Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

(Refer to the Program Review Handbook when completing this form)

PROGRAM: | Photography

Academic Year: | 2014–15 | FULL PROGRAM REVIEW | Date Submitted: | Oct 2, 2014

Academic Year: | 2015–16 | ANNUAL UPDATE | Date Submitted:

By:

Faculty Lead: | Kim Lytle

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2. Description and Overview
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1. Program Mission and Vision

A. Program Mission

> This program will strive to provide a learning environment conducive to the success of the student to achieve the basic working knowledge of digital camera and imaging software.

B. Program Vision *(Where would you like the Program to be three years from now?)*

> Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

> Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
> Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

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2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

B. Who do you service (including Demographics)?

C. What kind of services does your program provide?

D. How do you provide them?

> Provide the students with a broad base of technical skills in photography, with an added emphasis on visual communication. Prepare students to enter the photographic field in a variety of positions such as production printer, studio photographer, photo lab technician, and freelance photographer. Photo is part of the CTE program and is led by the dean of instruction and one part – time faculty member. Photo classes are open to any currently admitted student. The program prepares students for a variety of professional positions. Classes are offered in the late afternoon or evening and are often "stacked" to assure minimum enrollment requirement.

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3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) **Full-time/Part-Time Faculty Ratio**

FT faculty = 0/ Part-time faculty = 2
Part-time faculty = 100% of the program's instructors

2) **Course Completion Rate**

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	53%	Not Applicable

3) **Course Success/Retention Rate**

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	Enrolled: 60 Successful: 51 Success 85%	Not Applicable

4) **WSCH/FTEF Ratio**

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	Not Applicable: data not available	Not Applicable

5) **Fill Rate**

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	1st Day/Max: 31.11% Census/Max: 22.22% EOT/Max: 21.48%	Not Applicable

Discussion:

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B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

1) Summarize the progress your program has made on program and/or course level SLO measures.
(Include Outcome Statements in this summary.)

> **Program Learning Outcomes:**
> 1. Demonstrate the technical knowledge for using the photographic digital camera.
> 2. Define digital photography terminology and identifies image editing software features and their proper use.
> 3. Create photo-based artwork that demonstrates proficiency in digital photography techniques giving completer the skill to enter or advance in the work force in the field photography.
>
> 1.) In 2012-2013, PHOT course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan continue to assess each class as it is taught. Program outcomes Provide the students with a broad base of technical skills in photography, with an added emphasis on visual communication. Prepare students to enter the photographic field in a variety of positions such as production printer, studio photographer, photo lab technician, and free lance photographer.

2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

> Revising the SLOs and Course Outlines of record has helped recognize outlines are not up-to-date with photo technology . Classes PHOT 3C and PHOT 4C are in the process of replacing Photo 2A and 2B to digital photography classes. Students are now being given a weekly photo assignment that are projected on the smart board for review and discussion with the class on the technics used and how to improve their camera and photographic skills.

3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

> Any remaining SLOs will be placed on the course outlines when courses are taught or created. PHOT classes will be revised to align with new photo technology including digital cameras.
> Our program outcomes progress
>
> 1.) Demonstrate the technical knowledge for using the photographic digital camera.
>
> 2.) Define digital photography terminolgy and identify image editing software features and their proper use.
>
> 3.) Create photobased artwork that demonstrates profeincy in digital photography techniques giving completer the skills to enter or advance in the work force in the field of Photography.

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C. Supporting Assessment Data *(See Handbook for additional information)*

1) Provide a list of any additional measures *(not included in 3.A.)* that you have chosen to gauge your program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

> Each week students are required to submit assigned photo's for review on the projection system for class discussion. The students are required to explain their camera settings and technique used in taking the photograph. The Photographs are then reviewed by the rest of the students giving there ideals and comments.

2) Summarize the results of these measures.

> - Photographic projects - 97% were successful completing this with a "C" or better, 1 % failed to follow the guidelines/rubric and 2% stopped coming to class or failed to submit the assignments.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

> Evaluate the students understanding of the camera operation and photographic techniques assigned to them. The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.

4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

> N/A

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D. Two-Year Scheduling Plan

1) What is the program's Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

> See the attached form for the two year plan in PHOT

2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

> There has been a 90% success rate of students completing the classes

3) Reflecting on these results, what are the goals for the next assessment cycle?

> To update the photo program to increase the number students graduating with Associates degrees in photography

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4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

> The department updated all course outlines or courses taught in 2013-2014 with SLOs.

B. Explain the current evaluation process. How and when was the curriculum last evaluated? *(Appropriateness, archiving, deleting, revising, etc.)*

> The curriculum for PHOTO was evaluated in 2013-2014 – resulting in the new SLOs on the course outlines.
> The curriculum process at this time, relies on CTE training, program review and curriculum requirements. There is not standing curriculum discussion in the department since until very recently only adjuncts taught in the discipline.

C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years *(see Curriculum Manual for additional information, if necessary)*.

> All courses should be in full-compliance at this time. Do the pre-requisites need to be validated again?

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum *(including all modes of delivery)*?

> PHOTO is primarily hands-on and there are no clear plans to change mode of delivery at this time. PHOT Course Outlines of Record will be revised to align with new photo technology including digital cameras.

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

> qualified adjuncts," "high success rates

B. Weaknesses

> Low completion rates

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

We have an opportunity to increase enrollment by promoting the fact that PHOT can lead to employment or enhance a useful hobby to obtain employment in the arts and photographic world, or to have a useful hobby.

B. Threats

State Budget cuts or the lack of jobs availed in the local community.

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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

PHOT instructors regularly attend the Barstow Community College CTE training
In addition to photo seminars on the latest photographic techniques, and image editing software used in the business industry.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

Finish curriculum revisions for courses, degree, certificates and SLO's.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

No tasks or goals were identified on the last program review due to need for additional training on completing that section

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9. Goals/Objectives/Actions (ACTION PLAN)

A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C. **OBJECTIVES:** Define Objectives for reaching each Goal.

D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN				
GOAL	ALIGNMENT WITH **BCC STRATEGIC PRIORITIES** (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Research how the classes could become transfer to attract more Students	*List all that apply:* - **Foster** innovative learning environment - **Provide** Successful college learning experience - **Promote** and support student engagement - **Cultivate** and enhance local partnerships - **Attract**/develop excellent employees - **Strengthen** college planning/ decision making	#1 Contact CSU to determent what direction their photography program is heading and what they are looking for in new students	- Work with dean of CTE to update photography program to help the students meet requirements CSU program.	**OUTCOMES:** To have the students better equiped when entering CSU program **MEASURES: ASSESSMENT:** Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#Rev 2 Have counselors and other student contacts become more engaged in the photo department goals	- Outreach to other areas on campus by attending meetings when possible or trying alternative methods of discussions if necessary.	**OUTCOMES:** more students being informed of photo program **MEASURES: ASSESSMENT:** Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#3 Promote in the community	- Work with dean of CTE to outreach and Public Information officer to promote in amore venues or in more ways	**OUTCOMES:** More community acknowledgement of photo program **MEASURES: ASSESSMENT:** Enrollment numbers and Class survey on why students are taking class and where they heard about the program
Additional Information:				
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#2 Provide learning programs and an environment that ensures student success.	*List all that apply:* - **Foster** innovative learning environment - **Provide** Successful college learning experience	#1 Expand and/or revise the curriculum to meet the dynamic needs of students and community.	Review current classes and update and change their format to meet with today's changing world and photographic requirements	**OUTCOMES:** More community acknowledgement of photo program **MEASURES: ASSESSMENT:** Enrollment

		ACTION PLAN			
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		- **Promote** and support student engagement - **Cultivate** and enhance local partnerships - **Attract**/develop excellent employees - **Strengthen** college planning/ decision making			numbers and Class survey on why students are taking class and where they heard about the program
			#2		
			#3		
	Additional Information:				
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#3	Actively support and promote local economic growth and community development.	*List all that apply:* - **Foster** innovative learning environment - **Provide** Successful college learning experience - **Promote** and support student engagement - **Cultivate** and enhance local partnerships - **Attract**/develop excellent employees - **Strengthen** college planning/ decision making	#1 Determine the educational and training needs of the community.	- Work with dean of CTE to outreach at employers to determent their requirement	**OUTCOMES:** More community acknowledgement of photo program **MEASURES:** **ASSESSMENT:** Enrollment numbers and Class survey on why students are taking class and where they heard about the program
			#2 Establish CTE programs that meet educational and training needs of local employers	- Outreach to community and business in the local and sounding areas by attending meetings when possible or trying alternative methods of discussions if necessary.	**OUTCOMES:** More community acknowledgement of photo program **MEASURES:** **ASSESSMENT:** Enrollment numbers and Class survey on why students are taking class and where they heard about the program
			#3 Provide career exploration opportunities to college and high school students.	- Work with dean of CTE to outreach and Public Information officer to promote in amore venues or in more ways	**OUTCOMES:** More community acknowledgement of photo program **MEASURES:** **ASSESSMENT:** Enrollment numbers and Class survey on why students are taking class

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				and where they heard about the program
Additional Information:				
DATE:	ANNUAL UPDATE #1:			
#4	_List all that apply:_ -	#1		
		#2		
		#3		
Additional Information:				
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#5	_List all that apply:_	#1		
		#2		
		#3		
Additional Information:				
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#6	_List all that apply:_	#1		

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1,2,3	Time and support for outreach – also holding meetings with counselors and other key contacts on campus and in the community	????		
2		Studio Equipment (Lighting, Light stands, Softboxes, Backdrops and photo printer	$3200.00		
3		Photo studio where Photographic backdrops and lighting can be left setup for ongoing projects	????		
4		New computers to fully operate the photographic editing software	$35,000.00		

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source