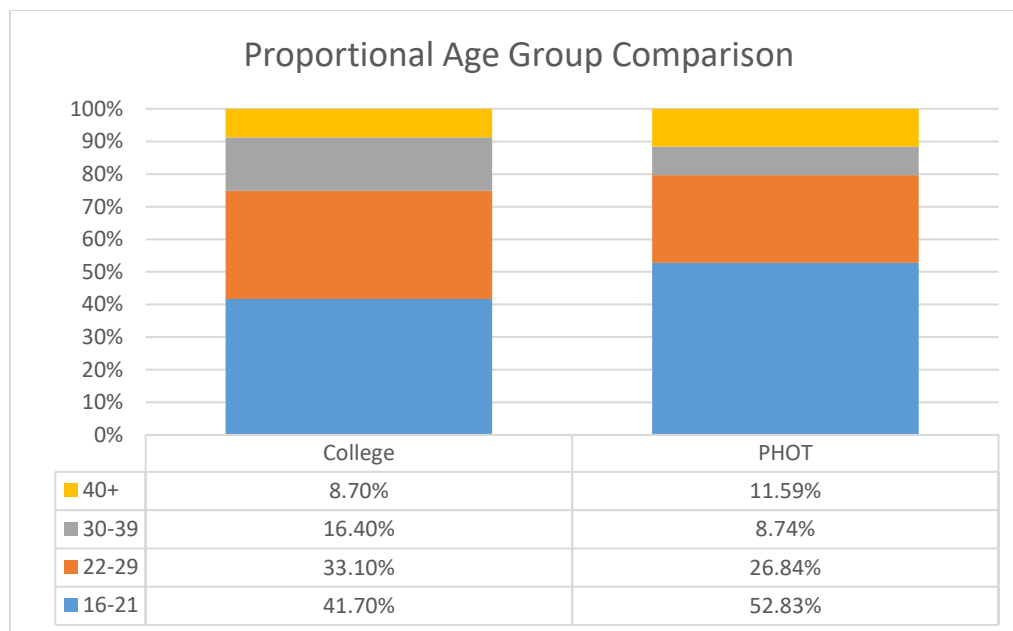
Retention

7. **Fall to Spring:** The program averaged a lower proportion of students who re-enrolled to the same program for the Spring semester following a given Fall semester (55.1%) than did the College overall (61.2%), a trend that began in AY 18-19 and may have begun to rebound as of AY 20-21, though more data points would be needed to indicate a consistent upward trend.

Fall to Spring Returned to Same Program + Graduated

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PHOT	67.20%	54.00%	44.80%	56.10%	59.50%
College	64.80%	65.60%	64.80%	62.80%	64.50%
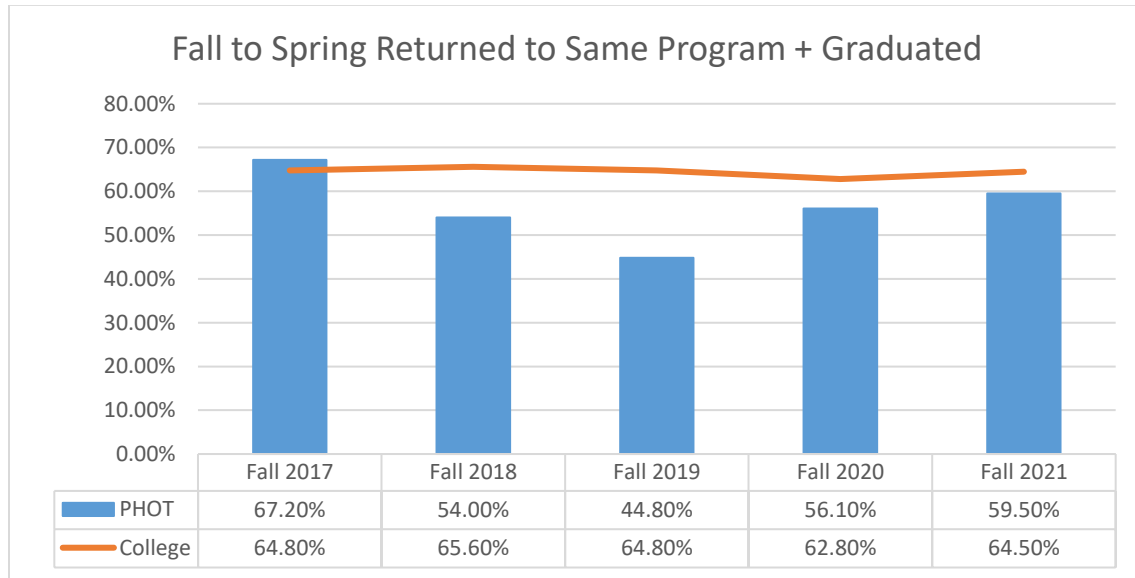
8. **Fall to Fall:** The proportions of PHOT students in each category mirrored those of the College, except that there were a lower proportion of students who graduated from the program (6.0%) than from the College overall (11.8%).
9. The beginning of the COVID-19 pandemic-related campus closure in March 2020 seems to have affected the program by decreasing the proportion of students who either re-enrolled in the program or graduated between Fall 2019 and Fall 2020 (25.8%), but dramatically increasing the proportions of students who took the same actions (51.2%) between Fall 2020 and Fall 2021, and also between Fall 2021 and Fall 2022 (50.0%).

Fall to Fall Returned to Same Program + Graduated

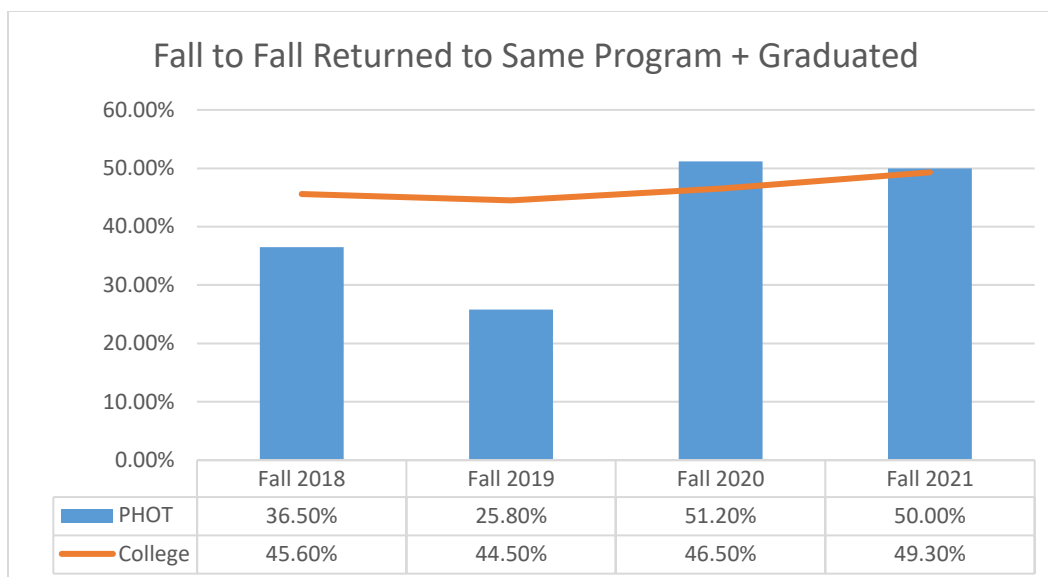|	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PHOT	36.50%	25.80%	51.20%	50.00%
College	45.60%	44.50%	46.50%	49.30%

Success and Graduation

10. Over the period studied, the program enrolled a larger proportion of students who had earned zero credits (13.8%) than did the College overall (9.6%), and a smaller proportion of students who had earned twenty-four credits or more (44.7%) than the College's overall average (48.9%).

PHOT Credits Earned

	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
25+ credits earned	27	24	21	23	22	18	13	20	17	21
1-24 credits earned	23	30	19	22	15	17	13	16	15	23
0 credits earned	11	9	6	13	8	6	2	6	2	5
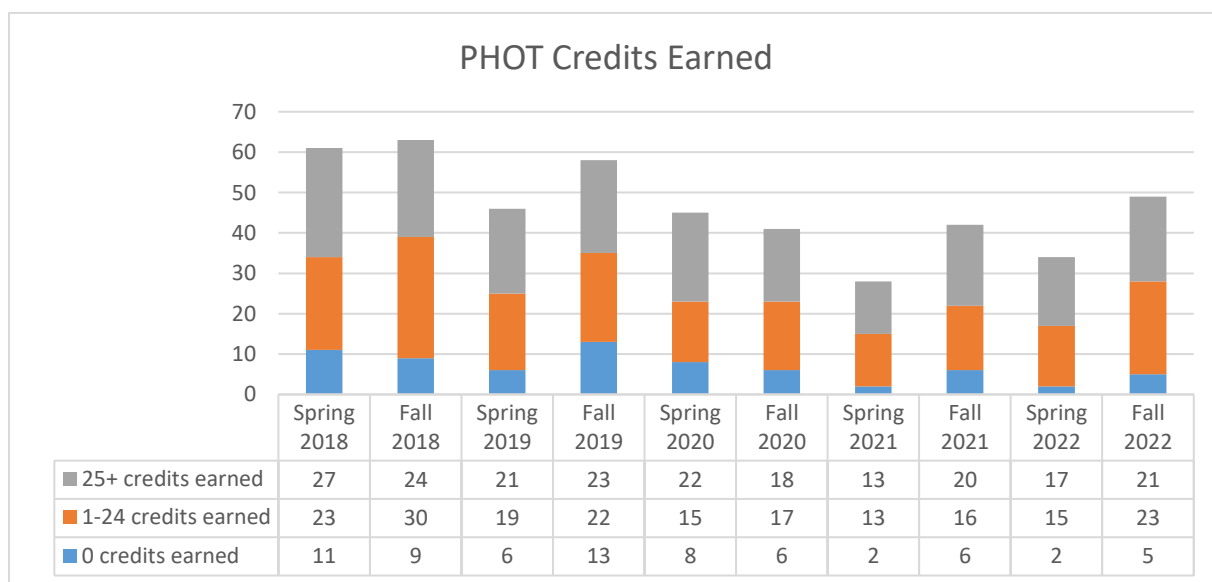
11. The proportions of PHOT program students in each category of academic standing, e.g., good standing, dropped, or probation, mirror those of the College overall.
12. A lower proportion of PHOT graduates transferred to another institution (25.0%, or three of twelve+ students) than graduates of the College overall (58.2%).
13. A higher proportion of PHOT graduates (66.7%, or two of three students) also graduated from their transfer institution than graduates of the College overall (29.7%).
14. Effective Fall 2022, the program underwent a significant revision to:

(1) Change the name of the program from Photographic Imaging to Photography.
(2) Add three new required courses to bring students' skills up to date (Photoshop, community projects, and developing a personalized portfolio).
(3) Combine courses to focus more on the use of studio lighting.
(4) Eliminate unpopular courses that constituted a barrier to graduation.
(5) Add advanced PHOT electives to the course sequence to allow for specialization.

15. Over the period studied, the PHOT program awarded a total of fourteen A.A.S. degrees.
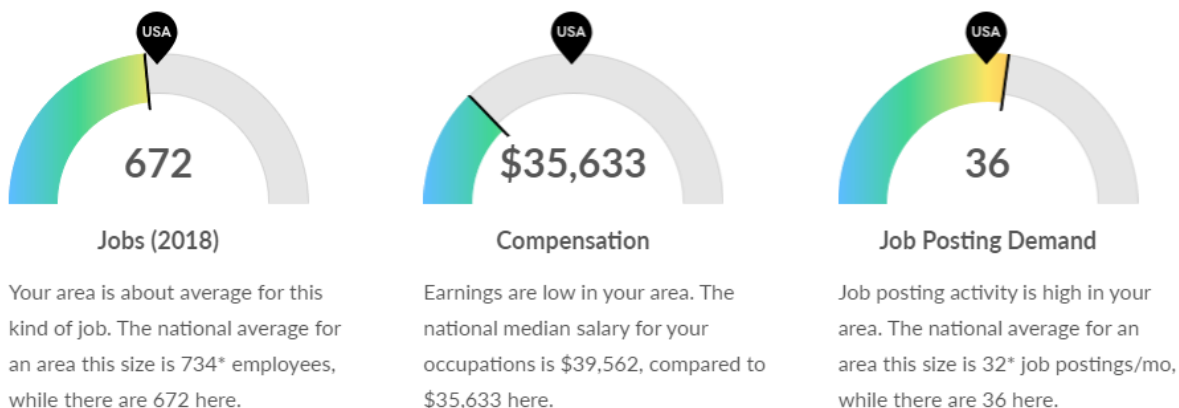
Advisory Committee

16. The advisory committee was interrupted during the COVID-19 pandemic. In July 2023 the department recruited a new advisory committee of nine professionals working in the local photography and video production industries. This advisory committee is scheduled to meet in November 2023.
17. The implications of artificial intelligence and its impact on the equipment, software, and future job opportunities will be priorities on the agenda.
18. The advisory committee will also be invited to the Department End of Semester Critique where students share their portfolios, giving students the opportunity to meet local professionals, get feedback on their work, and make industry connections.

Assessment

19. The Photography program has four program learning outcomes (PLOs):
    (1) Create photographs, videos and/or digital slide shows to satisfy commercial clients' specifications.
    (2) Demonstrate proficiency with camera operation, lighting, digital image processing, portfolio presentation, audio and video production.
    (3) Evaluate their photographs in the context of historical and contemporary trends.
    (4) Employ current business practices as applied to photography.
20. Based on the 2021-2022 annual program assessment report, which addressed assessment of all four PLOs, the benchmark of 80% was exceeded for all four PLOs, with PLO #3 (Evaluate their photographs in the context of historical and contemporary trends) scoring the lowest at 82%.
21. Photography faculty have been using AEFIS for data collection since Fall 2019.
22. PLO data are compiled, analyzed, and discussed by program faculty at the end of each semester.
23. Assessment measures employed are primarily direct measures and can include class critiques, exams, shooting assignments, software projects, portfolio development assignments, and writing assignments.
24. Assessment results led to the department's completion of multiple actions related to improving student success, including developing new courses that incorporate updated industry standards and skills, revising the course sequence, collaborating with the Theater and Digital Video Production programs, and changing required course texts to offer free resources.

Workforce Development

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs

672
Jobs (2018)

Your area is about average for this kind of job. The national average for an area this size is 734* employees, while there are 672 here.

$35,633
Compensation

Earnings are low in your area. The national median salary for your occupations is $39,562, compared to $35,633 here.

36
Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 32* job postings/mo, while there are 36 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

25. In PHOT 299, students learn how to professionally distribute and promote their work via social media.
26. Students are trained to self-educate to stay relevant in their field as it evolves, and the program provides networking and educational resources to alumni.
27. Artificial intelligence (AI) will dramatically shift the way images are produced and disseminated, so the faculty is currently researching ways to implement this paradigm shift into the curriculum. PHOT 104: Introduction to Video Production currently incorporates AI in a project, and the assignments in PHOT 151: Techniques in Photo Editing: Photoshop I are currently being revised to include techniques with AI into the workflow.
28. The Photography department will research and begin developing the possibility of a professional photography and video production agency comprised of students and alumni.

Cost

29. Over the period studied, the PHOT program ran between nine and seventeen sections of its required courses each semester, which were enrolled at 47.8% of capacity on average.
30. A program revision went into effect as of Fall 2022, which eliminated three obsolete required courses with histories of low section enrollment and required three new courses, all of which was expected to improve both retention and graduation by offering a wider array of electives that could be taken concurrently at the end of the program sequence. The program also reduced the minimum number of credits required for graduation by one credit.

B. Prior Audit

Recommendations from Prior Audit (2013) and Program Response:

1. **Review and update the program management plan for the program**, including methods for communicating with students who are no longer in the program (those who graduated, transferred, or stopped/dropped out) as well as examining student data from those same students to understand attendance patterns and student needs. Currently the program is growing slowly, but few students complete the curriculum to graduation. Understanding why this is the case is important for ensuring the continued vitality of the program. The program has started some of these processes.

   Timeline: Plan completed by Fall 2014.
   Responsible Parties: Department Faculty, Dean

   Program Response: The department has created two Facebook pages and an Instagram account in order to maintain contact with our alumni and create a network with current and past students. The Student Lounge Trader page connects alumni and current students in order to trade equipment and recruit fellow students for professional work and personal projects. The Student Lounge page is a network of current and past students who share projects and professional opportunities as well as departmental events. The Instagram page began in Spring 2022 and is continuously growing. The department periodically posts student work and links alumni projects.

   Since the prior audit, the department has analyzed many factors that contribute to student retention and graduation. It was determined there is a need to be vigilant about identifying students who are struggling early in the semester, as many students are likely not to be vocal about their challenges. The faculty met at the beginning of Fall of 2018 to devise a support system for students in the Photography program, including identifying students who may need more attention. This support system, implemented in Fall 2018, takes the form of a structured communication between instructors by mid-semester to share information about students demonstrating academic difficulties. The structured communication includes information about additional PHOT courses that the student may be taking, types of difficulties the student may experience, the level of technical difficulty involved, factors that contribute to the students' difficulties that are not related to coursework, and possible remedies, such as Single Stop, tutoring during office hours, as well as a format for suggestions.

   Further analysis concerning student retention and success found that the most significant barrier to students completing the major was the cancellation of low-enrolled 200-level courses. Because of this, students could not complete the program in two years, which resulted in several students leaving the program. The department has communicated this with the administration and hopes that in the future exceptions can be made at critical junctures when canceling a 200-level course can delay a student's graduation by at least a year. In addition, the Fall 2022 program revision included changes to the course sequence and a choice of PHOT electives, designed to improve student retention and increase time to graduation.

2. **Continue to create efficiencies in program cost and students/section to lower costs.** The program has made strides in decreasing cost per student over the past five years. The program should continue to evaluate the costs and find ways, where possible, to manage costs both to the College and to the program's students. This may be accomplished through

efficiencies in technology (increasing class size), combining/sharing courses with other programs, or securing additional outside funding (as some examples).

Timeline: Ongoing.
Responsible parties: Program Faculty, Department Head, Dean.

Program Response: The program has reduced costs for students since the prior audit. The program eliminated all textbooks in our courses and replaced them with free resources and custom instructional material. The program provides essentials such as film and printing paper for students that cannot afford these materials. There are now camera kits that all students can check out for the entire semester in introductory courses, PHOT 105: Introduction to Digital Photography and PHOT 104: Introduction to Digital Video Production. All courses provide all the equipment necessary for students to complete their work, and during the pandemic, the program acquired laptops with professional photography and videography software for students who do not have access to computers at home. Students can now complete the entire program without the need to buy equipment, software, or laptops.

3. **The program must submit documentation of the assessment of Student Learning Outcomes at both the course and program levels.** In conversations with faculty, it is clear that assessment is occurring on a regular basis, but the tracking of outcomes and appropriately linking them to changes in the program has not been documented. Once compiled and transcribed, the program will be in compliance in terms of outcomes assessment.

   Timeline: Outcomes reported by end of Spring 2014.
   Responsible parties: Department Head, Program Faculty, Director of Academic Assessment and Evaluation.

   Program Response: Since the prior audit, new rubrics for all Photography courses have been designed with attention to course alignment with specific PLOs. Course learning outcomes were linked to program learning outcomes. These rubrics were then used to develop the program's assessment structure in AEFIS, the College's assessment software. All Photography courses are now integrated into AEFIS.

   Course learning outcomes are now assessed in each course through student assignments. This outcome data is fed into the program learning outcomes. The assessment data helps the program understand student success and areas for improvement. Assignments are consequently being revised every semester with this data. The program holds a meeting every semester specifically to review data and plan courses of action.

4. **The program should further promote its proficiency certificate program and encourage individuals to complete it** (particularly if they are unable, for the moment, to finish the degree program). Additionally, outreach to former students may also result in additional completions of the proficiency certificate. Encouraging students with prior degrees or those that transfer to "reverse transfer" in previous or subsequent coursework would also increase the number of program or certificate graduates. Program faculty have begun this process but need to develop additional scaffolding structures around it.

Timeline: Ongoing. First report generated by Spring 2015.
Responsible parties: Program Faculty, Department Head, Dean.

Program Response: The department has actively promoted the Photography certificate and informs all students when they have completed it. We have also worked with former students who had completed the required courses to retroactively receive the certificate.

5. **The program should have a discussion with its Advisory Committee, current and former students, and other professionals in the field to determine the best structure for the program moving forward.** The main question that needs to be addressed from this audit include: Are the needs of students best served by a degree, or would a series of proficiency and academic certificates better meet their needs? For example, we know that 1) students leave the program early (without completing general education requirements), 2) statistically, photographers will be small business owners, and 3) anecdotally, those familiar with digital techniques are returning to learn more about traditional methods. Perhaps a cluster of certificates around digital methods (already extant), traditional methods, and entrepreneurial courses (marketing, billing, accounting, etc.) would better meet the needs of current and future students.

   Timeline: Final report by Fall 2014.
   Responsible parties: Program Faculty, Department Head, Dean.

   Program Response: Research has indicated that the degree is still significant to employers and aids in career advancement. Proficiency certificates do not have the same impact, and students who do not seek a degree but rather take a few classes to refresh their professional skills are generally unconcerned with academic awards.

   The department has undertaken several initiatives to address the shift in the field toward freelance work and self-entrepreneurship. The fundamental goal of the curriculum revision was to prepare students to be independent in the professional field. All courses include a student learning outcome directed at professional practices designed to empower students with the ability to self-employ and conduct themselves not only as photographers but as businesspeople. In Spring of 2023, the program revised its professional practices course to reflect the innerworkings of the current "gig" economy and trends in the industry. Students learn how to promote themselves through social media effectively, how to price and manage jobs, and how to market their work and personal brand.

   Another major goal of the program's social media presence is to keep students and alumni connected, and in courses, the benefits of collaboration are underscored. Students are encouraged to maintain connections in order to share resources and equipment for freelance jobs, as well as recruit each other for job assignments that require more than one photographer. And in many cases, faculty, who also work professionally in the field, have hired students for their own freelance work.

C. Action Items

The Office of Assessment and Evaluation makes the following recommendations for the Program.

Enrollment and Demographics

1. Increase enrollment as follows:

Benchmarks			Fall 2024 Projection		Fall 2026 Projection		Fall 2028 Projection	
Fall 2019 Headcount (Pre-COVID Benchmark)	Fall 2022 Headcount		N	% increase[1]	N	% increase[2]	N	% increase[3]
58	49	Low range[4]	51	4.08%	53	3.92%	55	3.77%
		High range	55	12.24%	61	10.91%	67	9.84%

[1]Increase from Fall 2022 headcount
[2]Increase from Fall 2024 projection
[3]Increase from Fall 2026 projection
[4]"Low range" projections reflect expected growth given few to no successful enrollment interventions; "High range" projections reflect expected growth if planned interventions are successful.

Planned Interventions

2. Implement planned interventions: monitor the new course in drone photography, particularly in consideration of additional related coursework, and incorporate AI concepts and issues into the curriculum.

   Responsibility: Department Head, Dean of Liberal Studies Division, Office of Curriculum Development

   Timeline: Spring 2025

3. Monitor results of planned interventions for intended effects on new enrollment and retention. Work with Enrollment Management support to update projections as indicated by results of monitoring.

   Responsibility: Department Head, Dean of Liberal Studies Division, Enrollment Management, Office of Assessment and Evaluation (consultation and support)

   Timeline: Spring 2025 to implement interventions; monitor annually

Advisory Committee
4. Convene the newly re-formed advisory committee on a regular basis, soliciting feedback on planned program changes and insight into the overall direction of the field, particularly in the local area. Implement program changes, co-curricular activities, and other interventions as indicated.

> **Responsibility:** Department Head, Dean of Liberal Studies Division, advisory committee members
>
> **Timeline:** Fall 2023

Assessment

5. One stated intention for the Fall 2022 program revision is to improve retention by introducing a greater degree of flexibility into the curriculum, making it easier for students to complete their program of study within their intended time frame. As program revision implementation moves forward, continue to monitor program metrics using the Academic Program Measures dashboard for these intended effects.

    Responsibility: Department Head with faculty support, Dean of Liberal Studies Division

    Timeline: Annually through 2028-2029

6. When documenting assessment activities and cycles, clarify the relationships between assessment results and changes made, as well as results and analysis of re-assessment following changes.

    Responsibility: Department Head with faculty support, Division DCAF, and Office of Assessment and Evaluation available for consultation and support

    Timeline: Annually

D. Narrative

Using today's technology, anyone with a cellphone or tablet can create a photograph, but producing great photography requires forethought, planning, and understanding the photography production process from concept to completion. While photographs can vary in style, content, audience, and budget, successful photographers have established foundational methods that remain constant. The Photography program at the College brings this established methodology to students launching new career interests as well as to professionals looking to grow and develop within the industry.

The Photography curriculum supports developing the technical and creative skills needed to work in the competitive photography industry. The first year provides a foundation for technical requirements and allows students to explore personal interests and avocational ambitions. Students begin developing content in the second year and are encouraged to express innovation and imagination in their work. Using the latest technologies, students develop skills in camera operating, professional printing methods, studio lighting, and advanced post-production skills. Students are trained in cutting-edge technology, including equipment and software, that is currently being used in the professional industry.

The Photography program demonstrates a high level of professionalism in its faculty, equipment, and work quality. The faculty bring inspiration into the classroom through their published work, exhibitions, experience in the industry, and professional networks.

The Photography program attracts diverse students, both young students looking to begin a career in the photography industry and experienced students looking to expand their industry careers. The department has addressed a variety of concerns within these diverse groups to support student success. The department has expanded open lab hours, monitored by teaching aides and faculty, to provide students with more flexibility to manage coursework while maintaining work and family responsibilities. Beyond knowledge acquired in the classroom, students also have opportunities to earn professional credentials through the annual Street Fashion Photography Book publication, the network of alumni and allied professionals, and the innovative projects offered in the Community Photography Projects course.

Many students transfer to four-year art schools, and their interests tend to lie with creative aspects of fine art photography. To support these interests, the department has created a fine art photography course and several conceptually rigorous upper-level courses. The faculty has also incorporated exposure to contemporary and historical art through presentations in all courses.

With a focus on professional opportunity, the Photography Department is currently researching the feasibility of developing a professional Photography and Video Production Agency comprised of students and alumni. The concept is based on the format of the Magnum Photography cooperative agency, an international photographic cooperative owned by its photographer-members. With proper management and curation, a local cooperative could brand itself with a distinctive style and a commitment to quality that would establish the agency as a valued resource in the Philadelphia area.