



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

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

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By: **Lewis Goldstein**

Faculty Lead:

Members:

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[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

The mission of the Fine Arts Department is to support the Barstow College mission by providing students with courses towards an AA degree in Humanities, an AAT degree in Art History and to foster an appreciation of fine arts and how the arts contribute to student success in all fields. It promotes critical thinking, a broad level of cultural understanding, and strong visual communication skills to inspire students to become artists, educators, global citizens and responsible members of a free society.

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

The Fine Arts Program and Facilities have been limited in the recent past by financial restrictions. It is our vision that the program expand course offerings to create an AAT degree in Studio Arts and to expand classroom facilities to accommodate the new courses. New adjunct professors will also have to be hired.

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

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

The Art Department Studio Courses provide our students with creative vision and practical tools they can apply in their achievement of personal goals and professional growth. We offer traditional courses in the studio arts that help develop creative thinking, problem solving, aesthetic sensibilities, and global awareness, all of which contribute to student success.

Our Online Art History classes support student success for transfer degrees, critical thinking, historical and global awareness

Empowering Students to Achieve Their Personal Best Through Excellence in Education.

The Fine Arts are an essential educational resource and tool in achieving optimal performance and success in every field of study. Our Program provides this aspect of a student's education.

"Many people believe that Art is a luxury. Art is the Necessity that makes Life Luxurious."

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

The Fine Arts and Art History classes provide classes that are fulfilling in themselves and also are part of the Humanities AA degree and transferrable as part of a four year degree in the arts, art History and Humanities. We offer two survey online Art History classes that provide the basis for all art history programs in the nation. A course in Asian Art History has been added and approved as part of the new AAT degree in Art History. These online classes are taken by students from all over the US and also military personnel overseas. Organization- There is one fulltime instructor and currently one adjunct for studio classes and one adjunct for Western Art History class. We have two classrooms, one for 3D classes and the other for 2D classes. Our studio has three kilns, ten potter's wheels, a slab roller, clay extruder. The 2D classroom has central, adjustable lighting, a stage area for set-ups and numerous easels and drawing benches.

B. Who do you service (including demographics)?

- The Art Program serves the local community's need and desire for creative classes as well as transfer credits for students going on for Bachelor's degrees. The classes are part of the Humanities AA degree and the AAT degree in Art History. The Art History classes serve degree programs for students from other community colleges, four year colleges and universities, and military personnel here and overseas.

C. What kind of services does your unit provide?

Transferrable credits, aesthetic needs of students, a student art show highlights student accomplishments and creativity each semester and serves the local community with an art event.

D. How do you provide them?

Through excellence in teaching and the creative use of limited facilities, supplies and instructors. Studio classes are offered as well as online art history classes.

E. Does the program have a degree or certificate?

AAT in Art History

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

	TRADITIONAL	ONLINE
2) Course Completion Rate	Arts 10: .96 Arts 10: .80	Arts 1: .94 Arts 2: .96
	Arts 16: .95 Arts 18A: .94 Arts 18B: .90 Arts 18C: 1.00 Arts 19: .95 Arts 7: .91	
3) Course Success/Retention Rate	Arts 10: .84 Arts 10B: .60 Arts 16: .89 Arts 18A: .92 Arts 18B: .90 Arts 18C: 1.0 Arts 19: .95 Arts 7: .82	Arts 1: .79 Arts 2: .82
4) WSCH/FTEF Ratio	Full-time: Arts 10: 207.89 Arts 18A: 264.46 Arts 19: 324.32 Arts 7: 165	Arts 1: 795.43 Arts 2: 808.46
	Part-time: Arts 16: 566.01	
5) Fill Rate	Arts 10: 1.0 Arts 10B: .17 Arts 16: .95 Arts 18A: 1.03 Arts 18B: .43 Arts 18C: .1 Arts 19: 1.4 Arts 7: 1.04	Arts 1: 1.33 Arts 2: 1.17

Reflect on the data above:

The fill rates and success rates are very high as all classes are filled with wait lists. The retention and success rates indicate a need for more classes, more classroom space and more instructors.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

- Develop critical interdisciplinary thinking, both in oral and written form, through comparative analysis and development of visual acuity.
- Discern and appreciate the wide range of ethnically, culturally, and socially diverse art forms, representations, and practices.
- Apply art history terminology in the analysis and evaluation of works of art and architecture through written tests, presentations, and oral discussions, the intersection of form, content, and patronage in the formation of visual culture.

2) Summarize the progress you have made on Program Level Outcomes.

This AAT Program in Art History has just been created and approved. The PLOs listed above have been assessed on the course level for the last three years with much success.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Course level outcomes have been recorded and assessed for all art classes for the past three years(?). Data for each course is available from the SLOAC Committee or Campus data.

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

Intermediate and Advanced Ceramics classes have been added, as well as an Intermediate Painting Class and an Asian Art History class. Increased use of multimedia to improve effective outcomes including use of PowerPoint Presentations and use of Adobe Photoshop for design purposes.

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

More of the same.

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.).

The Art and Art History classes have substantially supported student success and the effectiveness of the Humanities Program by providing a high success rate for GE classes and Humanities Electives.

There is a high degree of student satisfaction as gauged by retention data and fill data. The Student Art Show Success is an additional gauge of the programs' effectiveness.

The AAT degree in Art History has just been established.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

NA

2) Summarize the results of the measures listed in #1 above:

There is a high level of student satisfaction in the Art Program as evidenced by retention, success, completion and especially participation. The Art History classes are well attended and simply require

periodic updates of websites and internet resources to maintain relevance and contemporary learning interest.

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

Requests have been made and are beginning to move forward to increase art display availability which helps spur continued interest in studio classes and increased creative motivation. Increased display increases personal and professional realization of goals and effectiveness.

The move to the Moodle On-line Platform has improved grading access, multimedia capacity, and discussion board participation. However, it has just been decided to change the online platform again, requiring more teacher education and adaptation. This might slow down new implementation to online art history content and presentation.

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

Because the art program has been a part of the Humanities Program, art history classes have been taught continuously to fill GE requirements. Studio art classes fulfill elective requirements and are offered according to demand with ceramics classes offered every semester, as well as drawing and painting. Sculpture is offered every two years. The Asian Art History class has yet to be offered.

A student who wishes to earn the AAT degree in Art History can fulfill the degree requirements within any two year period

2) What changes, if any, have been made since the last Program Review?

Moodle implemented as online platform, progress being made towards increased display opportunities.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

Yes for the AAT in Art History.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

To add studio art classes in figure drawing (intermediate drawing) and add adjunct instructors to teach 2D and 3D design classes. To have a permanent art gallery display area for student art and to enhance the college campus with student art installations.

4. Curriculum

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

Arts 18C, 10B and Asian Art History

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

Other classes are current

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

Yes

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

May need to designate a textbook for Ceramics. Asian Art History text may need to be approved as it is an older text.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

None

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

Have to learn the Canvas Online Platform when switched from Moodle.

5. Internal Factors (see Handbook for additional information)

A. **Strengths:** Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

Excellent enrollment for all studio and online art classes. Bi-annual Student Art Shows. Excellent Teachers. Excellent Ceramic equipment, kilns, wheels, etc.

B. **Weaknesses:** The program or department's *internal* vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.

Severe lack of storage space for students and faculty. Limited opportunities and complex bureaucracy as regards increasing display opportunities. Need more classroom space and need more adjunct teachers. Curricunet has been down for some time making it difficult to develop and present new classes.

6. External Factors (see Handbook for additional information)

A. **Opportunities:** Current trends and events occurring *outside* the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.

New textbook resources for online art history classes are available through textbook publishing companies. Google Earth Satellite added as resource for art history exploration.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

Bureaucratic hang-ups for expansion. Increased possibilities of danger and safety issue concerns. Funding for expansion has been threat in recent years.

7. Continuing Education/Professional Development

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

Full-time faculty member has attended communication workshops. Continued professional development via online platforms. Professor has written and published a graphic novel with student involvement in illustration and is currently creating a second.

B. How did this benefit your department and the College?

Increases Professional Reputation. Increases teaching capabilities and improves pedagogical abilities.

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

Considering a sabbatical to study Japanese Ceramic Techniques and Production.

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.)*
- If the program does not have prior goals and objectives, please explain.

Goal 1: A. Create and Install Art Projects on campus: B. Buy student work from each Student Art Show and Create permanent gallery space for permanent art collection
BAP has been approved and meetings are taking place to work out the logistics of what is possible or not.

Goal 2: Improve motivation and inspiration for art students.
Continues at a high level as evidenced in enrollment and art show participation.

Goal 3: Research and develop curriculum to create an AA Transfer Degree in the Studio Arts.
Most courses are in place. Waiting for curriculum to develop actual course outlines. Next step would be to arrange for teachers and classrooms for added classes.

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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	A. Create and Install Art Projects on campus: B. Obtain student work from each Student Art Show and Create permanent gallery space for permanent art collection	<i>Educational Success</i> <i>Campus Culture</i>	#1 To enhance college campus through aesthetic improvements	Identify locations to hang and install artwork	Hang already created mural from past show
			#2 To motivate student creativity via exhibition opportunities	Encourage art show participation and give specific projects to specific students	Curate semester art show
			#3 Increase community cultural participation via art gallery	Determine and develop permanent student art gallery	Develop gallery space and locate already donated student work
	<i>Additional Information:</i>				
#2	Increase storage and classroom space for studio art classes.	<i>Educational Success</i> <i>Safety for all</i>	#1 Have more room for painting and drawing classes to store in process artwork	Work with M&O to find space	Success or failure to find space
			#2 Have storage room for equipment (easels, etc) not in current use to allow more useful space.	Work with M&O to find space	Success or failure to find space
			#3 Teach more art classes	Work with Instruction on offering more classes. Curricunet needed for development	Curriculum committee approval of new classes.
	<i>Additional Information:</i>				
#3	Develop AAT degree for Studio Art	<i>Educational Success</i> <i>Campus Culture</i> <i>Fiscal Health (increased student success)</i>	#1 Create degree for possible interested art majors	Ascertain needed courses for degree completion	Assess curriculum development
			#2 Create expanded course offerings	Create course outlines and approval via curriculum committee	Curriculum committee results
			#3 Improve Student Success	Recruit more students	New course enrollments and success data
	<i>Additional Information:</i>				

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.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Paraphernalia needed to hang mural, M&O guys to hang.	Cost to be estimated	Already approved	
1	3	Space for Gallery	Cost to estimated	Already approved	
2	1-2	Space	Dependant on possibilities determined by M&O	?	Container previously used outside of new Student Success Center was requested for art storage
2	3	Scheduling upon course completions		no	

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			<input type="checkbox"/>
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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