

# 2017 PHA - Program and Curriculum Review

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Program Name:	Photo Arts	Program Code:	PHA
1.0 Industry Trends and Employment		Summary of Key Findings	
<p>Review and discuss the following:</p> <ul style="list-style-type: none"> <li>● Industry / sector changes or issues identified by the Program Advisory Committee</li> <li>● Recent labour market data or sector reports as provided by the Fleming Library Researchers.</li> <li>● Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation</li> <li>● Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years?</li> </ul>		<p>Faculty met to connect and provide information related to the current industry and how it has impacted the program. In recent years the darkroom experience in this program has been reduced with an added appreciation for digital. Students learn darkroom, and the history of photography with a small introduction to digital as the program progresses following the second half. The current curriculum does not accurately reflect the digital introduction. Weaker enrollment in recent years may be the result of uninformed potential students choosing other schools because they want a more digital experience. A review of the current writing is necessary to ensure potential students see the program for what it really is. Despite the unique darkroom experience in this program, the serious photographers know that they need to be in-line with industry standards and employer expectations. If potential students see in advance that they can gain from a hybrid of both traditional and digital processes, they are more likely to register.</p>	
<p>1.2 Labour Market and Employment Trends</p> <p>Review and discuss the following:</p> <ul style="list-style-type: none"> <li>● Graduate employment statistics over the last few years, including</li> </ul>		<p>KPI 2017 statistics showed a 100% student satisfaction rate in the areas of course content, current (up-to-date) content and overall course instruction. However, there were some low responses in areas of equipment, skills development and preparation for the job market. This</p>	

<p>those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data.</p> <ul style="list-style-type: none"> <li>● Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages</li> </ul>	<p>is a fit with the information shared during student feedback data collection and efforts have been put forward for equipment updates and aligning the curriculum to meet the industry trends. Students are encouraged to extend their individual pathway following graduation (i.e. studio apprentice, entrepreneur, further education). Articulation options with other institutions are available for those taking Photo Arts as an area of specialization for a diploma. job</p>
<p>2.0 Key Performance Indicators Review and analyze the formal Key Performance Indicator (KPI) results for your program.</p>	<p>Summary of Key Findings</p>
<p>2.1 Student Satisfaction</p> <p>In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as <i>student focus groups</i>, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience.</p>	<p>KPIs for Photo Arts has been consistently strong in student satisfaction falling within a range of 81-100%</p>
<p>2.2 Retention Rate</p> <ul style="list-style-type: none"> <li>● Use the IPP (Integrated Program Planning) data that focuses on Retention.</li> <li>● Review patterns of retention on a semester by semester basis over the last five years.</li> <li>● Comment on the effectiveness of any strategies adopted to improve student retention.</li> </ul>	<p>Retention rate is 100% on this accelerated one year certificate delivered in four months. (SD)</p>
<p>2.3 Graduate Rate</p>	<p>Graduate rates are high, averaging 92-100% over five years. (SD)</p>

<ul style="list-style-type: none"> <li>Review patterns of graduation rates on a semester by semester basis over the last five years.</li> </ul>	
<p>2.4 Graduate Satisfaction</p> <ul style="list-style-type: none"> <li>Review patterns of graduate satisfaction and provide comment.</li> </ul>	Sandra
<p>2.5 Enrolment Trends and Demand</p> <ul style="list-style-type: none"> <li>Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum.</li> <li>Assess whether the program curriculum needs to change based on the above analysis.</li> <li>Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis.</li> <li>Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related 'Situational Analysis' information included for your program – select the Demand Trending Tab and Situational Analysis Tab.</li> </ul>	<p>Applications are average for this niche program, however, conversions are poor due to the perception of the lack of digital and entrepreneurial content in the curriculum.</p> <p>PHOTO ARTS 2012/13 29 7 7 2013/14 18 5 5 2014/15 23 5 7 2015/16 38 8 9 2016/17 23 2</p>
3.0 Program Curriculum	Summary of Key Findings
<p>3.1 Program Learning Outcomes and/or Sector Standards</p> <ul style="list-style-type: none"> <li>Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education)</li> <li>Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements.</li> </ul>	<p><i>No changes in the Program Vocational Learning Outcomes are required. There are no sector standards for this program. PCR process indicates need for edit of course descriptions and outcomes to better convey digital aspects of curriculum as well as strengthening business and entrepreneurial aspects of curriculum addressing work as a professional photographer. The Program Description requires address in order to better represent the learning experience afforded by this one</i></p>

	<i>year Certificate program.</i>
<p>3.2 Program of Study, Course Outlines, Delivery and Program Map</p> <ol style="list-style-type: none"> <li>1. Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester.</li> <li>2. Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes.</li> <li>3. Collect a cross section of samples of student work as evidence of achievement of learning outcomes.</li> <li>4. Reflect and comment upon the variety of methods used to demonstrate program outcomes.</li> <li>5. Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes.</li> <li>6. Discuss the degree and depth to which the program is providing work integrated learning experiences.</li> <li>7. Record the course in the curriculum that covers the college-wide sustainability learning outcome</li> <li>8. Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy.</li> <li>9. Make recommendations to address any gaps identified or improvements required.</li> <li>10. Review the program's current admission requirements and their suitability in relation to program rigour and student preparedness.</li> <li>11. Include an updated program curriculum map on your program and curriculum review web page.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course level surveys are completed during one on one meetings between the faculty and the coordinator. Curriculum, learning supports, materials, safety and course execution are discussed and considered for potential revision. New data collection tools have been created that are consistent with the surveys to ensure each factor in the survey process is considered.</li> <li>2. Hands-on projects are assigned to students and are to be completed by the end of each week. The weekly program delivery and assessment is progressive and challenges students as they work their way through the program. Projects, group and individual critiques, research and short quizzes are vehicles to ensure learning outcomes are being measured in the assessment process. Assigned projects include safe studio practices, the use of both Digital SLR and SLR analogue cameras, shoot images that meet specific criteria (dept of field, long exposures, light management, etc.) as well as darkroom film processing and digital processing/printer using software.</li> <li>3. In 2017, one on one faculty/coordinator meetings will include an opportunity for reflection of successful projects and the development of a library of exemplars for this program.</li> <li>4. This studio based delivery method provides students with the ideal opportunity to practice safe studio practices as well as meet program outcomes. Students are encouraged to work during their evening independent studio time so they can explore, expand and trouble shoot challenges faced during course delivery. The opportunity to personally connect with the medium builds confidence in the studio during class time and increases potential for program outcomes success.</li> <li>5. Photo Arts provides a hybrid of learning from ancient</li> </ol>

	<p>photographic and darkroom to digital processes. Ancient processes are confined to a one week delivery due to the safety concerning chemicals, but the analogue darkroom processes are encouraged throughout the entire program. New photographic processing tables were purchased in 2016 to ensure Photo Arts equipment continues to meet learning standards.</p> <ul style="list-style-type: none"> <li>● Analogue cameras are difficult to purchase with no camera background/understanding. As a result, many students arrive with less ideal equipment. The campus has decided to build an analogue camera library over summer 2017 so that students can learn how to choose their cameras during the program and make informed purchasing decisions either during or after the program is complete. Students who wish to bring their own SLR camera is welcome to do so.</li> <li>● Photo Arts will now be considered a laptop based program. Technology updates are best delivered with personal laptop computers. Beginning fall 2017, students will be required to purchase laptop and DSLR camera for entry into the program. The purchasing model will be copied from our Moving Image and Digital Image Design certificate programs.jb</li> </ul> <ol style="list-style-type: none"> <li>6. This area does not apply to this intensive one year certificate program. jb</li> <li>7. Sustainability is an integral part of the photo environment. Unsuccessful projects are recycled. The outcome has been added to the first course, Processes I.</li> <li>8. This will be completed with the review.</li> <li>9. Please note comments in section 3.1. Potential gaps created through this program review were identified and filled. Supports for the technology expectations in a photo based program do not current exist at the level required for success for this program. Laptop based programming is the best way to ensure students can meet their outcomes without barriers. jb</li> <li>10. The current admission requirements are suitable for this one</li> </ol>
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	year certificate program. jb
4.0 Strategic Positioning and New Opportunities	Summary of Key Findings
<p>4.1 College and School Alignment</p> <ul style="list-style-type: none"> <li>Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School.</li> </ul>	<p>Photo Arts is an area of specialization for both the Integrated Design and Visual and Creative Arts Diplomas. These two programs are the only two diplomas offered at the Haliburton Campus and are completely in line with the college's strategic mandate. Photo Arts is a unique darkroom experience and attractive to those interested in the both the arts and those interested in a photography career. It can be considered a significant draw to the campus.</p>
<p>4.2 Competitor Programs</p> <ul style="list-style-type: none"> <li>Analyze key parallels and differences between this program and those of its closest competitors, where applicable.</li> <li>Comment on the 'Value-added' program distinctions and their attractiveness to prospective students.</li> </ul>	<p>Photo Arts continues to be the only college level full-time program that offers hands-on analogue photographic and darkroom training. Although we have reduced some of the darkroom experience and added more digital, it still offers a strong foundation and appreciation for the history of photography. Analogue processing is considered to be a rare luxury in the new digital age.</p>
<p>4.3 Learning Pathways</p> <ul style="list-style-type: none"> <li>Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships.</li> <li>Identify any new pathways that could be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Visual and Creative Arts diploma program graduates with a specialization in photo arts can enter the following institutions' BFA programs with advanced standing: Nova Scotia College of Art and Design University, Emily Carr University, the Alberta College of Art and Design, Ontario College of Art and Design University and York University.</li> <li>Our Photo Arts certificate program is also a second-year specialization option for our Integrated Design and Visual and Creative Arts diploma programs. (SD)</li> </ul>

<p>4.4 New Program or Redesign Ideas</p> <ul style="list-style-type: none"> <li>• Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances?</li> </ul>	<p>Assessment of student and faculty feedback has confirmed that our program is too strongly focused on darkroom techniques and that it needs better balance with the digital and business aspects of photography. Redesigning the program to allow for more digital and entrepreneurial curriculum will strengthen our conversion efforts and better prepare our graduates for the field. Maintaining our darkroom portion will differentiate our program from others in the college system, as we would have the only function darkroom at the college level. Our graduates would have a unique skill in the field.</p>
<p>5.0 External Relations</p>	<p>Summary of Key Findings</p>
<p>5.1 Community Partnerships</p> <ul style="list-style-type: none"> <li>• Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience?</li> <li>• Are faculty, staff, and student involved in volunteer projects and events?</li> </ul>	<p>The Haliburton School of Art + Design is a campus among a sculpture forest and public walking and ski trails. Community members are always welcome to visit the campus and often take time to tour the facility. Faculty shows launched each Fall with Photo Arts Faculty show in 2017. The intent is to rotate faculty teams. jb Open house events are offered twice per year (fall/spring) drawing community members into the building to see our facilities and to network with faculty and students. jb End of semester exhibition is held on the Saturday of the fifteenth week of both fall and winter semesters. Students invite friends and family to the exhibition as well as community members. Students are exhibiting their project work from the program and community members are welcome to purchase any work that is available for sale. jb</p>
<p>5.2 Program Advisory Committee</p> <ul style="list-style-type: none"> <li>• Comment on the distribution of Committee membership by constituency, sector, and / or region.</li> <li>• Comment on the vitality of the Committee (frequency of meetings, members' level of participation, engagement, and turnover.)</li> </ul>	<p>The Program Advisory Committee has always includes a robust complement of active professionals encompassing practice in both fine art and craft, public and private sectors, and a range of faculty/teaching profiles. At our spring 2016 PAC, time will be taken to review all arts offerings and confirm if our programs continue to be in excellent shape with</p>

	sturdy in delivery.
<p>5.3 Alumni Relations</p> <ul style="list-style-type: none"> <li>● Describe the type and range of alumnae involvement in the program.</li> <li>● Current and future strategies to engage alumnae in the program.</li> </ul>	<p>Many of our Alumni come back and take more programming and provide support to current students as well as administration for suggestions of program improvement. jb</p> <p>An Alumni email distribution list allows the coordinator to communicate with Alumni. Any incoming community volunteer/job posting/exhibition information is shared with all Alumni through this process. We also encourage our alumni to keep us informed about their accomplishments so we can post their information on our social media sites. jb</p>
6.0 Program Resources	Summary of Key Findings
<p>6.1 Program Revenue and Expenses</p> <ul style="list-style-type: none"> <li>● Please review Integrated Program Planning (IPP) information for your program.</li> <li>● Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning.</li> <li>● Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind?</li> <li>● Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below.</li> </ul>	<p>The program weighting for photo arts is one of the highest in our school. This affords us to run the program with smaller class sizes. In 2015-16, we had 9 FTE and our CTO was 47.7%. Similarly, in 2014-15 we had 8 FTE and 33.7%. Maintaining an intake of 8+ students desirable. (SD)</p> <p>JEN, CAN YOU ADD ANYTHING ABOUT EQUIPMENT DESIRES/NEEDS?</p>
<p>6.2 Faculty and Staff Resources</p> <p>Please comment on:</p> <ul style="list-style-type: none"> <li>● The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments.</li> <li>● Profile of the faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education.</li> </ul>	<p>Faculty who have taught in the program have been recognized internationally and come from across the country. Many are recipients of awards and have been represented in galleries in Canada and abroad. To meet the unique requirements of teaching students specific techniques, we bring in PT faculty who are experts in their area.</p> <p>As with all our programs, it can be a challenge to identify and secure faculty to teach in Haliburton and succession planning is ongoing. (SD)</p>

<ul style="list-style-type: none"><li>• Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments.</li><li>• Hiring priorities over the next few years based on the above.</li></ul>	
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## Program Improvement Plan

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program's priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

Recommended Improvements:	Timeframe	Person(s) Responsible	Action Taken Proceeding = P Completed = C Not Feasible = NF
Edit program/ course descriptions and outcomes to better convey digital aspects of curriculum as well as strengthening business and entrepreneurial aspects of curriculum addressing work as a professional photographer.	Spring 2017	DB/ LB	C
Redevelop 'Borders' course to strengthen digital photo compositing and editing Scrutinize courses to identify content addressing digital acquisition, edit and print components. Strengthen and clarify as required.	Spring 2017	DB/LB	C
Add a collection of exemplars for collection with faculty	Fall 2017 and forward	JB	P
Work with faculty to build a library of analogue SLR Cameras	SUMMER 2017 and forward	JB	P
Update student confirmation and website to include laptop based program to include DSLR/system requirements	Summer 2017	JB	P
Continue a dialogue of one on one faculty/coordinator meetings. Include stronger focus on gathering course learning objectives.	Fall 2017 and forward	JB	P