Basic Program Information

Department Name:

Photography

Division Name:

Fine Arts and Communication

Program Mission(s):

The mission of the Photography Department is to provide superior instruction in the use of photographic techniques for vocational, general education and transfer students. A photography major 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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Kate Jordahl	Photography	Professor
Ron Herman	Photography	Professor
Keith Lee	Photography	Professor
Rick Knepp	Photography	Laboratory Technician, Photography (Lab Manager)

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

Please list all existing Classified positions:
Laboratory Technician, Photography (Lab Manager)

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Program (FA-PHOT) - Digital Photography II CA	x		
Program (FA-PHOT) - Photography AA/CA	x	x	
Program (FA-PHOT) - Traditional Photography II CA	x		

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. **Program Data:**

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Associate in Arts	4	3	9	125%
Certificate of Achievement Digital Photography II/Certificate of Achievement Photography CEA	1	1	1	0%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				
Photographic Laboratory Technician Skills Certificate(12 Units)[Non-Transcriptable]	0	2	**1**	**-100%**
Photo Criticism Skills Certificate(12 Units)[Non-Transcriptable]	0	0	**0**	**N/A**

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

> **Photographic Laboratory Technician Skills Certificate** prepares student to work in our lab and get photo work experience supported by vocational education funding. Students can work at other studios, darkrooms and as assistants in the photography industry or start their own business.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

Photo Criticism Skills Certificate is for students who want to expand and deepen their understanding of the purpose and importance of the image in contemporary culture. This would be an appropriate complement to many other course of studies including anthropology, art history, communication studies, graphic and interactive design, history, humanities, popular culture, sociology, and women's studies.

In the coming year, we are planning on promoting all of our certificates. There are a number of students who would be eligible for this, but the availability of this options needs promotion. Also, when this certificate has been discussed with a student, we have encouraged that they consider one of the transcriptable certificates, so it serves as an entryway into our program.

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	1605	1541	1300	-15.6%
Productivity (College Goal 2013-14: 535)	508	474	444	-6.2%
Success	80%	78%	74%	-5%
Full-time FTEF	2.2	2.1	2.5	19.9
Part-time FTEF	2.2	2.1	1.6	-22.4
Overload FTEF	1.3	1.6	1.4	-12.2
TOTAL FTEF	5.6	5.8	5.5	-4.4%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
n/a	State Approved
n/a	Submitted to State Chancellor's Office
n/a	Submitted to Office of Instruction
n/a	In Progress with Articulation
n/a	Planning Stage with Department
n/a	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Photography classes are included in the Studio Art ADT and in the Art History ADT. At this time there is no Transfer Model Curriculum (TMC) Template for photography.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **Enrollment trends**: Over the last three 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.

In a time when Foothill FTES has gone down 7.1% and the Fine arts division as a whole has gone down 11.8%, Photography has only gone down 10.3%. Faced with the elimination of repeatability, myriad shifts in the field of photography and increasing fees at community college, the photography department has reached out to promote classes, redesign classes for current needs, increase our online presence and expand our general education offering with the addition to "Photo Five: Introduction to Photography" to the Foothill GE pattern. We have more to do in responding to enrollment trends and the department is meeting to review and respond to shifts in the field and at the college.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Photography's demographics are older and have more education than the average Foothill student. There are more white students and Asian students. This may have to do with both the cost of photography equipment and classes and interest in this topic by different groups.

To answer the cost obstacles, we are discussing using the money donated to the foundation from sales at Kate Jordahl's Professional Development Leave exhibition and other donations generated from former students to create small emergency grants for photo supplies. We are also reaching out to increase the number of cameras available for loan to students without cameras or without adequate cameras. We also are using our presence on campus with exhibitions like the Cuba shows organized by Ron Herman and the student exhibits in the library to encourage students to study photography. Kate is a member of the Equity Taskforce and all the photo faculty are involved with the heritage months. We are discussing way to evolve these activities into enrollments and success for students from the target groups. We welcome support and advice from Foothill's Marketing Dept. and the Office of Instructional Resources regarding additional data so that we can better work together to come up with outreach plans.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity for photography went down 6.2% while the college went down 7.4%. That said, photography is well under the productivity goal of 535 with an average of 475 in the three years being evaluated. Photography classes with lab have a limitation on the number of students that can be enrolled. A PHOT 1 class with a full enrollment of 25 will have a productivity of 444. To a small extent, we balance this with our Photographic history/criticism classes (PHOT 10, 11, 8). The photography department is talking about ways to increase enrollments in the core classes and other options for higher enrollment classes

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

We have a number of classes that we offer every other year to address this. With the elimination of repeatability and the shifts in the field, we will be offering more Photo Criticism/Photo History classes as well as more beginning classes. We will have begun expanding our outreach to bring in new students including speaking at local camera clubs, galleries and museums. We are looking at long-term trends in our enrollments to both adjust and not overreact to short-term enrollment fluxes. We have a great deal of competition for short-term training in photographic skills both locally like Keeble and Shuchat and online from Lynda, Kelby Training and Creative live. We are discussing how we can expand on our strengths which include critiques of students work, live feedback, and collaborative learning.

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

Photography classes are in Title 5 compliance and we have been reviewing and submitting our SLOs regularly. We have submitted much of our curriculum to transfer and general education acceptance at all levels and have the most transfer/GE classes of any photography program in California. All of the full-time faculty are aware of curricular issues and the department chair, Kate Jordahl, serves on the Faculty Senate and the division curriculum committee and brings back feedback and information to the department regularly.

i. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Photography is a constantly changing field. All of our faculty study to keep up on the latest software and technical changes and apply this to our curriculum. We reach out regularly to our Advisory Committee members for feedback and advice. Photo faculty are members of many organization to assist in staying up to date and to assist in keeping our curriculum congruent including The National Association of Photoshop Professionals, American Society of Media Photographers and the Society for Photographic Education.

j. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

For the years 2009-2010, 2010-2011, 2011-12, 2012-13, the photography program faculty has been very active on campus, in the community and in the field of photography.

All faculty are actively involved in keeping up with the latest in software and photo equipment. Photo Faculty have served as pre-release testers for Photoshop and Lightroom and for other photographic applications. They are members of the National Association for Photoshop Professionals, an independent group for photographic testing and education. Kate Jordahl was invited to "Beyond Pixels" a symposium on the future of photography in Norway exchanging information and insights with people from around the world representing Nokia, Leica, National Geographic, Magnum and Nikon.

Photo faculty are activity involved in the creation of photographic art. They have participated in the Foothill-DeAnza faculty show at the Eurphrat Museum and the annual Foothill Faculty Art show at the Semans Library. Kate Jordahl work has been in many exhibitions including the Monterey Museum of Art, Monterey, Santa Cruz Museum of Art and History, Modernbook Gallery SF and Santa Barbara Museum of Art as well as published books of her photography including "Elementary Geography", True North Editions, 2013 and "Song Within", Dreaming Mind, 2012.

As part of Stanford University's Human Rights initiative, Keith Lee was named a 2012-13 Stanford Human Rights Education Fellow. In a yearlong collaboration with Stanford University faculty & staff and faculty from the San Mateo, Monterey Peninsula, Modesto, San Diego City and Golden West community colleges, Keith developed and presented new classroom material to a statewide symposium that seeks to increase awareness of Universal Human Rights in the community college curriculum.

As a continuation of this collaboration with Stanford University, Keith was also a co-grant writer for a proposed 2014-15 National Endowment for the Humanities award, the purposes of which are to further humanities education in the community colleges.

In Spring 2013, Ron Herman led his fourth group of Foothill photographers to Cuba to engage in activities that brought photographers from both countries together to share ideas and information. In Fall 2013, Ron Herman and 19 of his students went on a delegation to Myanmar (formerly known as Burma), where they met with local photographers and donated much needed art supplies to an art school.

Kate Jordahl developed the curriculum for "Photo 72: Lightroom and Photographic Design" in response to changes in the field and the needs of our students.

Ron Herman expanded his research in for the Photo 8: Photography of a Multicultural America, a very popular class for transfer, general education and the UC Berkeley Multicultural requirement.

Keith Lee developed a new class, "Photo Constructions," which focuses on alternative ways to use the 2-dimensional photograph and updated a second one, "PHOT 22-Photojournalism" to include broader methods of current journalistic reporting.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

> The Photography department course completion rate (74%) is inline with Foothill's (77%) which are both well above the institutional standard for course completion rate (55%). The course completion rate of Targeted Groups is lower in photography (56%) than for the college at large (68%). The photography program retention rate is 87% overall and is 6% lower in targeted groups than non-targeted groups. These numbers may be affected by a relatively small number of student from the targeted groups in photography classes (274.) This could also be influenced by student's false impression the photography will be an 'easy.' We will continue to address this in clear syllabi and communication of expectations for student performance. We are also looking at other reasons for these numbers including the expense of photography classes and will look to address this through loans of cameras and mini-scholarships of materials.

b. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> The number of degrees completed has increased in the last 3 years (4,3,9). The increase in number may be due to the faculty increasingly discussing the degree program in their classes and encouraging students on the degree pathway. The data supplied by the college does not break down the degree completion numbers by student demographics. Although our degree completion number does not significantly support the institutional standard degree completion (450), the program offers classes that assist students in completing other degree programs.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> The number of certificates completed has decreased slightly in the last 3 years (1,1,0). The data supplied by the college does not break down the degree completion numbers by student demographics. The slight decrease in number may be due to the faculty increasingly discussing the degree program in their classes and encouraging students on the degree pathway.

d. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> The college does not supply this data. The Photography program offers the largest number of transfer/GE photography courses in the California community college system, thereby assisting students in transfer and playing a significant role in the overall transfer rate.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

> Not applicable

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

> Not applicable

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

> The college does not supply this data. Bernie Day, however provided the following data: We had 13 students transfer in ART/Studio to CSU in Fall 2012; however, that was not disaggregated by type of ART. Instead of focusing on how many students transfer in photography, we are looking at how our photography courses have contributed to student transfers in other degree programs. We have increased the number of sections offered of our GE/transfer courses, thereby contributing toward improving transfer rates college-wide.

d. Please analyze and discuss Articulation data regarding this program.

The college does not supply this data, however the Foothill Photography program has the most transfer/GE classes of any photography program in California:

The following courses are CSU transferable:
PHOT 1 Black & White Photography I (4 units)
   CSU GE: C1
PHOT 2 Black and White Photography II (4 units)
PHOT 3 Black and White Photography III (4 units)
PHOT 4A Digital Photography I (4 units)
PHOT 4B Digital Photography II (4 units)
PHOT 4C Digital Photography III (4 units)
PHOT 5 Introduction to Photography (4 units)
   FH GE Area: Humanities
PHOT 8 Photography of Multicultural America (4 units)
   IGETC: 3A, 4C CSU GE: C1, D3, FH GE Area: Humanities
PHOT 8H Honors Photography of Multicultural America(4 units)
   IGETC: 3A, 4C CSU GE: C1, D3, FH GE Area: Humanities
PHOT 10 History of Photography (4 units)
   IGETC: 3A CSU GE: C1, FH GE Area: Humanities
PHOT 10H Honors History of Photography (4 units)
   IGETC: 3A CSU GE: C1, FH GE Area: Humanities
PHOT 11 Contemporary Issues In Photography (4 units)
   IGETC: 3A CSU GE: C1
PHOT 11H Honors Contemporary Issues in Photography (4 units)
   IGETC: 3A CSU GE: C1, FH GE Area: Humanities
PHOT 13 Experimental Photography (4 units)
PHOT 20 INTRODUCTION TO COLOR PHOTOGRAPHY (4 units)
PHOT 22 PHOTOJOURNALISM (4 units)
PHOT 51 Zone System Photography (4 units)
PHOT 57A Photographic Portfolio Development (4 units)
PHOT 57B Professional Practices in Photography (4 units)
PHOT 68A Darkroom Topics in Photography (1 units)
PHOT 68B Digital Topics in Photography (1 units)
PHOT 68C Studio Lighting Topics in Photography (1 units)
PHOT 68E Lecture Topics in Photography (1 units)
PHOT 68F Exhibition Topics in Photography (1 units)
PHOT 71 The Photographic Book (4 units)
PHOT 72 Digital Camera Technique (4 units)
PHOT 74 Studio Photography Techniques (4 units)
PHOT 78A Landscape Field Study in Photography (1 units)
PHOT 78B Social Concerns Field Study in Photography (1 units)
PHOT 78C Documentary Field Study in Photography (1 units)
PHOT 78D Museum/Gallery Field Study in Photography (1 units)

The following courses are UC transferable:
  ==== Photography ====
PHOT 1 Black & White Photography I (4 units)
PHOT 2 Black and White Photography II (4 units)
PHOT 3 Black and White Photography III (4 units)
PHOT 4A Digital Photography I (4 units)
PHOT 4B Digital Photography II (4 units)
PHOT 4C Digital Photography III (4 units)
PHOT 5 Introduction to Photography (4 units) UC-H
PHOT 8 Photography of Multicultural America (4 units) 3A UC-B 4C UC-H
 PHOT 8H Honors Photography of Multicultural America (4 units) 3A UC-B 4C UC-H
 PHOT 10 History of Photography (4 units) 3A UC-H
 PHOT 10H Honors History of Photography (4 units) 3A UC-H
 PHOT 11 Contemporary Issues In Photography (4 units)   3A UC-H
 PHOT 11H Honors Contemporary Issues in Photography (4 units)   3A UC-H
 PHOT 13 Experimental Photography   (4 units)

These courses are approved for CSU GE: PHOT 1, PHOT 8, PHOT 8H, PHOT 10, PHOT 10H, PHOT 11, PHOT 11H
These courses are approved for Foothill GE: PHOT 5, PHOT 8, PHOT 8H, PHOT 10, PHOT 10H, PHOT 11, PHOT 11H

PHOT supports transfer of students other than PHOT majors. In addition to the GE approved courses, PHOT courses are also articulated for the following majors: (this list is not all inclusive)
• Architecture
• Sustainable Landscape Design
• Urban Studies
• Communication
• Graphic Design
• City Planning
• Recreational Administration
• Liberal Studies
• Art
• Cinema
• Sculpture
• Journalism
• Industrial Arts
• Visual Communication

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. **Discuss how this program continues to meet a documented labor market demand?**

> The photography program continues to train students for professional careers in photography, and focuses on the principles and techniques of communicating information and ideas through the creation of images. As the labor market evolves, visual literacy are becoming increasingly important. Our courses provide students with the necessary skills to interpret, negotiate, and make meaning from information provided in the form of an image. This in turn, better prepares students for the workforce.

f. **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

> Of the 3 colleges listed, we are in the middle for degrees granted and certificates granted. We are tied with the much larger DeAnza College for total completions.

g. **Discuss any job placement and/or salary data available for your students after graduation.**

> In 2013 there were 281 photography jobs in this region (Santa Clara and San Mateo counties), and in 2012, there was 1 less photography job in this region. There were only 3 annual photography job openings in 2013. The college does not provide us with job placement and/or salary data for our students after graduation. Even if our students don't graduate and get a job as a Photographer, many are working in positions that require them to work with photographic images in some capacity. Our department is looking into how we might follow up with students to obtain more data in this area.

h. **Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

> The average salary/wage in the region is 18.24/hr, which is higher than the national average of $13.70/hr and higher than the San Jose living rate wage ($15.78).

i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

> Not applicable

j. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

The Photography Department provides the community with exhibitions and lecture events. Ron Herman developed an artist exchange program between Cuban and Foothill photographers. He has taken groups of students to Cuba yearly since 2010, where they engage in activities that bring photographers from both countries together to share information and ideas. Foothill students have exhibited their work and lectured in Cuba, and Cuban photographers have exhibited their work and lectured at Foothill. The Palo Alto Weekly wrote a cover story called, "A Changing Cuba: Cuban, Local Photographers Reveal the Heart of the Country" about this creative collaboration. In 2012, José Manuel Fors came from Cuba as a guest lecturer as part of his exhibit Ciudad Fragmentada held at the KCI Gallery, which was attended by over 300 people. In 2013, Diana Diaz and Natalia (Norka) Mendez both came from Cuba to speak on behalf of the Korda Moda exhibit, which was attended by 600+ people and received press in 3 publications (SF Chronicle, Metro Silicon Valley, Los Altos Town Crier).

In 2012-13 and 2010-11, under the direction of Kate Jordahl, the Photographic Portfolio/Professional Practice classes collaborated with the PhotoCentral Gallery in Hayward, California, for their final exhibition project. The students had the experience of exhibiting in a non-profit gallery, working with the gallery director, organizing a reception, making a publication of the exhibition, and promoting their event. PHOT 13: Experimental Photography also exhibited at the PhotoCentral Gallery in 2011.

Students in Keith Lee and Lesley Louden's PHOT 22-Photodocumentary class donated their photographic services to document the charitable projects of more than 18 local non-profit organizations.

Faculty have been guest jurors and lecturers at various local camera clubs and organizations. Ron Herman lectured at the Cantor Arts Center at Stanford University, San Jose Museum of Art, and MACLA / Movimiento de Arte y Cultura Latino Americana in San Jose. Kate Jordahl presented at the Center for Photographic Arts Carmel and the Nordic Light International Centre of Photography, Kristiansund, Norway.

k. Outcomes assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

We have anecdotal evidence of student success and continued work in the field of photography. Photography instructors keep email lists of former students and also have a presence on Facebook, LinkedIn and Google Plus. We are discussing a future survey to obtain more data about outcomes.

l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

See attached.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
b. **Attach 2012-2013 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.

Students have largely met our set targets throughout the past year. We will refine classroom lesson plans so that even a higher percentage of students will meet the targets for success. In the introductory courses in particular, we plan to raise the success level by simplifying complex projects & assignments and by breaking them into smaller steps via skill-building exercises. The photographic process itself engenders many small but important steps and our students need to understand the personal discipline and habits that are necessary for good success. We are also working on developing ways to encourage better and deeper peer feedback during classroom discussions and critiques. Our means of assessments have not changed as they continue to serve as a good measure of student success. *Please see attached Reports.*

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:
  a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Our CL-SLO assessments have initiated significant discussions about our classes, our curriculum and our field. This is an essential process as Photography is constantly changing and education for photography as a vocation and as general education must be constantly shifting to prepare students for their changing relationship to both the use and understanding of images.

  b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Our course objectives and outcomes contribute to the program-level SLOs and college mission in the areas of communication, computation, critical thinking and global consciousness/citizenship. Over the past few years, our overall course targets are consistently being met or exceeded, and these targets are reflect curricular activities that closely support the college's mission of transfer and career preparedness.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

Certificate grants remain steady, with no percentage change. No changes to the program are planned for the immediate period, although we are exploring the trend that suggests that students in our field of study may not have a degree as an end goal, rather that they are pursuing specific courses that will aid them in areas in which they themselves identify as lacking specific skills.

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

Our chosen assessment methods of production of a group of photos and written assignments continue to reflect and serve the PL-SLOs.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

All full-time and adjunct faculty have included course SLOs in their course syllabi. Throughout the quarter faculty continue to refer students to the published SLOs as a means of maintaining course focus. These SLOs are discussed in class on the very first day too, in the context of helping students to understand what is expected of the students. Faculty also gather student feedback at course end in the form of student Self-Reflections/Evaluations statements, where students reflect on how and in what ways they have personally met or not met the course SLOs.

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

We continue to monitor the changing demographics and enrollment numbers in our courses and are thinking of new ways to align our curriculum and the development of appropriate SLOs with these emerging trends. Students appear to need more guidance with projects that require several steps or procedures. In these cases, curriculum is being developed that can better help students acquire these skills that may once have been assumed as a given for example, in areas such as basic camera control or film loading. Many SLOs, however, remain the same because they continue to serve course level, program level and college mission goals. We have chosen to focus class structure and course progression for the coming period while maintaining the current SLOs/PLOs.

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

> Again, from course to course, students have consistently met or exceeded our Program Learning Outcome goals. Virtually all of our students create a photography portfolio and produce written assignments that analyze and reflect on their thoughts about the human condition and the role of creative visual artists in our society. Our program continues to develop the required skills that are necessary for successful creative photography as well as raising student awareness of their own role as future image-makers and visual communicators. For students not proceeding in a career as a photographer, our courses and path of study give them visual literacy skills that will be a significant advantage in all contemporary career pathways.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
We plan to continue with our current methods of assessments.	We have had good success with the combination of portfolio and writing assignments. Our targets are set relatively high, and we continue to meet or exceed the percentages of success.	Students utilize the same skills learned in our classes that will help them with their efforts to transfer to 4-year colleges. Our professional practice courses continue to bolster workforce skills and the enhanced employability of our students.	In assignments that deal with writing and communication, we will work on ways to encourage students to more deeply engage in classroom photography reviews and critique sessions. Improvement in this area will continue to contribute to the overall college effort to increase student success in transferability and employment.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>**Educational & Strategic Master Plan (ESMP)**</u>, the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Obtain Desktop computer and monitor	N	Y	Request to be made via Perkins Funding 2014-2015 application
2. Redo pathways to certificate/degree completion	N	Y	Discussion to begin based on initial findings from our Advisory Board
3. Increase productivity	N	Y	This is a challenge due to the hands on nature of many of our classes and the necessity of equipment for each student, but we are look at options both in scheduling and in curriculum.
4. Increase donations and will be putting a link to donation information on the photo department website.	Y	Y	We want to keep this effort moving forward. This year, Kate Jordahl had a portion of the sales from her PDL exhibition donated back to the department; We also have the beginnings of an endowment with the Mike Ivanitsky Fund. Former students and community members have donated. We will continue to look for way to build on this.
5. Better record student success after program	N	Y	Currently doing informally through Facebook and

completion and create an Alumni Network through a Foothill Photo-Blog for Alumni, current Student, and Instructor sharing of photography---related work.			individual email lists. Department still discussing a more formal social media presence in future.
6. Maintain current staffing	N	Y	Our Lab Manager was moved from 11 months to 10 months, eliminating Summer classes.
7. Reflect on PL/SLOs	Y	Y	This is an ongoing process for all.
8. Obtain needed equipment	N	Y	Equipment needed to serve students and professional classes. (See Sections 7)
9. Keep up-to-date on software	Y	Y	Again this is an ongoing concern, but the shift to a subscription model by Adobe has made it both more difficult and easier to fulfill this.
10. Increase budget for repair and maintenance of equipment	N	Y	Our equipment is aging and need to be maintained and replaced.
11. Continue to streamline classes while serving students and keeping instructors energized in their field and in teaching	N	Y	We need to be aware of this moving forward
12. Continue as advocates of creative and active learning campus-wide	Y	Y	This is also ongoing. Full time faculty are active in the community and beyond and their participation makes an impact on campus.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
13. Build a map for students to matriculate through the photography program	Short term	Inform students of options	Program course map on website
14. Review degree and certificate requirements and pathways	Medium term	Assist students in obtaining degrees and certificates	Future number of degrees and certificates
15. Review and revise curriculum in light of current trends and demands	Medium Term	Depending on outcome of review, would make classes more relevant	Department review of all offerings. Report of recommendations shared as to outcome.
16. Continue and expand Online offerings with accessibility and student success in mind	Medium Term	As online class enrollment has increased, we need to be aware of the classes we are offering and keep them at a high quality and up-to-date both technically and pedagogically.	Department review of all online offerings including assuring accessibility and actions to increase student success and retention. Report of recommendations shared as to outcome.
17. Expand vocational related classes especially studio	Medium term	Studio work is a marketable skill both as a photographer and as an assistant. Enhancing vocational offerings ties into key college initiatives	Funding and class expansion
18. Keep up to date equipment for checking out inventory/equipment	Short time	Give vocational students chance to work with up-to-date inventory methods, software and equipment; Professional equipment will be tracked and properly cared for	Funding; equipment will be properly cared for

Section 7: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Return existing Classified Staff position (Lab Technician) from 10 month to 11 month status	n/a	We would like to return to offering a more robust summer session and that requires support from the Lab Technician position. Currently, our summer offerings do not include photo lab-based courses. (Supports Sec.6/6; 6/17; 6/18)	(Position changed from 11 month to 10 month in Spring 2012)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) NO	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) NO	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
N/A				

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Instructional DVD titles for classroom use	$1,200	In our rapidly changing field it is important to stay current and to revise curriculum and the purchase of these materials will help students (Supports Sec 6/2, 6/11)	No

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Photographic chemistry. Reflects increased costs for materials and chemistry.	$2,500	This augmentation is critical to supporting students who wish to transfer from our courses that fulfill the UC/CSU GE Humanities requirement (Sec 6/3)	No

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Expansion of Studio space, room 6103 to permit higher enrollment	To Be Determined	We are expanding our offerings in an area that bridges and complements both the traditional and digital components of the photography program. (Sec. 6/15; 6/17; 6/18)	No
Replacement and augmentation of aging studio lighting equipment	$34,757	Need for replacement and augmentation of equipment in this area of photography that is experiencing growth with digital photographers. This replacement/augmentation of equipment will help increase enrollment in this Workforce area. (Sec. 6/15; 6/17; 6/18)	No
Replacement of JOBO processor	$3,000	Need for replacement of aging equipment. (Sec. 6/15; 6/17; 6/18)	No
Desktop Computer and Monitor for equipment checkout, inventory and loss prevention	$ 2,200	Need to update and streamline process for students who matriculate through the program in areas of equipment checkout, lab skill-level and safety verification, and internet access for photography data-base information while in the photo lab area. (Sec. 6/15; 6/17; 6/18)	No

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

It is now possible for students to expand their knowledge of the creative possibilities and produce very sophisticated studio photographs with the availability of a larger variety of light modifiers and tools. They have gained experience with the influx of a small number of new but essential tools that have given them an edge in building employer-desired skills within the structure of the classroom and has enabled several students to become employed as photography assistants or to branch out on their own as burgeoning photographers running a small business.

Keeping up to date with software has kept us competitive with other schools and training centers and will help maintain and grow our enrollments over time.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
2012-13: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	We are extending outreach efforts to increase enrollments with new students. We have reduced the number of course offerings that are trending down and carefully planned for bi-annual offerings of certain core classes. Full time faculty have also been willing to teaching evenings and online to ensure access to more students. We are looking at tying into LINC and community based education both as supplements and as feeders to our core classes. We will be reviewing the data later this year to take in to account changes in the software (the dramatic change from Photoshop CS6 to the Creative Cloud) as well as the changes in the field of photography. The collateral effect of the Associate Degree for Transfer (ADT) will also be assessed. Our classes are important support classes for other degrees. Although many of our students are not getting a degree in photography, they are getting a degree in another area or transferring to universities. Our classes create visual literacy and help students grow in the core ILO's of "Communication," "Computation," "Creative, Critical, and Analytical Thinking" and

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	"Community/Global Consciousness and Responsibility" and are essential to a well-rounded, educated person.

a.   **After reviewing the data, what would you like to highlight about your program?**

The Photography Program is well regarded in the community. This is due in large part to substantial efforts made by faculty and staff to maintain a high level of quality of instruction through continued personal education, participation in campus committees and involvement in the community. Our tasks for the near future are twofold: To continue preparing both transfer and workforce students and to stay current with rapid shifts in our industry. This requires faculty and staff to continuously embrace change and to develop innovative ways to serve students by offering a lively and engaging photography program. We remain pleased to offer the range of classes that we do (however reduced by recent changes) and the opportunity to share our knowledge and experience with our students, knowing that we are helping them to build a solid foundation in photography and to aid them in attaining their educational goals.

The Photography Department's service to the college includes the classes taught for vocational and degree pathways, the general education/multicultural courses for transfer students and Foothill AA candidates and cultural events on campus and in the community. Photography faculty also serve on many college-wide committees supporting the greater educational mission of Foothill College. They have been innovators in online education and have responded to budget challenges and constant changes in technology with thoughtfulness and action.

We are proud of our students who have gone on to further studies including graduate school and have begun their own successful businesses as well as the many students we have touched who now understand more about the power and the importance of photographs in business, culture, government, and life.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a.   **Strengths and successes of the program as evidenced by the data and analysis:**

The Photography Department is definitely in a state of change, as evidenced by a 19% drop in enrollment since 2010-2011, a 7.5% drop in success, and a 13% drop in productivity during the same period. Despite this shrinkage, the department still produces excellent work and some of their campus wide presentations/exhibits have been true showcases for Foothill.

The faculty have been very active in the Photographic community here in the Bay Area and Internationally. An excellent example is Ron Herman's four visits to Cuba with Foothill

students which led to several stunning exhibits in the KCI, a cover story in the Palo Alto Weekly and the Korda Moda presentations in Fall 2013. Keith Lee's participation in the Stanford Human Rights Initiative and Kate Jordahl's many exhibits during the reporting period are also notable.

The faculty emphasizes the importance of program completion leading to the AA Degree, which is evidenced by a 125% increase in students successfully completing the AA Degree since 2010-2011.

The curriculum is unique, varied and comprehensive. The department takes great pride in the wide ranging nature of their program. The SLO/PLO aspect of Photography is one of the best in the division.

b. Areas of concern, if any:
Obviously, the drop in enrollment, productivity and success are a matter of great concern. This is, in my opinion due in large part to changes in repeatability and the implementation of families of course, but in the end, these reductions are still a matter of grave concern.

Another area of concern is the declining enrollment in Digital Photography. This is puzzling to me and based on our informal discussions, to the faculty as well. In all other areas in the division, digitally based classes (classes that focus on the application of computer software to the specific subject art in question). This may be cause by a host of factors, but as stated in the PR, "We have a great deal of competition for short-term training in photographic skills both locally like Keeble and Shuchat and online from Lynda, Kelby Training and Creative Live." I would add to that list serious competition from institutions such as The Art Institute, The Academy of Art, The University of Phoenix, Adobe (who makes Photoshop and Lightroom), etc. In fact, if you type "photoshop online courses" into a google search, it returns over 20 pages of online courses, many of them free.

c. Recommendations for improvement:
Many areas of Photography need no improvement, but the areas that are in decline need to change. My first suggestion is to change the name of Digital Photography to something that includes the word Photoshop, which may sound simplistic, but it has been proven again and again that the name of a class can dramatically affect enrollment.

Second, we can offer short training courses in the IDEA Lab or Photo Lab via our existing LINC curriculum that addresses such subjects as Photoshop. These low unit courses can compete very effectively with all the local short-term training courses, and of course the enrollment would be tied to Photography. These classes could be taught on Saturdays, and we can also begin to add our own Community Based Ed. Courses under the auspices of Middlefield (soon to be the Ed. Center) – these types of classes are the most effective advertising for our regular curriculum.

Next, increase online offerings dramatically. A section of Digital Photography that is taught face to face has little chance of succeeding when faced with our impacted (to say the least) parking and the somewhat remote nature of our campus. At the very least, offer hybrid courses and decrease the amount of time spent on campus, as stated in this PR, "Photography's demographics are older and have more education than the average Foothill student." This type of demographic definitely does not want to face our impacted parking and probably has an excellent setup at home. Although we offer superior printing capabilities, the software is the software.

Finally, I would suggest creating more classes along the lines of Photo 8, Multicultural Photography that fulfill transfer requirements. The success of Photo 8 and Music 8, Music of Multicultural America speaks volumes about the attractiveness of these types of classes to our student population. This not to say abandon traditional classes, but rather to create a larger sense of balance within the overall program.

This section is for the Vice President/President to provide feedback.

    d. Strengths and successes of the program as evidenced by the data and analysis:

> The photography program has talented and dedicated faculty who serve the profession and the college. The increase in degree completion is significant. The continuing professional development and curricular review, the online presence and the college service are impressive.

    e. Areas of concern, if any:

> The reduced enrollment due to repeatability and regulatory changes is a serious concern. Although the program had no control over these changes, it is necessary to review and revise the course offerings and to reach out to new students to increase the enrollment. The dean offers some excellent and specific suggestions that might help with these efforts.

    f. Recommendations for improvement:

As noted above, the program has had a long and proud history of serving our community, and many of our local students have taken photography for years. As they are no longer able to repeat the courses, there is a real need to attract new students in sufficient numbers to increase the enrollment in this excellent program.

g. Recommended Next steps:

_X__ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Foothill College
Department - Photography (PHOT)

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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 1 - BLACK & WHITE PHOTOGRAPHY I - 1 - Production Process - A student will demonstrate a working knowledge of the production processes necessary to create a silver-based photograph. (Created By Department - Photography (PHOT)) **Start Date:** 01/09/2012 **End Date:** 04/27/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Student will properly expose and process a roll of film, produce a matching contact sheet, make an enlargement from a selected negative, and mount it on mat board for presentation. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will complete this comprehensive process.	10/14/2013 - 100% of students completed this comprehensive process. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical Thinking 1. Knowledge-By completing this SLO, students demonstrated understanding of the assigned material. However, many students will need to embrace this comprehensive process in a consistent manner and as a normal method of working, not only as a one-time assignment.	10/14/2013 - Students should be encouraged to produce a complete set for all rolls of film in order to develop consistency and a disciplined approach to the craft of photography.
Department - Photography (PHOT) - PHOT 1 - BLACK & 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. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:**	**Assessment Method:** 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. **Assessment Method Type:** Portfolio Review **Target for Success:** 75% of students will be able to discuss their specific awareness and application of the objectives listed above during the classroom critique session.	10/14/2013 - 87% of students completed a portfolio and were able to discuss how the photographs were made and were offered a meaningful interpretation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical Thinking 1. Knowledge-Students were able to use the language and terminology of photography to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
08/31/2013 **Course-Level SLO Status:** Active		discuss their results	
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Research Paper **Target for Success:** 100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.	10/14/2013 - Students in this section did not submit a paper on a specific photographer this quarter. The assignment was instead changed to students submitting multiple contributions in the form of short essays to better incorporate the advantages and benefits in an online environment. 100% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Feedback from the class finds that students really enjoy the questions posed in the forums and quizzes and find them challenging.	
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Research paper **Assessment Method Type:** Research Paper **Target for Success:**		
Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 1 - Influence - Student will analyze a selected photographer's	**Assessment Method:** Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's	10/14/2013 - 100% of students completed this. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	events in turn, shaped the photographer. **Assessment Method Type:** Research Paper **Target for Success:** 100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.	2012-2013 **GE/IL-SLO Reflection:** This Honors section enjoy sharing their in-depth knowledge of a specific photographer during the oral presentations.	
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Final Exam. This exam covers the cumulative history of photography since the beginning. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students earn a Final Exam score with at least 80% correct answers.	10/14/2013 - 100% of students scored on average 90% correct. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical Thinking 2. Reasoning-Students were able to make coherent arguments in the essay responses.	
Department - Photography (PHOT) - PHOT 11 - CONTEMPORARY ISSUES IN PHOTOGRAPHY - 1 - Style - A successful student will identify the artistic style of contemporary photographers covered in course materials. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	11/19/2013 - This course was not taught in Fall 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More course related dvds **Resource Request:** More course related dvds **GE/IL-SLO Reflection:** Students performed above the target. No

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		changes in assessment anticipated. **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
		08/09/2013 - This course was not taught in Summer 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More course related dvds **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
		06/28/2013 - This course was not taught in Spring 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More course related dvds **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
		03/29/2013 - This course was not taught in Winter 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More course related dvds **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
		12/14/2012 - This course was not taught in Fall 2012 **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More course related dvds **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
Department - Photography (PHOT) - PHOT 11 - CONTEMPORARY ISSUES IN PHOTOGRAPHY - 2 - Social Issues - A successful student will synthesize course material and describe how the themes explored by a photographer relate to broader social issues. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a written assignment. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will succeed at this task.		
Department - Photography (PHOT) - PHOT 11H - HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY - 1 - Style - A successful student will identify the artistic style of contemporary photographers covered in course materials. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	08/09/2013 - This course was not taught in Summer 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
		06/28/2013 - This course was not taught in Spring 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Students performed above the target. No changes in assessment anticipated.	
		03/29/2013 - This course was not taught in Winter 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
		12/14/2012 - This course was not taught in Fall 2012 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** Students performed above the target. No changes in assessment anticipated.	
Department - Photography (PHOT) - PHOT 11H - HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY - 2 - Social Issues - A successful student will synthesize course material and describe how the themes explored by a photographer relate to broader social issues. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a written assignment. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will succeed at this task.		
Department - Photography (PHOT) - PHOT 13 - EXPERIMENTAL PHOTOGRAPHY - 1 - Safety - A successful student will identify methods for safe handling of photographic	**Assessment Method:** A quiz will be given after discussion and reading assignment **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
chemical used in Experimental Photography. (Created By Department - Photography (PHOT))	Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a passing grade		
Start Date: 04/01/2012 **End Date:** 07/01/2012 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 13 - EXPERIMENTAL PHOTOGRAPHY - 2 - Portfolio - A successful students will create a portfolio of photographs exploring the concepts/techniques of experimental. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric. **Related Documents:** [Foothill College Photo Grading Rubric](#)		
Department - Photography (PHOT) - PHOT 150X - PHOTOGRAPHY PRODUCTION LABORATORY - 1 - Consistency - A successful student will repeat practice in photographic processes and procedures to yield greater consistency of results. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Cumulative hours gained from work performed during the Open Lab sessions. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students will accumulate at least 50% of the number of hours respective to the number of course units required to earn an 'A' grade.		
Department - Photography (PHOT) - PHOT 150X - PHOTOGRAPHY PRODUCTION LABORATORY - 2 - Approaches - A successful student will experiment with various approaches to darkroom processes and studio techniques to expand visual expression skill-set. (Created By Department - Photography (PHOT))	**Assessment Method:** New approaches and refinement of technique will be evident during assignment reviews and portfolio critique sessions. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will show photographs that		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	reflects personal incorporation of at least one new approach or technique.		
Department - Photography (PHOT) - PHOT 180 - PHOTOGRAPHIC PRACTICES - 1 - Darkroom Equipment - A successful student will use darkroom equipment to aid in efficient production of photographs. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Cumulative hours gained from work performed during the Open Lab sessions. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students will accumulate at least 50% of the number of hours respective to the number of course units required to earn an 'A' grade.		
Department - Photography (PHOT) - PHOT 180 - PHOTOGRAPHIC PRACTICES - 2 - Experiment - A successful student will experiment with equipment to embrace both anticipated and unexpected results. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** New approaches and experimentation with technique will be evident during assignment reviews and portfolio critique sessions. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will show photographs that reflects personal incorporation of at least one new approach or technique.		
Department - Photography (PHOT) - PHOT 190 - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of students will meet and confer with the instructor to review the goal and results.		
Department - Photography (PHOT) - PHOT 190 - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for	**Assessment Method:** A one page written proposal. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	Essay/Journal **Target for Success:** 90% of students will complete and submit a proposal.		
Department - Photography (PHOT) - PHOT 190X - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of students will meet and confer with the instructor to discuss the results.		
Department - Photography (PHOT) - PHOT 190X - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** A one page written proposal **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students will complete and submit a proposal.		
Department - Photography (PHOT) - PHOT 190Y - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of students will meet and confer with the instructor to identify the goal/skill.		
Department - Photography (PHOT) - PHOT			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
190Y - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** A one page written proposal. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 90% of students will complete and submit a proposal.		
Department - Photography (PHOT) - PHOT 190Z - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of students will meet and confer with the instructor to identify the goal/skill.		
Department - Photography (PHOT) - PHOT 190Z - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** A one page written proposal. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students will complete and submit a proposal.		
Department - Photography (PHOT) - PHOT 2 - BLACK & WHITE PHOTOGRAPHY II - 1 - Print Creation - A successful student will demonstrate successful creation of photographic prints on a variety of photographic papers matching print quality. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a paper comparison assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this assignment meeting expectations according the FH Photography Department Rubric.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 2 - BLACK & WHITE PHOTOGRAPHY II - 2 - Portfolio - A successful student will create a portfolio of photographs exploring the techniques of intermediate photography and expressing a theme or concept. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric.		
Department - Photography (PHOT) - PHOT 20 - INTRODUCTION TO COLOR PHOTOGRAPHY - 1 - Color Interaction - A successful student will demonstrate knowledge of the principles of the interaction of color. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Assignment or portfolio photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will produce at least one color photograph that reflects the creative use of the theory of interaction of color.		
Department - Photography (PHOT) - PHOT 20 - INTRODUCTION TO COLOR PHOTOGRAPHY - 2 - Correct/Balance - A successful student will analyze and correct photographs for accurate color balance. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Assignment and portfolio photographs. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will produce at least one color photograph that accurately reflects the subject's actual tones.		
Department - Photography (PHOT) - PHOT 22 - PHOTOJOURNALISM - 1 - Create Photographs - A successful student will create photographs using knowledge of photographic capture techniques and effective editing skills. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will complete a portfolio of photographs that demonstrate the above objectives.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 22 - PHOTOJOURNALISM - 2 - Behaviors/Ethics - A successful student will identify proper and improper photojournalist behaviors and ethics. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Class discussion and participation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of students will participate in ethics discussion after lecture.		
Start Date: 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 3 - BLACK & WHITE PHOTOGRAPHY III - 1 - Technique - A successful student will demonstrate creative and technical mastery of at least one photographic technique. (Created By Department - Photography (PHOT)) **Start Date:**	**Assessment Method:** Portfolio of photographs **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will show photographs that reflects personal incorporation of at least one photographic technique.		
09/01/2012 **End Date:** 08/31/2014 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 3 - BLACK & WHITE PHOTOGRAPHY III - 2 - Portfolio - A successful student will create a photographic portfolio whose theme/idea is coherent and consistent, and reflects a clear, personal viewpoint. (Created By Department - Photography (PHOT))	**Assessment Method:** Portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will present a photographic portfolio that reflects the above objectives.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 4A - DIGITAL PHOTOGRAPHY I - 1 - Terminology/Features - A successful student will define digital photography terminology and identify basic image editing software features and their proper use. (Created By Department - Photography (PHOT)) **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 4A - DIGITAL PHOTOGRAPHY I - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the beginning level digital photography techniques covered in course materials. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 4B - DIGITAL PHOTOGRAPHY II - 1 - Terminology/Software - A successful student will define digital photography terminology and identify intermediate level image editing software features and their proper use. (Created By Department - Photography (PHOT))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 4B - DIGITAL PHOTOGRAPHY II - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the intermediate level digital photography techniques covered in course materials. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 4C - DIGITAL PHOTOGRAPHY III - 1 - Terminology/Features - A successful student will define digital photography terminology and identify advanced level image editing software features and their proper use. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 4C - DIGITAL PHOTOGRAPHY III - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the advanced level digital photography techniques covered in course materials. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Students will print a portfolio of photographs using the skills they have learned in the class. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will submit an acceptable portfolio.	10/14/2013 - 76% of students submitted an acceptable portfolio. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Future assessment method should define/quantify "acceptable" portfolio.	
Start Date: 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Students will write a paper on a photographer or style of photography. **Assessment Method Type:** Research Paper **Target for Success:** 80% of students will submit an acceptable paper.	10/14/2013 - Future assessment method should define/quantify what makes a paper "acceptable." **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 51 - ZONE SYSTEM PHOTOGRAPHY - 1 - Calibrating - A successful student will demonstrate the skill of calibrating photographic equipment and materials to create repeatable results. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform an Exposure Index test with confirmation roll. (This class is offered every 3 years) **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will do this successfully		
Department - Photography (PHOT) - PHOT 51 - ZONE SYSTEM PHOTOGRAPHY - 2 - Portfolio - A successful student will create a portfolio of photographs exhibiting mastery of the concepts/techniques of zone system photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio of images that are technically successful using the exposure and development methods of the zone system. (This class is offered every 3 years) **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of student will be successful.		
Department - Photography (PHOT) - PHOT 55 - SPECIAL PROJECTS IN PHOTOGRAPHY - 1 - Goal - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will meet/confer with the instructor the goal/skill, the planned course of action, and the method of evaluation. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will meet/confer with the instructor and submit a proposal.		
Department - Photography (PHOT) - PHOT 55 - SPECIAL PROJECTS IN PHOTOGRAPHY - 2 - Proposal - A	**Assessment Method:** 100% of students will submit a proposal. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	Discussion/Participation		
Department - Photography (PHOT) - PHOT 57A - PHOTOGRAPHIC PORTFOLIO DEVELOPMENT - 1 - Portfolio - A successful student will create a portfolio of 10-15 photographic images and present them in a professional manner and discuss what their portfolio in light of their career/photographic goals. (This course is offered every two years. Next time: 2015) (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will submit a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric. **Related Documents:** Foothill College Photo Grading Rubric	04/10/2013 - 90% of students succeeded in creating their portfolio to support their career/photographic goals. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none at this time **GE/IL-SLO Reflection:** The students' experience and learning of building a portfolio supports our ILO's of "Communication," "Creative, Critical, and Analytical Thinking" and "Community/Global Consciousness and Responsibility."	04/10/2013 - We will continue the techniques in building a portfolio when this class is taught again in 2015.
Department - Photography (PHOT) - PHOT 57A - PHOTOGRAPHIC PORTFOLIO DEVELOPMENT - 2 - Community/Feedback - A successful student will demonstrate participation in the building of community and contribute to others growth and progress as well as demonstrating the open minded acceptance of feedback and assistance. This course is offered every two years. Next time: 2013) (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will participate in critiques and discussions in the preparation of their and their colleagues portfolios in a thoughtful manner. Quality of discussion from end of quarter critique will be compared with beginning of quarter critique. **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of students will show significant improvement in their critiquing methods.	04/10/2013 - 90% of students showed an improvement in their critiquing methods. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none at this time **GE/IL-SLO Reflection:** This SLO supports the ILO of "Communication" and "Creative, Critical, and Analytical Thinking." Students grow in visual communication and speaking about	04/10/2013 - Students grew through the exercises, readings and practice in giving and receiving feedback. For the next time the class is offered, I would like to expand this work both in the depth of the feedback given and skills in receiving and using feedback by expanding the exercises and time given to practice these skills.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		each other's work. They must exhibit both creativity and depth of thinking in this process.	
Department - Photography (PHOT) - PHOT 57B - PROFESSIONAL PRACTICES IN PHOTOGRAPHY - 1 - Exhibition - A successful student will organize and manage photographic exhibition of students work in cooperation with fellow students. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Successful participation in exhibition including preparation and display of artwork and cooperative planning and execution of event. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will participate in three different events during the quarter and assist with a different aspect of each event.	07/10/2013 - 100% of students completed this goal. You can see the results of their final exhibition here: http://foothillphoto57.weebly.com/ **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none at this time **GE/IL-SLO Reflection:** Supports the ILO of "Creative, Critical, and Analytical Thinking" and "Community/Global Consciousness and Responsibility" both in the skills to create the exhibition and working together.	07/10/2013 - The plan is to continue this successful process.
Department - Photography (PHOT) - PHOT 57B - PROFESSIONAL PRACTICES IN PHOTOGRAPHY - 2 - Support Materials - A successful student will create support materials to match student's goals in photography including but not limited to postcards, websites, resumes and business cards. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Review of portfolio with record of support materials. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will complete portfolio with resume, website and business card.	07/10/2013 - 90% of students completed this goal with skill. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none at this time **GE/IL-SLO Reflection:** This supports the ILOs of Communication and Computation calling for student to calculate, design, and write the support materials.	07/10/2013 - This is a very useful and effective goal. With current technology, it is possible to make very professional materials at an affordable price and we will continue this.
Department - Photography (PHOT) - PHOT 68A - DARKROOM TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))	Discussion/Participation **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68A - DARKROOM TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68B - DIGITAL TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68B - DIGITAL TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68C - STUDIO LIGHTING TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68C - STUDIO LIGHTING TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68D - EXPERIMENTAL TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68D - EXPERIMENTAL TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68E - LECTURE TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Photography (PHOT) - PHOT 68E - LECTURE TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68F - EXHIBITION TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 68F - EXHIBITION TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 71 - THE PHOTOGRAPHIC BOOK - 1 - Integration - A successful student will construct a book illustrating facility in integrating word processing, graphics and photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of a photographic book. **Assessment Method Type:** Portfolio Review **Target for Success:** That 80% are able to create a book where Images, text and construction create a unified and effective whole.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 71 - THE PHOTOGRAPHIC BOOK - 2 - Software/Hardware - A successful student will demonstrate ability to use electronic imaging software and hardware to create a publication. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will use a pool of images to create sample pages in a print-on-demand book. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfull present the required assignment.		
Department - Photography (PHOT) - PHOT 72 - DIGITAL CAMERA TECHNIQUE - 1 - Composition/Design Skills - A successful student will demonstrate in-depth awareness of composition and photographic design. (Created By Department - Photography (PHOT)) **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will prepare a portfolio showing skills in composition and design. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed. **Related Documents:** Foothill College Photo Grading Rubric	11/07/2013 - 90% of students succeeded. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none at this time **Resource Request:** none at this time **GE/IL-SLO Reflection:** Students exhibited the mastery of the ILO of "Creative, Critical and Analytical Thinking" by the creation of their portfolio. They had to use judgment and decision making, intellectual curiosity, and problem solving through analysis, synthesis and evaluation. They especially exhibited creativity and aesthetic awareness both in their production of a portfolio and their support and feedback to their fellow students. **GE/IL-SLO Reflection:** The focus on different compositional techniques and photographic design made a significant difference in the quality of the final portfolios. We will continue this assessment method in future classes.	11/07/2013 - The focus on different compositional techniques and photographic design made a significant difference in the quality of the final portfolios. We will continue class plan and this assessment method in future classes.
Department - Photography (PHOT) - PHOT 72 - DIGITAL CAMERA TECHNIQUE - 2 -	**Assessment Method:** Quizzes will test students understanding of	11/07/2013 - 90% of students passed the quizzes. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Technical Skills - A successful student will be able to import images into Adobe Photoshop Lightroom and make use of the organizational and output abilities of this professional software. (Created By Department - Photography (PHOT)) **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	the software. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of students will pass the quizzes.	Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none at this time **Resource Request:** none at this time **Resource Request:** none at this time **GE/IL-SLO Reflection:** Learning and implementing Adobe Photoshop Lightroom requires the solving of complex problems, deepening of technology skills, computer proficiency and extensive decision analysis (synthesis and evaluation). **GE/IL-SLO Reflection:** Learning and implementing Adobe Photoshop Lightroom requires the solving of complex problems, deepening of technology skills, computer proficiency and extensive decision analysis (synthesis and evaluation). **GE/IL-SLO Reflection:** Learning and implementing Adobe Photoshop Lightroom requires the solving of complex problems, deepening of technology skills, computer proficiency and extensive decision analysis (synthesis and evaluation).	11/07/2013 - As these quiz results were also supported by the midterm and final results, we will continue the current class plan.
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))	**Assessment Method:** Final Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will correctly identify 75% of studio lighting equipment and its specific use and purpose.	10/14/2013 - All students on average scored 79% correct. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This assessment method remains a good	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year		indicator of student retention of equipment nomenclature and and its intended use.	
Start Date: 09/01/2011 **End Date:** 08/31/2012 **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2011 **End Date:** 08/31/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Assignments and portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will produce at least one photograph that clearly shows an object as having 3D properties.	10/14/2013 - 100% of students produced a photograph that demonstrated the skill necessary to render objects in a 3D manner. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical Thinking 1. Knowledge-Students demonstrated understanding of the principles involved with lighting objects in a 3D manner. It has been easier to discuss these results with simple forms, such as are used in the white cube assignment. **GE/IL-SLO Reflection:** Critical Thinking 1. Knowledge-Students demonstrated understanding of the principles involved with lighting objects in a 3D manner. It has been easier to discuss and for students to see these results when reduced to simpler forms, such as is used in the white cube assignment.	
Department - Photography (PHOT) - PHOT 78A - LANDSCAPE FIELD STUDY IN PHOTOGRAPHY - 1 - Explore/Develop - A successful student will explore a new topic, develop skills and time on task to deepen skills in photography. (Created By Department - Photography (PHOT))	**Assessment Method:** Student will create a small group of work or a short paper to illustrate this skill. (This class is offered in alternative years.) **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 80% of students will succeed.		
Department - Photography (PHOT) - PHOT 78A - LANDSCAPE FIELD STUDY IN PHOTOGRAPHY - 2-Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will attend and actively participate in class sessions.(This class is offered in alternative years.) **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task.		
Department - Photography (PHOT) - PHOT 78B - SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY - 1 - Explore/Develop - A successful student will explore a new topic, develop skills and time on task to deepen skills in photography and will create a small group of work or a short paper to illustrate this skill. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 78B - SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - A successful student will assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 78C - DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore Contributions - Student will create a small group of photographs inspired by the technique or	**Assessment Method:** Portfolio of photographs or a research paper. **Assessment Method Type:** Portfolio Review		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
subject of a documentary photographer or research and write a short paper responding to the historical contribution of a documentary photographer. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Target for Success:** 90% of students will produce photographs or a research paper.		
Department - Photography (PHOT) - PHOT 78D - MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore 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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio of photographs or a written paper. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will submit a portfolio or written paper.		
Department - Photography (PHOT) - PHOT 78E - TECHNIQUES FIELD STUDY IN PHOTOGRAPHY - 1 - Explore - A successful student will explore a new topic, develop skills and deepen skills in photography and will create a small group of work or a short paper that illustrate this skill. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio of photographs or a written paper. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will submit a portfolio of images or a written paper.		
Department - Photography (PHOT) - PHOT 78E - TECHNIQUES FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - Student will assess contributions of	**Assessment Method:** Portfolio or a written paper. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
photographers from diverse cultures and backgrounds based on the topic of photography being explored. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	Portfolio Review **Target for Success:** 90% of students will submit a portfolio of photographs or a written paper.		
Department - Photography (PHOT) - PHOT 8 - PHOTOGRAPHY OF MULTICULTURAL AMERICA - 1 - Photo Analysis - A successful student will identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a written photo analysis. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task.	08/09/2013 - 95% os students succeeded at this task in Summer 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Creative, Critical, and Analytical Thinking Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.	
		03/29/2013 - 90.5% of students in 2 sections succeeded at this task in Winter 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Creative, Critical, and Analytical Thinking Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.	
		12/14/2012 - 88.5% of students in 2 sections succeeded at this task in Fall 2012 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Creative, Critical, and Analytical Thinking Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.	
Department - Photography (PHOT) - PHOT 8 - PHOTOGRAPHY OF MULTICULTURAL AMERICA - 2 - Influence - A successful student will synthesize the course material on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	08/09/2013 - 96% of students succeeded at this test or quiz in Summer 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning	
		03/29/2013 - 89.5% of students in 2 section succeeded at this test or quiz in Winter 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning	
		12/14/2012 - 88% of students in 2 sections succeeded at this test or quiz in Fall 2012 **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2012-2013 **GE/IL-SLO Reflection:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning	
Department - Photography (PHOT) - PHOT 8H - HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA - 1 - Photo Analysis - A successful student will identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a written photo analysis. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task.	08/09/2013 - This course was not taught in Summer 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Creative, Critical, and Analytical Thinking Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.	
		03/29/2013 - 99% of students succeeded at this task in Winter 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Creative, Critical, and Analytical Thinking Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.	
		12/14/2012 - 97% of students succeeded at this	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		task in Fall 2012 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Creative, Critical, and Analytical Thinking Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.	
Department - Photography (PHOT) - PHOT 8H - HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA - 2 - Influence - A successful student will synthesize the course material on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	08/09/2013 - This course was not taught in Summer 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning	
		03/29/2013 - 87% of students succeeded at this test or quiz in Winter 2013 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		12/14/2012 - 95% of students succeeded at this test or quiz in Fall 2012 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning	

Unit Assessment Report - Four Column

Foothill College
Program (FA-PHOT) - Digital Photography II 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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-PHOT) - Digital Photography II CA - 1 - The student will be able to produce images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 06/28/2013 **SLO Status:** Active	**Assessment Method:** Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic. **Assessment Method Type:** Portfolio Review **Target:** 80% proficiency **Related Documents:** Foothill College Photo Grading Rubric	12/09/2013 - Students in all of the (non-lecture based) production courses we offered this past year (PHOT 1, 2, 5, etc.) that require a portfolio of photographs have not only met, but exceeded our 80% target. By making many photographs, editing them and arranging them into a focused and cohesive body of work, the production of a portfolio remains one of the most important ways students can demonstrate their proficiency in the field of photography. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Because of the multiple steps required in the production of a portfolio, students will need to utilize many different learning patterns, including critical thinking when choosing what to photograph and when considering how the photograph will be interpreted. In order to communicate successfully, students will also need to identify what subjects or aspects of the scene are essential in order to compose/organize an effective, final photograph. Selection of subject matter remains an important location where	12/09/2013 - We will continue with the means of assessment. _____

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students can explore the human condition, engage their own preconceptions and respond in a responsible way via visual images. Computational skills are utilized when solving various darkroom processes such as exposure and development times and when framing/matting photographs for display.	
	Assessment Method: Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic. **Assessment Method Type:** Portfolio Review **Target:** 80% proficiency		
Program (FA-PHOT) - Digital Photography II CA - 2 - Students will be able to analyze how images reflect and shape our culture and assess the contributions made in the field by people from diverse cultures and backgrounds. **Start Date:** 09/24/2012 **End Date:** 06/28/2013 **SLO Status:** Active	**Assessment Method:** Student will write about an artist and the role their work plays in society. **Assessment Method Type:** Essay/Journal **Target:** 80% proficiency	12/09/2013 - This target has been met and students in all courses (lecture-based and production) have written assignments, whether in the form of essays, journals or research papers. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The photography program continues to give assignments that utilize written expression as an avenue in which students can demonstrate critical thinking and global awareness. Through reflective pieces written in the aforementioned means of assessments, students develop a sense of their own place in the photography field and also find commonality with the global experiences of others who came before them.	12/09/2013 - We will continue with this means of assessment.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		12/09/2013 - This target has been met and students in all courses (lecture-based and production) have written assignments, whether in the form of essays, journals or research papers. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The photography program continues to give assignments that utilize written expression as an avenue in which students can demonstrate critical thinking and global awareness. Through reflective pieces written in the aforementioned means of assessments, students develop a sense of their own place in the photography field and also find commonality with the global experiences of others who came before them.	
	Assessment Method: Student will write about an artist and the role their work plays in society. **Assessment Method Type:** Essay/Journal **Target:** 80% proficiency		

Unit 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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-PHOT) - Photography AA/CA - 1 - The student will be able to produce images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 09/19/2011 **End Date:** 06/29/2012 **SLO Status:** Active	**Assessment Method:** Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic. **Assessment Method Type:** Portfolio Review **Target:** 80% proficiency **Related Documents:** Foothill College Photo Grading Rubric 21 perpectives exhibition card	12/09/2013 - Students in all of the (non-lecture based) production courses we offered this past year (PHOT 1, 2, 5, etc.) that require a portfolio of photographs have not only met, but exceeded our 80% target. By making many photographs, editing them and arranging them into a focused and cohesive body of work, the production of a portfolio remains one of the most important ways students can demonstrate their proficiency in the field of photography. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Because of the multiple steps required in the production of a portfolio, students will need to utilize many different learning patterns, including critical thinking when choosing what to photograph and when considering how the photograph will be interpreted. In order to communicate successfully, students will also need to identify what subjects or aspects of the scene are essential in order to compose/organize an effective, final photograph. Selection of subject matter remains an important location where	12/09/2013 - We will continue with this method of assessment and look for additional ways to incorporate and implement the GE-ILOs in the portfolio assignment. _____

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students can explore the human condition, engage their own preconceptions and respond in a responsible way via visual images. Computational skills are utilized when solving various darkroom processes such as exposure and development times and when framing/matting photographs for display.	
	Assessment Method: Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic. **Assessment Method Type:** Portfolio Review **Target:** 80% proficiency		
Program (FA-PHOT) - Photography AA/CA - 2 - Students will be able to analyze how images reflect and shape our culture and assess the contributions made in the field by people from diverse cultures and backgrounds. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 09/01/2011 **End Date:** 08/31/2012 **SLO Status:** Active	**Assessment Method:** Student will write about an artist and the role their work plays in society. **Assessment Method Type:** Essay/Journal **Target:** 80% proficiency	12/09/2013 - This target has been met and students in all courses (lecture-based and production) have written assignments, whether in the form of essays, journals or research papers. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The photography program continues to give assignments that utilize written expression as an avenue in which students can demonstrate critical thinking and global awareness. Through reflective pieces in the aforementioned means of assessments, students develop a sense of their own place in the photography field and also find commonality with the global experiences of others who came before them.	12/09/2013 - We will continue with this means of assessment. _____

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

Unit Assessment Report - Four Column

Foothill College
Program (FA-PHOT) - Traditional Photography II CA

Mission Statement: The mission of the Photography Department is to provide superior instruction in the use of photographic techniques for vocational, general education and transfer students. A photography major 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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-PHOT) - Traditional Photography II CA - 1 - The student will be able to produce images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes. **SLO Status:** Active	**Assessment Method:** Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic. **Assessment Method Type:** Portfolio Review **Target:** 80% proficiency	12/09/2013 - Students in all of the (non-lecture based) production courses we offered this past year (PHOT 1, 2, 5, etc.) that require a portfolio of photographs have not only met, but exceeded our 80% target. By making many photographs, editing them and arranging them into a focused and cohesive body of work, the production of a portfolio remains one of the most important ways students can demonstrate their proficiency in the field of photography. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Because of the multiple steps required in the production of a portfolio, students will need to utilize many different learning patterns, including critical thinking when choosing what to photograph and when considering how the photograph will be interpreted. In order to communicate successfully, students will also need to identify what subjects or aspects of the scene are essential in order to compose/organize an effective, final photograph. Selection of subject matter	12/09/2013 - We will continue with this means of assessment. _____

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PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		remains an important location where students can explore the human condition, engage their own preconceptions and respond in a responsible way via visual images. Computational skills are utilized when solving various darkroom processes such as exposure and development times and when framing/matting photographs for display.	
Program (FA-PHOT) - Traditional Photography II CA - 2 - Students will be able to analyze how images reflect and shape our culture and assess the contributions made in the field by people from diverse cultures and backgrounds. **SLO Status:** Active	**Assessment Method:** Student will write about an artist and the role their work plays in society. **Assessment Method Type:** Essay/Journal **Target:** 80% proficiency	12/09/2013 - This target has been met and students in all courses (lecture-based and production) have written assignments, whether in the form of essays, journals or research papers. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The photography program continues to give assignments that utilize written expression as an avenue in which students can demonstrate critical thinking and global awareness. Through reflective pieces written in the aforementioned means of assessments, students develop a sense of their own place in the photography field and also find commonality with the global experiences of others who came before them.	12/09/2013 - We will continue with this method of assessment. _____