



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 Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

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.

DATE: September 27, 2017

ANNUAL UPDATE #1: 1.B Program Vision – the approval for courses/certificate/has been completed by the Chancellor's office

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.

DATE: September 27, 2017

ANNUAL UPDATE #1: 2.A. The Photography Program consists of one certificate and degree that have been approved by the Chancellor's office to incorporate the new courses. Our program offers 5 courses towards their certificate and 6 courses towards their degree.

The staffing structure for our program consists of 1 part-time faculty member.

2. B. We have a very diverse group of students – varying in age, gender, and ethnicity. Some of our students are: first time students, some work full-time, taking courses late afternoon / evening.

We have students who participate in ACCESS, EOPS, and VETEA.

The students who enroll in our courses most commonly represent our local community or our neighboring communities.

2.C. Our program works closely with our Dean of Instructions and Workforce and Economic Development, the Academic Counselors, Curriculum Chairperson/Committee, and Career Technical Education.

2.D. We provide these services for our students by scheduling courses with our Dean of Instruction and Workforce and Economic Development that support the two year plan, we submit our program review and budget allocation proposals.

Office hours are varied during the week in order to attempt to meet the needs of our students who work full time. We do schedule appointments as needed.

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:	1 st Day/Max: 31.11% Census/Max: 22.22% EOT/Max: 21.48%	Not Applicable

Discussion:

DATE:	September 27, 2017
ANNUAL UPDATE #1:	<ol style="list-style-type: none"> 1) Full-time/Part-Time Faculty Ratio 0/1/100% 2) Course Completion Rate 94.64% 3) Course Success/Retention Rate 78.57% 4) WSCH/FTEF Ratio 268/0.666 = 402 5) Fill Rate 76%

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 completter 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 terminology and identify image editing software features and their proper use.
- 3.) Create photobased artwork that demonstrates proficiency in digital photography techniques giving completer the skills to enter or advance in the work force in the field of Photography.

DATE: September 27, 2017

ANNUAL UPDATE #1: Currently PHOT 2B represents our Capstone courses for Photography. The students complete a Portfolio that is an accumulation of assignments from previous and current courses.

PHOT 1C

SLO #1 Student will demonstrate practical image capture and editing skills in digital photography. The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. 42/44 = %

SLO #2 Using digital cameras, student will be able to produce photographic images that demonstrate knowledge of design elements (light, color, and composition. Photographic projects were a great way to see how much the students had learned in this course. It is 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.

SLO #3 = Control a digital camera in the different program settings (shutter priority, aperture priority and manual mode.

PHOT 2C

SLO #1 Defines digital photography terminology and identifies intermediate level image editing software features and their proper use. The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students.

SLO #2 Creates photo-based artwork that demonstrates proficiency in the intermediate level digital photography techniques covered in course materials. Photographic projects are a great way to see how much the students had learned in this course. Students use different types of camera, lenses and lighting to complete their projects.

SLO #3 Set the camera white balance for different lighting conduction of indoor and outdoor photography to understand how light plays a major part in photography.

PHOT 2A

SLO #1 = Defines digital photography terminology and identifies advanced level image editing software features and their proper use. The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. I enjoyed talking with all of my students.

SLO #2 Creates photo-based artwork that demonstrates proficiency in the advanced level digital photography techniques covered in course materials. The Photographic projects are a great way to see how much the students had learned in this course.

SLO #3 Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style.

PHOT 2B

SLO #1 Identify various studio lighting equipment together with their specific use and purpose. The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students.

SLO #2 Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style.

SLO #3 Students will present a completed Portfolio that is an accumulation of assignments from previous and current courses.

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

DATE: September 27, 2017

ANNUAL UPDATE #1: No changes at this time

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

DATE: September 27, 2017

ANNUAL UPDATE #1: 3.D.1.With the new courses approved the Two Year Plan being change accordingly
3.D.2 Data reflects a 4% increase in student completion
3.D.3 Attended several job fairs and Career Days at the high schools promoting the program.

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.

DATE: September 27, 2017

ANNUAL UPDATE #1: 4.A. No changes
4.B. New courses were approved by Chancellor’s office that ensure newer technology and experience.
4.C. Our program reviews pre-requisites as required by the State. This was done in Fall 2015.
4.D. No changes

5. Internal Factors (see Handbook for worksheet)

A. Strengths

qualified adjuncts,” “high success rates

B. Weaknesses

No full time studio where students can come during none class time to do their work. Out dated computers and photo software.

DATE: September 27, 2017

ANNUAL UPDATE #1: A.Strenghts
Instructors maintain current knowledge/trends required in today’s market.
Reviews and tests new programs that support the education of the students.
Advisory meetings are held once a year seeking recommendations from local businesses.
Participate in CTE meetings held to support faculty with guidelines/changes of policies etc.
Assist with the annual Summer Youth Program
Creating videos for the promotion of varying CTE programs at our college.
B. Weaknesses

Amount of paperwork that is required by the college and state pertaining to program reviews, course updates, syllabi's, student learning outcomes, and so forth it took over two years to two update approved to replace out dated classes. We are in need of a dedicated studio that would support backdrops, studio lighting, props and the ability to leave things set up from class to class. This would allow for reduction in prep time and allow students to have access to a studio throughout the day. Updated computers that can fully run the software required supporting the newer technology in Photography. **A BAP was submitted.**

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. There are only two main areas in the area the hire photographers Fort Irwin and the marine Base and both have cut back on the number of photographers they are employing.

DATE: 9/22/2017

ANNUAL UPDATE #1:

A. Opportunities

Upon the completion of our degree – students have the knowledge and skill needed to work in a studio anywhere throughout the United States. Students have an opportunity to shadow professionals in the field

B. Threats

The computers currently being utilized are out of date and inadequate to operate the current software. **A BAP was submitted.**
Due to inadequate electrical supplies to the facility this has caused the computers to run on low voltage and in return damages the computers.
A BAP was submitted

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.

DATE: 9/22/2017

ANNUAL UPDATE #1:	<p>7.A. We attend photography classes/seminars and conferences/conventions that enhance our instruction in the class. Attend CTE meetings. In Regional 9, Kim Lytle received the Teacher of the Year Award.</p> <p>B Kim is currently enrolled in classes for Humanities AA Degree that will Segway to his Bachelor’s Degree in Graphics Design.</p>
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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

DATE:	9/22/2017
ANNUAL UPDATE #1:	<ol style="list-style-type: none"> 1. PHOT 3C, 4C have be approved at the Chancellor’s office 2. Photographic materials/supplies to be purchased to enhance the instruction and learning outcomes for the students 3. Designated classroom and designated photographic studio that can remain setup at all times. So students can have use throughout the entire school day. 4. Computers that can support current and new imaging and graphic software. 5. Create new class in graphics design

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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Research how the classes could become transfer to attract more Students	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - 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 determine 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. Working with local Business on what type of photography they need.	<p>OUTCOMES: To have the students better equipped when entering CSU program</p> <p>MEASURES:</p> <p>ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program</p>
			#Rev 2 Have counselors and other student contacts become more engaged in the photo department goals and working with BCC O- PIO photographing college events	- Outreach to other areas on campus by attending meetings when possible or trying alternative methods of discussions if necessary.	<p>OUTCOMES: more students being informed of photo program</p> <p>MEASURES:</p> <p>ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program</p>
			#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	<p>OUTCOMES: More community acknowledgement of photo program</p> <p>MEASURES:</p> <p>ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program</p>
<i>Additional Information:</i>					
DATE:	<input type="text" value="9/28/2017"/>	ANNUAL UPDATE #1:	<input type="text" value="The Photography degree transfers to CSU’s ie., San Bernardino"/>		
#2	Provide learning programs and an environment that ensures student success.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - 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	<p>OUTCOMES: More community acknowledgement of photo program</p> <p>MEASURES:</p>

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
	<ul style="list-style-type: none"> - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 			ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#2		
		#3		
<i>Additional Information:</i>				
	DATE: <input type="text" value="9/28/2017"/>	ANNUAL UPDATE #1:	<input type="text" value="Additional courses have been created through curriculum along with a new certificate/degree"/>	
#3	Actively support and promote local economic growth and community development.	<u>List all that apply:</u> <ul style="list-style-type: none"> - 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 determine 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

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				why students are taking class and where they heard about the program
<i>Additional Information:</i>				
	DATE: <input type="text" value="9/28/2017"/>	ANNUAL UPDATE #1:	<input type="text" value="Through advisory meetings we are current with the industry needs – however, we continue to need additional materials and supplies to provide current technology in the classroom"/>	
#4	Create for computers	<i>List all that apply:</i> -	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
#5	Create for software	<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
#6	Create for lighting/backdrops etc.	<i>List all that apply:</i>	#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		
5		New and update to meet the needs of the current work place and business market place.	\$700.00 annually		

ANNUAL UPDATE #1:

DATE:

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