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 resource allocations. With that in mind, please answer the following questions.

Department Name: Photography

Division Name: Fine Arts and Communication

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

Name	Department	Position
Ron Herman	Photography	Faculty
Kate Jordahl	Photography	Faculty
Keith Lee	Photography	Faculty
Lesley Louden	Photography	Part time faculty

Number of Full Time Faculty: 3   **Number of Part Time Faculty:**   1

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

List all programs covered by this review and indicate the program type:

Photography	☐ Certificate	☒ AA / AS	☐ AD-T	☐ Pathway
Certificate of Achievement in Photography	☒ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
Certificate of Achievement in Traditional Photography	☒ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
Certificate of Achievement in Digital Photography	☒ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
Photo Criticism Skills Certificate	☒ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
A.A. Photography	7	4	4
Digital Photography II	0	1	0
Photography-CEA	0	2	0
Traditional Photography I & II	2	1	0

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
Photo Criticism Skills Certificate	0	1	3

Photographic Lab Tech Skills Certificate	2	1	0

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

The Photo Criticism Certificate recognizes the accomplishments of our students complete the photographic criticism classes. It can be a supplement to other certificates or indicate mastery for a student with another major like art history or art. It is the one certificate that can currently be completed completely online. The Photographic Lab Tech Skills Certificate was created when we had a full time lab manger and was tied to Vocational monies. Now that that lab manager position is not occupied and the program has moved away from the traditional darkroom to digital and studio emphasis, we will be considering eliminating this certificate in the coming year.

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	1,221	1,179	1,444
Productivity	527	519	582
Course Success	76%	80%	80%
Full-Time Load (FTEF)	2.9	2.9	2.8
Part-Time Load (FTEF)	0.1	0.4	0.3

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☒	☐	☐	☐	☐	☒
Asian	☐	☐	☒	☒	☐	☐
Filipino	☒	☐	☐	☐	☐	☒
Latino/a	☐	☐	☒	☐	☐	☒
Native American	☐	☐	☒	☒	☐	☐
Pacific Islander	☒	☐	☐	☒	☐	☐
White	☒	☐	☒	☐	☐	☒
Decline to State	☒	☐	☐	☒	☐	☐

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☒ Above Level ☐ At Level ☐ Below Level
Female: ☐ Above Level ☒ At Level ☐ Below Level
<25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Our Program-Level Trend for target groups is below College-Level Comparison for African Americans, Filipinos and Latino/a. It is above for Native American and Pacific Islanders. This being said, our Course Success for Target Groups has risen from 59% in 2013-14 to 68% in 2015-16. Our target group represents very few students. Of our enrollment of 1444 in photography, 257 students are from targeted groups.
Photography would like to see more students from target groups selecting our classes. Our classes have lower percentages from all target groups than the college enrollment. We are discussing ways to make the classes more affordable and adjusting the introductory class which is a general education class and transfers to UC/CSU as a GE class, to allow the use of less expensive equipment. We are also currently considering development of an Open Education Resource Book for this class. The department will be discussing this in the coming year. The savings could encourage more students from the target groups to participate. Visual literacy and creative thinking are important job skills and photography is also a vocational area. We have a new brochure for the program and will be using this to expand our visability and encourage more students, particularly students from our target groups, to study photography.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

We have a number of classes that we can offer every two years. We are trying to use wise scheduling to be sure we serve students and get enough enrollment. We are using social media and our email lists to promote classes and we also present in the local community to increase enrollment in all of our classes. The department is also discussing both alternatives in scheduling and configurations to support students in scheduling. We are also keeping up with changes in the field, which we work to use in the class curriculum.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☒ Increase ☐ Steady/No Change ☐ Decrease
Program Productivity (Compared to College): ☒ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

We have collaborated with the division dean to offer classes that will enhance our productivity and to schedule at good times for students.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Not applicable. Productivity is at 582, well above the college productivity goal.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
Online Student Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

> We address "Early Alert" students and support EOPS/Middle College and DRC students within our classes. We all have policies to follow up promptly with students who have missed classes or assignments. Kate Jordahl participated in a pilot collaboration between the English and Photography departments via a series of learning community courses (PHOT 78B and ENGL-1S, and ENGL-24A) whose aim is to support Student Equity efforts. In an effort to learn more ways that we can support and encourage underserved students, we invited representatives from EOPS and Veterans and Disability Resource Center to our last Applied Photography Advisory Board Meeting.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

> Not applicable. Our program's course completion rates are well above the institutional standard.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☒ Department Meetings ☒ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

> Curriculum and assignments have been modified to better support the CL-SLOs. Our CL-SLO assessments have resulted in the following curricular and pedagogical changes:
> 1. We simplified complex projects & assignments in the introductory classes and broke them into smaller steps via skill-building exercises.
> 2. We are experimenting with new ways to encourage more thoughtful peer feedback during classroom discussions and critiques.

3. We are including more successful examples of student work to share in class.
4. We are asking the class what the muddy point was from the day's lecture so that we understand which areas need to be clarified.
5. We are reviewing terminology more frequently in class and experimenting with different ways for students to use the terminology in their discussions and critiques.
6. We are making our courses more accessible.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Not applicable. Our program SLOs are being met

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Based on our findings we have implemented the following changes:
1. We changed the course name of PHOT 4A, B, C from Digital Photography I, II, III to Photoshop for Photographers I, II, III. This has helped clarify the course content to potential students and we hope will result in increased enrollment, and therefore increase the number of certificates/degrees.
2. We received CSU and UC GE approval for PHOT 5. This has increased the population for this course and we are hoping to see an increase in the number of certificates and degrees.
3. We are considering reducing the number of classes/units for a degree to address a trend that we are monitoring. Students in our field of study often take a class or two to acquire a specific skill that they lack, rather than see a degree as their end goal.
4. We are making our courses more accessible.
5. We held a meeting to brainstorm new strategies to increase student success and decrease withdraw rates. We will hold follow-up meetings this academic year and have a plan in place for 2017-18.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

We promote the degree/certificates to our students in class and in promotional emails. The Department also has hosted college visits including Savannah School of Art and Design, San Francisco Art Institute and San Jose State University. We produced a brochure together with Foothill's Marketing Department to publicize the Applied Photography area of our department. We are available to discuss career options with student in office hours and at on-campus events.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

What is the regional three-year projected occupational growth for your program?   Plus 3.8%

What is being done at the program-level to assist students with job placement and workforce preparedness?

We are addressing the need for skills to include a range of digital tools and are proposing to develop ways to integrate video and audio skills to our future vocational classes. We have a professional practices class that emphasizes goal setting and portfolio prepartion with resume and application development. As a department, we are keeping track of developments in the field and reaching out to

local businesses for feedback and collaboration. Working with the faculty members professional photography colleagues and with our Applied Photography Advisory board, we are assessing the emphasis we need to take in the next five years. Studio Photography, with Studio I and Studio II courses (PHOT074a & 74b), are core Vocational classes for our students. This with the PhotoJournalism (PHOT022), Lightroom and Photographic Design (PHOT72) and the Professional Practices (PHOT057b) classes, call for students to leave with some skills in videography as well as still photography. Recognizing this, we will be using some of our funds and be applying for additional moneys to support the purchase of video equipment for these classes. We also need to purchase studio equipment to be up-to-date and fully functional. This is also an equity issue as both video and studio equipment cost well beyond what many of our target students could afford. Working with this equipment will prepare them for workforce success.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

We have reached out to students working in the field of photography about their experiences. This information affirms our work and the mix of classes that is required for our degree and certificates. From their comments, the department is commited to maintain the curriculum since it confirms that students are leaving with the skills necessary to succeed in the workforce.

"The Foothill Photograph Program has a very special place in my heart! I've learned countless invaluable photo skills from technical, intellectual, and practical skills that I use on a daily basis with my current work as a freelance graphic designer. It helps tremendously to be able to go out and execute photos needed for the various projects I work on instead of spending countless hours looking for the perfect photo or paying someone to create my vision. The teachers are top-notch and each one has valuable insight in different areas. I feel forever indebted to the wonderful education I received from my Foothill photography classes! Whether you're wanting to explore the artistic side of photography or sell your fine art work or take professional commercial photos - you're bound to find what you need at Foothill College!"
- Naphtalie Joiner - Freelance Graphic Designer (www.scatterjoydesigns.com)

I work at one of the most successful family photography businesses in the Bay Area while also pursuing my own artistic photography. I use the skills that I learned from the Photography department of Foothill College daily. This includes PhotoShop (for editing and artistic composites), Lightroom for managing my WorkFlow, studio lighting, creating a portfolio for art shows, creating a professional resume/business-card/artist-statement, and appreciating the rich history & culture of the photographic world. And perhaps equally important, through Foothill College I have met a world of other local photographers who have given me many artistic and professional opportunities.
Tom Schmidt

"Foothill College Photography program was the catalyst for my successful career as professional photographer. I acquired the knowledge, inspiration, exhibition opportunities and invaluable mentorship. The teachers were expert at their craft and selflessness in sharing their knowledge."
Oliver Klink, Owner IncredibleTravelPhotos.com

Lucy Zhang says she has used her studies to make photographs for her work at Hidden Villa and helped this non-profit organization with its promotion.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (<u>not resource requests</u>) from past program reviews and provide an update by checking the appropriate status box.

Hold a meeting to brainstorm new strategies to increase student success and decrease withdraw rates	Year: 15/16	☒ Completed	☒ Ongoing	☐ No Longer a Goal
Reassess classified staffing needs/Discussion on how to meet lab & studio staffing needs	Year: 15/16	☒ Completed	☒ Ongoing	☐ No Longer a Goal
Increase Certificate Promotion/build a map for students to clarify matriculation pathways through the photography program	Year: 14/15; 15/16	☒ Completed	☒ Ongoing	☐ No Longer a Goal
Review PLO and SLOs/ Review Title 5 and Curriculum Updates	Year: 15/16	☒ Completed	☒ Ongoing	☐ No Longer a Goal
Redo the pathways to certificates/Degree completion	Year: 14/15	☒ Completed	☒ Ongoing	☐ No Longer a Goal
Increase Productivity	Year: 14/15	☒ Completed	☒ Ongoing	☐ No Longer a Goal
Increase donation by linking donor information/procedures on the photo department website	Year: 14/15	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Discussion on expanding Studio facilities	Year: 15/16	☒ Completed	☒ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The photographic field has been changing very rapidly; faculty are working to keep up with software, technological changes and trends in the field. Many of our larger discusion on pathways and degrees will be ongoing due to these changes.

Please provide rationale behind any objectives that are no longer a priority for the program.

not applicable.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do <u>not</u> list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
1. Review mission statement in light of technological changes in field	Winter 2017	Revised Mission Statement published
2. Review all degrees in light of technological changes in photo	Winter 2017	Complete review and submit proposed revisions as needed
3. Review PLOs	Winter 2017	Update PLOs published
4. Review the role of printing in our courses	Winter 2017	Meeting to take place

		in Fall 2017 upon return of Keith Lee from PDL
5. Offer a fully online degree	Spring 2019	All classes in degree prepared for online delivery; promote
6. Increase access to facility and equipment for students in a safe and efficient environment.	Fall 2017	Offering additional sections and hours of facility access.

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.
☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's underlined 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 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Return of Classified Staff Position unfilled since death of Lab Manager (Requested in 14/15, 15/16 -	Per classified staff salary	3B.1. 3B.4. 3B.6.	☒	☐	☐	☐
Expansion of Studio space, room 6103 to permit higher enrollment	To Be Determined	3B.1. 3B.2. 3B.4. 3B.6	☐	☐	☐	☒
Replacement and augmentation of aging studio lighting equipment	$40,000	3B.1. 3B.2. 3B.4. 3B.6	☐	☒	☐	☐
Renovation of Room 6107 to safely allow	To be Determined	3B.1. 3B.2. 3B.4.	☐	☐	☐	☒

classes larger than 20		3B.6				
Remodel/reconfiguration of existing photo facilities.	To be determined	3B.1. 3B.2. 3B.4. 3B.6	☐ ☐	☐ ☐	☐ ☐	☒ ☐
Purchase equipment to add video component to Studio, Photojournalism, Lightroom and Professional Practices classes (PHOT 74a, 74b, 72, 57b)		3B.1. 3B.2. 3B.6.				
			☐	☐	☐	x☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

not applicable.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

RESOURCE REQUESTS RECEIVED: We did receive a Desktop computer for the equipment check out area and this has helped with organization and tracking of equipment. This allows students to borrow and utilize professional equipment while keeping equipment safe and operational. This hands-on experience with professional equipment is central to our program with it's vocational and artistic goals.   **RESOURCE REQUESTS DENIED:**   **Permanent Support Staff for Professional Studio and Photo Lab areas was requested in both 15/16 and 14/15 program reviews, and subsequently denied in both cycles. This request was based on a vacant position resulting from the death of our former Lab Manager. Being without this position and therefore understaffed has had a severe impact on student access and safety. Students had less opportunity to meet the objective of producing images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes, due to greatly reduced lab access and supervision. The Lab Manager assisted with the traditional darkroom classes and lighting classes, and without this position, faculty have struggled with managing the number of students as well as checking out and maintaining expensive equipment without proper assistance. This has impacted the amount of time faculty have available to meet with students to assist them with meeting objectives and career and degree planning.   In addition, faculty have had to complete the Lab Manager's haz-mat duties,**

resulting in less time available for faculty to assist students with meeting the objectives.

Equipment for the photographic studio was requested in 13/14, 14/15, 15/16. The studio, with the addition of the second level studio class (photo 74a and b) is in need of replacement and augmentation of aging studio lighting equipment. Some vocational monies have been received, but not to the extent needed and the bulk of the money received will be for expanding our class curriculium to address the urgent need for video/audio training for both photojournalism and commerical/applied photography.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Concern about drop in enrollment, productivity and success and Decline in enrollment in Digital Photography.	Working with Dean have adjusted schedule and renamed classes to improve enrollment. Department has changed the course name for 4a/b/c to "Photoshop for Photographers" and saw an increase in enrollment. We are still looking at scheduling configurations to further support increases in the on-campus class enrollments. Productivity has increased from 444 in 2013 to 582 in 2016.
Reconfigure the layout of Building 6000	This is urgently needed. As noted in past program reviews, Room 6107 seat 20 for class that are being schedule for 40; the studio, a vocational area that is growing, need more space and the darkroom area could be decreases as the usage has declined due to the shift to digital. We have discussed this with the current and past deans and included on past program reviews. We will continue to look at options and plans in the coming year.
Creating more classes along the lines of Photo 8, Multicultural Photography that fulfill transfer requirements	While Photo 8 is a unique class and can not re replicted, we have enhanced our Photo 5 by rewriting for acceptance on IGETC and CSU General Edication as well as local GE resulting in an increase in enrollment. We are current in communication with the Articulation officer about getting C-ID for Photo 5 so that it can be considered for the OEI course exchange.
Due to loss of lab manager, dean advised adjustment of scheduling to one quarter of studio/lab per year served by a TEA	We are working with this configuration. There is a cost to student access with this suggest. See note 3F.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Keith Lee was the chairperson for the Photography Department in 2015-16. He was a contributing member of a faculty tenure review committee in an At-Large role for Phases I & II. Keith was also on the Foothill College Workforce Workgroup committee. As the representative of the CTE Applied Photography Program to the committee, he helped in the production of a CTE program outreach

brochure that seeks to increase our program's enrollment and visibility in the greater community. Other related duties included preparing and overseeing the use of Perkins funds for the Applied Photography program, as well as leading and providing oversight for the Foothill College Photography Advisory Board meetings. Throughout the past year, he has continued to stay abreast of the photography industry by attending various photographic lighting and video workshops. He offered for the first time an intermediate level photography studio practices course, to great reception. As a faculty member of the Honors Institute Advisory Board, he also performed as a moderator at the annual Bay Area Honors Research Symposium held at UC Berkeley. He is currently on PDL for the 2016-17 Academic Year.

Kate Jordahl has served on Academic Senate for the past eight years. She is also Chair of Committee on Online Learning (COOL) and Co-chair of Distance Education Advisory Committee (DEAC). She is currently serving on Accreditation Team (Standard IV: Leadership and Governance.) While Keith's s on PDL, Kate will serve as the photography representative on the Workforce Workgroup.

Kate is faculty lead on the "Foothill College Implementation Team" for the Online Education Initiative (OEI) and the Foothill College Representative on the OEI Common Course Management System Selection/Implementation Committee. She is an OEI Peer Online Course Reviewer. She also served on the Foothill College Canvas Migration Committee. Kate developed the Online Teaching Certification class in 2014 for Foothill Online Learning and has facilitated this class in both Etudes and Canvas
In the past few years, Kate has also served on the Equity Workgroup and developed a learning community with Valerie Fong of English for Basic Skills Students.

With English Faculty Scott Lankford, Kate led the successful Foothill-DeAnza Campus Abroad Program in Florence in Fall 2015 with forty students. Upon return she worked with the participants to organize a Photo exhibition in the Krause Center For Innovation.

Kate is very active as an artist and as a curator. She has organized exhibitions of student and professional photographs at PhotoCentral, Krause Center for Innovation and the Photo Gallery in Building 6700. She has edited and designed a number of photographic books including "Viewpoints" featuring the work of the 2015 Foothill College Photographic Portfolio Class. Her work has shown nationally and internationally.

She is the organizer for the Mike Ivanitsky Award of Photographic Excellence, which recognizes photography students' work with awards and an exhibition.

Currently, Kate is Foothill-DeAnza Host Coordinator of the 31st League for Innovation Student Art Competition, a national showcase of the best work being created by today's community college students.

Ron Herman's Photography of Multicultural America course is the highest enrolled photography course, contributing greatly to both the department's WSCH and productivity, and according to former Dean Mark Anderson, is one of the flagship courses in the Fine Arts & Communication Division. He is working to internationalize the curriculum and to expand it to include religious diversity. He has been attending lectures and symposia on the topic whenever available in our local community, including a lecture by Oludamini Ogunnaike, which explored the intellectual dimensions of West African Sufism and Ifa, an indigenous religious tradition. Herman was asked to participate in the Stanford Institute on Islam, whose aim was to investigate source materials to expand our students' appreciation of the diversity of Muslim societies and cultures, and develop ways to integrate the study of Islam into our curriculum. He

was awarded a Fulbright to explore religious and cultural diversity. Based at the West African Research Center in Dakar, Senegal, Herman researched the Sufi Muslim brotherhoods and how they contribute to Senegal's diverse society with peaceful ethnic and religious coexistence. He will be presenting his research to the Foothill community in February 2017.

As part of the artist exchange program that he developed in 2010, Herman will be taking his eighth group of Foothill photography students to Cuba this winter to share ideas and information with Cuban artists. He and his students have lectured and exhibited their work in Cuba and have hosted Cuban artists at Foothill to lecture and exhibit their work. These events have received positive media attention including cover stories for the Palo Alto Weekly and Metro Silicon Valley as well an article in the San Francisco Chronicle. He has been invited to present at regional, national and international conferences, and was one of the few Americans invited to participate in the Havana Biennial in Cuba, considered one of Latin America's most important art events. Herman was awarded a Professional Development Grant from Silicon Valley Creates in 2015 for his research and collaborative work with Cuban artists.

Herman's short documentary film project with award-wining film director Mary Skinner, entitled "Cuba, Cubano, Cañibano" chronicles Cuban photographer Raúl Cañibano's visit to Foothill in 2015, during his first solo exhibition in the Western United States. In the film, Herman and his students, who worked with Cañibano on the streets in Havana, discuss what makes these photographs extraordinary. The film was an official selection in the Other Venice Film Festival (2015) and the Spanish version of the film was recently accepted as an official selection in Havana's Festival of New Latin American Cinema (December, 2016).

His knowledge and expertise in the field has resulted in frequent requests to lecture and jury photo contests at local (Palo Alto, Campbell, Los Gatos) and international photo clubs (New Delhi, India; Yangon, Myanmar; Havana, Cuba) and local libraries (Menlo Park, Burlingame). The Cantor Arts Center invited Herman to lecture three times during this PR cycle, and his "Art of Photography" lecture was the only one to sell out in their 2015 Art Focus Lecture Series. Jane Enright, Former Vice Chancellor of Human Resources and Equal Opportunity, is a long-time attendee of the Stanford Lecture Series and commented to Judy Miner that Herman "had given the best presentation she has seen given there."

Herman organized several students exhibitions at the KCI Gallery including "From Burma to Myanmar: Portraits of a Country in Transition" and "The Cuban Evolution" and at local venues including "(re)Connecting with Cuba" at the Mohr Gallery in Mountain View. In addition he served as a faculty advisor for the following shows: Wanderlust: Photographs by Harlan Crowder and "f8 don't wait: The Conversation", currently on view in the KCI Gallery. He also curated two international artist exhibitions at the KCI Gallery, which broke gallery attendance records and received excellent press coverage; "Korda Moda: Cuban Fashion Photographs from the 1950s-60s" and "Raúl Cañibano: Storyteller." Both resulted in books by the same name, published by Herman.

Herman serves on the Student Grievance and Due Process Committee and Heritage Month Committees (Black History, Latino, LGBTQ). He assisted with organizing three Celebrity Forum events for photographer Platon and served as faculty advisor for Foothill's Fashion Club. Currently Herman is serving as Chair of the Photography Department.

Herman continues to exhibit his work both nationally and internationally and stays active in the ever-changing field of photography attending technical conferences and taking software classes.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 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.

5B. Attach 2015-2016 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 6: FEEDBACK AND FOLLOW-UP

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

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Photography Department (PHOTO) has worked extremely hard to recover from the end of repeatability four years ago. The faculty have written new courses, expanded their online course offerings, and have also become a CTE program. Enrollment climbed by nearly 300 students between 2014/15 and 2015/16 and productivity improved from 519 to an impressive 582 over the same period. Student success rates seem to be stable at 80% and success rates for underrepresented populations improved from 59% to 68%.

The PHOTO faculty have made significant contributions to the broader campus community and Kate Jordahl's service on the COOL committee and recent reassignment to the OEI initiative is indicative of her commitment to improving online education. Ron Herman received a Fulbright to work in Africa and his PHOTO 8 course has become one of the most popular classes offered at Foothill College. Keith Lee oversees the PHOTO CTE program and the department just received increased funding from the Statewide Strong Workforce initiative.

6B. Areas of concern, if any:

As noted above, the PHOTO department has worked very hard to stabilize and grow their enrollment and their success metrics indicate increased rates of student success. It is important that the department continue to refine their curriculum and look at different teaching modalities to continue to close the achievement gap between underrepresented student populations and white and Asian students. This is particularly important as online and hybrid sections account for the majority of PHOTO classes offered each quarter.

The fact that only 257 of 1444 students in 2015/16 were from underrepresented populations should be addressed. If the program is to continue to grow, we need to look at why more students are not taking the courses. This might be a function of the switch to more online sections, but it would be a good idea to survey PHOTO students in 2017 to learn more about the PHOTO courses they would like to take.

The PHOTO building (6100) is in need of a complete remodel. Half the building is devoted to chemical photography, which made sense when we taught seven sections of black and white photography each quarter. We will not teach one section of black and white photography this year due to lack of demand. The PHOTO classroom (6107) only seats 29 students and this really limits our ability to satisfy demand. This room has to be enlarged if we are to d grow our F2F classes. The large chemical photography spaces

should be cleared to allow for the expansion of the classroom and the construction of a second Photography studio to further support our CTE classes.

Kate Jordahl is on reassigned time for the winter and spring quarters of 2017 and Keith Lee is on PDL leaving the department with just one full-time faculty member on campus. With PDL approved for two faculty members over the next few years, it is important for the department to agree on a stable two-year schedule so that adjunct faculty can be identified and hired to staff all proposed sections each quarter.

6C. Recommendations for improvement:

The department should agree on their direction over the next few years so that any changes to building 6100 reflect the changing nature of photography (digital, not chemical) and the expansion of the PHOTO CTE program. I would like to see the PHOTO department offer classes at the new Sunnyvale campus to serve new populations. Finally, and most importantly, the PHOTO department needs to engage in outreach activities (open houses, exhibitions) to attract more underrepresented students to their classes.

6D. Recommended Next Steps:
        x Proceed as Planned on Program Review Schedule
        ☐ Further Review / Out-of-Cycle In-Depth Review

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

The department should be commended for its work around campus and for considering student voice in its analysis. It is clear from this program review that the department is thinking about how its curriculum can best serve students.

It is nice to see PHOT 8/8H: Photography of Multicultural America (4 units) included as an elective in the new Social Justice ADT.

6F. Areas of concern, if any:

While the department is focusing on the achievement gaps in online course success rates, more work needs to be done.

Explore Success Rate by Unit
PHOT

Limits: **On-line Status** Online **Term Type** Summer Fall Winter Spring Early Summer

Success rates by class and student

On-line Status	Ethnicity	2012-13	2013-14	2014-15	2015-16
Online	African American	32%	50%	55%	53%
	Asian	77%	86%	84%	86%
	Filipino	73%	59%	86%	66%
	Latino/a	50%	63%	62%	67%
	Native American	17%	100%	71%	50%
	Pacific Islander	43%	0%	100%	67%
	White	69%	75%	75%	80%
	Decline to State	72%	75%	90%	92%
	Total	65%	74%	77%	79%

6G. Recommendations for improvement:

The program outcomes assessment show students are meeting the outcomes of the program. The department might consider looking at the outcomes for students that complete all degree requirements (including GE) to assess whether there are differences in outcomes based on success in supporting courses. This might also include disaggregating the program outcomes data by student type or scheduling attribute.

> "06/26/2016 - The nature of the portfolio has changed as the program has moved to more digital photography and has increased the emphasis on online classes. The Photography department will be having conversations about the nature of the portfolio in the current profession of photography and the balance of printed works to digitally presented works."

The department might consider research that looks at prior course taking patterns and / or whether course and program outcomes vary by past course work and student group. The institutional research office can help with assessing the program outcomes of graduates.

A sample of other suggestions (from various sources) for increasing the success for disproportionately impacted students include:
•   Syllabus redesign
•   Incorporation of service learning activities

• Including classroom activities to acknowledge and strengthen students' personal identities as learners (in the discipline)

These suggestions are given in the spirit of helping the program to improve. It is clear from the writing that the program has taken the time to thoughtfully address the prompts in this program review which show a viable program working to improve the learning opportunities for all its students.

6H. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, 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.

Foothill College
Department - Photography (PHOT)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 1 - BLACK & WHITE PHOTOGRAPHY I - 1 - Production Process - A student will demonstrate a working knowledge of the production processes necessary to create a silver-based photograph. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/28/2012 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will properly expose and process a roll of film, produce a matching contact sheet, make an enlargement from a selected negative, and mount it on mat board for presentation. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will complete this comprehensive process.	06/27/2016 - 90% of student completed this assessment successfully. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time. **Resource Request:** none at this time. **GE/IL-SLO Reflection:** The creation of original photographs support our GE/IL SLOs of Communication, requires Computation to achieve and is excellent practice of Creative, Critical, and Analytical Thinking.	06/27/2016 - Our plan is continued emphasis on this goal of mastering these basic technical skills.
Department - Photography (PHOT) - PHOT 1 - BLACK & WHITE PHOTOGRAPHY I - 2 - Expressive Qualities - A student will recognize the expressive qualities of light, composition, and camera settings and how they contribute meaning to a photograph. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012	**Assessment Method:** A classroom critique session of a portfolio of 10-12 matted/mounted photographs that demonstrate expressive use of light, composition and camera settings as they relate to context and meaning. **Assessment Method Type:** Portfolio Review **Target for Success:** 75% of students will be able to discuss their specific awareness and application of the objectives listed above during the classroom	06/27/2016 - This year we had an 80% success rate with this learning outcome. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time. **GE/IL-SLO Reflection:** The creation of original photographs support our GE/IL SLOs of Communication,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 08/31/2013 **Course-Level SLO Status:** Active	critique session.	requires Computation to achieve and is excellent practice of Creative, Critical, and Analytical Thinking.	
Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 1 - Influence_1 - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.	11/07/2016 - 100% of students completed a paper. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-SLO Reflection:** Students continue to find meaning in the lives of photographers and the role they have played in society.	11/07/2016 - We will continue with this assessment. 11/07/2016 - We will continue with this assessment. 11/07/2016 - We will continue with this method of assessment. 05/30/2014 - We will continue with this method of assessment when the course is likely to be offered in 2015.
Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Research paper or short essays **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will write and submit a research paper or submit at minimum of five short essays on a topic that deals with a photographer from a diverse culture and background.	11/07/2016 - 100% of students completed this assessment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 1 - Influence - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer. **Assessment Method Type:** Research Paper **Target for Success:** 90% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.	11/07/2016 - 100% of students submitted a paper and presented the initial outline in class as a means of measuring the level of work in progress. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	11/07/2016 - We will continue with this method of assessment. 05/30/2014 - It was a valuable for students to present the paper's abstract/outline in front of their peers for feedback and for helping the student clarify the focus of the paper. We will continue to use this assessment as well as the initial abstract presentation as a means to share ideas, suggestions and for the student writer to gain valuable feedback on their chosen topic.
Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Final Exam. This exam covers the cumulative history of photography since the beginning. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students earn a Final Exam score with at least 80% correct answers.	11/07/2016 - 100% of students earned an exam score of over 80% correct answers. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	11/07/2016 - We will continue with this method of assessment. 05/30/2014 - We will continue with this method of assessment in Fall 2014.
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))	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	10/17/2016 - This course was not taught Summer 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	10/17/2016 - 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
Course-Level SLO Status: Active		**Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	
		07/12/2016 - This course was not taught Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	07/20/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		04/18/2016 - This course was not taught Winter 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: GE/IL-SLOs of 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.	
		01/11/2016 - This course was not taught Fall 2015. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	01/11/2016 - This assessment is working. No changes in assessment are anticipated at this time.
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))	**Assessment Method:** Student will submit a written assignment. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will succeed at this task.	10/17/2016 - This course was not taught Summer 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:**	10/17/2016 - 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
Course-Level SLO Status: Active		GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	
		07/12/2016 - This course was not taught Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium. **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a	07/12/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	
		04/18/2016 - This course was not taught Winter 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium. **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		learning experience and a connection with the history of the medium.	
		01/11/2016 - This course was not taught Fall 2015. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	01/11/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____
Department - Photography (PHOT) - PHOT 11H - HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY - 1 - Style - A successful student will identify the artistic style of contemporary photographers covered in course materials. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	10/17/2016 - This course was not taught Summer 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification	10/17/2016 - 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
		and analysis of images supports a rich learning experience and the connection with the history of the medium.	
		07/12/2016 - This course was not taught Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium. **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	07/12/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____
		04/18/2016 - This course was not taught Winter 2016.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium. **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		01/11/2016 - This course was not taught Fall 2015. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos	01/11/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: GE/IL-SLOs of 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. **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a test or quiz to identify the artistic style of contemporary photographers. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and the connection with the history of the medium.	
Department - Photography (PHOT) - PHOT 11H - HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY - 2 - Social Issues - A successful student will synthesize course material and describe how the themes explored by a photographer relate to broader social issues. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a written assignment. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will succeed at this task.	10/17/2016 - This course was not taught Summer 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the	10/17/2016 - 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
		Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	
		07/12/2016 - This course was not taught Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	07/12/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____
		04/18/2016 - This course was not taught Winter 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social	04/18/2016 - 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
		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.	
		01/11/2016 - This course was not taught Fall 2015. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a written assignment that describes how the themes explored by a photographer relate to broader social issues. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports a rich learning experience and a connection with the history of the medium.	01/11/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____

Department - Photography (PHOT) - PHOT 13 - EXPERIMENTAL PHOTOGRAPHY - 1 - Safety - A successful student will identify methods for safe handling of photographic chemical used in Experimental Photography. (Created By Department - Photography (PHOT))	**Assessment Method:** A quiz will be given after discussion and reading assignment **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a passing grade	

Start Date:
04/01/2012
End Date:
07/01/2012
Course-Level SLO Status:

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Photography (PHOT) - PHOT 13 - EXPERIMENTAL PHOTOGRAPHY - 2 - Portfolio - A successful students will create a portfolio of photographs exploring the concepts/techniques of experimental. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric. **Related Documents:** Foothill College Photo Grading Rubric		
Department - Photography (PHOT) - PHOT 180 - PHOTOGRAPHIC PRACTICES - 1 - Darkroom Equipment - A successful student will use darkroom equipment to aid in efficient production of photographs. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Cumulative hours gained from work performed during the Open Lab sessions. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students will accumulate at least 50% of the number of hours respective to the number of course units required to earn an 'A' grade.		
Department - Photography (PHOT) - PHOT 180 - PHOTOGRAPHIC PRACTICES - 2 - Experiment - A successful student will experiment with equipment to embrace both anticipated and unexpected results. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** New approaches and experimentation with technique will be evident during assignment reviews and portfolio critique sessions. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will show photographs that reflects personal incorporation of at least one new approach or technique.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 2 - BLACK & WHITE PHOTOGRAPHY II - 1 - Print Creation - A successful student will demonstrate successful creation of photographic prints on a variety of photographic papers matching print quality. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a paper comparison assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this assignment meeting expectations according the FH Photography Department Rubric.		
Department - Photography (PHOT) - PHOT 2 - BLACK & WHITE PHOTOGRAPHY II - 2 - Portfolio - A successful student will create a portfolio of photographs exploring the techniques of intermediate photography and expressing a theme or concept. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric.		
Department - Photography (PHOT) - PHOT 20 - INTRODUCTION TO COLOR PHOTOGRAPHY - 1 - Color Interaction - A successful student will demonstrate knowledge of the principles of the interaction of color. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Assignment or portfolio photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will produce at least one color photograph that reflects the creative use of the theory of interaction of color.		
Department - Photography (PHOT) - PHOT 20 - INTRODUCTION TO COLOR PHOTOGRAPHY - 2 - Correct/Balance - A successful student will analyze and correct photographs for accurate color balance. (Created By Department - Photography	**Assessment Method:** Assignment and portfolio photographs. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will produce at least one		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(PHOT)) **Course-Level SLO Status:** Active	color photograph that accurately reflects the subject's actual tones.		
Department - Photography (PHOT) - PHOT 22 - PHOTOJOURNALISM - 1 - Create Photographs - A successful student will create photographs using knowledge of photographic capture techniques and effective editing skills. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will complete a portfolio of photographs that demonstrate the above objectives.		
Department - Photography (PHOT) - PHOT 22 - PHOTOJOURNALISM - 2 - Behaviors/Ethics - A successful student will identify proper and improper photojournalist behaviors and ethics. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Class discussion and participation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of students will participate in ethics discussion after lecture.		
Department - Photography (PHOT) - PHOT 3 - BLACK & WHITE PHOTOGRAPHY III - 1 - Technique - A successful student will demonstrate creative and technical mastery of at least one photographic technique. (Created By Department - Photography (PHOT)) **Start Date:**	**Assessment Method:** Portfolio of photographs **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will show photographs that reflects personal incorporation of at least one photographic technique.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/01/2012 **End Date:** 08/30/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 3 - BLACK & WHITE PHOTOGRAPHY III - 2 - Portfolio - A successful student will create a photographic portfolio whose theme/idea is coherent and consistent, and reflects a clear, personal viewpoint. (Created By Department - Photography (PHOT))	**Assessment Method:** Portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will present a photographic portfolio that reflects the above objectives.		
Start Date: 09/24/2012 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active	**Assessment Method:** This course was not offered in 2012-2013. **Assessment Method Type:** Portfolio Review **Target for Success:** 85% of students will create a photographic portfolio.		
Department - Photography (PHOT) - PHOT 4A - PHOTOSHOP FOR PHOTOGRAPHERS I - 1 - Terminology/Features - A successful student will define digital photography terminology and identify basic image editing software features and their proper use. (Created By Department - Photography (PHOT)) **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete a project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this project.	10/17/2016 - 88% of students succeeded on this project in Summer 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use.	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		07/12/2016 - 92% of students succeeded on this project in Spring 2016. **Result:** Target Met **Year This Assessment Occurred:**	07/12/2016 - 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
		2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use. **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use.	
		04/18/2016 - 89% of students succeeded on this project in Winter 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use. **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use.	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____
		01/11/2016 - 93% of students succeeded on this project in Fall 2015.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify basic image editing features and their proper use.	01/11/2016 - This assessment is working. No changes in assessment are anticipated at this time.
Department - Photography (PHOT) - PHOT 4A - PHOTOSHOP FOR PHOTOGRAPHERS I - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the beginning level digital photography techniques covered in course materials. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will create a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed on this portfolio.	10/17/2016 - 91% of students demonstrated an appropriate skill level for this course in Summer 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that demonstrates proficiency in the beginning level digital photography techniques covered in the course.	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		07/12/2016 - 90% of students demonstrated an appropriate skill level for this course in Spring 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:**	07/12/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that demonstrates proficiency in the beginning level digital photography techniques covered in the course. **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that demonstrates proficiency in the beginning level digital photography techniques covered in the course.	
		04/18/2016 - 89% of students demonstrated an appropriate skill level for this course in Winter 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that demonstrates proficiency in the beginning level digital photography techniques covered in the course.	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		01/11/2016 - 92% of students demonstrated an appropriate skill level for this course in Fall 2015 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **Resource Request:**	01/11/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that demonstrates proficiency in the beginning level digital photography techniques covered in the course. **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that demonstrates proficiency in the beginning level digital photography techniques covered in the course.	
Department - Photography (PHOT) - PHOT 4B - PHOTOSHOP FOR PHOTOGRAPHERS 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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete a project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed on this project	04/18/2016 - 95% of students received a grade of an A or higher on their projects in Winter 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify intermediate image editing features and their proper use.	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time.
Department - Photography (PHOT) - PHOT 4B - PHOTOSHOP FOR PHOTOGRAPHERS 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.	**Assessment Method:** Students will create a portfolio of photographs **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed on this portfolio	04/18/2016 - 89% of students received a grade of an A or higher on their portfolio projects in Winter 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	04/18/2016 - 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
(Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active		**Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that demonstrates proficiency in the intermediate level digital photography techniques covered in the course.	
Department - Photography (PHOT) - PHOT 4C - PHOTOSHOP FOR PHOTOGRAPHERS III - 1 - Terminology/Features - A successful student will define digital photography terminology and identify advanced level image editing software features and their proper use. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete a project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed on this project	07/12/2016 - 96% of students received a grade of an A or higher on their projects in Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a project to define digital photography terminology and identify advanced image editing features and their proper use.	07/12/2016 - This assessment is working. No changes in assessment are anticipated at this time.
Department - Photography (PHOT) - PHOT 4C - PHOTOSHOP FOR PHOTOGRAPHERS III - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the advanced level digital photography techniques covered in course materials. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012	**Assessment Method:** Students will create a portfolio of photographs **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed on this portfolio	07/12/2016 - 93% of students received a grade of an A or higher on their portfolio projects in Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of creating a portfolio of images that	07/12/2016 - 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
End Date: 08/31/2013 **Course-Level SLO Status:** Active		demonstrates proficiency in the advanced level digital photography techniques covered in the course.	
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/05/2014 **End Date:** 07/05/2016 **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will submit an acceptable portfolio.	06/26/2016 - 80% of students submitted a portfolio of quality and reflected on the skills learned in the class. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none **GE/IL-SLO Reflection:** Students are developing skills in "Computation" and in "Creative, Critical, and Analytical Thinking" by the development of a portfolio of photographs especially problem-solving, computer proficiency, problem-solving through analysis, creativity, aesthetic awareness and intellectual curiosity.	06/26/2016 - We will continue this assessment in the classes.
Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 2 - Contributions - A successful student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will write a paper on a photographer or style of photography. **Assessment Method Type:** Research Paper **Target for Success:** 80% of students will submit an acceptable paper.	06/26/2016 - 80% of students submitted an acceptable paper and gave feedback to their peers on their paper, expanding their learning to more photographers from diverse cultures and backgrounds. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** None **GE/IL-SLO Reflection:** In working on this paper and giving peer reviews students demonstrated the ILOs of "Communication" and "Community/Global Consciousness and Responsibility."	06/26/2016 - We will continue this assignment. In the future, we will expand the use of peer feedback as now allowed in the Canvas CMS in increase the depth of the learning about this topic.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Photography (PHOT) - PHOT 51 - ZONE SYSTEM PHOTOGRAPHY - 1 - Calibrating - A successful student will demonstrate the skill of calibrating photographic equipment and materials to create repeatable results. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform an Exposure Index test with confirmation roll. (This class is offered every 3 years) **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will do this successfully		
Department - Photography (PHOT) - PHOT 51 - ZONE SYSTEM PHOTOGRAPHY - 2 - Portfolio - A successful student will create a portfolio of photographs exhibiting mastery of the concepts/techniques of zone system photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio of images that are technically successful using the exposure and development methods of the zone system. (This class is offered every 3 years) **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of student will be successful.		
Department - Photography (PHOT) - PHOT 57A - PHOTOGRAPHIC PORTFOLIO DEVELOPMENT - 1 - Portfolio - A successful student will create a portfolio of 10-15 photographic images and present them in a professional manner and discuss what their portfolio in light of their career/photographic goals. (This course is offered every two years. Next time: 2015) (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/25/2011 **End Date:** 06/29/2012	**Assessment Method:** Students will submit a portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed at this task meeting expectations according the FH Photography Department Rubric. **Related Documents:** Foothill College Photo Grading Rubric		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active Department - Photography (PHOT) - PHOT 57A - PHOTOGRAPHIC PORTFOLIO DEVELOPMENT - 2 - Community/Feedback - A successful student will demonstrate participation in the building of community and contribute to others growth and progress as well as demonstrating the open minded acceptance of feedback and assistance. This course is offered every two years. Next time: 2013) (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will participate in critiques and discussions in the preparation of their and their colleagues portfolios in a thoughtful manner. Quality of discussion from end of quarter critique will be compared with beginning of quarter critique. **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of students will show significant improvement in their critiquing methods.		
Department - Photography (PHOT) - PHOT 57B - PROFESSIONAL PRACTICES IN PHOTOGRAPHY - 1 - Exhibition - A successful student will organize and manage photographic exhibition of students work in cooperation with fellow students. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Successful participation in exhibition including preparation and display of artwork and cooperative planning and execution of event. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of students will participate in three different events during the quarter and assist with a different aspect of each event.		
Department - Photography (PHOT) - PHOT 57B - PROFESSIONAL PRACTICES IN PHOTOGRAPHY - 2 - Support Materials - A successful student will create support materials to match student's goals in photography including but not limited to postcards, websites, resumes and business cards. (Created By Department - Photography (PHOT))	**Assessment Method:** Review of portfolio with record of support materials. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will complete portfolio with resume, website and business card.		

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task	12/11/2015 - 100% of students succeeded. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	12/11/2015 - Continue this assessment. 12/11/2015 - Continue this assessment.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task	12/11/2015 - 100% of students succeed. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none of this time.	12/11/2015 - Continue this assessment.
Department - Photography (PHOT) - PHOT 68F - EXHIBITION TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will attend and actively participate in class sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task		
Department - Photography (PHOT) - PHOT 68F - EXHIBITION TOPICS IN PHOTOGRAPHY - 2 - Demonstrate Proficiency - A successful student will demonstrate proficiency in the topic. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit either a small group of photographs or written assignment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task		
Department - Photography (PHOT) - PHOT			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
71 - THE PHOTOGRAPHIC BOOK - 1 - Integration - A successful student will construct a book illustrating facility in integrating word processing, graphics and photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of a photographic book. **Assessment Method Type:** Portfolio Review **Target for Success:** That 80% are able to create a book where Images, text and construction create a unified and effective whole.	06/24/2016 - 100% of students were able to succeed on this assessment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	06/24/2016 - This is a very successful learning outcome and is the core of why students take this class. The books are diverse and interesting. Continue to emphasis this project, which builds many useful skills for the photographer is planned. I also plan to expand the digital side of the class to make use of changes in printing and software for book design and production.
Department - Photography (PHOT) - PHOT 71 - THE PHOTOGRAPHIC BOOK - 2 - Software/Hardware - A successful student will demonstrate ability to use electronic imaging software and hardware to create a publication. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will use a pool of images to create sample pages in a print-on-demand book. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfull present the required assignment.	06/24/2016 - 100% of students were successful in this task. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	06/24/2016 - We will continue this assessment.
Department - Photography (PHOT) - PHOT 72 - LIGHTROOM & PHOTOGRAPHIC DESIGN - 1 - Composition/Design Skills - A successful student will demonstrate in-depth awareness of composition and photographic design. (Created By Department - Photography (PHOT)) **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will prepare a portfolio showing skills in composition and design. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will succeed. **Related Documents:** Foothill College Photo Grading Rubric	03/25/2016 - 80% of students succeeded on this task. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	03/25/2016 - This is a very successful assessment and helps students learn about photography.
Department - Photography (PHOT) - PHOT 72 - LIGHTROOM & PHOTOGRAPHIC DESIGN - 2 - Technical Skills - A successful	**Assessment Method:** Quizzes will test students understanding of the software.	03/25/2016 - 80% of students passed the quizzes **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
student will be able to import images into Adobe Photoshop Lightroom and make use of the organizational and output abilities of this professional software. (Created By Department - Photography (PHOT)) **Start Date:** 09/25/2011 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of students will pass the quizzes.	**Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	03/25/2016 - Continue the quizzes as they help student test themselves and prepare for the exams.
Department - Photography (PHOT) - PHOT 74A - STUDIO PHOTOGRAPHY TECHNIQUES I - 1 - Equipment - Student will identify various studio lighting equipment together with their specific use and purpose. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2011 **End Date:** 08/31/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Final Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will correctly identify 75% of studio lighting equipment and its specific use and purpose.	11/07/2016 - 100% of students passed this exam with over 75% correct answers. This continues to be a good way to measure one aspect of student knowledge of studio equipment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	11/07/2016 - We will continue with this assessment. 05/30/2014 - We will continue with this assessment in Fall 2014.
Department - Photography (PHOT) - PHOT 74A - STUDIO PHOTOGRAPHY TECHNIQUES I - 2 - Creative/Technical - Student will set up and arrange studio lighting equipment in a creative and technical manner that clearly depicts the volume, texture, or shape of a 3D object. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2011 **End Date:** 08/31/2012 **Course-Level SLO Status:**	**Assessment Method:** Assignments and portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will produce at least one photograph that clearly shows an object as having 3D properties.	11/07/2016 - 100% of students completed the portfolio. Students continue to improve when they attend an Open Studio to individually practice what they learned from the lecture. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	11/07/2016 - We will continue with this assessment. 05/30/2014 - We are looking to offer more convenient times (evening and weekend sessions) for Open Studio sessions as early as Fall 2014. This may be possible with a classified staff member who possesses more flexibility with regards to scheduling work hours.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Photography (PHOT) - PHOT 74B - STUDIO PHOTOGRAPHY 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))	**Assessment Method:** Review of portfolios to ensure that students have focused on a specific area of studio photography. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students will have submitted a portfolio with a specific area of focus.		
Assessment Cycles: End of Academic Year **Start Date:** 09/21/2015 **End Date:** 06/30/2016 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 74B - STUDIO PHOTOGRAPHY 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))	**Assessment Method:** The majority of the portfolio images shall reflect the mastery of the chosen studio technique. **Assessment Method Type:** Portfolio Review **Target for Success:** 75% of students will have accomplished this objective.	11/07/2016 - Students enjoyed concentrating on one aspect of studio techniques and were able to produce a small but more topically focused portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	11/07/2016 - We will continue with this method of assessment. 11/07/2016 - We will continue with this assessment.
Assessment Cycles: End of Academic Year **Start Date:** 09/21/2015 **End Date:** 06/30/2016 **Course-Level SLO Status:** Active			
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	**Assessment Method:** Student will create a small group of work or a short paper to illustrate this skill. (This class is offered in alternative years.) **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
skills in photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** 80% of students will succeed.		
Department - Photography (PHOT) - PHOT 78A - LANDSCAPE FIELD STUDY IN PHOTOGRAPHY - 2-Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will attend and actively participate in class sessions.(This class is offered in alternative years.) **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will succeed at this task.		
Department - Photography (PHOT) - PHOT 78B - SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY - 1 - Explore/Develop - A successful student will explore a new topic, develop skills and time on task to deepen skills in photography and will create a small group of work or a short paper to illustrate this skill. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will present a small group of photographs or a short paper about a social concern. **Assessment Method Type:** Portfolio Review **Target for Success:** 75% of students will succeed	03/25/2016 - 80% of students presented a group of photographs that successfully fulfilled the assessment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	03/25/2016 - This course was used with a small number of students in conjunction with a basic skills English Class as a learning community. While successful on a basic level, the inability to mandate cross-enrollment for students from both classes meant that the level and depth of community was limited. In the future, a more closely tied Photo/English class still holds promise to enhance success.
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))	**Assessment Method:** Student will participate and contribute to discussions about photographs and photographers from diverse cultures. **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of students will succeed.	03/25/2016 - 80% of students succeed at this task. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	10/22/2016 - This assessment will be continued.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Start Date:** 09/24/2012 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active			
Department - Photography (PHOT) - PHOT 78C - DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore Contributions - Student will create a small group of photographs inspired by the technique or subject of a documentary photographer or research and write a short paper responding to the historical contribution of a documentary photographer. (Created By Department - Photography (PHOT)) **Start Date:** 09/24/2012 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio of photographs or a research paper. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will produce photographs or a research paper.	12/11/2015 - 100% of student succeeded in this SLO assessment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	12/11/2015 - Continue this assessment.
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 **Start Date:** 09/20/2015 **End Date:** 06/30/2016 **Course-Level SLO Status:**	**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.	12/11/2015 - 100% of students successfully completed this assessment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time. **Resource Request:** none at this time.	12/11/2015 - Continue this assessment.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Photography (PHOT) - PHOT 78D - MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore Contributions - Student will create a small group of photographs inspired by the technique or subject matter of a photographer or research and write a short paper responding to the work of a photographer or artistic movement. (Created By Department - Photography (PHOT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 08/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio of photographs or a written paper. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will submit a portfolio or written paper. **Assessment Method:** A portfolio of photographs. **Assessment Method Type:** Portfolio Review **Target for Success:** 75% of students will complete this assessment.	12/11/2015 - 100% of students succeeded at this SLO. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	10/22/2016 - Continue this SLO and assessment.
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/20/2015 **End Date:** 06/29/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Student will write an article that critically reviews a specific exhibition in the style meant for publication in the popular media. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 75% of students will meet this target.	12/11/2015 - 100% of students met this goal. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none at this time.	12/11/2015 - Continue with this SLO and Assessment.
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	**Assessment Method:** Portfolio of photographs or a written paper. **Assessment Method Type:** Portfolio Review **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
work or a short paper that illustrate this skill. (Created By Department - Photography (PHOT))	90% of students will submit a portfolio of images or a written paper.		
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 78E - TECHNIQUES FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - Student will assess contributions of photographers from diverse cultures and backgrounds based on the topic of photography being explored. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio or a written paper. **Assessment Method Type:** Portfolio Review **Target for Success:** 90% of students will submit a portfolio of photographs or a written paper.		
Department - Photography (PHOT) - PHOT 8 - PHOTOGRAPHY OF MULTICULTURAL AMERICA - 1 - Photo Analysis - A successful student will identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a written photo analysis. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task.	10/17/2016 - 86% of students in all sections succeeded at this task in Summer 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		07/12/2016 - 93% of students in all sections succeeded at this task in Spring 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	
		04/18/2016 - 90% of students in all sections succeeded at this task in Winter 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		01/11/2016 - 92% of students in all sections succeeded at this task in Fall 2015 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	
Department - Photography (PHOT) - PHOT 8 - PHOTOGRAPHY OF MULTICULTURAL AMERICA - 2 - Influence - A successful student will synthesize the course material on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	10/17/2016 - 91% of students succeeded at this test or quiz in Summer 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		07/12/2016 - 89% of students succeeded at this test or quiz in Spring 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos	07/12/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	
		04/23/2016 - 86% of students succeeded at this test or quiz in Winter 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	04/23/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		01/11/2016 - 86% of students succeeded at this test or quiz in Fall 2015 **Result:**	01/11/2016 - This assessment is working. No changes in assessment

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	are anticipated at this time.
Department - Photography (PHOT) - PHOT 8H - HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA - 1 - Photo Analysis - A successful student will identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will submit a written photo analysis. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will succeed at this task.	10/17/2016 - This course was not taught in Summer 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	10/17/2016 - This assessment is working. No changes in assessment are anticipated at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		07/12/2016 - 92% of students succeeded at this at this task in Spring 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	07/12/2016 - This assessment is working. No changes in assessment are anticipated at this time.
		04/18/2016 - 95% of students succeeded at this at this task in Winter 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Creative, Critical, and Analytical Thinking are supported in this experience of a written analysis of a photograph. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the identification and analysis of images supports a rich learning experience and a connection with the history of the medium.	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time.
Department - Photography (PHOT) - PHOT 8H - HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA - 2 - Influence	**Assessment Method:** Student will take a test or quiz. **Assessment Method Type:**	10/17/2016 - This course was not taught Summer 2016 **Result:**	10/17/2016 - 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
- A successful student will synthesize the course material on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. (Created By Department - Photography (PHOT)) **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 80% of students will succeed at this test or quiz.	Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	
		07/12/2016 - 94% of students succeeded at this test or quiz in Spring 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc.,	07/12/2016 - 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
		through images supports a rich learning experience and a connection with the history of the medium.	
		04/18/2016 - 90% of students succeeded at this test or quiz in Winter 2016 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. This SLO is in alignment with this IL-SLO. As a General Education class in the Humanities, the communication of complex ideas such as empathy, cultural awareness and sensitivity, ethics, etc., through images supports a rich learning experience and a connection with the history of the medium.	04/18/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____
		01/11/2016 - 92% of students succeeded at this test or quiz in Fall 2015 **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Additional instructional DVDs/Videos **GE/IL-SLO Reflection:** GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of a test or quiz on photography's role in shaping ideas about	01/11/2016 - This assessment is working. No changes in assessment are anticipated at this time. _____

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

Unit Assessment Report - Four Column

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

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

Primary Core Mission: Transfer
Secondary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-PHOT) - Photography AA/CA - 1 - The student will be able to produce images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 09/19/2011 **End Date:** 06/26/2016 **SLO Status:** Active	**Assessment Method:** Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic. **Assessment Method Type:** Portfolio Review **Target:** 80% proficiency **Related Documents:** Foothill College Photo Grading Rubric 21 perpectives exhibition card	06/26/2016 - This assessment is realized by 80% of students. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none **GE/IL-SLO Reflection:** Students are developing skills in "Computation" and in "Creative, Critical, and Analytical Thinking" by development of a portfolio of photographs especially problem-solving, computer proficiency, problem solving through analysis, creativity, aesthetic awareness and intellectual curiosity.	06/26/2016 - The nature of the portfolio has changed as the program has moved to more digital photography and has increased the emphasis on online classes. The Photography department will be having conversations about the nature of the portfolio in the current profession of photography and the balance of printed works to digitally presented works.
	Assessment Method: Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic. **Assessment Method Type:** Portfolio Review **Target:**		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	80% proficiency		
Program (FA-PHOT) - Photography AA/CA - 2 - Students will be able to analyze how images reflect and shape our culture and assess the contributions made in the field by people from diverse cultures and backgrounds. **Year PL-SLO implemented:** End of Academic Year **Start Date:** 09/01/2011 **End Date:** 08/31/2012 **SLO Status:** Active	**Assessment Method:** Student will write about an artist and the role their work plays in society. **Assessment Method Type:** Essay/Journal **Target:** 80% proficiency	08/26/2016 - 90% of students succeeded at this task in 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-SLO Reflection:** The written exercises allow students to think critically and express their thoughts on the photographic contributions made by photographers from diverse backgrounds. This addresses the following ILOs: Communication; Creative, Critical, and Analytical Thinking; and Community/Global Consciousness and Responsibility.	08/26/2016 - This assessment is working and no changes are planned at this time. _____