

## Instructional Program Review Photography

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Photography

2. **Department and/or Program(s) Purpose Statement:**

1. To graduate students who can demonstrate analysis in the creative process.  
2. To graduate students who can demonstrate synthesis in the creative process.  
3. To graduate students who can demonstrate professional photography skills by successfully completing a capstone portfolio course.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

4. **Date of Submission:**

August 2015

5. **Lead Person Responsible for this Program Review:**

Name: Victoria Taylor-Gore  
Title: Chair, Visual Arts  
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A. Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )		X		
b. <a href="#">Completion</a>		X		
c. <a href="#">Licensure Pass Rates</a>				X
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )	X			
e. <a href="#">Grades A-C</a>			X 82.1%	
f. <a href="#">Annual Enrollment</a>		X		
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

[Grades A-C](#)

- ii. Identify one area in which your program(s) need to most focus for the next few years.

[Retention, pass rates within age group 20-24](#)

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)	X blacks	X whites/hispanic	
b. Grades A-C (IDS - Age)	X 20-24 yrs	X other	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data	NA		

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

All courses are doing relatively well. Program has over 70% success rate.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

Further enhance new courses PHTC 1340 and PHTC 1391.

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

#### **Focus on Student Success Performance Measures:**

- 1) Persistence from term-to-term and year-to-year - keep up-to-date with WECM objectives and outcomes
- 2) Successful completion of a course with a grade of "C" or better better – strive for completers by offering extra lab hours, tutoring and one-on-one sessions with instructors.
- 3) Successful completion of a degree, certificate, or transfer

#### **Focus on AC's Primary (Institution-Wide) Academic Intervention Strategies:**

- 1) Poverty – refer any students that have expressed a financial burden to the appropriate area for assistance.
- 2) Tutoring – offer students tutoring both day and evening with the instructional lab supervisor, student lab assistant and faculty
- 3) Course redesign – several changes in the program curriculum have been made over the last couple of years based on our advisory committee recommendations and upgrades to several courses to keep up with industry standards.

#### PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Expand Student Success.

Align AC learning outcomes with THECB outcomes which emphasize 21<sup>st</sup> century skills (AC Strategic Plan through 2015: Strategy 1.4).

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

## PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	All courses
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	Some courses
Teamwork	Most courses
Personal Responsibility	All courses
Social Responsibility	All courses
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

[Consistency in courses with up-to-date WECM and THECB objectives and outcomes.](#)

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

Method	Course(s)
Capstone Project/Exam	All courses
Embedded Questions	NA
Licensure Exam	Na
Portfolios	All courses
Projects/Essays	All courses
Testing (i.e. course-based testing; finals)	PHTC 1313, PHTC 2343, PHTC 1345/2345, PHTC 1343,
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

In order to better align the Photography Certificate with the Photography AAS and to create a more streamlined, stackable certificate the following changes are required: cut PHTC 2342, PHTC 2345, and PHTC 2353 from the Major Requirements; and cut COMM 1337 and COMM 2327 from the Related Course Requirements. These changes to the Photography Certificate will also allow faster completion rates for students and people in the community that wish to focus on basic photography skills. The addition of the new courses PHTC 2340 and PHTC 1391 was based on recommendations by the Photography Advisory Committee and photography faculty that addressed current industry trends in photography. Other changes were made to comply with the new

General Education Requirements and to deliver the most essential skills that our photography majors need. These recommendations were discussed and approved by the Photography Advisory Committee and faculty.

Students are now being taught to create a photo portfolio online in PHTC 2343. This is teaching the students valuable skills to stay current with industry demands. Students are connected with tutors in the major who can help and encourage them.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Critical reading, thinking and problem solving are key skills in all of our courses and in the field as a whole. Teamwork is involved in some Photo courses. Students work on problem based projects which require critical thinking and analysis. Interpreting and analyzing project requirements and objectives. Critical analysis and peer review.

## SEE ARTS PROGRAM REVIEW FOR ARTS 2356 CORE REQUIREMENTS INFORMATION

### PART E: Curriculum Assessment - Program Outcomes:

#### This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Prepare majors in the certificate program and A.A.S. Photography for entry-level employment and provide job enhancement skills for the working professional.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

Upon completion of the capstone (portfolio) course, all students will be able to clearly demonstrate professional photography skills by scoring a 70 or higher as evaluated by outside photography professionals using a rubric developed by the photography faculty.

3. Identify your results and analyze your data.

No data collected this year.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

Capstone courses will collect data beginning next year during the photography showcase where student portfolios are evaluated from outside professionals during one-on-one interviews.

Input from these professionals in the industry serve as a useful indicator of the creativity, professionalism and design skills of our upper-level students and allows for honest and informed feedback regarding the students' marketability in their field.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

#### **IV: Conclusions**

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

**Teaching methods and projects are discussed with photography instructors during our creative core meetings.**

Always revising curriculum to be  
Faculty members share strategies.  
Full-time faculty mentor adjuncts.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

Photography Advisory Committee  
AC Training Opportunities  
Industry Conventions/Seminars for faculty and students funded through Student Life  
Professional development workshops/classes/lectures/exhibits at their own cost.

3. What is the biggest issue/obstacle that your program currently faces?  
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

\*Keeping current with industry-standard software/hardware.  
\*It is difficult to offer additional sections due to workstation and lab space limitations.  
\*Recruiting efforts – Dept. Chair and assistant are working on a recruitment strategy

\*Need for more adjunct training on BB gradebooks.

**4. Additional Comments Pertinent to this Review (Not Required):**