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 (deceased 12/5/14)	Photography	Laboratory Technician, Photography (Lab Manager)

Please include the following information about your program:

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	2
Total number of Classified Professionals:	1

Please list all existing Classified positions:
Example: Administrative Assistant I
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

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Associate in Arts	3	9	7	+133% (since 11-12)
Certificate of Achievement Digital Photography II/Certificate of Achievement Photography CEA	1	1	2	+100%

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	1541	1284	1221	-4.9
Productivity (College Goal 2014-15: 535)	474	454	527	+15.9

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served				

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			

Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (For example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

Our department has had a significant drop in enrollments due to the changes in state law about repeatability. By scheduling and planning with the assistance of our dean, we have managed to raise our productivity despite lower enrollments. We have a number of plans to continue to strengthen our department both in terms of numbers and of service to our students.

• Photo 5: Introduction to Photography has been rewritten and is being submitted for CSU general education approval. This will allow this class, which is already required for the San Jose State Art and Photography degrees and is on the Foothill General Education Pattern, to serve more students and will likely result in increased enrollments.

• We have changed the name of our digital series to PHOTOSHOP FOR PHOTOGRAPHERS I, II and III as recommended by our dean. We believe this will lead to increased enrollments.

• Our Photo 74A, a key workforce class, has changed its name to STUDIO PHOTOGRAPHY TECHNIQUES I and a new class, 74B STUDIO PHOTOGRAPHY TECHNIQUES II has been written and will be ready to offer in Summer 2015.

•We have continued our collaboration with the honors programs in offering Photo 8 and 10 as honors sections. Planning to offer Photo 11 as honors program in the next program review cycle.

• We are in the planning stages of developing a learning community to match Photo 5: Introduction to Photography with a basic skills English class. This would be an outreach to a new population and our first participation in the basic skills mission.

• We are experimenting with a variety of new technologies to facilitate class retention including CCC Confer, Camtasia videos, VoiceThread, and Turnitin feedback.

• Due to changes in the field and in the scheduling of photography classes, we have changed pre-requisites to advisories in a number of classes. This has allowed students from other community colleges and photograph programs to join our intermediate and advanced classes, but has created challenges with un-prepared students. We are working to clarify pathways to success on our syllabi.

• We published a flow chart to clarify degree and certificate pathways.

Our productivity this Fall is 636 and were informed by our dean that we are the 2nd most productive department in the division. With this, we want to continue to strive for both growth and service to students in our offerings.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Faculty member Kate Jordahl is a member of the Student Equity Workgroup. She is also in discussions to develop a Basic Skills Learning Community with English Professor, Valerie Fong. Offering students who are visual learners an option to complete their English class with a photography class will offer these students an alternative and serve students from our target groups.
We request augmentation of B budget funding to support target population in course completion and success

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Photography, like Foothill College as a whole, shows a significantly lower rate of success for our students from target groups (64%vs. 81% for not targeted groups/54% vs. 75% online.)

The photography department has had discussion on equity minded syllabi and accessible course materials. We have also discussed variety of authentic final assessments that will cost less for students who may have financial challenges (online submissions vs. print submissions.)

We have more work to do in this area and plan to continue to explore options.

Section 3: Outcomes Assessment Summary

A) **Attach 2013-2014 Course-Level** (for Instructional Programs Only) – 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 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

A) **For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

Our CL-SLO assessments have resulted in the following curricular and pedagogical changes:
1. We simplified complex projects & assignments in the introductory classes and broke them into smaller steps via skill-building exercises.
2. We are experimenting with new ways to encourage more thoughtful peer feedback during classroom discussions and critiques.
3. We are including more successful examples of student work to share in class.
4. We are asking the class what the muddy point was from the day's lecture so that we understand which areas need to be clarified.
5. We are reviewing terminology more frequently in class and experimenting with different ways for students to use the terminology in their discussions and critiques.
6. We are making our courses more accessible.

B) **For instructional programs only, 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?**

Based on our findings we have implemented the following changes:
1. Changed the course name of PHOT 4A, B, C from Digital Photography I, II, II to Photoshop for Photographers I, II, III. We hope that this will clarify the course content to potential students and result in increased enrollment, and therefore increase the number of certificates/degrees.
2. Applied for CSU GE approval for PHOT 5. We hope that this will increase the population for this course and subsequently the number of certificates and degrees.
3. We are considering reducing the number of classes/units for a degree to address a trend that we are monitoring. Students in our field of study often take a class or two to acquire a specific skill that they lack, rather than see a degree as their end goal.
4. We are making our courses more accessible.

For all programs: Instructional, Students Services, Administrative

C) **How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The Photography department's outcomes and objectives of transfer and workforce relate to the P-SLOS in the following ways:
1. Students in our program learn the necessary skills to create photographic images, which prepares them for the <u>workforce</u>.
 2. Students in our program learn to use professional equipment and production processes, which prepares them for <u>workforce</u>.
3. Sensitivity to diverse cultures and study of development of visual literacy are important skills for the transfer students (particularly those going into the arts), which supports the college mission of <u>transfer</u>.

The Photography department's outcomes and objectives and P-SLOS relate to the college mission in the following ways:
1. We offer the most transferable photography courses in the California Community College system (according to Articulation Officer Bernie Day), thereby supporting the college mission of <u>transfer</u>.
2. Visual literacy is one of the staple skills in the 21st century. Students need to be visually literate in order to successfully navigate through our image-based society and to compete in the <u>workforce</u>. Our program provides students with the tools to understand and analyze images as well as to communicate visually, thereby supporting the college mission of <u>career preparation and enhancement</u>.
3. We work with disabled students and have developed accessible course materials to align with the college mission of <u>accessibility</u>.
4. Faculty teach a range of classes that deal with cutting edge photographic technologies, which aligns with the college mission of <u>innovation</u>.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

We hold regular department meetings where faculty members participate in conversations about the program's student learning outcomes. Faculty members share observations of student performance in their classes, which provides a multi-point perspective to work from when shaping and assessing our program's student learning outcomes. We work together with adjunct faculty who voluntarily participate on SLO 's. Our PT faculty have participated in this dialogue and shared important information and data.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Obtain Desktop computer and monitor	Y	Not yet funded	Although a proposal was submitted, our program did not receive any additional 2014-15 Perkins Funding.
2. Redo pathways to certificate/degree completion	N	In progress	Further discussion continues.
3. Increase productivity	N	In progress	We continue to examine ways to increase enrollment through adjustments in scheduling and program matriculation. The recent rise in our Fall 2014 number is an encouraging move towards higher productivity.
4. Increase donations by linking donor information/procedures on the photo department website	N	In progress	We continue to receive in-kind donations, but a concerted campaign may be necessary once resource needs are prioritized.
5. Better record student success after program completion and create an Alumni Network through a Foothill Photo-Blog for Alumni, current Student, and Instructor sharing of photography---related work.	N	Completed	Currently using informal Facebook and individual email lists. Department is still discussing a more formal social media presence in future.
6. Maintain current staffing	Y	In progress	With the recent passing of our lab manager, we are requesting both the replacement of this position and the re-instatement of 11 month staffing. Prior to this, with the reduction of 11 month staffing, there was already an increased need for support in the areas of digital, studio and exhibition work areas.

7. Reflect on PL/SLOs	N	Completed	Our efforts have largely been successful and received commendation from the Dean of Fine Arts & Communications.
8. Obtain needed equipment	Y	In progress	We have received some useful, in-kind donations over the past year, but not the specific, immediate pieces we need.
9. Keep up-to-date on software	Y	In progress	The district has recently helped faculty to access Adobe software, but Adobe's method of Cloud software distribution remains an obstacle for some of our students.
10. Increase budget for repair and maintenance of equipment	N	In progress	We continue to experience an ongoing need for equipment maintenance and repair. Future fulfillment of our budget requests for new equipment will reduce and/or obviate some, but not all maintenance and repair costs.
11. Continue to streamline classes while serving students and keeping instructors energized in their field and in teaching	N	In progress	This is ongoing effort that will benefit when a longer-term view of program's direction is more clearly defined.
12. Continue as advocates of creative and active learning campus-wide	N	In progress	Kate Jordahl is collaborating on joint Photo/English course curriculum with a Foothill English instructor to create more effective instruction in reading and writing.
13. Build a map for students to matriculate through the photography program	N	In progress	Program course map is now on our website
14. Review degree and certificate requirements and pathways	N	In progress	We have reviewed and removed course pre-requisites where pedagogically sound.
15. Review and revise curriculum in light of current trends and demands	N	In progress	We have made several course title changes as well as developed a new course.
16. Continue and expand online offerings with accessibility and student success in mind	N	In progress	Our department continues to review all online offerings to assure accessibility and further our efforts to increase student success and retention.
17. Expand vocational related classes	N	Completed	A new intermediate level vocational studio photography course will be

especially studio			offered as early as Fall 2015.
18. Keep up to date equipment for checking out inventory/equipment	N	In progress	We continue with our effort to ensure that our equipment will receive secure and proper care.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase the number of certificate earners	Our department and campus-wide student success rates should rise, as should transfer rates.	Our target is a 100% increase in the number of certificates earned.
2. Maintain the current number of students earning degrees	Our department and campus-wide student success rates should rise.	We will match or exceed the previous YTD number of earned degrees.
3. Investigate the possibility of offering an increased number of non-transcript certificates	Our department and campus-wide student success rates should rise.	Any action taken will be based on the information gained.
4. Develop new ties with the professional and larger photo community	We hope these efforts will strengthen our visibility and further campus vocational and workforce initiatives.	Any action taken will be based on the information gained.
5. Investigate the possibility of making a fully online non-transcript digital certificate, based on further research	Our department and campus-wide student success rates should rise.	Any action will be based on the information gained.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

Using the tables below, summarize your program's underlined 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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
1. FT Lab Manager	3, 4. A qualified staff member is required for facilities and equipment oversight. This position Is necessary due to the death of our current lab manager.	N
2. PT Classified position for Studio and related courses	3, 4. A qualified staff member is required for facilities and equipment oversight. One option is for a combination of PT staff member and trained Volunteer of Record holders to be permitted to assume this oversight, with possible monetary savings.	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time
See #2 Below: Release time for League of Innovation Art Contest for Kate Jordahl/Hilary Gomes to organize Foothill College's role as 2016-2017 League of innovation Art Competition Host School	1, 2, 3, 4, 5. This will help towards increasing the overall success rate as we continue to recognize and publicize the achievements of both our students and our program.	33% time for one year.	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
1. Instructional DVD titles for classroom use	$1,200	1, 2, 3. Students will receive up to date info and for transfer, vocational and workforce training
2. As Foothill College will be the 2016-2017 League of innovation Art Competition Host School, the photography department will be joining with the Art department to request one class equivalent release time for Fall 2016, Winter 2017 and Spring 2017 for the organization of this competition and the publishing of a catalog. Foothill Co-coordinators for hosting this competition are Hilary Gomes and Kate Jordahl. We also request support in obtaining the necessary funding for the cost of posters, catalog publishing and postage. This competition was last hosted in 2000-2001 by Foothill De Anza Community College and was coordinated by Bill Geisinger of De Anza. Work on this competition will begin in Spring 2016 and conclude in Fall 2017, but the faculty members' main responsibilities will be concentrated on the 2016-2017 school year.	$50,000	1, 2, 3, 4, 5. This will help towards increasing the overall success rate as we continue to recognize and publicize the achievements of both our students and our program.

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
1. Three VoiceThread licenses for faculty for 2015. Kate Jordahl has already introduced this tool in both the Introduction to Photography class and Lightroom	$300	1, 2, 3, 5. We wish to create and encourage quality feedback in hybrid and online courses, thereby increasing

and Photographic Design.		student success rates. This has been identified as a key tool in the expansion of equity and in an increase in success of students in our target groups.
2. Four basic photography supply kits earmarked for underserved student populations	$800	1, 2, 3. This will help towards increasing the success rate of our underserved populations.

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
1. Expansion of Studio space, room 6103 to permit higher enrollment and hosting of photography events	To be determined	1, 2, 3, 5. Increase the number of students that we may serve in Studio related courses. Continue to serve our vocational and workforce students with up to date equipment.
2. Replacement and augmentation of aging studio lighting equipment	$40,000	1, 2, 3, 4. Continue to serve our vocational and workforce students with up to date equipment.
3. Replacement of JOBO processor	$3,000	1, 2, 3, 4. Continue to serve our vocational and workforce students with up to date equipment.
4. Desktop computer and monitor for equipment checkout, inventory control/loss prevention.	$2,200	1, 2, 3, 4. Continue to serve our vocational and workforce students with up to date equipment.

Section 7: 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
1. 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.	Our Photo 4a, 4b and 4c classes will be renamed "PHOTOSHOP FOR PHOTOGRAPHERS I, II, III" as of Summer 2015. This will join the Photo 72 "Lightroom and Photographic Design" class in being named for the software that is the focus of the class.
2. Increase online offerings dramatically.	Most of our classes are online or hybrid at this time.
3. Offer LINC and/or community education classes	We have tried a LINC class and requested community education classes. These attempts have not worked for enrollment and load issues yet, but we are still considering them as part of our palette of solutions to lowered enrollments.
4. Creating more classes along the lines of Photo 8: Photography of a Multicultural America	Photo 8 is a unique class and we don't want to dilute its enrollment success, but looking at parallel need for a general education class that will transfer to UC and CSU, we have re-written our Photo 5 and are in application to have it accepted as a general education class at the university levels. If this is approved in 2015, this could give us a companion class to photo 8 that would also feed our more advanced photo classes.
5. Attract new students in sufficient numbers to increase the enrollment	Faculty are involved in the local photography community as well as maintaining their own mailing lists and are active in social media to promote classes. With our efforts, we have increased our productivity to 636. Since this is primarily due to more sections of photo 8 and beginning classes, we have lost sections of our advanced classes and this could impact our number of degrees and certificates since students cannot get the advanced classes they need to advance. We as a department have reviewed pre-requisites and continue to look for ways to keep a range of classes while holding productivity at this level. Some other activities to attract new student include the English 1s/t learning community and discussions to re-instate the photo club.

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

The photography faculty are leaders on campus in academic senate, online learning, equity, honors and vocational education. Kate Jordahl is also serving as Foothill College lead on the Online Education Initiative's Common Course Management System Committee and is an OEI course reviewer. They organize exhibitions and bring speakers on campus to enrich our campus life.

Photography Faculty consistently work with the foundation to raise funds and apply for grants. One of these efforts has resulted in the ongoing funding of the annual Ivanitsky Award for Photographic Excellence, which continues to recognize the great work of our students, and inspire future photography majors.

Whether it is the new cloud version of Adobe Photoshop or the use of online teaching tools like VoiceThread, our faculty are always working to stay up-to-date in a field that is ever changing. They strive to serve students with the best tools and current information.

The Photography Department's challenges in the coming year include the unexpected loss of our Photography Lab Manager, continued competition from a wide field of free or nearly free educations options, and the ongoing impact of repeatability and course families. We, like the larger Foothill Community, must find ways to improve the success and retention of students in our target groups. We are dedicated to quality photographic education and will continue to strive, serve and innovate for our students' success.

Section 8: Deans 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:

First, this is a very well written and thoughtful review!

The photography department has done an outstanding job revamping and rethinking itself to meet the challenges of today's academic climate in California. The increase in productivity is particularly noteworthy! The number of degrees awarded has actually increased 133% since 2011-2012. The department has very clearly defined and thought out goals, which is key to the success of any program. The collaboration with a basic skills class is an intriguing notion, and I believe has the potential to serve as a model for other colleges in not just photography, but all of the arts.

The department is doing a great job of constantly rewriting and revamping its curriculum. Something as simple as a name change can really affect enrollment, and I applaud their efforts in this regard.

Last, the department produces very high quality work, which would be a source of pride to any college or university. I myself own photographic work by our students as well as the faculty.

B) Areas of concern, if any:

My main concern is the lab situation. I feel the faculty need to have a greater presence in the lab outside of class hours. I do understand their reluctance to do so, as it may appear <u>on the surface</u> to be unpaid work, but our students can greatly benefit from their obvious expertise. I am also concerned about finding a replacement for Mr. Knepp who can match his level of expertise. We are all working on the issue and will continue to do so throughout this cycle.

C) Recommendations for improvement:

Other than the lab situation (and I am certainly not an expert on what takes place in a photography lab), the department seems to have their goals in order, and have shown steady improvement over the past 5 years.

D) Recommended next steps:

__x_ Proceed as planned on program review schedule

___ Comprehensive Program Review (Out of cycle) Recommended

___ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and 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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/28/2012 **End Date:** 06/28/2013 **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.	07/08/2014 - 100% of students met this assessment. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	07/08/2014 - We will continue with this method of assessment.
		05/05/2014 - 90% of students were able to complete this task. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** not at this time **GE/IL-SLO Reflection:** This skill aligns with the IL-SLOs of Computation and Creative, Critical, and Analytical Thinking.	05/05/2014 - We will continue this SLO and work to increase to 100% in the future.
		01/23/2014 - 90% of students where able to complete this task. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none. **GE/IL-SLO Reflection:** This task does require real-world Computation. Student must measure liquids,	01/23/2014 - We will continue our methodical teaching of the steps of black and white processing and encourage students to make the connection between this process and the skills of to project planning and problem solving which helps them in all of their learning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		match temperature, do testing for time exposure and measure print for final presentation. This is a good practical challenge. Students also fulfill the IL of Creative, Critical, and Analytical Thinking through their decision making during this entire process and the creativity of the final images.	
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:** 08/31/2013 **Course-Level SLO Status:** Active	**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.	07/08/2014 - 100% of students completed this portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The discussion of images and of concepts behind images requires the use of the IL-SLO of Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility.	07/08/2014 - We will continue with this method of assessment.
		05/05/2014 - 80% of students were able to demonstrate these skills. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **GE/IL-SLO Reflection:** The discussion of images and of concepts behind images requires the use of the IL-SLO of Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility.	05/05/2014 - Continue current procedures and lessons.
		01/23/2014 - 75% were able to make this goal.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** This process of talking about images is in full support of the IL of "Creative, Critical, and Analytical Thinking." Students must translate what they see into words and ideas. They must explain their opinions to others. In the critique situation, students will discuss the meaning and the cultural connections of the images, supporting the IL of Community/Global Consciousness and Responsibility. Respect, empathy, cultural awareness, and sensitivity are particularly enhanced through this process.	01/23/2014 - We will continue to expand the emphasis in discussion and critique in the entry level class.
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:** 09/23/2013 **End Date:** 06/27/2014 **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:** 85% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.	05/30/2014 - 100% of students completed a paper. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	05/30/2014 - We will continue with this method of assessment when the course is likely to be offered in 2015.
Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people	**Assessment Method:** Research paper or short essays **Assessment Method Type:**	05/30/2014 - 100% of students completed this assessment. **Result:**	05/30/2014 - There is some overlap between the two current 2013-14 means of assessments, so I plan to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
from diverse cultures and backgrounds. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	Research Paper **Target for Success:** 85% of students will write and submit a research paper or submit at minimum of five short essays on a topic that deals with a photographer from a diverse culture and background.	Target Met **Year This Assessment Occurred:** 2013-2014	rewrite/adjust one of them for 2014-15.
Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 1 - Influence - 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:** 90% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.	05/30/2014 - 100% of students submitted a paper and presented the initial outline in class as a means of measuring the level of work in progress. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	05/30/2014 - It was a valuable for students to present the paper's abstract/outline in front of their peers for feedback and for helping the student clarify the focus of the paper. We will continue to use this assessment as well as the initial abstract presentation as a means to share ideas, suggestions and for the student writer to gain valuable feedback on their chosen topic.
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	**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.	05/30/2014 - 100% of students earned an exam score of over 80% correct answers. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	05/30/2014 - We will continue with this method of assessment in Fall 2014.

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 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.	11/14/2014 - This course was not taught Fall 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		08/12/2014 - This course was not taught Summer 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		07/03/2014 - This course was not taught Spring 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		03/21/2014 - This course was not taught Winter 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	11/14/2014 - This course was not taught Fall 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		08/12/2014 - This course was not taught Summer 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.

		the history of the medium.	
		07/03/2014 - This course was not taught Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time. _____
		03/21/2014 - This course was not taught Winter 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		ideas through images supports a rich learning experience and a connection with the history of the medium.	
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.	11/14/2014 - This course was not taught Fall 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		08/12/2014 - This course was not taught Summer 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		learning experience and the connection with the history of the medium.	
		07/03/2014 - This course was not taught Spring 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		03/21/2014 - This course was not taught Winter 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		12/13/2013 - This course was not taught Fall 2013. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.
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.	11/14/2014 - This course was not taught Fall 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with	11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the history of the medium.	
		08/12/2014 - This course was not taught Summer 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		07/03/2014 - This course was not taught Spring 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		ideas through images supports a rich learning experience and a connection with the history of the medium.	
		03/21/2014 - This course was not taught Winter 2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		12/13/2013 - This course was not taught Fall 2013. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium. **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	
Department - Photography (PHOT) - PHOT 13 - EXPERIMENTAL PHOTOGRAPHY - 1 - Safety - A successful student will identify methods for safe handling of photographic chemical used in Experimental Photography. (Created By Department - Photography (PHOT)) **Start Date:** 04/01/2012 **End Date:** 07/01/2012 **Course-Level SLO Status:** Active	**Assessment Method:** A quiz will be given after discussion and reading assignment **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a passing grade	07/05/2014 - All students received a passing grade. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time	07/05/2014 - This has been a very successful process in Photo 13. The need for students to understand the safety issues in this class has increased as more students come directly from digital classes with less darkroom experience. In the future, we will emphasize this discussion and quiz even more to continue the awareness of safe practices.
Department - Photography (PHOT) - PHOT 13 - EXPERIMENTAL PHOTOGRAPHY - 2 - Portfolio - A successful students will create a portfolio of photographs exploring the concepts/techniques of experimental.	**Assessment Method:** Student will submit a portfolio of photographs. **Assessment Method Type:** Portfolio Review	07/05/2014 - 80% of the students succeeded **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	07/05/2014 - Students fulfilled this requirement and were prepared for the task by a series of smaller projects. Reflecting on the process, I think that deeper understanding and

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**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	**Resource Request:** none at this time	learning could be reached by fewer small projects and a more focused pathway to the final portfolio. When this class, which is taught every 2 to 3 years, is offered again, I will consider this adjustment.
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 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	**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	05/30/2014 - 100% of students completed this assessment. The paper comparison assignment continues to work well as a transition assignment as students move from RC to fiber-base paper. Students also learn about the various papers' color subtleties and surfaces which can then lead to a larger selection of expressive choices for their	11/19/2014 - This continues to be a good assignment to help students assess and then to aid in the selection of the appropriate photographic paper.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(PHOT)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	assignment meeting expectations according the FH Photography Department Rubric.	portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	05/30/2014 - We will continue with this assessment in Spring 2015, when this course is expected to be offered next.
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	**Assessment Method:** Portfolio of photographs.	11/19/2014 - This course was not offered in 2013-14.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will complete a portfolio of photographs that demonstrate the above objectives.	**Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	11/19/2014 - We plan to offer this course in Spring 2014. _____
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 **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Class discussion and participation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of students will participate in ethics discussion after lecture.		
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:** 09/01/2012 **End Date:** 08/30/2013 **Course-Level SLO Status:** Active	**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.	05/30/2014 - 80 % of students completed a portfolio that reflected a clear and intelligent use of a photographic technique that was introduced in class. Because of the low number of students enrolled in this class, the target was not met due to one 1 student receiving an incomplete grade. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	05/30/2014 - We will continue with this assessment in Spring 2015, when this course is expected to be offered next. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	**Assessment Method:** Students will complete a project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this project.	08/12/2014 - 89% of students succeeded on this project in Summer 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use.	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		07/03/2014 - 84% of students succeeded on this project in Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use.	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		03/21/2014 - 92% of students succeeded on this project in Winter 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		terminology and identify basic image editing features and their proper use.	
		12/13/2013 - 87% of students succeeded on this project in Fall 2013. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use.	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.
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	**Assessment Method:** Students will create a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed on this portfolio.	08/12/2014 - 89% of students demonstrated an appropriate skill level for this course in Summer 2014 **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** "Creative, Critical, and Analytical Thinking" is key to the creation of a portfolio demonstrating the skills learned in the quarter. This SLO is in alignment with this IL-SLO.	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		07/03/2014 - 85% of students demonstrated an appropriate skill level for this course in Spring 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** "Creative, Critical, and Analytical Thinking" is key to the creation of a portfolio demonstrating the skills learned in the quarter. This SLO is in alignment with this IL-SLO.	
		03/21/2014 - 94% of students demonstrated an appropriate skill level for this course in Winter 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** "Creative, Critical, and Analytical Thinking" is key to the creation of a portfolio demonstrating the skills learned in the quarter. This SLO is in alignment with this IL-SLO.	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		12/13/2013 - 87% of students demonstrated an appropriate skill level for this course in Fall 2013 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** "Creative, Critical, and Analytical Thinking" is key to the creation of a portfolio demonstrating the skills learned in the quarter. This SLO is in alignment with this IL-SLO.	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.
Department - Photography (PHOT) - PHOT 4B - DIGITAL PHOTOGRAPHY II - 1 -	**Assessment Method:** Students will complete a project.	06/05/2014 - 90% of the students received a grade	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed on this project	of an A or higher on their proposal papers. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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	**Assessment Method:** Students will create a portfolio of photographs **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed on this portfolio	06/05/2014 - 90% of the students received a grade of an A or higher on their portfolios. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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:**	**Assessment Method:** Students will complete a project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed on this project	06/05/2014 - 95% of the students received a grade of an A or higher on their projects **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active			
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	**Assessment Method:** Students will create a portfolio of photographs **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed on this portfolio	06/05/2014 - 95% of the students received a grade of an A or higher on their portfolios **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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 **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**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.	07/05/2014 - 80% of students submitted an acceptable portfolio **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time	07/05/2014 - Students completed this assessment, but could have done better on the quality. Also, online students were hindered by the time frame to print and send the project. We will be re-writing this assessment to include a final project that is more flexible to the online learner and to students with different learning styles.
		05/05/2014 - 85% of student succeeded at this task. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	05/05/2014 - Continue to use this task to expand students' skills.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: none at this time **GE/IL-SLO Reflection:** This requires the skills of the GELO and IL-SLO of Creative, Critical, and Analytical Thinking.	
		01/23/2014 - 87% of students submitted an acceptable portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none. **GE/IL-SLO Reflection:** Creative, Critical, and Analytical Thinking is the related IL and the skill to take ideas and translate them into photographing showing the effective use of visual literacy utilizes all of the aspects of this IL.	01/23/2014 - We will continue teaching this skill and process as we have been doing.
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 **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**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.	05/05/2014 - 85% of students submitted an acceptable paper. We continued to use Turnitin and emphasized using library assistance tools in the development of the bibliography and there has been some improvement in this assignment. Also added has been a module on the Foothill College Academic Integrity Pledge. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **Resource Request:** none at this time **GE/IL-SLO Reflection:** This assignments supports the GELO and IL-SLO of Communication and Community/Global Consciousness and	05/05/2014 - We will continue to use Turnitin and emphasize using library assistance tools in the development of the bibliography. The module on the Foothill College Academic Integrity Pledge will also be continued.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Responsibility. **GE/IL-SLO Reflection:** This assignments supports the GELO and IL-SLO of Communication and Community/Global Consciousness and Responsibility.	
		01/23/2014 - 80% submitted an acceptable paper. This was with the addition of the Turnitin Tool for plagiarism detection. This made a positive difference in both the feedback the student received and the understanding of their responsibility. Students who were found to plagiarize were given an opportunity to resubmit the paper for a significant point deduction. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none **GE/IL-SLO Reflection:** The ILOs of both Communication and Community/Global Consciousness and Responsibility are both supported by the research, writing and discussion that occurs with the assignment.	05/05/2014 - Continue to use Turnitin and this task. Work to expand their understanding of the bibliography and other aspects of writing a paper.
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 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:**	**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](#)		
End of Quarter			
Start Date: 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active			
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))	**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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	improvement in their critiquing methods.		
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.		
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.		
Department - Photography (PHOT) - PHOT 68A - DARKROOM 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)) **Course-Level SLO Status:** Active	**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
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)) **Course-Level SLO Status:** Active	**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		
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)) **Course-Level SLO Status:** Active	**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		
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)) **Course-Level SLO Status:** Active	**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		
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)) **Course-Level SLO Status:** Active	**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		
Department - Photography (PHOT) - PHOT 68C - STUDIO LIGHTING TOPICS IN PHOTOGRAPHY - 2 - Demonstrate	**Assessment Method:** Student will submit either a small group of photographs or written assignment.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	**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: Active			
Department - Photography (PHOT) - PHOT 68E - LECTURE TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic.	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Photography (PHOT))	**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.		
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 -	**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:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Photography (PHOT)) **Course-Level SLO Status:** Active	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	05/06/2014 - 90% of the students succeeded in this task. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **GE/IL-SLO Reflection:** The students in creating a portfolio fulfill Creative, Critical, and Analytical Thinking IL-SLO. Applying their learning in composition and design to creating a meaningful group of photographs, student demonstrate Judgment and decision making, creativity and aesthetic awareness.	05/06/2014 - Continue the emphasis on developing design skills and applying them to creation of a body of work.
Department - Photography (PHOT) - PHOT 72 - DIGITAL CAMERA TECHNIQUE - 2 - 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	**Assessment Method:** Quizzes will test students understanding of the software. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of students will pass the quizzes.	05/06/2014 - 85% of student passed the quizzes. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **Resource Request:** none at this time **GE/IL-SLO Reflection:** Student fulfill the Computation and Creative, Critical, and Analytical Thinking IL-SLOs by learning Adobe Photoshop Lightroom for both input and output. Such software teaches both problem solving and technological skills while also requiring problem solving through analysis. **GE/IL-SLO Reflection:**	05/06/2014 - Continue to teach the skills of Adobe Photoshop Lightroom with a mix of lectures and practical exercises while reinforcing the learning with regular quizzes.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Student fulfill the Computation and Creative, Critical, and Analytical Thinking IL-SLOs by learning Adobe Photoshop Lightroom for both input and output. Such software teaches both problem solving and technological skills while also requiring problem solving through analysis.	
Department - Photography (PHOT) - PHOT 74A - STUDIO PHOTOGRAPHY TECHNIQUES I - 1 - Equipment - Student will identify various studio lighting equipment together with their specific use and purpose. (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:** 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.	05/30/2014 - 100% of students passed this exam with over 75% correct answers. This continues to be a good way to measure one aspect of student knowledge of studio equipment. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	05/30/2014 - We will continue with this assessment in Fall 2014.
Department - Photography (PHOT) - PHOT 74A - STUDIO PHOTOGRAPHY TECHNIQUES I - 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.	05/30/2014 - 100% of students completed the portfolio. Students continue to improve when they attend an Open Studio to individually practice what they learned from the lecture. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	05/30/2014 - We are looking to offer more convenient times (evening and weekend sessions) for Open Studio sessions as early as Fall 2014. This may be possible with a classified staff member who possesses more flexibility with regards to scheduling work hours.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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 **Target for Success:** 80% of students will succeed.	11/19/2014 - This course was not offered in 2013-14. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
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 78C - DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore Contributions - Student will create a small group of photographs inspired by the technique or 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)) **Start Date:** 09/24/2012 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio of photographs or a research paper. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will produce photographs or a research paper.	11/19/2014 - This course was not offered in 2013-14. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
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	**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	11/19/2014 - This course was not offered in 2013-14. **Result:** Target Not Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	written paper.	2013-2014	
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.	11/19/2014 - This course was not offered in 2013-14. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
Department - Photography (PHOT) - PHOT 78E - TECHNIQUES FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - Student will assess contributions of photographers from diverse cultures and backgrounds based on the topic of photography being explored. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio or a written paper. **Assessment Method Type:** 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 -	**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.	08/12/2014 - 90% of students in all sections succeeded at this task in Summer 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Photography (PHOT)) **Course-Level SLO Status:** Active		**Resource Request:** Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	
		07/03/2014 - 93% of students in all sections succeeded at this task in Spring 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		03/21/2014 - 91% of students in all sections succeeded at this task in Winter 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	
		12/13/2013 - 89% of students in all sections succeeded at this task in Fall 2013 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time. _____
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.	08/12/2014 - 88% of students succeeded at this test or quiz in Summer 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	
		07/03/2014 - 91% of students succeeded at this test or quiz in Spring 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		03/21/2014 - 94% of students succeeded at this test or quiz in Winter 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Additional instructional DVDs **Resource Request:** Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium. **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	
		12/13/2013 - 90% of students in all sections succeeded at this test or quiz in Fall 2013 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	
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.	08/12/2014 - This course was not taught in Summer 2014 **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		07/03/2014 - 95% of students succeeded at this test or quiz in Spring 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	07/13/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	
		03/21/2014 - 92% of students succeeded at this test or quiz in Winter 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		12/13/2013 - 94% of students succeeded at this task in Fall 2013 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:**	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	
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.	08/12/2014 - This course was not taught in Summer 2014 **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium. **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on	08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	
		07/03/2014 - 91% of students succeeded at this test or quiz in Spring 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.
		03/21/2014 - 95% of students succeeded at this test or quiz in Winter 2014 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	
		12/13/2013 - 94% of students succeeded at this test or quiz in Fall 2013 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up