

## Basic Program Information

Department Name: **Photography**

Program Mission(s): The mission of the Photography Department at Foothill College is to provide the finest of instruction in the use of traditional and contemporary photographic techniques for the vocational and avocational student. Majoring in photography will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for college transfer, entry into the photographic workplace, or for artistic expression.

Course work includes traditional processing and printing, digital imaging, color photography, studio lighting, experimental processes, photo criticism and portfolio preparation. Students are encouraged to develop a personal, expressive style, achieve technical excellence and examine photography's role in society

Program Review team members:

Name	Department	Position
Ron Herman	Photography	Instructor
Kate Jordahl	Photography	Instructor
Keith Lee	Photography	Instructor

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	3

Existing Classified positions:

Instructional Associate (Lab Manager) – Rick Knepp

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Photography	AA	90
Traditional Photography	CA	40
Digital Photography	CA	40
Traditional Photography II	CA	28
Digital Photography II	CA	28

### Section 1. Data and Trend Analysis

#### 1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data

sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcribable Programs	2010-2011	2011-2012	% Change
Example: A.S Degree	4	3	-25%
Example: Certificate of Achievement	9	12	+33%

Please provide any non-transcribable completion data you have available. Institutional Research does not track this data.

Non-Transcribable Program	2010-2011	2011-2012	% Change
Example: Career Certificate	5	0	

### 1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	1605	1541	-4%
Productivity (Goal: 546)	508	474	-7%
Success	1487	1469	-12%
Full-time FTEF	2.2	2.1	-6%
Part-time FTEF	2.2	2.1	-4%

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1	See attached					
Ex. ART 2	See attached					

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. The -4% in enrollment may be due to increased tuition, the depressed economy, repeatability issues, and faculty PDLs. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.
  - a. AA, AS, AA-T, AS-T, Certificates of Achievement
  - b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

There was a -25% decrease in degrees but a +33% increase in certificates in part due to the reduction in courses required for the degree.

2. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

Many photography classes require small groups with hands on experiences. For both safety and pedagogy, many of our classes are limited to 25. With this limit, it is not possible for photography to reach the current college-wide productivity goal of 546. The development and popularity of the Photo 8 has been instrumental to our increased enrollments, as has our deep involvement as a department in the development and teaching of rich online classes to parallel our on-campus offering. The extension of many of our classes to hybrid format has served students and enrollment goals. We must continue to look for ways to capture the enrollments and keep our classes full. We need to look at patterns in our enrollments and schedule carefully. The department is looking at ways to make an upward shift in productivity systemic and sustainable. Courses have been restructured to be more productive. Our productivity has decreased -7% in part due to faculty PDLs. Two faculty PDLs are completed and the remaining one will be completed in Spring. We anticipate an increase in enrollment and productivity due to the return of full-time faculty members.

3. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

- a. Please comment on the data from any online course offerings.

We have increased the number of sections with higher enrollment & productivity. We have determined certain advanced level courses that get lower enrollment and are only offering them once yearly or once every two years. PHOT 2 is one of our core courses that has been cancelled due to low enrollment but this has been because our photo offerings (primarily PHOT 1 which is a pre-req for PHOT 2) have decreased due to the campus-wide effort to decrease the number of classes being offered. Because of this PHOT 2 is offered alternate quarters.

4. Curriculum and Student Learning Outcomes (SLOs)

- a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
  - b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
  - c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.
  - d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

Yes, our CORs are reviewed for Title 5 compliance at least every 3 years and all pre-reqs, co-reqs, and advisories are reviewed at that time. We provide the COR to all faculty (full and part-time) and have part-time faculty participate in the SLOs. Adobe Lightroom has become an industry standard software in addition to Adobe Photoshop and we have integrated LR into our digital series, and have revised the curriculum accordingly. In addition Kate Jordahl has revised a class that deals with Lightroom as well as photographic composition and design. In alignment with the Foothill College Mission Statement, the photography department provides students with skills needed for college transfer, entry into the workplace, and for artistic expression. We teach visual literacy and assist students in becoming active, critical, and creative users of the language of photography, which we believe is critical to sustaining and enhancing a democratic society.

5. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.
6. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.

We maintain several courses that are eligible for transfer to UCs and CSUs, including PHOT 1, 5, 8, 10, & 11. Faculty have met with representatives of UC Berkeley to discuss articulation requirements. Faculty have met with the FH articulation Officer to discuss continued alignment of courses. According to Bernie Day, Articulation Officer, the Foothill College Photography department has more transferable classes than any other Photo Department in the California Community College System and a high number that qualify for general education for both the Foothill and Transfer. This fits with our Mission of serving a wide range of students in addition to students majoring in photography.

7. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.
  - b. Please attach minutes from your advisory board meeting(s).

Our program provides instruction in the use of traditional and contemporary photographic techniques for the vocational and avocational student. Career Opportunities abound as Advertising photographer, Aerial and underwater photographer, Art Collector, Art Critic, Art Documentation Photographer, Art Writer & Blogger, Commercial Photographer - Architectural, Commercial Photographer - Portrait, Commercial Photographer - Product, Commercial printing and reproduction, Corporate Photographer, Darkroom Lab Technician and/or Manager, Digital imaging Technician, Digital Photographic Illustrator, Documentary and Editorial Photographer, Photography teacher, Fashion Photographer, Film-Set Photographer, Fine Art Photographer, Fine Art

Printing Assistant, Forensic Photographer, Free-lance photographer, Gallerist or Art Dealer, Graphic artist, Laboratory manager, Nature Photographer, Photo Editor, Photo-Historian, Manager for Fine Art or Commercial Photography Studio, Photographic Assistant, Photographic Retoucher, Photojournalist, Professional Photo-Lab Custom Printer, Photographic sales, Sports Photographer, Stock Photographer, Studio and wedding photography, Theater Production Photographer, Travel and stock photography, Wedding and Event Photographer.

*See attached advisory board meeting minutes*

8. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Faculty are addressing accessibility in their courses and are making efforts to achieve equity in their classroom. White students make up 43% of our program, Asians make up 26% and Latinos make up 15%. We have seen an increase in success rate with all ethnic groups except for Whites (decreased 15%), Native Americans (decreased 6%) and African Americans and Filipinos, which remained the same as last year. Asian success rate increased 20%, Latino success rate increased 15%.

## **Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

## **Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

We are experiencing good success with Course Level Assessments. In courses where assessments have been carried out and reviewed, all SLO goals have been met or exceeded.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

None of the data suggests that the goals we set up are a specific obstacle to successful completion of the program.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The SLOs we have chosen currently represent the core skills and knowledge needed for success in the field.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

We are paying more attention to making students aware of the course objectives, beginning with the publication of the course SLOs in the syllabus and again at the end of the course, where in several classes students produce a self-evaluation statement and reflect on their own growth. These two actions have the potential to reinforce student recognition of the importance of keeping course objectives in mind, so that they may at the same time meet their own personal objectives in completing the class. Student responses reveal that they were both aware of the course SLOs and used them to help evaluate their own progress and learning.

5. If your program has other outcomes assessments at the course level, comment on the findings.

From a review of the findings, most Action Plans note the need to continue with those same assessment methods that are currently in place, suggesting that most of our assessments are appropriate to the curriculum. Some examples of Action Plan ideas include giving more thought to the time of release during the quarter for a particular assignment for more effective results while another one considers a follow-up of a verbal class discussion with written notes that can serve as a reminder of the session.

### 2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

This past year, our students have on the whole, met the PL-SLOs, as evidenced by the successful completion of the required assignments/assessments at the Course Level SLOs in numbers/percentages equal to or in excess of our stated goals. In the CL-SLOs, students are assessed in two main areas of expression: Production of a visual portfolio and written research papers. From these assessments, they also address two of the four Core Competencies of Communication and Creative, Critical and Analytical Thinking at the institution level. Our current PL-SLOs help guide students towards learning about the expressive potential as well as the mechanics of various photographic processes and to produce photographs from a humanities-oriented point of view. Students learn both

about the processes and visual communication skills when they are required to create photographs that reflect their ideas and experiences. Through written essay assignments, students reflect on and assess images made by other cultures and from differing viewpoints, thus continuing the humanities-based approach of our program. Our course offerings in Photo History, Contemporary Issues in Photography and The Photography of Multicultural America to name but a few, are a testament to our program's dedication to building greater awareness of other cultures and of the social role the artist/photographer plays in society.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Students have been encouraged to review all completed courses to date, with the aim of revealing just how close they may be to achieving a certificate or degree. We are in the beginning stages of creating a chart that can help students see more clearly the pathway and sequence of courses that are required for earning the AA degree and our certificates. As we begin too, the restructuring process of creating Course Families, it will help focus our attention on those courses that are the most important and effective in helping our students to reach their goal of transferring to a four-year college or enhancing their workforce skills.

3. If your program has other outcomes assessments at the program level, comment on the findings.

### Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

### 3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Increase productivity	Annually	<p>Revised curriculum</p> <p>Participating in discussions about design of classes and Considering changes for 2013 in lab/lec-lab/ lec distribution of class hours and to enhance learning while allowing higher productivity</p> <p>More online offerings.</p>	<p>Revised classes have become more productive</p> <p>Reviewing classes for changes in 2013-2014 CORE</p> <p>Striving to balance online/oncampus offerings.</p>
2 Increase donations and will be putting a link to donation information on the photo department website.	4 years	Discussion with Foundation	Ongoing
3 Better record student success after program completion and create an Alumni Network through a Foothill Photo-Blog for Alumni, current Student, and Instructor sharing of photography-- related work.	4 Years	We have manually recorded students success and are learning how to blog	Ongoing
4 Maintain current staffing	4 years	Lab Manager has completed educational requirements	Ongoing
Increase B budget for repair and maintenance of equipment	4 years	Requested in last program Review	Ongoing

1 Reflect on PL/SLOs	2 years	Continual reworking of curriculum/assignments	Higher quality classes and higher level of learning; alignment of goals with division and with greater college community
2 Obtain needed equipment	2 years	Create list of what is needed and resource list Request funds and raise donations	Maintain a professional quality facility
3 Keep up-to-date on software	2 years	Create list of what is needed and resource list Request funds and raise donations	Instructors will stay current with technology trends
4. Increase budget for repair and maintenance of equipment	3 years	Catalogue equipment and status Request funds for repair and maintenance and #2 (Increased donations)	Student frustration at non-maintained equipment and liability to the department and college for damaged equipment is high. Creating a professional and safe atmosphere is essential to students

### 3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
<b>Continue to streamline classes while serving students and keeping instructors energized in their field and in teaching</b>	10 years	Instructors are all completing a cycle of PDLs in 2012-13 each of which addressed in part enhancing or building classes with broad usefulness to the college and to the department	ONGOING

Continue as advocates of creative and active learning campus-wide	5 years	Photography instructors serve on numerous committees in the division and in the college. Adjunct Instructor Lesley Louden has served on the committee on online learning; Kate Jordahl has served on Curriculum committee, Academic senate and as chair of the committee of online learning and co-chair of the Distance education advisory committee. Ron Herman has served on Tenure committees and is Department Chair as well as serving on division council and division wide curriculum committee.	Ongoing
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#### Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

##### One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Studio equipment-lamp heads, light modifiers, stands and tripods	\$ 3,500	Immediate replacement and updating of aging studio equipment

##### Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Photographic chemistry	\$ 5,000	Continued rising costs of chemicals and mounting supplies
ePortfolio subscription	Unknown \$5-20/student	ePortfolios will allow more efficiency and security in student submissions for

		photography and other Fine Arts classes to help retention and student success
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## Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Standalone laptop and related photography software for studio/classroom use for tethered photography and projection; Studio's role as a teaching facility in addition to photography studio has increased.</b>	\$ 3,600	Need for more flexible and efficient classroom/studio spaces
<b>Desktop computer for use in Equipment Checkout room. We have experienced an increased need for enrollment verification and online technical document/information searches</b>	\$ 1,800	Increased support required for efficient Lab Hour recording and other administrative-related management of lab activities and procedures
<b>Two 72" locking steel cabinets to store/secure studio equipment</b>	\$ 1,100	Need to secure studio equipment to prevent potential loss and damage

## Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

Dean Mark Anderson expressed concern about enrollments and productivity. We are addressing this in the classes we are building and in our scheduling. We are striving to continue to serve our majors, although few, and increase majors through curriculum revision and promotion while offering more sections of productive classes that serve the greater college community through GE and transferability. We are increasing our commitment to online offerings, which allow more students to participate in photography.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

NA

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

We continue to increase enrollment in our online courses. PHOT courses like PHOT 8 are filling up with huge wait-lists. This trend has prompted us to offer multiple sections

of this courses quarterly, which has helped to increase our productivity. A number of our former students have photography businesses; one former student is traveling the world teaching for the prestigious Hasselblad Company; and another former student has been accepted for a number of prestigious artist-in-residencies. This year our department sponsored two successful exhibits in the KCI Gallery, which drew over 250+ community members to campus for each of the two opening receptions (José Manuel Fors: *Ciudad Fragmentada* Nov 7-26, 2012 and Cuban at Heart Nov 28-Jan 16). In addition, these exhibits received press coverage from several media outlets.

## Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

### 6.1 Strengths and successes of the program as evidenced by the data and analysis:

The photography department is one of the best in the Bay Area. The faculty are all well respected by their professional peers, and deservedly so. They are one of the most active departments in terms of exhibitions in the division. The *Ciudad Fragmentada* and *Cuban at Heart* exhibits were absolutely outstanding and deserve recognition within this program review. Professor Herman is to be commended for his outstanding leadership in organizing these exhibits that were not only outstanding from an artistic perspective, but also from a cultural perspective. By taking a group of students to Cuba for the *Cuban at Heart* project, he put Foothill College in the limelight as far as an educational institution willing to stretch the boundaries of what is possible in terms of cross-cultural collaboration with Cuba!

The department has increased productivity and enrollment since I became Dean. This is due to the diligent work by both the full time and adjunct instructors. Although the data indicates a small drop from 2010-2011, this can be attributed to the overall drop in enrollment college-wide and is statistically negligible.

The department has added several new online offerings, such as Photo 8, that have dramatically increased enrollment and productivity, which is noteworthy.

The department has increased the number of Transcriptable Certificates of Achievement 33% since 2010-2011, which is, again, due to the diligence of the faculty in encouraging students to complete the program in a timely fashion.

### 6.2 Areas of concern, if any:

I am very concerned about the impact of repeatability changes in Fall of 2013. Many photography students repeat classes many times and this has become "standardized" in many areas of the department. It should be noted that photography is not alone in this area, many areas of Fine Arts will be severely impacted in this regard.

**6.3 Recommendations for improvement:**

In order to avoid the impact of repeatability changes, the department needs to write new curriculum to give students the option to continue their studies in other areas of photography in the 2013-2014 cycle.

**6.4 Recommended next steps:**

Proceed as planned on program review schedule

1/3/13

# Unit Course Assessment Report - Four Column

## Foothill College Program (FA-PHOT) - Photography AA/CA

**Mission Statement:** The mission of the Photography Department at Foothill College is to provide superior instruction in the use of photographic techniques for vocational, general education and transfer students. Majoring in photography will provide the student with a strong foundation in aesthetic principles as well as an extensive range of practical photographic techniques needed for college transfer, entry into the photographic workplace, or for artistic expression. Course work includes traditional processing and printing, digital photography, color photography, studio lighting, experimental processes, photo criticism and portfolio preparation. Students are encouraged to develop a personal, expressive style, achieve technical excellence and examine photography's role in society.

**Primary Core Mission:** Transfer

**Secondary Core Mission:** Workforce

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Photography (PHOT) - PHOT</p> <p>1 - BLACK &amp; WHITE PHOTOGRAPHY I - 2 - Expressive Qualities - A student will recognize the expressive qualities of light, composition, and camera settings and how they contribute meaning to a photograph.</p> <p>(Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A classroom critique session of a portfolio of 10-12 matted/mounted photographs that demonstrate expressive use of light, composition and camera settings as they relate to context and meaning.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 75% of students will be able to discuss their specific awareness and application of the objectives listed above during the classroom critique session.</p>	<p><b>04/05/2012 - 80% were able to meet this targets</b></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continued support for classes</p> <p><b>GE/IL-SLO Reflection:</b> The skills of Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility were strengthened by the creation of photographs, the discussion of their meaning and the awareness of different points of view in colleagues photographs.</p> <p><b>04/05/2012 - 80% of students were able to meet this target.</b></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continued support for classes</p> <p><b>GE/IL-SLO Reflection:</b> Students show increased skill Creative, Critical, and Analytical Thinking by the creation and discussion of their photographs. The process of making</p>	<p>04/05/2012 - We will continue to emphasize both the technical and creative aspects of creating and discussing photographs.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		images about topics expands their Community/Global Consciousness and Responsibility while thoughtful guided critique and feedback processes increases their connection to their diverse colleagues.	
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 1 - Influence_1 - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>	<p>03/28/2012 - 100% met this goal.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Research paper</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b></p>		
<p>Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 1 - Influence - Student</p>	<p><b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on</p>	<p>09/17/2012 - 100% students met this target. Students enjoyed sharing their new-found knowledge with the class.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>society and culture and how the milieu's events in turn, shaped the photographer.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Students successfully used the language and terminology related to photography when giving oral presentations. Presentations and written papers reflected proper documentation of sources and resources. Salient arguments and compare/contrast matrices were utilized as were examples of ample evidence to prove their point of view.</p>	
<p>Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final Exam. This exam covers the cumulative history of photography since the beginning.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students earn a Final Exam score with at least 80% correct answers.</p>	<p>09/17/2012 - Students scored 85% correct on the Final Exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Students engage actively with different ideas and cultures. With the introduction of concepts such as frame of reference and cultural relativism, students are able to modify their own perceptions of the world depending on the context or situation. Because this course content is seen through a cultural and social historical lens, students will learn about and recognize the major currents of global change and related issues of economics, peace, poverty, policy and immigration.</p>	<p>12/09/2012 - Continue with Final Exam assessment.</p>
<p>Department - Photography (PHOT) - PHOT 22 - PHOTOJOURNALISM - 1 - Create Photographs - A successful student will create photographs using knowledge of photographic capture techniques and</p>	<p><b>Assessment Method:</b> Portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b></p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>effective editing skills. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>90% of students will complete a portfolio of photographs that demonstrate the above objectives.</p>		
<p>Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 1 - Light/Color/Composition - A successful student will create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/25/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will print a portfolio of photographs using the skills they have learned in the class.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 80% of students will submit an acceptable portfolio.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Using the skills leaned in the class and applying techniques of photography involves problem solving through analysis, synthesis and evaluation, creativity and aesthetic awareness to align this SLO with the ILO of "Creative, Critical, and Analytical Thinking."</p>	<p>09/09/2012 - 87% of students are submitting an acceptable portfolio (C grade or above).</p> <p>09/09/2012 - Generally, since the portfolio is the largest project of the quarter, submitting this assignment with an acceptable portfolio is essential to success in this class. Each quarter we have fine-tuned the class materials to help students prepare for this project starting with the syllabus and each of the chapters. We will continue to refine the skill building and printing preparation in future quarters.</p>
<p>Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 2 - Contributions - A successful student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/25/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will write a paper on a photographer or style of photography.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will submit an acceptable paper.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the ILO's of "Communication" and "Community/Global Consciousness and Responsibility." Writing about a photographer from a diverse list of recognized photographers, applying what</p>	<p>09/09/2012 - 81% of students submitted an acceptable paper.</p> <p>09/09/2012 - Students need support in choosing relevant photographers and in preparing an appropriate paper. This year, the support from the library with information about avoiding plagiarism and proper bibliography development was very helpful. We will continue to use such support material and emphasize student to student feed-back in future classes.</p>

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		<p>they have learned about photography to their writing and reading and commenting on each other's papers strengthens students' analytical reading and writing skills. The range of photographers that are discussed and students giving helpful feedback to other students increases their social perceptiveness and sensitivity.</p>	
<p>Department - Photography (PHOT) - PHOT 74 - STUDIO PHOTOGRAPHY TECHNIQUES - 1 - Equipment - Student will identify various studio lighting equipment together with their specific use and purpose. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2011</p> <p><b>End Date:</b> 08/31/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students will correctly identify 75% of studio lighting equipment and its specific use and purpose.</p>	<p>09/17/2012 - On the Final Exam, students scored on average 85%, exceeding the targeted score.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Some exam questions asked students to employ mathematical expressions and pathway solutions (P2). Calculations were required for asymmetrical and proportional distribution of light power (C3).</p>	<p>12/09/2012 - Continue with this assessment.</p>
<p>Department - Photography (PHOT) - PHOT 74 - STUDIO PHOTOGRAPHY TECHNIQUES - 2 - Creative/Technical - Student will set up and arrange studio lighting equipment in a creative and technical manner that clearly depicts the volume, texture, or shape of a 3D object. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2011</p> <p><b>End Date:</b> 08/31/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assignments and portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 90% of students will produce at least one photograph that clearly shows an object as having 3D properties.</p>	<p>09/17/2012 - Every student (100%) produced a photograph that met this target. However, this was accomplished in work group environment, where a student may or may not have fully shown their individual ability to produce this type of photograph. Because of limitations of time and lack of sufficient room in the Studio for each student to have their own workstation, it would be better if there were more available access times, including weekends. Students could then work on projects that fully tested their individual understanding of lighting concepts.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>12/09/2012 - Create an assignment that must be completed by the individual student, outside of a collaborative group environment.</p> <p>12/09/2012 - Encourage students to take advantage of Open Studio sessions and practice on an individual basis so that they may better test their level of skill acquisition outside of a collaborative group environment.</p>

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		<p><b>Resource Request:</b> Additional paid/qualified staffing for weekend access.</p> <p><b>GE/IL-SLO Reflection:</b> Students must develop a logical solution pathway when setting up studio lighting in order to achieve a certain effect (P2). Students apply formulas and theories to real world lighting problems, including physical laws of light and optics (C1).</p>	
<p>Department - Photography (PHOT) - PHOT 78D - MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore</p> <p>Contributions - Student will create a small group of photographs inspired by the technique or subject matter of a photographer or research and write a short paper responding to the work of a photographer or artistic movement. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio of photographs or a written paper.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 90% of students will submit a portfolio or written paper.</p>	<p>09/17/2012 - The target was met with 92% of students producing a group of photographs inspired by the exhibitions we visited and photographers we met. The enthusiasm generated from the exposure to and meeting various photographers resulted in an exhibition of photographs produced by workshop students.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Through various formal and informal discussions held during and after exhibition viewings, students were able to draw inferences and meaning from non-verbal communication and synthesize information from a variety of sources. Students also recognized the different cultural values presented in a variety of media by the exhibiting artists. In making their own photographs, the students used the conventions and language of photography to synthesize the wide range of ideas they had been exposed to.</p>	<p>12/09/2012 - Continue with this assessment method.</p>