

## BASIC PROGRAM INFORMATION

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about college resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:** Photography Department

**Division Name:** Fine Arts, Kinesiology & Communication

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

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

**Number of Full Time Faculty:** 3 **Number of Part Time Faculty:** 2

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

## SECTION 1: PROGRAM REFLECTION

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Student success of all students in our program increased 4% from 2014-2015, while there was an 11% increase in student success of targeted groups during this same period. We are pleased our efforts are reflected in this significant jump in targeted group success when compared to the 3% increase reported at the college level. White, Asian and Latino/a ethnicities in our program had the highest success percentages, 36%, 24% and 17% respectively. The number of all students that withdrew decreased 3% and the number of targeted group students that withdrew decreased 7% during this 2014-2015 period. Only online course data was made available for our department, so we cannot compare against F2F/Hybrid performance, however our online courses had a 3% increase in student success of all students and a 4% increase in student success of targeted groups. These numbers are in line with or better than those reported at the college level. Students continue to meet or exceed our targets for Learning Outcomes.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Since our last Program Review, a renaming of several course titles has been implemented in an effort to attract students who in the past may not have fully understood the scope of the course content. We were also acknowledged by the Dean for having clearly defined goals and for our constant attention to rewriting and strengthening our curriculum. We have steadily made improvements in other areas too, including enhancements to our equipment resources. We are exploring more collaborative opportunities within the division and in the community in the areas of workforce education and internship possibilities via certificate growth and enhancement. We will begin work on an updated brochure together with Foothill's Marketing Department in Winter 2016 to publicize the Applied Photography area of our department. The most immediate factor affecting our program however, is the loss of the lab manager/classified position that has had an enormous and deleterious impact on the ability of faculty to serve photography students to our fullest capabilities, both in the darkroom as well as in the lighting studio areas. We look forward to holding a frank discussion with concerned campus leaders on just how we can fill this position that is so vital to our day-to-day operations.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Important information can be gathered from these very different forms of data. The numbers depicted in the student success rates don't provide a comprehensive view of success. We will continue to thoughtfully examine both forms of data to measure the success of our program.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan includes the following goal:

*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

A pilot collaboration between the English and Photography Departments will begin in Winter 2016 via a series of learning community courses (PHOT 78B and ENGL-1S, and ENGL-24A) whose aim is to support Student Equity efforts.

We also hope to learn about more ways in which we can support and encourage underserved students by inviting EOP, Veterans and Disability Resource Center representatives to our next Applied Photography Advisory Board meeting in Spring 2016.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation	Progress
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		Timeline	Measures
Example: Offer 2 New Courses to Meet Demand		Winter 2016 Term	Course Enrollment
Hold a meeting to brainstorm new strategies to increase student success and decrease withdraw rates		Winter 2016 Term	Meet with Faculty
Reassess classified staffing needs		Winter 2016 Term	Winter 2016 Term
Increase Certificate Promotion		Winter 2016 Term	Number of certificates earned
Review PLO and SLOs		Winter 2016 Term	Meet with Faculty
Review Title 5 and Curriculum Updates		Spring 2016 Term	Meet with Faculty
Increase the number of location lighting kits to serve CTE students		Fall 2017 Term	Available and Implemented by Fall 2017
Discussion on how to meet lab & studio staffing needs		Spring 2016	Clear plan for hiring support staff
Discussion on expanding Studio facilities		Spring 2016	Clear plan on how to move forward with this medium-range idea

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Permanent Support Staff for Professional Studio and Photo Lab areas	Per Classified Staff Salary Schedule	Permanent Support Staff position	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video &	25,00		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Location	0				
Lighting Equipment					
Enlargement/Remodel of Studio facilities		Expand Studio program offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	X

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassigned time.

Release time for League of Innovation Art Contest for Kate Jordahl to organize Foothill College's role as the 2016-2017 League of Innovation Art Competition Host School. This will include design and dissemination of promotion materials for the annual national competition, coordination with the League of Innovation Staff, technical assistance to member schools in submission, editing, design and production of a catalog to go to all participating member schools. 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. It is also a district-wide obligation for our membership and participation in the League of Innovation. We request 33% reassigned time for one year.

**SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY**

**3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2014-2015 Program-Level Outcomes:** 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: FEEDBACK AND FOLLOW-UP**

This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

The Photography Department, in the past few years, has had many successful exhibits in the KCI gallery which have also included guest lectures, which have been outstanding and have contributed greatly to the college and district. The trips to Cuba, led by Ron Herman, have also been tremendously successful and generated very positive publicity.

In some areas, enrollment has jumped, but as noted above, has shown a slight decline. Productivity is adequate, and is markedly improved over the past 6 years. I have been very pleased to see an increase in enrollment in PHOT 5, 10 and 8, and applaud the departments efforts in these areas.

In general, Photography offerings are of very high quality at Foothill, and instruction is outstanding. The facilities are good, and will be further addressed below.

**4B. Areas of concern, if any:**

The loss of the full time classified lab technician was certainly shocking and a blow to the department. Based on enrollment and productivity, though, I do not support a return of this position, which can be adequately filled with a TEA one quarter per year. Obviously, this will require a change in the way the department schedules classes.

I am concerned with the layout of the 6000 building. It seems to have been purposely designed to restrict enrollment. 6107, for example, barely holds 20 students, and if photographic equipment is required, not even that many.

I am also concerned about how the department requests scheduling. It seems to me that all lab classes (those requiring lab support) such as Black & White Photography, etc. Be scheduled one quarter per year to take advantage of our TEA position.

**4C. Recommendations for improvement:**

Photography is in very good shape compared to 6 years ago. The department needs to continue to forge ahead with the changes they have made, which has increased enrollment in PHOT 5, 8 and 10. These classes provide balance for the lower enrolled lab classes, and also alleviate the issue of no longer having a full time lab technician.

I also suggest the department schedule more classes in the IDEA lab to take advantage of the larger space, superior equipment, and the full time Instructional Associate.

I cannot explain the drop in enrollment Photoshop classes, and it seems very puzzling to me considering the popularity of the software and the state of the art equipment and facilities we can offer our students. I suggest working with our marketing office to develop a strategy to get the word out to our service area about the opportunities and excellent instruction Foothill Photography can offer.

**4D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle in-Depth Review

*Upon completion of Section 3, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# Unit Course Assessment Report - Four Column

## 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
<p>Department - Photography (PHOT) - PHOT 1 - BLACK &amp; 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/28/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will complete this comprehensive process.</p>	<p><b>Assessment Findings/Reflections</b></p> <p><b>Assessment Method:</b> 07/08/2014 - 100% of students met this assessment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Assessment Findings/Reflections</b></p> <p><b>Assessment Method:</b> 05/05/2014 - 90% of students were able to complete this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Assessment Findings/Reflections</b></p> <p><b>Assessment Method:</b> 01/23/2014 - 90% of students were able to complete this task.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Assessment Findings/Reflections</b></p> <p><b>Assessment Method:</b> This task does require real-world Computation. Student must measure liquids,</p>	<p><b>Action Plan &amp; Follow-Up</b></p> <p>07/08/2014 - We will continue with this method of assessment.</p> <p>05/05/2014 - We will continue this SLO and work to increase to 100% in the future.</p> <p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>match temperature, do testing for time exposure and measure print for final presentation. This is a good practical challenge.</p> <p>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.</p> <p>10/14/2013 - 100% of students completed this comprehensive process.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Critical Thinking</p> <p>1. Knowledge-By completing this SLO, students demonstrated understanding of the basic processes in traditional photography. However, more students need to embrace this comprehensive process in a consistent manner and as a normal method of working.</p>	<p>12/09/2013 - We will stress the importance of producing matching contact sheets throughout the quarter so that students will benefit from looking at their images earlier, rather than later.</p> <hr/> <p>10/14/2013 - Students should be encouraged to produce a complete set for all rolls of film in order to develop consistency and a disciplined approach to the craft of photography.</p> <hr/>
		<p>04/05/2012 - All students completed this process.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Creating a print requires a introductory level of problem solving and Computation. There is also an introductory level of Creative, Critical, and Analytical Thinking in the creativity and aesthetic awareness.</p>	<p>04/05/2012 - Continue with current successful methods.</p> <hr/>
		<p>10/30/2011 - Every student showed that they could produce a set of photographs from the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>camera stage of the process to the final product of a finished photograph.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>04/05/2012 - We will continue the process that has proven successful in this outcome.</p> <hr/> <p>10/30/2011 - Although there are four processes listed, within this skill-set, students display various levels of competency for each one. Some students prove stronger in camera handling skills, while others show their strength in the processing/darkroom aspects or in print finishing techniques. Students often are so focused on the finished product (photograph) but overlook these four skill areas.</p> <p>In order to strengthen each skill area, it may be better to break these down into a "checklist of competencies" that the student themselves can monitor so that they can identify the area that requires more attention.</p> <hr/>
<p>Department - Photography (PHOT) - PHOT 1 - BLACK &amp; WHITE PHOTOGRAPHY I - 2 - Expressive Qualities - A student will recognize the expressive qualities of light, composition, and camera settings and how they contribute meaning to a photograph.</p> <p>(Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b></p>	<p><b>Assessment Method:</b> A classroom critique session of a portfolio of 10-12 matted/mounted photographs that demonstrate expressive use of light, composition and camera settings as they relate to context and meaning.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 75% of students will be able to discuss their specific awareness and application of the objectives listed above during the classroom critique session.</p>	<p>07/08/2014 - 100% of students completed this portfolio.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>07/08/2014 - We will continue with this method of assessment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
08/31/2013 <b>Course-Level SLO Status:</b> Active		<p>05/05/2014 - 80% of students were able to demonstrate these skills.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>05/05/2014 - Continue current procedures and lessons.</p> <hr/>
		<p>01/23/2014 - 75% were able to make this goal.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>01/23/2014 - We will continue to expand the emphasis in discussion and critique in the entry level class.</p> <hr/>
		<p>10/14/2013 - 87% of students completed a portfolio and were able to discuss how the photographs were made and were offered a meaningful interpretation.</p> <p><b>Result:</b> Target Met</p>	<p>12/09/2013 - We will continue with the portfolio assignment as it remains a core assessment method in photography.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to use the language and terminology of photography to communicate thoughts and ideas. Students also produced photographs that did more than depict the object/scene itself. By understanding how photographs communicate and using the qualities of light and composition, students were able to produce photographs that invited interpretation.</p>	
		<p>04/05/2012 - 80% were able to meet this target</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continued support for classes</p> <p><b>GE/IL-SLO Reflection:</b> The skills of Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility were strengthened by the creation of photographs, the discussion of their meaning and the awareness of different points of view in colleagues' photographs.</p>	<p>04/05/2012 - We will continue to emphasize both the technical and creative aspects of creating and discussing photographs.</p>
		<p>04/05/2012 - 80% of students were able to meet this target.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continued support for classes</p> <p><b>GE/IL-SLO Reflection:</b> Students show increased skill Creative, Critical, and Analytical Thinking by the creation and discussion of their photographs. The process of making</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		images about topics expands their Community/Global Consciousness and Responsibility while thoughtful guided critique and feedback processes increases their connection to their diverse colleagues.	
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 1 - Influence_1 - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 06/27/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>05/30/2014 - 100% of students completed a paper.</p> <p>05/30/2014 - We will continue with this method of assessment when the course is likely to be offered in 2015.</p>
		<p>10/14/2013 - Students in this section did not submit a research paper on a specific photographer this quarter. The assignment was changed to encourage students to submit multiple responses to a variety of photographers in the form of short essays to better incorporate the advantages and benefits of an online environment.</p> <p>100% of the students submitted several short essays in lieu of a single research paper.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Feedback from the class finds that students really enjoy the questions posed in the forums and quizzes and find them challenging.</p>	<p>12/09/2013 - We will continue with this method of assessment due to its core strengths of providing students with both flexibility in selection of a topic as well as encouraging students to critically explore a photographer/topic with more depth of analysis.</p>
		<p>03/28/2012 - 100% met this goal.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>12/09/2013 - Future online sections may benefit from a combination of short essays and a single research paper, time permitting.</p>
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 2 -</p>	<p><b>Assessment Method:</b> Research paper or short essays</p>	<p>05/30/2014 - 100% of students completed this assessment.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 06/27/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 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.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>05/30/2014 - There is some overlap between the two current 2013-14 means of assessments, so I plan to rewrite/adjust one of them for 2014-15.</p> <hr/>
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 90% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>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.</p> <hr/>
		<p>10/14/2013 - 100% of students completed this.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This assessment method encourages students to examine a photographer's social and cultural impact through an analysis of his/her photographs and relating them to significant social and cultural trends and events. Students also synthesize and present their findings via oral presentation.</p>	<p>12/09/2013 - Students will continue with this assessment method. Although this target has been set extraordinarily high (90% completion/success rate) and the target was met, it may need downward adjustment in the future to more accurately reflect decreased instructor attention, which will be focused on developing other lesson plans.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>09/17/2012 - 100% students met this target. Students enjoyed sharing their new-found knowledge with the class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Students successfully used the language and terminology related to photography when giving oral presentations. Presentations and written papers reflected proper documentation of sources and resources. Salient arguments and compare/contrast matrices were utilized as were examples of ample evidence to prove their point of view.</p>	
<p>Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final Exam. This exam covers the cumulative history of photography since the beginning.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students earn a Final Exam score with at least 80% correct answers.</p>	<p>05/30/2014 - 100% of students earned an exam score of over 80% correct answers.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>10/14/2013 - 100% of students scored on average 90% correct.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Critical Thinking 2. Reasoning-Students were able to make coherent arguments in the essay responses.</p> <p>09/17/2012 - Students scored 85% correct on the Final Exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>05/30/2014 - We will continue with this method of assessment in Fall 2014.</p> <p>12/09/2013 - We will continue with this method of evaluation.</p> <p>12/09/2012 - Continue with Final Exam assessment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b>            Students engage actively with different ideas and cultures. With the introduction of concepts such as frame of reference and cultural relativism, students are able to modify their own perceptions of the world depending on the context or situation.            Because this course content is seen through a cultural and social historical lens, students will learn about and recognize the major currents of global change and related issues of economics, peace, poverty, policy and immigration.</p>	
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b>            Student will take a test or quiz.  <b>Assessment Method Type:</b>            Exam - Course Test/Quiz  <b>Target for Success:</b>            80% of students will succeed at this test or quiz.</p>	<p>11/14/2014 - This course was not taught Fall 2014.  <b>Result:</b>            Target Not Met  <b>Year This Assessment Occurred:</b>            2013-2014  <b>Resource Request:</b>            Additional instructional DVDs/Videos  <b>GE/IL-SLO Reflection:</b>            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.</p>	<p>11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>
		<p>08/12/2014 - This course was not taught Summer 2014.  <b>Result:</b>            Target Not Met  <b>Year This Assessment Occurred:</b>            2013-2014  <b>Resource Request:</b></p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p>07/03/2014 - This course was not taught Spring 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/21/2014 - This course was not taught Winter 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>11/19/2013 - This course was not taught in Fall 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>11/19/2013 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the history of the medium.</p> <p>08/09/2013 - This course was not taught in Summer 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/09/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/28/2013 - This course was not taught in Spring 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> More course related dvds</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>06/28/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/29/2013 - This course was not taught in Winter</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/29/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/14/2012 - This course was not taught in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>12/14/2012 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>08/20/2012 - This course was not taught in Summer 2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/20/2012 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>06/29/2012 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/30/2012 - 96% of students succeeded at this test or quiz in Winter 2012</p> <p><b>Result:</b> Target Met</p>	<p>03/30/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit a written assignment.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students will succeed at this task.</p>	<p>11/14/2014 - This course was not taught Fall 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p>08/12/2014 - This course was not taught Summer 2014.</p>	<p>11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>
		<p>07/03/2014 - This course was not taught Spring 2014.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>03/21/2014 - This course was not taught Winter 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>11/19/2013 - This course was not taught in Fall 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>11/19/2013 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the history of the medium.</p> <p>08/09/2013 - This course was not taught in Summer 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/09/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/28/2013 - This course was not taught in Spring 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>06/28/2013 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>ideas through images supports a rich learning experience and a connection with the history of the medium.</p> <p>03/29/2013 - This course was not taught in Winter 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/29/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/14/2012 - This course was not taught in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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-</p>	<p>12/14/2012 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>08/20/2012 - This course was not taught in Summer 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/20/2012 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>06/29/2012 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/30/2012 - 95% of students succeeded at this task in Winter 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/30/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will take a test or quiz.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will succeed at this test or quiz.</p>	<p>11/14/2014 - This course was not taught Fall 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this</p>	<p>11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>08/12/2014 - This course was not taught Summer 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>07/03/2014 - This course was not taught Spring 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/21/2014 - This course was not taught Winter 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/13/2013 - This course was not taught Fall 2013.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.</p> <p>08/09/2013 - This course was not taught in Summer 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/09/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/28/2013 - This course was not taught in Spring 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>06/28/2013 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>learning experience and the connection with the history of the medium.</p> <p>03/29/2013 - This course was not taught in Winter 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/29/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/14/2012 - This course was not taught in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>12/14/2012 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>08/20/2012 - This course was not taught in Summer 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/20/2012 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional Dvds/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>06/29/2012 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/30/2012 - 96% of students will succeed at this test or quiz in Winter 2012</p> <p><b>Result:</b></p>	<p>03/30/2012 - This assessment is working. No changes in assessment</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>are anticipated at this time.</p> <hr/>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit a written assignment.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students will succeed at this task.</p>	<p>11/14/2014 - This course was not taught Fall 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>11/14/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>08/12/2014 - This course was not taught Summer 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>07/03/2014 - This course was not taught Spring 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the history of the medium.</p> <p>03/21/2014 - This course was not taught Winter 2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/13/2013 - This course was not taught Fall 2013.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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-</p>	<p>12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p><b>GE/IL-SLO Reflection:</b>            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.</p>	
		<p>08/09/2013 - This course was not taught in Summer 2013</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2012-2013</p> <p><b>Resource Request:</b>            Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b>            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.</p>	<p>08/09/2013 - No changes in assessment are anticipated at this time.</p> <hr/> <p>06/28/2013 - This course was not taught in Spring 2013</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>06/28/2013 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/29/2013 - This course was not taught in Winter 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/29/2013 - No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>12/14/2012 - This course was not taught in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>12/14/2012 - No changes in assessment are anticipated at this time.</p> <hr/>
		<p>08/20/2012 - This course was not taught in Summer 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>08/20/2012 - No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>06/29/2012 - No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/30/2012 - 95% of students succeeded at this task in Winter 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/30/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>
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	<p><b>Assessment Method:</b> A quiz will be given after discussion and reading assignment</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>	<p>07/05/2014 - All students received a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(PHOT)</p> <p><b>Start Date:</b> 04/01/2012</p> <p><b>End Date:</b> 07/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>80% of students will receive a passing grade</p>	<p><b>Resource Request:</b> none at this time</p>	<p>darkroom experience. In the future, we will emphasize this discussion and quiz even more to continue the awareness of safe practices.</p>
		<p>09/07/2012 - 100% of students received a passing grade on this quiz.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> The IL-SLO of "Creative, Critical and Analytical Thinking" is developed in this activity. By reading and discussing the methods and then taking a quiz to apply this knowledge student must use judgment, problem solving and synthesis and evaluation.</p>	<p>12/07/2013 - The safety quiz was very effective. This assessment method will be continued.</p>
		<p>03/18/2012 - Course not offered in 2010-11.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> none at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Course not offered in 2010-11.</p>	<p>09/07/2012 - This quiz was moved to earlier in the course. By emphasizing this critical information, students learned to apply reading, discussion and testing to their actual behavior in the photographic laboratory. It was very successful.</p> <p>03/18/2012 - Applying the knowledge from the reading and lecture to practice in the darkroom is the key to this SLO. The IL of critical thinking must be applied not only in the discussion or test but in performance. I am satisfied for now with student success in this area and will adjust in the next round the quiz the next time this class is taught with a practical aspect. (Class is taught in alternative years)</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>13 - EXPERIMENTAL PHOTOGRAPHY - 2 - Portfolio - A successful students will create a portfolio of photographs exploring the concepts/techniques of experimental. (Created By Department - Photography (PHOT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit a portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric.</p> <p><b>Related Documents:</b> <a href="#">Foothill College Photo Grading Rubric</a></p>	<p><b>07/05/2014 - 80% of the students succeeded</b></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p>	<p>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 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.</p>
		<p>09/07/2012 - 83% of students succeeded (with an "A" or "B" grade) at this task. 100% succeeded with a "C" or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> Students develop their computation skills to build a portfolio, especially in the traditional/digital projects required for this class. They also must practice the "Creative, Critical and Analytical Thinking" skills to make decisions about the project, problem solve through analysis and then in looking at their own and fellow student's work, evaluate and show aesthetic awareness.</p>	<p>12/07/2013 - A portfolio is a good indicator of how the students have integrated the learning from the class and in this class, the assessment was successful. We will continue this assessment method and SLO.</p>
		<p>03/18/2012 - Course not offered in 2010-11.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> none at this time.</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>03/18/2012 - The next time this class is taught, I will discuss earlier the process of problem solving and planning the final. Although students met expectations, they could have more success with a longer and more thoughtful planning process.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Course not offered in 2010-11.	
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))	<p><b>Assessment Method:</b> Cumulative hours gained from work performed during the Open Lab sessions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students will accumulate at least 50% of the number of hours respective to the number of course units required to earn an 'A' grade.</p>	<p>12/09/2013 - This course was not offered in 2012-2013 and has been deactivated.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>04/06/2012 - This course is offered for lab use and the perfecting of lab skills. 60% of students succeeded at this task.</p> <p>-</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> More Lab Time</p> <p><b>GE/IL-SLO Reflection:</b> Reflection: 04/06/2012 - Check-in with students in mid-course to make sure they are aware of the lab success or failures they have had to date with their lab hour. Also, students may need additional lab meeting times, more night openings.</p>	
Course-Level SLO Status: Active			
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))	<p><b>Assessment Method:</b> New approaches and experimentation with technique will be evident during assignment reviews and portfolio critique sessions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will show photographs that</p>	<p>12/09/2013 - This course was not offered in 2012-2013 and has been deactivated.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>04/09/2012 - 60% of students succeeded at this</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>reflects personal incorporation of at least one new approach or technique.</p>	<p>task.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional lab time.</p> <p><b>GE/IL-SLO Reflection:</b> The students who successfully completed the lab hours did well on this assessment. Those that did not complete the needed lab hours did not succeed.</p>	
<p>Department - Photography (PHOT) - PHOT 2 - BLACK &amp; WHITE PHOTOGRAPHY II - 1</p> <p>- Print Creation - A successful student will demonstrate successful creation of photographic prints on a variety of photographic papers matching print quality.</p> <p>(Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit a paper comparison assignment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this assignment meeting expectations according the FH Photography Department Rubric.</p>	<p>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 portfolio.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>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.</p> <p>05/30/2014 - We will continue with this assessment in Spring 2015, when this course is expected to be offered next.</p>
		<p>12/04/2013 - In this course students compared different kinds of fiber-base papers in Project 4. Each student had to print on three different types of paper such that they covered the following types across all three: one or more matte surface; one or more glossy surface; one or more neutral or cold-tone; and one or more warm-tone (for example, 1 warm glossy paper, 1 neutral matte, and 1 neutral glossy would cover the requirements). The print matching project was accomplished well, with 85% earning a grade in the B range. The techniques covered for intermediate printing was adequate to prepare</p>	<p>12/04/2013 - This class is taught once a year. We will continue this SLO/Assessment Method.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students for success in this learning outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> n/a</p> <p><b>GE/IL-SLO Reflection:</b> This SLO is in direct alignment with the "Creative, Critical, and Analytical Thinking" IL-SLO. Students must problem solve the use of diverse materials and then apply what they learn from their own and colleagues results to photographic assignments and projects. They grow in both analysis and creativity with this SLO.</p>	
		<p>09/05/2012 - 90% of students were able to successfully maintain consistent print quality on a variety of photographic papers.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Inconsistent print quality on some of the papers suggests that these students had difficulty judging how to compensate for the unique tonal distinction in each paper type.</p>	<p>09/05/2012 - To address inconsistencies, we'll work to emphasize more careful scrutiny of peculiar paper emulsions during and after printing.</p> <hr/>
<p>Department - Photography (PHOT) - PHOT 2 - BLACK &amp; 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))</p>	<p><b>Assessment Method:</b> Student will submit a portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will succeed at this task meeting expectations according the FH</p>	<p>12/04/2013 - Students were asked to complete a final portfolio of 8-10 photographs that demonstrate a coherent exploration of a theme or concept. Each student applied one or more techniques covered by the course in order to produce a body of work. The group performed very well with the great majority earning excellent marks: of 85% earned a grade in the A range,</p>	<p>12/04/2013 - We exceeded our target and a portfolio is a cornerstone of photographic and arts education. This assessment and SLO will continue with the adjustments from 2011-2012.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Photography Department Rubric.</p>	<p>demonstrating both technical proficiency as well as ample coherence and creative range in the theme explored.</p> <p>With regards to this SLO, an approach that was very useful was as follows: from the very beginning, with each exercise and course project, students were asked to think and produce in terms of coherent visual explorations of an idea or area of exploration. This gave them ample space and time to experiment for themselves and see what can work.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time</p> <p><b>Resource Request:</b> None at this time</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> Building of a portfolio supports the IL-SLO of "Creative, Critical, and Analytical Thinking." Students must combine problem solving with creativity and aesthetic awareness with evaluation. The interaction between student strengthens this correlation.</p> <p><b>GE/IL-SLO Reflection:</b> Building of a portfolio supports the IL-SLO of "Creative, Critical, and Analytical Thinking." Students must combine problem solving with creativity and aesthetic awareness with evaluation. The interaction between student strengthens this correlation.</p> <p><b>GE/IL-SLO Reflection:</b> Building of a portfolio supports the IL-SLO of "Creative, Critical, and Analytical Thinking." Students must combine problem solving with creativity and aesthetic awareness with evaluation. The interaction between student strengthens this correlation.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>strengthens this correlation.</p> <p>09/05/2012 - 90% of students successfully created a portfolio of photographs employing intermediate techniques around a cohesive concept.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Some students struggled with maintaining a strong, cohesive concept in their portfolio.</p>	<p>09/05/2012 - To address deficiencies, we'll take more time to explore successful, published portfolios and reflect, in writing, about how cohesive print quality and conceptual intent serve the overall portfolio.</p> <hr/>
<p>Department - Photography (PHOT) - PHOT 20 - INTRODUCTION TO COLOR</p> <p>PHOTOGRAPHY - 1 - Color Interaction - A successful student will demonstrate knowledge of the principles of the interaction of color. (Created By Department - Photography (PHOT))</p>	<p><b>Assessment Method:</b> Assignment or portfolio photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will produce at least one color photograph that reflects the creative use of the theory of interaction of color.</p>	<p>12/09/2013 - This course was not offered in 2012-2013.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>11/19/2014 - This course was not offered in 2013-14.</p> <hr/> <p>12/09/2013 - We will continue with this assessment method.</p> <hr/>
		<p>04/09/2012 - Project 2 ?Color Strategies? required that students demonstrate a conceptual and creative grasp of color interactions. 18 students submitted work for this project. The average grade for this project was 89%. But 100% of the students were able to produce at least one color photograph that reflects the creative use of the theory of color interaction. So this SLO was a success.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>GE/IL-SLO Reflection:</b> Ample lectures and class discussion that covered the theory of color interaction - plus consideration of many examples of such</p>	<p>12/07/2013 - We will continue this assessment method as it proved successful.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		interaction in the history of creative photography ? allowed the students to succeed in demonstrating a theoretical and creative grasp of this.	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assignment and portfolio photographs.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will produce at least one color photograph that accurately reflects the subject's actual tones.</p>	<p>12/09/2013 - This course was not offered in 2012-2013.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/07/2013 - We will continue this assessment the next time this class is taught.</p>
		<p>04/09/2012 - Every project and the final portfolio required that students analyze and correct photographs for accurate color balance. 100% of students who completed the course were successful in producing at least one color photograph that accurately reflects the subject's actual tones.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>GE/IL-SLO Reflection:</b> Continual practice during class labs under instructor supervision assisted students in becoming successful. Class critiques and instructor evaluations of creative projects also assisted students in understanding better what standards to apply when analyzing a print for color accuracy.</p>	
<p>Department - Photography (PHOT) - PHOT 22 - PHOTOJOURNALISM - 1 - Create Photographs - A successful student will create photographs using knowledge of photographic capture techniques and effective editing skills. (Created By Department - Photography (PHOT))</p>	<p><b>Assessment Method:</b> Portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will complete a portfolio of photographs that demonstrate the above objectives.</p>	<p>11/19/2014 - This course was not offered in 2013-14.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>11/19/2014 - We plan to offer this course in Spring 2014.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 08/31/2013 <b>Course-Level SLO Status:</b> Active		<b>2013.</b> <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	12/09/2013 - We will continue with this assessment method when it is next offered. <hr/>
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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 08/31/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Class discussion and participation. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 75% of students will participate in ethics discussion after lecture.	12/09/2013 - This course was not offered in 2012-2013. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	12/09/2013 - We will continue with this assessment method when the course is next offered. <hr/>
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)) <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 08/30/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Portfolio of photographs <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 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. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2013-2014	05/30/2014 - We will continue with this assessment in Spring 2015, when this course is expected to be offered next. <hr/>
		12/09/2013 - This course was not offered in 2012-2013. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	12/09/2013 - We will continue with the both assessment methods in 2013-2014 <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Photography (PHOT) - PHOT 3 - BLACK &amp; WHITE PHOTOGRAPHY III - 2 - Portfolio - A successful student will create a photographic portfolio whose theme/idea is coherent and consistent, and reflects a clear, personal viewpoint. (Created By Department - Photography (PHOT))</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will present a photographic portfolio that reflects the above objectives.</p> <p><b>Assessment Method:</b> This course was not offered in 2012-2013.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 85% of students will create a photographic portfolio.</p>		
<p>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))</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will complete a project.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this project.</p>	<p>08/12/2014 - 89% of students succeeded on this project in Summer 2014.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p>07/03/2014 - 84% of students succeeded on this project in Spring 2014.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/21/2014 - 92% of students succeeded on this project in Winter 2014.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/13/2013 - 87% of students succeeded on this project in Fall 2013.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>08/09/2013 - 91% of students succeeded on this project in Summer 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b></p>	<p>08/09/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p>03/29/2013 - 90% of students succeeded on this project in Winter 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/14/2012 - 84% of students succeeded on this project in Fall 2012.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>12/14/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		features and their proper use.	
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will create a portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will succeed on this portfolio.</p>	<p>08/12/2014 - 89% of students demonstrated an appropriate skill level for this course in Summer 2014</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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.</p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>
		<p>07/03/2014 - 85% of students demonstrated an appropriate skill level for this course in Spring 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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.</p>	<p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>
		<p>03/21/2014 - 94% of students demonstrated an appropriate skill level for this course in Winter 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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.</p> <p><b>Result:</b> 12/13/2013 - 87% of students demonstrated an appropriate skill level for this course in Fall 2013</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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.</p>	<p>12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p><b>Result:</b> 08/09/2013 - 89% of students demonstrated an appropriate skill level for this course in Summer 2013</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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.</p>	<p>08/09/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p><b>Result:</b> 03/29/2013 - 82% of students demonstrated an appropriate skill level for this course in Winter 2013</p>	<p>03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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.</p>	
		<p>12/14/2012 - 94% of students demonstrated an appropriate skill level for this course in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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.</p>	12/14/2012 - This assessment is working. No changes in assessment are anticipated at this time.
Department - Photography (PHOT) - PHOT 4B - DIGITAL PHOTOGRAPHY II - 1 - Terminology/Software - A successful student will define digital photography terminology and identify intermediate level image editing software features and their proper use. (Created By Department - Photography (PHOT))	<p><b>Assessment Method:</b> Students will complete a project.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed on this project</p>	<p>06/05/2014 - 90% of the students received a grade of an A or higher on their proposal papers.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>03/29/2013 - 92% of students succeeded on this project in Winter 2013</p> <p><b>Result:</b> Target Met</p>	03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.
<b>Assessment Cycles:</b> End of Academic Year			
<b>Start Date:</b> 09/01/2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 08/31/2013 <b>Course-Level SLO Status:</b> Active		<b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> Additional instructional DVDs/Videos <b>GE/IL-SLO Reflection:</b> 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.	
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))	<b>Assessment Method:</b> Students will create a portfolio of photographs <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 03/29/2013 - 88% of students succeeded on this portfolio in Winter 2013 <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> Additional instructional DVDs/Videos <b>GE/IL-SLO Reflection:</b> "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.	03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.
Department - Photography (PHOT) - PHOT 4C - DIGITAL PHOTOGRAPHY III - 1 - Terminology/Features - A successful student will define digital photography terminology	<b>Assessment Method:</b> Students will complete a project. <b>Assessment Method Type:</b> Class/Lab Project	06/05/2014 - 95% of the students received a grade of an A or higher on their projects <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and identify advanced level image editing software features and their proper use. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 80% of students will succeed on this project</p>	<p><b>Target Met</b> <b>Year This Assessment Occurred:</b> 2013-2014</p> <p>06/28/2013 - 87% of students succeeded on this project in Spring 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>06/28/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 08/31/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will create a portfolio of photographs</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will succeed on this portfolio</p>	<p>06/05/2014 - 95% of the students received a grade of an A or higher on their portfolios</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>06/28/2013 - 98 % of students succeeded on this portfolio in Spring 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> "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</p>	<p>06/28/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		IL-SLO.	
Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 1 - Light/Color/Composition - A successful student will create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas. (Created By Department - Photography (PHOT))	<p><b>Assessment Method:</b> Students will print a portfolio of photographs using the skills they have learned in the class.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will submit an acceptable portfolio.</p>	<p>07/05/2014 - 80% of students submitted an acceptable portfolio</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p>	<p>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.</p>
<b>Assessment Cycles:</b> End of Academic Year			
<b>Start Date:</b> 09/25/2011			
<b>End Date:</b> 06/29/2012			
<b>Course-Level SLO Status:</b> Active			
		<p>05/05/2014 - 85% of student succeeded at this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p>	<p>05/05/2014 - Continue to use this task to expand students' skills.</p>
		<p><b>GE/IL-SLO Reflection:</b> This requires the skills of the GELO and IL-SLO of Creative, Critical, and Analytical Thinking.</p> <p>01/23/2014 - 87% of students submitted an acceptable portfolio.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none.</p>	<p>01/23/2014 - We will continue teaching this skill and process as we have been doing.</p>
		<p><b>GE/IL-SLO Reflection:</b> 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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>of the aspects of this IL.</p> <p>10/14/2013 - 76% of students submitted an acceptable portfolio.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> "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. As a General Education class in the Humanities, the communication of complex ideas through images supports the rich learning and the connection with the history of the medium.</p>	<p>12/07/2013 - The department will look at the rubric to define/quantify "acceptable" portfolio at this level and work to share that with the students earlier in the quarter for greater success at this SLO.</p> <hr/>
		<p>09/09/2012 - 87% of students are submitting an acceptable portfolio (C grade or above).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Using the skills leaned in the class and applying techniques of photography involves problem solving through analysis, synthesis and evaluation, creativity and aesthetic awareness to align this SLO with the ILO of "Creative, Critical, and Analytical Thinking."</p>	<p>09/09/2012 - Generally, since the portfolio is the largest project of the quarter, submitting this assignment with an acceptable portfolio is essential to success in this class. Each quarter we have fine-tuned the class materials to help students prepare for this project starting with the syllabus and each of the chapters. We will continue to refine the skill building and printing preparation in future quarters.</p> <hr/>

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

**Assessment Method:**  
Students will write a paper on a photographer or style of photography.  
**Assessment Method Type:**  
Research 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

05/05/2014 - We will continue to use Turnitin and emphasize using library assistance tools in the development of the bibliography. The module on

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/25/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 80% of students will submit an acceptable paper.</p>	<p>been some improvement in this assignment. Also added has been a module on the Foothill College Academic Integrity Pledge.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> This assignments supports the GELO and IL -SLO of Communication and Community/Global Consciousness and Responsibility.</p> <p><b>GE/IL-SLO Reflection:</b> This assignments supports the GELO and IL -SLO of Communication and Community/Global Consciousness and Responsibility.</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> The ILOs of both Communication and Community/Global Consciousness and Responsibility are both supported by the</p>	<p>the Foothill College Academic Integrity Pledge will also be continued.</p> <hr/> <p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>research, writing and discussion that occurs with the assignment.</p> <p>10/14/2013 - 80% of students submitted a paper a "C" or better paper. In the end of quarter reflections, many felt that learning about the lives and contributions of photographers expanded their knowledge significantly.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of writing and sharing the papers.</p>	<p>12/07/2013 - We will continued work on improving student performance on this task by more discussion on the paper and faculty and/or peer feedback. The addition of Turnitin as a tool for both plagiarism detection/deterrence and as a feedback mechanism for grammar will also improve the usefulness of this assessment method.</p> <hr/>
		<p>09/09/2012 - 81% of students submitted an acceptable paper.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the ILO's of "Communication" and "Community/Global Consciousness and Responsibility." Writing about a photographer from a diverse list of recognized photographers, applying what they have learned about photography to their writing and reading and commenting on each other's papers strengthens students' analytical reading and writing skills. The range of photographers that are discussed and students giving helpful feedback to other students increases their</p>	<p>09/09/2012 - Students need support in choosing relevant photographers and in preparing an appropriate paper. This year, the support from the library with information about avoiding plagiarism and proper bibliography development was very helpful. We will continue to use such support material and emphasize student to student feed-back in future classes.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		social perceptiveness and sensitivity.	
Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 1 - Light/Color/Composition/Reflection - A successful student will create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas and reflect on this process. (Created By Department - Photography (PHOT))	<p><b>Assessment Method:</b> Students will create a print portfolio or digital slideshow of photographs using the skills they have learned in the class and reflect on the skills illustrated by the photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will submit an acceptable portfolio.</p>		
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/05/2014</p> <p><b>End Date:</b> 07/05/2016</p>			
<p><b>Course-Level SLO Status:</b> Active</p> <p>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))</p>	<p><b>Assessment Method:</b> Student will perform an Exposure Index test with confirmation roll. (This class is offered every 3 years)</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will do this successfully</p>	<p>12/09/2013 - This course was not offered in 2012-13.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/09/2013 - We will continue with this assessment method when the course is next offered.</p>
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Photography (PHOT) - PHOT 51 - ZONE SYSTEM PHOTOGRAPHY - 2 - Portfolio - A successful student will create a portfolio of photographs exhibiting mastery of the concepts/techniques of zone system photography. (Created By Department - Photography (PHOT))</p>	<p><b>Assessment Method:</b> 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)</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of student will be successful.</p>	<p>12/09/2013 - This course was not offered in 2012-13.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/09/2013 - We will continue with this assessment method when this course is next offered.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 09/25/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will submit a portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric.</p> <p><b>Related Documents:</b> <a href="#">Foothill College Photo Grading Rubric</a></p>	<p>04/10/2013 - 90% of students succeeded in creating their portfolio to support their career/photographic goals.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> The students' experience and learning of building a portfolio supports our ILO's of "Communication," "Creative, Critical, and Analytical Thinking" and "Community/Global Consciousness and Responsibility."</p>	<p>04/10/2013 - We will continue the techniques in building a portfolio when this class is taught again in 2015.</p>
		<p>09/09/2012 - Not offered in 2011-2012.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to make portfolios that show skills in both ideas, concepts and technical aspects of the methods learned throughout their studies in photography. They had to use the IL of Creative, Critical, and Analytical Thinking in planning and executing this major project. They also had to develop their skills in Communication using visual material to share information in a clear and concise manner. (Class is taught in alternative years)</p>	<p>09/09/2012 - We will be teaching this in 2012-13 and applying what we learned in 2010-2011.</p>
		<p>03/26/2012 - Students succeeded 90% of time.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>03/26/2012 - Students in this capstone course still come with a range of experiences and abilities. The importance of bringing together</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2010-2011</p> <p><b>Resource Request:</b> none at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to make portfolios that show skills in both ideas, concepts and technical aspects of the methods learned throughout their studies in photography. They had to use the IL of Creative, Critical, and Analytical Thinking in planning and executing this major project. They also had to develop their skills in Communication using visual material to share information in a clear and concise manner. (Class is taught in alternative years)</p> <p><b>Related Documents:</b>  <a href="#">Foothill College Photo Grading</a>  <a href="#">Rubric</a> </p>	<p>their best work to help them meet their goals in photography and to have them understand how to do this again in the future is essential. In the future we should continue to emphasize excellence in all work included in the portfolio and continue to clarify the steps of portfolio development.</p> <hr/>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 75% of students will show significant improvement in their critiquing methods.</p>	<p>04/10/2013 - 90% of students showed an improvement in their critiquing methods.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the ILO of "Communication" and "Creative, Critical, and Analytical Thinking." Students grow in visual communication and speaking about each other's work. They must exhibit both creativity and depth of thinking in this process.</p> <p>09/09/2012 - This class is not offered in 2011-12.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>04/10/2013 - Students grew through the exercises, readings and practice in giving and receiving feedback. For the next time the class is offered, I would like to expand this work both in the depth of the feedback given and skills in receiving and using feedback by expanding the exercises and time given to practice these skills.</p> <hr/> <p>09/09/2012 - We will apply what we learned in 2010-11 when this is taught in 2012-13.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p><b>Resource Request:</b> None.</p> <p><b>GE/IL-SLO Reflection:</b> Student's ability to communicate ideas in both spoken and written language is practiced here, tying this to the Communication IL and their thoughtfulness of fellow students and sensitivity to cultural differences in the discussions and critiques are enhanced supporting the Community/Global Consciousness and Responsibility IL.</p> <p>03/26/2012 - 80% of students improved in their ability to critique work and give/receive feedback.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> none at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Student's ability to communicate ideas in both spoken and written language is practiced here, tying this to the Communication IL and their thoughtfulness of fellow students and sensitivity to cultural differences in the discussions and critiques are enhanced supporting the Community/Global Consciousness and Responsibility IL.</p>	<p>03/26/2012 - Students have a difficult time giving feedback and receiving feedback. Through the class this is discussed in a number of ways and handouts are given and reviewed on methods of talking about artwork. Much depends on the individuals in the group and their willingness to stretch and share. The next time this class is taught, I would do more small group practice of feedback and utilize notetakers to capture comments and check for clear communication.</p>
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))	<p><b>Assessment Method:</b> Successful participation in exhibition including preparation and display of artwork and cooperative planning and execution of event.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>07/10/2013 - 100% of students completed this goal. You can see the results of their final exhibition here: <a href="http://foothillphoto57.weebly.com/">http://foothillphoto57.weebly.com/</a></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>07/10/2013 - The plan is to continue this successful process.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 09/25/2011 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 90% of students will participate in three different events during the quarter and assist with a different aspect of each event.	<b>Resource Request:</b> none at this time <b>GE/IL-SLO Reflection:</b> Supports the ILO of "Creative, Critical, and Analytical Thinking" and "Community/Global Consciousness and Responsibility" both in the skills to create the exhibition and working together.	09/09/2012 - Class was not offered in 2011-12. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> None. <b>GE/IL-SLO Reflection:</b> Planning an exhibition with a full class of other students requires much judgement, decision making and problem solving through analysis. Students must work together and also practice respect, empathy and sensitivity. This SLO aligns well with the "Creative, Critical, and Analytical Thinking" and "Community/Global Consciousness and Responsibility" ILOs.
		10/21/2011 - This has been once again a very effective SLO. Students are responsible for the outcome of the events and both have a pride in their work and in their cooperative organization of the events. You can see a slide show from their final exhibit at <a href="http://www.photocentral.org/21Perspectives/">http://www.photocentral.org/21Perspectives/</a> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Continued support for classes. <b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking is	04/05/2012 - I would continue and further emphasize the equal responsibility of all students in the success of the exhibitions and events. I will expand the types of events for different career goals in the next cycle.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>required to sequence, install and organize an exhibition especially with a large groups of students of various levels and backgrounds. They definitely grew in planning and problem solving. Community/Global Consciousness and Responsibility was expanded as we had to deal with respect of others opinions and empathy for fellow students. The exhibitions also served as community service.</p> <p><b>Related Documents:</b>  <a href="#">21 Perspectives Exhibition Card</a></p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  Review of portfolio with record of support materials.</p> <p><b>Assessment Method Type:</b>  Portfolio Review</p> <p><b>Target for Success:</b>  80% of students will complete portfolio with resume, website and business card.</p>	<p>07/10/2013 - 90% of students completed this goal with skill.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2012-2013</p> <p><b>Resource Request:</b>  none at this time</p> <p><b>GE/IL-SLO Reflection:</b>  This supports the ILOs of Communication and Computation calling for student to calculate, design, and write the support materials.</p>	<p>07/10/2013 - This is a very useful and effective goal. With current technology, it is possible to make very professional materials at an affordable price and we will continue this.</p> <hr/> <p>09/09/2012 - Class not offered in 2011-12.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2011-2012</p> <p><b>Resource Request:</b>  None.</p> <p><b>GE/IL-SLO Reflection:</b>  Communication is supported in the creation of practical written support material for the portfolio and the students' goals. Computation comes in with the development of websites and use of various computer</p>
			<p>09/09/2012 - This course will be offered in 2012-13. We will apply what we learned from 2010-11.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>programs to create the professional materials.</p> <p>10/21/2011 - All students had a portfolio with most required materials; 90% had all materials professionally presented. In future, I would like to address development of website and support materials sooner and have hands-on in a computer lab to work on some of these materials.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Continued support for classes.</p> <p><b>GE/IL-SLO Reflection:</b> Communication is supported in the creation of practical written support material for the portfolio and the students' goals. Computation comes in with the development of websites and use of various computer programs to create the professional materials.</p>	<p>09/09/2012 - This course will be offered in 2012-13. We will apply what we learned from 2010-11.</p> <hr/> <p>04/05/2012 - In future cycles I will emphasize the skills to develop the support materials earlier and with more hand-on exercises.</p> <hr/>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will attend and actively participate in class sessions.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>04/05/2012 - About 85% of students participate fully in class sessions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Students develop their skills at Creative, Critical, and Analytical Thinking in the discussions and open learning that happens in this short intensive photography experience.</p>	<p>04/05/2012 - I have taught this class as a 16x20 large printing class in the darkroom for the last two cycles. It went much smoother this time in that I and the lab manager could anticipate challenges of a mechanical nature. Students' time was used effectively for maximum hands-on experiences. Students participating in the class sessions and getting and understanding the preparation necessary was very helpful. I would emphasize this in the next cycles of this class.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit either a small group of photographs or written assignment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>04/05/2012 - 95% of students succeeded in this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continued support for classes.</p> <p><b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking is needed and practiced to create a group of photographs using advanced techniques.</p>	<p>04/05/2012 - This was a successful cycle and we will continue with similar learning experiences.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will attend and actively participate in class sessions.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>04/09/2012 - 90% of students succeeded at this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional Lab Time</p> <p><b>GE/IL-SLO Reflection:</b> The IL-SLO of "Creative, Critical, and Analytical Thinking" is expanded by the work in deep exploration of a photographic concept with fellow student.</p>	<p>12/07/2013 - We will continue this assessment method in future.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit either a small group of photographs or written assignment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>04/09/2012 - 87% of students succeeded at this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional Lab Time</p> <p><b>GE/IL-SLO Reflection:</b> The IL-SLO of "Creative, Critical, and</p>	<p>12/07/2013 - We will continue this task and assessment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Analytical Thinking" is supported by this project. Judgment and decision making as well as synthesis and evaluation are required in creating an independent project.	
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))	<p><b>Assessment Method:</b> Student will attend and actively participate in class sessions.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>12/09/2013 - This course was not offered in 2012-13.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/09/2013 - We will continue with this assessment method when this course is next offered.</p>
<b>Course-Level SLO Status:</b> Active			
Department - Photography (PHOT) - PHOT 68C - STUDIO LIGHTING TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	<p><b>Assessment Method:</b> Student will submit either a small group of photographs or written assignment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>12/09/2013 - This course was not offered in 2012-13.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/09/2013 - We will continue with his assessment when the course is next offered.</p>
<b>Course-Level SLO Status:</b> 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))	<p><b>Assessment Method:</b> Student will attend and actively participate in class sessions.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>12/09/2013 - This course was not offered in 2012-13.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/09/2013 - We will continue with this assessment method when the course is next offered.</p>
<b>Course-Level SLO Status:</b> 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	<p><b>Assessment Method:</b> Student will submit either a small group of photographs or written assignment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b></p>	<p>12/09/2013 - This course was not offered in 2012-13.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>12/09/2013 - We will continue with this assessment method when the course is next offered.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(PHOT)	80% of students will succeed at this task	2012-2013	
<b>Course-Level SLO Status:</b> 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))	<p><b>Assessment Method:</b> Student will attend and actively participate in class sessions.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking SLO was supported in the discussion and experience offered by this class.</p>	<p>04/04/2012 - Students performed above the target. No changes in assessment anticipated.</p>
<b>Course-Level SLO Status:</b> Active			
Department - Photography (PHOT) - PHOT 68E - LECTURE TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT))	<p><b>Assessment Method:</b> Student will submit either a small group of photographs or written assignment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking SLO was supported in the discussion and experience offered by this class.</p>	<p>04/04/2012 - Students performed above the target. No changes in assessment anticipated.</p>
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will submit either a small group of photographs or written assignment.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this task</p>	<p>12/08/2010 - 97 % of students succeeded at this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking SLO was supported in the discussion and experience offered by this class.</p>	<p>04/04/2012 - Students performed above the target. No changes in assessment anticipated.</p> <hr/>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful completion of a photographic book.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> That 80% are able to create a book where Images, text and construction create a unified and effective whole.</p>	<p>03/26/2012 - 95% of students succeeded in creating a successful photographic book.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This is one of the SLO where all of the IL-SLO's are active and interacting. Using communication through discussion and through the book; using computation for the technical aspects of the book; exercising Creative, Critical, and Analytical Thinking in the synthesis of text, images and sequencing as well as the creativity of new creation; and lastly expanding their Community/Global Consciousness and Responsibility as they create something lasting and support their fellow students in similar achievement.</p> <p>10/21/2011 - 90% of students were able to create their book by the deadline and exhibited a clear understanding and use of the concepts introduced in the class.</p> <p><b>Result:</b></p>	<p>04/05/2012 - I will continue the structure of the class and the exercises in the next cycle.</p> <hr/> <p>04/05/2012 - In the next cycle, I will continue the mix of exercises that built the skills needed for this final project. I will also continue to emphasize skill acquisition for the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> none at this time.</p>	<p>mix of expression and techniques needed to create the books.</p> <hr/>
<p>Department - Photography (PHOT) - PHOT 71 - THE PHOTOGRAPHIC BOOK - 2 - Software/Hardware - A successful student will demonstrate ability to use electronic imaging software and hardware to create a publication. (Created By Department - Photography (PHOT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will use a pool of images to create sample pages in a print-on-demand book.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will successfully present the required assignment.</p>	<p>04/05/2012 - 80% of students succeeded at this assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Student develop their Computation skills in using technology and computers for this task.</p>	<p>04/05/2012 - Despite the advisory on this class and the fact that many students have taken a number of computer classes, this was a challenging assignment for some students. I will consider working in teams for the next round and grouping more technically able with more computer challenged students.</p> <hr/>
<p>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))</p> <p><b>Start Date:</b> 09/25/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will prepare a portfolio showing skills in composition and design.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will succeed.</p> <p><b>Related Documents:</b> <a href="#">Foothill College Photo Grading Rubric</a></p>	<p>05/06/2014 - 90% of the students succeeded in this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p>11/07/2013 - 90% of students succeeded.</p> <p><b>Result:</b></p>	<p>05/06/2014 - Continue the emphasis on developing design skills and applying them to creation of a body of work.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> none at this time</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> Students exhibited the mastery of the ILO of "Creative, Critical and Analytical Thinking" by the creation of their portfolio. They had to use judgment and decision making, intellectual curiosity, and problem solving through analysis, synthesis and evaluation. They especially exhibited creativity and aesthetic awareness both in their production of a portfolio and their support and feedback to their fellow students.</p> <p><b>GE/IL-SLO Reflection:</b> The focus on different compositional techniques and photographic design made a significant difference in the quality of the final portfolios. We will continue this assessment method in future classes.</p>	<p>11/07/2013 - The focus on different compositional techniques and photographic design made a significant difference in the quality of the final portfolios. We will continue class plan and this assessment method in future classes.</p> <hr/>
		<p>09/09/2012 - 90% of students succeeded in creating a successful portfolio.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Students exhibited the mastery of the ILO of "Creative, Critical and Analytical Thinking" by the creation of their portfolio. They had to use judgment and decision making, intellectual curiosity, and problem solving through analysis, synthesis and evaluation. They especially exhibited creativity and</p>	<p>09/09/2012 - We will continue the work in developing awareness of composition and photographic design with continuing to fine-tune the lecture modules and exercises on design and learning from student feedback.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		aesthetic awareness both in their production of a portfolio and their support and feedback to their fellow students.	
<p>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))</p> <p><b>Start Date:</b> 09/25/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes will test students understanding of the software.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of students will pass the quizzes.</p>	<p>05/06/2014 - 85% of student passed the quizzes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>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.</p>
		<p>11/07/2013 - 90% of students passed the quizzes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> none at this time</p> <p><b>Resource Request:</b> none at this time</p> <p><b>Resource Request:</b></p>	<p>11/07/2013 - As these quiz results were also supported by the midterm and final results, we will continue the current class plan.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>none at this time</p> <p><b>GE/IL-SLO Reflection:</b> Learning and implementing Adobe Photoshop Lightroom requires the solving of complex problems, deepening of technology skills, computer proficiency and extensive decision analysis (synthesis and evaluation).</p> <p><b>GE/IL-SLO Reflection:</b> Learning and implementing Adobe Photoshop Lightroom requires the solving of complex problems, deepening of technology skills, computer proficiency and extensive decision analysis (synthesis and evaluation).</p> <p><b>GE/IL-SLO Reflection:</b> Learning and implementing Adobe Photoshop Lightroom requires the solving of complex problems, deepening of technology skills, computer proficiency and extensive decision analysis (synthesis and evaluation).</p> <p>09/09/2012 - 92% of students passed the quizzes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> This SLO is in alignment with the Computation ILO. Student using Adobe Photoshop Lightroom must solve complex problems, gain technological skills, computer proficiency and apply reasoning.</p>	<p>09/09/2012 - The quizzes met the goal to help students stay on task with outside class reading and practice with the program. As the class is developed into its fully online version, the quizzes will be made more rigorous. This will help both on campus and online students.</p>
Department - Photography (PHOT) - PHOT 74A - STUDIO PHOTOGRAPHY	<p><b>Assessment Method:</b> Final Exam</p>	05/30/2014 - 100% of students passed this exam with over 75% correct answers. This continues to	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>TECHNIQUES I - 1 - Equipment - Student will identify various studio lighting equipment together with their specific use and purpose. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2011</p> <p><b>End Date:</b> 08/31/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will correctly identify 75% of studio lighting equipment and its specific use and purpose.</p>	<p>be a good way to measure one aspect of student knowledge of studio equipment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>05/30/2014 - We will continue with this assessment in Fall 2014.</p> <hr/>
		<p>10/14/2013 - All students on average scored 79% correct.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/09/2013 - We will continue with this method of assessment.</p> <hr/>
		<p><b>GE/IL-SLO Reflection:</b> This assessment method remains a good indicator of student retention of equipment nomenclature and its intended use.</p>	
		<p>09/17/2012 - On the Final Exam, students scored on average 85%, exceeding the targeted score.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>12/09/2012 - Continue with this assessment.</p> <hr/>
		<p><b>GE/IL-SLO Reflection:</b> Some exam questions asked students to employ mathematical expressions and pathway solutions (P2). Calculations were required for asymmetrical and proportional distribution of light power (C3).</p>	
<p>Department - Photography (PHOT) - PHOT 74A - STUDIO PHOTOGRAPHY</p> <p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>	<p><b>Assessment Method:</b> Assignments and portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will produce at least one photograph that clearly shows an object as having 3D properties.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 09/01/2011 <b>End Date:</b> 08/31/2012 <b>Course-Level SLO Status:</b> Active		<p>10/14/2013 - 100% of students produced a photograph that demonstrated the skill necessary to render objects in a 3D manner.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2012-2013</p> <p><b>GE/IL-SLO Reflection:</b>            Critical Thinking            1. Knowledge-Students demonstrated understanding of the principles involved with lighting objects in a 3D manner. It has been easier to discuss these results with simple forms, such as are used in the white cube assignment.</p>	<p>12/09/2013 - We will continue with this method of assessment.</p> <hr/>
		<p>09/17/2012 - Every student (100%) produced a photograph that met this target. However, this was accomplished in work group environment, where a student may or may not have fully shown their individual ability to produce this type of photograph. Because of limitations of time and lack of sufficient room in the Studio for each student to have their own workstation, it would be better if there were more available access times, including weekends. Students could then work on projects that fully tested their individual understanding of lighting concepts.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2011-2012</p> <p><b>Resource Request:</b></p>	<p>12/09/2012 - Create an assignment that must be completed by the individual student, outside of a collaborative group environment.</p> <hr/> <p>12/09/2012 - Encourage students to take advantage of Open Studio sessions and practice on an individual basis so that they may better test their level of skill acquisition outside of a collaborative group environment.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Additional paid/qualified staffing for weekend access.</p> <p><b>GE/IL-SLO Reflection:</b> Students must develop a logical solution pathway when setting up studio lighting in order to achieve a certain effect (P2).</p> <p>Students apply formulas and theories to real world lighting problems, including physical laws of light and optics (C1).</p>	
<p>Department - Photography (PHOT) - PHOT 74B - STUDIO PHOTOGRAPHY</p> <p>TECHNIQUES II - Portfolio - Students will choose a theme and create a portfolio that is comprised of 8-10 images which reflect a focus on a specific area of studio photography, i.e., portraiture, still-life, product, editorial, wedding, etc. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/21/2015</p> <p><b>End Date:</b> 06/30/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Review of portfolios to ensure that students have focused on a specific area of studio photography.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 80% of students will have submitted a portfolio with a specific area of focus.</p>		
<p>Department - Photography (PHOT) - PHOT 74B - STUDIO PHOTOGRAPHY</p> <p>TECHNIQUES II - Mastery of Studio Technique - Students will master at least one studio technique and demonstrate its creative application within the content of the portfolio (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/21/2015</p> <p><b>End Date:</b></p>	<p><b>Assessment Method:</b> The majority of the portfolio images shall reflect the mastery of the chosen studio technique.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 75% of students will have accomplished this objective.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>06/30/2016</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will create a small group of work or a short paper to illustrate this skill. (This class is offered in alternative years.)</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed.</p>	<p>11/19/2014 - This course was not offered in 2013-14.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>12/05/2013 - For this field studies course, the chosen topic was "Urban Ruins." There were six meetings. The first introductory session involved a lecture on technical approaches to landscape photography, plus a lengthy slide show and class discussion that engaged with the theme of urban landscapes and the ruination of time, and how each can intersect in compelling photographic practice. Ultimately the theme of the course touches on how historical legacies hover over our understanding and experience of human community. After this first session followed a total of four field trips, each one engaging with a distinct site relating to ruinous locales in our urban environment (Sutro Baths, Brisbane Railyard, Alcatraz, 16th St Station in Oakland and Mare Island in Vallejo). Between each field trip students engaged in online activities: preparing images, posting them to the online forum, viewing peer work, offering feedback, and reviewing feedback from others.</p> <p>This structure led to a well-prepared sixth and final session: critique of a final set of printed photographs meant to represent the best of what each student achieved during the course. In this class, 90% of the students earned an A-level grade. 10% earned a C or lower due to their inability to complete all course requirements. The format and structure of the course appears successful in preparing the students to accomplish</p>	<p>12/05/2013 - This class which is taught in alternative years, will continue in the same manner due to it reaching the goals of this SLO.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>their learning outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> none</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> The IL-SLO of Creative, Critical, and Analytical Thinking was fully engaged in this SLO and Assessment. Students had to take practical action in the field, apply their learning to their and their colleagues photographs and improve their work based on peer and faculty feedback. Particularly judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity and aesthetic awareness were activated in these activities.</p> <p><b>GE/IL-SLO Reflection:</b> The IL-SLO of Creative, Critical, and Analytical Thinking was fully engaged in this SLO and Assessment. Students had to take practical action in the field, apply their learning to their and their colleagues photographs and improve their work based on peer and faculty feedback. Particularly judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity and aesthetic awareness were activated in these activities.</p> <p>04/05/2012 - 95% of students created a small group of work from the last cycle of this class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>04/05/2012 - This class was taught as a field study in the Carmel/Monterey area. After a full evening of looking at work by the Masters of California Photography</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking is expanded by translating learning into a photographic project.</p>	<p>and discussing the photographic challenges of the area, we spent a weekend photographing and visiting galleries feature art of both masters and current photographers. In the next cycle, I would continue both the informational and practical aspects of the class. The quality of the work was high and the degree of learning significant.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will attend and actively participate in class sessions.(This class is offered in alternative years.)</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of students will succeed at this task.</p>	<p>12/05/2013 - 90% of students were able to attend and actively participate in class sessions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> The IL-SLO of Creative, Critical, and Analytical Thinking was fully engaged in this SLO and Assessment. Through discussion, critique and engagement, students learned to verbalize their thinking and their opinions.</p>	<p>12/05/2013 - This class is offered in alternative years. We will continue this assessment since it is effective and helps students to deepen their proficiency in photography.</p>
		<p>04/05/2012 - 95% of students succeeded in this assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking was expanded by the active participation of students in both in class and in the field experiences.</p>	<p>04/05/2012 - Students were enthusiastic and fully engaged in both the classroom and field sessions. I would continue this in the next cycle.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Photography (PHOT) - PHOT 78B - SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY - 1 - Explore/Develop - A successful student will explore a new topic, develop skills and time on task to deepen skills in photography and will create a small group of work or a short paper to illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Photography (PHOT) - PHOT 78B - SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - A successful student will assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>		
<p>Department - Photography (PHOT) - PHOT 78C - DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore Contributions - Student will create a small group of</p>	<p><b>Assessment Method:</b> Portfolio of photographs or a research paper.</p> <p><b>Assessment Method Type:</b></p>	<p>11/19/2014 - This course was not offered in 2013-14.</p> <p><b>Result:</b> Target Not Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will produce photographs or a research paper.</p>	<p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>12/09/2013 - All students were able to produce a small body of photographs that demonstrated engagement with a photographer.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to draw inferences and meaning from the works of other recognized documentary photographers. Using critical thinking skills, they were able to learn about and put to use similar visual language in their own photographs.</p>	<p>12/09/2013 - We will continue with this means of assessment.</p>
		<p>04/06/2012 - 93% of students succeeded at this task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional Lab Time</p> <p><b>GE/IL-SLO Reflection:</b> Have in-progress critiques of students projects to insure successful results.</p>	

Department - Photography (PHOT) - PHOT 78C - DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY - 2-Incorporate New Street Shooting Technique - Student will explore and use a new photographic technique that improves his/her chances of success when photographing subjects in "the street." (Created By Department - Photography (PHOT))

**Assessment Cycles:**  
End of Academic Year

**Assessment Method:**  
A student will demonstrate the newly acquired street shooting technique to the instructor and/or class, accompanied by photographic examples.

**Assessment Method Type:**  
Presentation/Performance

**Target for Success:**  
75% of students will complete this assessment.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 09/20/2015 <b>End Date:</b> 06/30/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Portfolio of photographs or a written paper. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 90% of students will submit a portfolio or written paper.	<b>11/19/2014 - This course was not offered in 2013-14.</b> <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 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 photographer or research and write a short paper responding to the work of a photographer or artistic movement. (Created By Department - Photography (PHOT))	<b>Assessment Method:</b> Portfolio of photographs or a written paper. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 90% of students will submit a portfolio or written paper.	<b>12/09/2013 - This course was not offered in 2012-2013.</b> <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	12/09/2013 - We will continue with this assessment method when the course is next offered.
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 08/31/2013 <b>Course-Level SLO Status:</b> Active	<b>Start Date:</b> 09/17/2012 - The target was met with 92% of students producing a group of photographs inspired by the exhibitions we visited and photographers we met. The enthusiasm generated from the exposure to and meeting various photographers resulted in an exhibition of photographs produced by workshop students. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Through various formal and informal discussions held during and after exhibition viewings, students were able to draw inferences and meaning from non-verbal communication and synthesize information from a variety of sources. Students also recognized the different cultural values presented in a variety of media by the exhibiting artists. In making their own photographs, the students used the	<b>12/09/2012 - Continue with this assessment method.</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		conventions and language of photography to synthesize the wide range of ideas they had been exposed to.	
	<p><b>Assessment Method:</b> A portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 75% of students will complete this assessment.</p>		
<p>Department - Photography (PHOT) - PHOT 78D - MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY - 2-Exhibition Review - Student will write a critical review/analysis of a specific exhibition with the intention of publishing said review. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/20/2015</p> <p><b>End Date:</b> 06/29/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will write an article that critically reviews a specific exhibition in the style meant for publication in the popular media.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 75% of students will meet this target.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio of photographs or a written paper.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will submit a portfolio of images or a written paper.</p>	<p>11/19/2014 - This course was not offered in 2013-14.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>12/09/2013 - This course was not offered in 2012-2013.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/09/2013 - We will continue with this assessment when the course is next offered.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>04/09/2012 - With 25 students submitting final portfolios for this course, the average grade was 94%. The portfolios demonstrated a deepening of photographic thinking and skills that led to innovative and compelling creative work.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> The field trip demos, advisement, and class discussions of work were adequate to allow for student success.</p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio or a written paper.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will submit a portfolio of photographs or a written paper.</p>	<p>12/09/2013 - This course was not offered in 2012-2013.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>04/09/2012 - With 25 students submitting final portfolios for this course, the average grade was 94%. The portfolios demonstrated a strong grasp of what creative and technical possibilities exist for our topic, considering contributors from diverse cultures and backgrounds.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> The discussions and critiques were adequate to allow for student success.</p>	<p>12/09/2013 - We will continue with this assessment method when the course is next offered.</p>
<p>Department - Photography (PHOT) - PHOT 8 - PHOTOGRAPHY OF MULTICULTURAL AMERICA - 1 - Photo Analysis - A successful student will identify the photographic process, describe the visual</p>	<p><b>Assessment Method:</b> Student will submit a written photo analysis.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b></p>	<p>08/12/2014 - 90% of students in all sections succeeded at this task in Summer 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>elements, and interpret the meaning of a photograph. (Created By Department - Photography (PHOT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>80% of students will succeed at this task.</p>	<p>2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	
		<p>07/03/2014 - 93% of students in all sections succeeded at this task in Spring 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/21/2014 - 91% of students in all sections succeeded at this task in Winter 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b>            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.</p> <p><b>12/13/2013 - 89% of students in all sections succeeded at this task in Fall 2013</b></p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2013-2014</p> <p><b>Resource Request:</b>            Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b>            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.</p>	<p><b>12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.</b></p> <hr/>
		<p><b>08/09/2013 - 95% of students succeeded at this task in Summer 2013</b></p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2012-2013</p> <p><b>Resource Request:</b>            Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b>            GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a</p>	<p><b>08/09/2013 - This assessment is working. No changes in assessment are anticipated at this time.</b></p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/29/2013 - 90.5% of students in 2 sections succeeded at this task in Winter 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/14/2012 - 88.5% of students in 2 sections succeeded at this task in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>12/14/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>experience and a connection with the history of the medium.</p> <p>08/20/2012 - 92% of students succeeded at this task in Summer 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>GE/IL-SLO Reflection:</b> 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 the rich learning and the connection with the history of the medium.</p>	<p>08/20/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>
		<p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p>	<p>06/29/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b>            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.</p> <p><b>Result:</b>            03/30/2012 - 90 % of students succeeded at this task in Winter 2012</p> <p><b>Target Met:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2011-2012</p> <p><b>Resource Request:</b>            Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b>            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.</p>	<p><b>03/30/2012 - This assessment is working. No changes in assessment are anticipated at this time.</b></p>
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))	<p><b>Assessment Method:</b>            Student will take a test or quiz.</p> <p><b>Assessment Method Type:</b>            Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>            80% of students will succeed at this test or quiz.</p> <p><b>Course-Level SLO Status:</b>            Active</p>	<p><b>08/12/2014 - 88% of students succeeded at this test or quiz in Summer 2014</b></p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2013-2014</p> <p><b>Resource Request:</b>            Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b>            GE/IL-SLOs of Community/Global Consciousness and Responsibility and</p>	<p><b>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</b></p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>07/03/2014 - 91% of students succeeded at this test or quiz in Spring 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/21/2014 - 94% of students succeeded at this test or quiz in Winter 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b> Additional instructional DVDs</p> <p><b>Resource Request:</b> Additional instructional DVDs</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>Result:</b> 12/13/2013 - 90% of students in all sections succeeded at this test or quiz in Fall 2013</p> <p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b></p>	<p>12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Additional instructional DVDs</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	
		<p>08/09/2013 - 96% of students succeeded at this test or quiz in Summer 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/09/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/> <p>03/29/2013 - 89.5% of students in 2 section succeeded at this test or quiz in Winter 2013</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.
		<p>12/14/2012 - 88% of students in 2 sections succeeded at this test or quiz in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	12/14/2012 - 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
		<p>awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.</p> <p>08/20/2012 - 92% of students succeeded at this test or quiz in Summer 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Video</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/20/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on</p>	<p>06/29/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>Result:</b> 03/30/2012 - 93% of students succeeded at this test or quiz in Winter 2012</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>04/04/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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))	<p><b>Assessment Method:</b> Student will submit a written photo analysis.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will succeed at this task.</p>	<p>08/12/2014 - This course was not taught in Summer 2014</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>
		<p>07/03/2014 - 95% of students succeeded at this test or quiz in Spring 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>07/13/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>history of the medium.</p> <p>08/09/2013 - This course was not taught in Summer 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.</p>	<p>08/09/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>03/29/2013 - 99% of students succeeded at this task in Winter 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/14/2012 - 97% of students succeeded at this task in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b></p>	<p>12/14/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p>08/20/2012 - This course was not taught in Summer 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/20/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this</p>	<p>06/29/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/30/2012 - 94% of students succeeded at this task in Winter 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/30/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will take a test or quiz.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will succeed at this test or quiz.</p>	<p>08/12/2014 - This course was not taught in Summer 2014</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this</p>	<p>08/12/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>07/03/2014 - 91% of students succeeded at this test or quiz in Spring 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p> <p>07/03/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/21/2014 - 95% of students succeeded at this test or quiz in Winter 2014</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/21/2014 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>
		<p>12/13/2013 - 94% of students succeeded at this test or quiz in Fall 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>12/13/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p>	<p>08/09/2013 - This course was not taught in Summer 2013</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>
		<p>03/29/2013 - 87% of students succeeded at this test or quiz in Winter 2013</p> <p><b>Result:</b> Target Met</p>	<p>03/29/2013 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	
		<p>12/14/2012 - 95% of students succeeded at this test or quiz in Fall 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>12/14/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>experience and a connection with the history of the medium.</p> <p>08/20/2012 - This course was not taught in Summer 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>08/20/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>
		<p>06/29/2012 - This course was not taught in Spring 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>06/29/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>03/30/2012 - 90% of students succeeded at the test or quiz in Winter 2012</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p>03/30/2012 - This assessment is working. No changes in assessment are anticipated at this time.</p> <hr/>

# Unit Assessment Report - Four Column

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

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

**Primary Core Mission:** Transfer

**Secondary Core Mission:** Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-PHOT) - Photography AA/CA - 2 - Students will be able to analyze how images reflect and shape our culture and assess the contributions made in the field by people from diverse cultures and backgrounds.  <b>Year PL-SLO implemented:</b> End of Academic Year  <b>Start Date:</b> 09/01/2011  <b>End Date:</b> 08/31/2012  <b>SLO Status:</b> Active	<b>Assessment Method:</b> Student will write about an artist and the role their work plays in society. <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 80% proficiency	12/09/2013 - This target has been met and students in all courses (lecture-based and production) have written assignments, whether in the form of essays, journals or research papers.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013  <b>GE/IL-SLO Reflection:</b> The photography program continues to give assignments that utilize written expression as an avenue in which students can demonstrate critical thinking and global awareness. Through reflective pieces in the aforementioned means of assessments, students develop a sense of their own place in the photography field and also find commonality with the global experiences of others who came before them.	12/09/2013 - We will continue with this means of assessment. <hr/>
		09/07/2012 - In the beginning classes, 85% of students succeed in this task. In intermediate classes, 95% of students succeed.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	09/07/2012 - Students grow in the classes that combine writing about photographers and their contributions with the practice of learning the techniques of photograph. In the intermediate classes, they learn a more art

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> The IL-SLO's of "Communication" and "Creative, Critical and Analytical Thinking" are supported assignment having our beginning classes write/present about photographers of diverse backgrounds. Our historical/criticism based classes on the intermediate level further support and advance these IL-SLO's. By writing about a topic in which they have both interest and skill, student will develop their these critical skills in a manner that will make a real difference to their future success.</p> <p><b>Result:</b> 04/04/2012 - 95.7% of students succeeded at this task.</p> <p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Additional instructional DVDs/Videos</p> <p><b>GE/IL-SLO Reflection:</b> Students performed above the target. No changes in assessment anticipated.</p>	<p>historical and critical approach to writing and analysis. These assignments have been successful in student learning and skill development.</p> <hr/> <p>04/04/2012 - Students performed above the target. No changes in assessment anticipated.</p> <hr/>
<p>Program (FA-PHOT) - Photography AA/CA</p> <p>- 1 - The student will be able to produce images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes.</p> <p><b>Year PL-SLO implemented:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/19/2011</p>	<p><b>Assessment Method:</b> Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> 80% proficiency</p> <p><b>Related Documents:</b></p>	<p>12/09/2013 - Students in all of the (non-lecture based) production courses we offered this past year (PHOT 1, 2, 5, etc.) that require a portfolio of photographs have not only met, but exceeded our 80% target. By making many photographs, editing them and arranging them into a focused and cohesive body of work, the production of a portfolio remains one of the most important ways students can demonstrate their proficiency in the field of photography.</p> <p><b>Result:</b></p>	<p>12/09/2013 - We will continue with this method of assessment and look for additional ways to incorporate and implement the GE-ILOs in the portfolio assignment.</p> <hr/>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>End Date:</b> 06/29/2012</p> <p><b>SLO Status:</b> Active</p>	<p><a href="#">Foothill College Photo Grading</a></p> <p><a href="#">Rubric</a></p> <p><a href="#">21 perspectives exhibition card</a></p>	<p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>Because of the multiple steps required in the production of a portfolio, students will need to utilize many different learning patterns, including critical thinking when choosing what to photograph and when considering how the photograph will be interpreted. In order to communicate successfully, students will also need to identify what subjects or aspects of the scene are essential in order to compose/organize an effective, final photograph. Selection of subject matter remains an important location where students can explore the human condition, engage their own preconceptions and respond in a responsible way via visual images. Computational skills are utilized when solving various darkroom processes such as exposure and development times and when framing/matting photographs for display.</p> <p><b>09/06/2012</b> - We have found consistent results in this Program Level Outcome. Students in the introductory course are able to achieve this at a 80% proficiency level. They can use the tools in a way that allows visual communication and to create images that demonstrate the target skills. By the intermediate and advanced classes, student are more focused and can meet this skill at a 90% level.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Continued support of full schedule of photography classes.</p>	<p><b>09/07/2012</b> - The alignment of photography with our institutional learning outcomes of Computation and Creative, Critical and Analytical thinking is a strength of our introductory photography classes for the non-major. The arts and photography in particularly are important places of growth particularly for the nontraditional learner. For the intermediate and advanced student who will go to work in the field or for further study, the practice of making portfolios of related images and recognition of professional standards is crucial.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b>            Our workforce requires creative thinking and problem solving. Our transfer students will not succeed with limited skills that only encourage rote learning. Images and creativity are at the center of the new economies and current world of communication. By making photographs and studying the master of this field students begin to make the connection and expand their visual literacy. Students must gain skills in computation ? solve problems and master the technology of photograph. This is practical development of their creative critical and analytical thinking.</p>	<p>We are continuing to see a powerful connection between making finished work in the form of a portfolio supported by rigorous assignment/projects through the quarter. This past year we taught the new Photo 72: Digital Camera Technique. It was very successful in getting students to grow in the technical practice of photography while developing a portfolio of images displaying their skills. Here students practice the synthesis that is at the heart of this assessment. We must continue to support a full range of photography classes preparing students for transfer and workforce.</p>
		<p>04/05/2012 - Students in the introductory course are able to achieve this at a beginning level at a 80% proficiency level. They can use the tools in a way that allows visual communication and to create images that demonstrate the target skills. By the intermediate and advanced classes, student are more focused and can meet this skill at a 90% level.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2010-2011</p> <p><b>Resource Request:</b>            Non at this time.</p> <p><b>GE/IL-SLO Reflection:</b>            Computation is at the core of many modern and traditional photographic methods. To take an idea and using synthesis and evaluation determine the tools and procedures to make the idea real in the physical world. Also key to success in this</p>	<p>04/05/2012 - These skills are the power of the introductory photography classes for the non-major. It is an important place of growth particularly for the non-traditional learner. For the intermediate and advanced student who will go to work in the field or for further study, the practice of making images and recognition of professional standards is crucial. We are continuing to see a powerful connection between making finished work in the form of a portfolio supported by rigorous assignment/projects through the quarter. We have added a class to the degree, Photo 72: Digital Camera Technique, that will be another point at which students develop a portfolio of images</p>

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	<p><b>Assessment Method:</b>            Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic.</p> <p><b>Assessment Method Type:</b>            Portfolio Review</p> <p><b>Target:</b>  <u>80% proficiency</u></p>	<p>assessment is the ability to use Creative, Critical, and Analytical Thinking to both problem solve, take in feedback and then make judgements and decisions about the final product.</p>	<p>displaying their skills and practicing the synthesis that is at the heart of this assessment.</p> <p>The 21 perspectives card is an example of the level of achievement of our advanced students. They were able to create and exhibit work at a local gallery of a professional level. To continue to support a full level of courses is important to this process.</p> <hr/>