### Course SLOs 1 and ctu.unitid = 727

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
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<tbody>
<tr>
<td><strong>ECC: PHOT 101 - Elementary Photography - SLO #1 Proper Film Exposure - Students will be able to apply proper film exposure through the correct aperture and shutter settings on the camera and correct film processing to produce a silver gelatin negative with adequate shadow and highlight detail.</strong></td>
<td><strong>02/07/2015 - Thirty nine students worked on this laboratory project and thirty seven students achieved 80% or above on this SLO. The two students who did not achieve 80% or higher did complete other course assignments, but generally at the 80% rate of success or slightly below, so their work on this SLO reflected their overall coursework. The standard and target for success was achieved in the assessment of this SLO. The successful assessment indicates that a required written report on the process for achieving a properly exposed black and white negative and the procedure for printing a full scale black and white photographic print should be included in the SLO assessment, along with the production of the full scale black and white print in the darkroom, to further academically challenge the students, and benefit student success.</strong></td>
<td><strong>11/09/2015 - A written report analyzing the properly exposed silver gelatin negative and the full scale black and white photographic print will be submitted along with the hard copy black and white silver gelatin photograph produced in the darkroom.</strong></td>
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<tr>
<td><strong>Course SLO Assessment Cycle:</strong> 2014-15 (Fall 2014)</td>
<td><strong>Standard Met? :</strong> Yes</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
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<td><strong>Input Date:</strong> 12/14/2013</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014)</td>
<td><strong>Faculty Assessment Leader:</strong> Professor Darilyn Rowan</td>
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| Assessment Method Description: | 02/07/2015 - Fifteen students completed this SLO assessment. Thirteen students achieved 80% or above. Two students did not achieve the standard and target for success. The majority of students successfully set up a still life illustrating the passage of time; set up the view camera correctly; loaded film into film holders, and properly exposed the 4" by 5" sheet film. The majority also successfully processed the black and white sheet film and made 8" by 10" black and white photographic prints as instructed. The assessment reveals that students are achieving the required skills, however the data reveals two students did not achieve the standard and additional instruction during class lecture would be appropriate to increase student success. | **02/07/2015 - Additional classroom/lecture material on the procedure for utilizing a large format view camera for professional level photographic images.** |
| The student will demonstrate knowledge of the role of the aperture and shutter speed by proper exposure and correct film processing to produce a silver gelatin negative with adequate shadow and highlight detail, and print a black and white photographic print in the darkroom to produce a print with a full scale tonal range. | **Standard Met? :** Yes | **Action Category:** Teaching Strategies |
| **Assessment Method:** Laboratory Project/Report | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) | **Faculty Assessment Leader:** Professor Darilyn Rowan |
| **Standard and Target for Success:** It is expected that 85% of students will score 80% or above on this SLO. | **Faculty Assessment Leader:** Professor Darilyn Rowan | |

### Course SLO Assessment Cycle: 2014-15 (Fall 2014) | **Input Date:** 12/14/2013 | **Course SLO Status:** Active | **Results:**

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<td><strong>ECC: PHOT 102 - Basic Photography - SLO #1 Proper Film Exposure - Students will be able to apply proper film exposure through the correct aperture and shutter settings on the camera and correct film processing to produce a silver gelatin negative with adequate shadow and highlight detail.</strong></td>
<td><strong>02/07/2015 - Fifteen students completed this SLO assessment. Thirteen students achieved 80% or above. Two students did not achieve the standard and target for success. The majority of students successfully set up a still life illustrating the passage of time; set up the view camera correctly; loaded film into film holders, and properly exposed the 4&quot; by 5&quot; sheet film. The majority also successfully processed the black and white sheet film and made 8&quot; by 10&quot; black and white photographic prints as instructed. The assessment reveals that students are achieving the required skills, however the data reveals two students did not achieve the standard and additional instruction during class lecture would be appropriate to increase student success.</strong></td>
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| Assessment Method Description: | 02/07/2015 - Fifteen students completed this SLO assessment. Thirteen students achieved 80% or above. Two students did not achieve the standard and target for success. The majority of students successfully set up a still life illustrating the passage of time; set up the view camera correctly; loaded film into film holders, and properly exposed the 4" by 5" sheet film. The majority also successfully processed the black and white sheet film and made 8" by 10" black and white photographic prints as instructed. The assessment reveals that students are achieving the required skills, however the data reveals two students did not achieve the standard and additional instruction during class lecture would be appropriate to increase student success. | **02/07/2015 - Additional classroom/lecture material on the procedure for utilizing a large format view camera for professional level photographic images.** |
| The student will properly set up the 4" by 5" film view camera in preparation to exposing 4" by 5" negatives of a still life illustrating the passage of time. The student will use a hand-held light meter to correctly determine the correct aperture and shutter settings, and expose one piece of 4" by 5" sheet film. The student will process the black and white large format film in black and white photographic chemicals in the darkroom. The student will make three 8" by 10" prints from the resulting 4" by 5" black and white negative using using #1, #2, and #3 contrast filters. The student will submit the negative, three 8" by 10" prints and a written analysis of their results. | **Standard Met? :** Yes | **Action Category:** Teaching Strategies |
| **Assessment Method:** Laboratory Project/Report | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) | **Faculty Assessment Leader:** Professor Darilyn Rowan |
| **Standard and Target for Success:** The standard for success: It is expected that 85% of students will achieve 80% or above on this SLO. | **Faculty Assessment Leader:** Professor Darilyn Rowan | |
Course SLO assessment represented as follows:

### Course SLO Assessment Cycle:

- **2014-15 (Fall 2014)**
- **2015-16 (Fall 2015)**
- **2016-17 (Fall 2016)**
- **2017-18 (Fall 2017)**

### Assessment Method Description:

**Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium, and wide shots. All images must be captioned according to AP style.**

**Assessment Method:** Portfolio

**Standard and Target for Success:**

- **70%**

### Results

- **27 students successfully completed the assessment of the SLO for Photography 1 using 4” by 5” sheet film to produce a silver gelatin negative.**
- **All 27 students who completed the assignment met the standards for success.**
- An analysis of the results suggests that the students would be further challenged towards excellence with additional film exposures with the 4” by 5” film being assigned. Instead of one piece of 4” by 5” film being exposed and processed, the students will expose three pieces of sheet film. One film correctly exposed, a second exposed one stop over, and a third sheet of film being exposed one stop under. This will help the student to learn how exposure and development impact highlight and shadow detail. The assessment data reveals additional requirements to the assessment tool will increase and challenge student learning.

### Standard Met?:

- **Yes**

### Semester and Year Assessment Conducted:

- **2014-15 (Fall 2014)**

### Faculty Assessment Leader:

- Professor Darilyn Rowan

### Action Category:

- Program/College Support

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**ECC: PHOT 106 - Basic Photojournalism (Same course as JOUR 6) - SLO #1 Photo Story Essay–Wide Angle Lens**

- **Assessment Method Description:**
  - Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium, and wide shots. All images must be captioned according to AP style.

- **Assessment Method:** Portfolio

- **Standard and Target for Success:**
  - **70%**

- **01/15/2015** - 10 of 12 students scored acceptable. See related documentation for further analysis. SLO 1 is a bit more challenging since it involves a wider shooting area. Not all assignments require this type of photo, but I asked that students challenge themselves to find an overall photo. In photojournalism, photographers are taught to shoot for variety. The overall shot could be edited out Ten of 12 students got that message, which I think is a pretty solid percentage.

- **Standard Met?:**
  - **Yes**

- **Semester and Year Assessment Conducted:**
  - **2014-15 (Fall 2014)**

- **Faculty Assessment Leader:**
  - Gary Kohatsu

- **Faculty Contributing to Assessment:**
  - Gary Kohatsu

- **Related Documents:**
  - J6 Analysis SLOs for Fall ’14.doc

### Action Category:

- SLO/PLO Assessment Process

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**09/06/2014** - A smart classroom and instructor station will strengthen the instructional methods used to teach and introduce the 4x5 camera.

- **Action Category:** Program/College Support

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**01/21/2015** - SLO 1 was challenging since it involves a wider shooting area. Not all assignments require this type of photo, but I asked that students challenge themselves to find an overall photo. In photojournalism, photographers are taught to shoot for variety. The overall shot could be edited out Ten of 12 students got that message, which I think is a pretty solid percentage.

- **Action Category:** Program/College Support
  - I need to show more examples of how overall shots can be taken without a wide-angle lens. It's possible students disregard this SLO because they don't have the necessary equipment. So I will emphasize that wide shots are not limited to wide lenses.
  - As for SLO 1, if our department wide-angle lens is available, I will bring to class and allow students to take photos to see its scope.
ECC: PHOT 106 - Basic Photojournalism (Same course as JOUR 6) - SLO #2 Photo Story Essay – Standard Lens - Upon completion of the course, students will create a photo story essay using a standard lens ranging from 28mm to 300mm to capture the third of three basic types of photojournalism images, as defined by the AP: the close-up, a detailed image of a small but important item.

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)
2015-16 (Fall 2015)
2016-17 (Fall 2016)
2017-18 (Fall 2017)

**Input Date:**
12/14/2013

**Course SLO Status:**
Active

**Assessment Method & Standard and Target for Success / Tasks:**

**Assessment Method Description:**
Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium, and wide shots. All images must be captioned according to AP style.

**Assessment Method:**
Portfolio

**Standard and Target for Success:**
70%

**Results:**
01/15/2015 - Of 12 students, 12 scored acceptable. See related document for further analysis. SLO 2, which is the medium photos on a photo story, received a 100 percent assessment results. This was expected because most photographers shoot image from a medium range. Unless a student is shooting insects, for example, all proposed story ideas from this group dealt with a standard shooting approach — a distance of 5 to 20 feet from the camera.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Gary Kohatsu

**Faculty Contributing to Assessment:**
Gary Kohatsu

**Related Documents:**
J6 Analysis SLOs for Fall ’14.doc

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ECC: PHOT 106 - Basic Photojournalism (Same course as JOUR 6) - SLO #3 Photo Story Essay – Standard or Macro Lens - Upon completion of the course, students will create a photo story essay using a standard lens ranging from 28mm to 300mm or a macro lens to capture the second of three basic types of photojournalism images, as defined by the AP: the medium-long shot, which comprises about 90 percent of all photos taken.

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)
2015-16 (Fall 2015)
2016-17 (Fall 2016)
2017-18 (Fall 2017)

**Input Date:**
12/14/2013

**Course SLO Status:**
Active

**Assessment Method & Standard and Target for Success / Tasks:**

**Assessment Method Description:**
Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium, and wide shots. All images must be captioned according to AP style.

**Assessment Method:**
Portfolio

**Standard and Target for Success:**
70%

**Results:**
01/15/2015 - Of 12 students, 8 scored acceptable. See related document for more analysis. The most challenging SLO was No. 3, which is the close-up or detail shot. Eight of 12 students successfully fulfilled this requirement of their project. One student who failed this SLO said that he didn’t see a “detail” photo opportunity in his chosen theme: a cancer walk. I told him that a detail shot is not always obvious. That it takes a lot of thought and could even be an isolation shot. Suggestions I made included, medallions, words on a sign, a hand holding a lit candle, pink ribbons, and symbols.

Other students who were unsuccessful with this SLO either forgot or thought what images they submitted were sufficient.

**Standard Met?**
No

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Gary Kohatsu

**Faculty Contributing to Assessment:**
Gary Kohatsu

**Related Documents:**
Assess SLOs for Fall ’14.doc

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### ECC: PHOT 150 - The Art of Photography

*(Same course as ART 150)* - SLO #1 Critique and Discuss - The student will be able to critique and discuss the production and role of commercial, fine art, photojournalism, documentary and portrait photography in contemporary civilization.

#### Course SLO Assessment Cycle:
2014-15 (Fall 2014)

#### Input Date:
12/14/2013

#### Course SLO Status:
Active

#### Assessment Method Description:
The students write a 500 word or more essay on a photography exhibit. The essay will analyze and critique the photography exhibition in regards to subject matter, theme, form (black and white, color, digital, film/analog), lighting, exhibition space/installation description, the role of the photographs in contemporary civilization, and the artist/photographer intent. The student selects an exhibition from a list of exhibitions in the Los Angeles area and on campus.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
It is expected that 85% of students will score 75% or above on this SLO.

02/07/2015 - Forty four students in the combined, cross-listed Photography/Art 150 achieved the standard and target for success in the SLO assessment. Two students did not achieve success with the SLO assessment. The majority of students expressed enthusiasm and interest in the essay assignment, and many selected a photography exhibition that was thematically connected to their academic field of study at El Camino College. There are varying levels of writing skills in Photography/Art 150, however the majority of students did effectively discuss each of the exhibit elements that were assigned in the essay. The professor will do a walk through of a campus exhibition which includes photographic images to increase student understanding. This exhibit visit will give students practical experience in analyzing and critiquing a photography exhibition. The professor will also recommend that students utilize the campus writing center if needed.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Professor Darilyn Rowan

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### ECC: PHOT 202 - Intermediate Photography

SLO #1 Form, Content, and Photographic Technology - Students will be able to visualize and produce a series of film or digital photographs on a unified theme using intermediate level concepts of form and content and photographic technology.

#### Course SLO Assessment Cycle:
2014-15 (Fall 2014)

#### Input Date:
12/14/2013

#### Course SLO Status:
Active

#### Assessment Method Description:
6 assignments required a student self evaluation covering the areas of Form-Visual Elements; Technical-Process & Production; Content-Subject; Presentation-Finishing; a secondary self assessment tool and in class critique for each assignment were available to provide a broader and more in-depth analysis. Additionally, individual conferences and Portfolio review were held to assist students in expanding their personal direction. 90% of the Photo 2 students will possess the ability to make valid assessments of qualitative expression in the medium.

**Assessment Method:**
Multiple Assessments

12/06/2013 - #1 Based on completed assignments, self assessments, critiques, individual conferences and instructor evaluation, 90% of the students who completed coursework demonstrated the ability to “read” the non verbal language of photography/art and design, and to express the “reading” in imagery and visual form. #2 85% of students completing coursework demonstrated familiarity with and proficient competence in lighting design for commercial film and digital photographic imagery, as well as the safety issues pertaining to those media. #3 75% of students completing coursework demonstrated a basic proficiency in the use of 4x5 photographic equipment and uses.

**Standard Met?**
Yes

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10/13/2014 - Acquiring an in class projector, computer capable and a laptop for instructional use would be beneficial in providing access to the broad variety of student learning abilities.

**Action Category:**
Program/College Support
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<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)</td>
<td><strong>09/16/2015</strong> - Acquiring an in class projector, computer capable, laptop for instructional use would be beneficial in assisting students with an additional option for presentation and potentially relieve some of the financial burden required for purchasing media. Additionally, it would provide numerous benefits for lecture demonstrations and presentation for students with varying abilities.</td>
</tr>
<tr>
<td><strong>Faculty Assessment Leader:</strong></td>
<td>Darilyn Rowan</td>
<td><strong>Faculty Contributing to Assessment:</strong> Susan SteMarie</td>
<td><strong>Action Category:</strong> Program/College Support</td>
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<td><strong>Faculty Contribution:</strong></td>
<td></td>
<td><strong>Reviewer’s Comments:</strong> Please provide data analysis in the results section.</td>
<td></td>
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<td><strong>Assessment Method Description:</strong></td>
<td>6 assignments were required with a written student self analysis/evaluation covering the areas of Form-Visual Elements; Technical-Process and Production; Content-Subject; Presentation-Finishing; a secondary assessment tool and in class critique and student presentation were completed to provide each student with an additional in-depth analysis. Additionally, individual conferences and individualized portfolio reviews were held to assist students in expanding and supporting their personal direction/investigations. <strong>Assessment Method:</strong> Portfolio</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)</td>
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<td>75% of the students completing coursework will be able to visualize and produce a series of film or digital photographs on a unified theme using intermediate level concepts of form, content and photographic technology.</td>
<td><strong>Faculty Assessment Leader:</strong> Susan Ste. Marie</td>
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**ECC: PHOT 203 - Advanced Photography - SLO #1 Portfolio Quality Photographs - Students will be able to visualize and produce portfolio quality film and digital photographs utilizing advanced lighting and commercial photographic techniques.**

**Course SLO Assessment Cycle:** 2014-15 (Fall 2014)

**Input Date:** 12/14/2013

**Course SLO Status:** Active

**Assessment Method Description:** 6 assignments were required with a written student self evaluation covering the areas of Form-Visual Elements; Technical-Process and Production; Content-Subject; Presentation-Finishing; a secondary self assessment tool and in class critique for each assignment were available to provide a broader and more in-depth analysis. Additionally, individual conferences and Portfolio review were held to assist students in expanding their personal direction. 90% of the Photos 2 students will possess the ability to make valid assessments of qualitative expression in the medium. 

**Assessment Method:** Multiple Assessments

**Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO.

**Assessment Method Description:** 6 assignments were required with a written student self evaluation covering the areas of Form-Visual Elements; Technical-Process and Production; Content-Subject; Presentation-Finishing; a secondary self assessment tool and in class critique for each assignment were available to provide a broader and more in-depth analysis. Additionally, individual conferences and Portfolio review were held to assist students in expanding their personal direction. 90% of the Photos 2 students will possess the ability to make valid assessments of qualitative expression in the medium. 

**Assessment Method:** Multiple Assessments

**Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO.

**Assessment Method Description:** 6 assignments were required with a written student self evaluation covering the areas of Form-Visual Elements; Technical-Process and Production; Content-Subject; Presentation-Finishing; a secondary self assessment tool and in class critique for each assignment were available to provide a broader and more in-depth analysis. Additionally, individual conferences and Portfolio review were held to assist students in expanding their personal direction. 90% of the Photos 2 students will possess the ability to make valid assessments of qualitative expression in the medium. 

**Assessment Method:** Multiple Assessments

**Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO.

**Assessment Method Description:** 6 assignments were required with a written student self evaluation covering the areas of Form-Visual Elements; Technical-Process and Production; Content-Subject; Presentation-Finishing; a secondary self assessment tool and in class critique for each assignment were available to provide a broader and more in-depth analysis. Additionally, individual conferences and Portfolio review were held to assist students in expanding their personal direction. 90% of the Photos 2 students will possess the ability to make valid assessments of qualitative expression in the medium. 

**Assessment Method:** Multiple Assessments

**Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO.
### Assessment Method Description:
6 assignments from a selection of 20 assignments, requiring a student self evaluation covering the areas of Form-Visual Elements; Technical-Process and Production; Content - Subject; Presentation-Finishing; secondary self assessment tools, rubrics, in class presentations and critiques for each assignment were available to provide more in depth analysis. Additionally, individual conferences and individual Portfolio reviews were held to assist students in their direction.

### Assessment Method:
Multiple Assessments

### Standard and Target for Success:
It is expected 90% of the students completing coursework will score 75% or above in this SLO.

### Results
12/10/2014 - 90% of the students who completed coursework had viable working portfolios of 10-20 successful images by industry standards. 10% percent had viable portfolios of 6-10 images. Some students were hindered by financial limitations.

### Standard Met? :
Yes

### Semester and Year Assessment Conducted:
2014-15 (Fall 2014)

### Faculty Assessment Leader:
Susan Ste.Marie

### Action & Follow-Up
09/16/2015 - Acquiring an in class projector, computer capable, laptop for instructional use would be beneficial in assisting students with an additional option for presenting their work and relieve some of the financial burden required from purchasing storage and display media. additionally, it would provide numerous benefits for lecture demonstration and add an another level of learning options for those with differing abilities.

### Action Category:
Program/College Support

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### Assessment Method Description:
Students will be able to visualize and produce film or digital color photographic images that utilize historical and contemporary color photographic processes and techniques.

### Assessment Method:
Project

### Standard and Target for Success:
It is expected that 85% of the class will score 7 points or better

### Results
02/09/2015 - The project was competed by all but two students. These two students were absent for their presentation. Of all students in the class the averaged point value awarded was a 10.43. 15 students out of 23, or 65% had a score of 10 or greater. Only 9 students received a point value of 10 or lower. 2 of those 9 students were absent. 6 out of 23 or 26% received a point value of 7.5 – 10. No one attempting the project received a point value less than 7.5. These lower points were not reflective of their understanding of the concept, but rather lack of research on the topic, or disregard of project parameters.

The project used to create this assessment was a project consisting of two parts. Part one required students to research contemporary and historical photographers working in color to discover a style and or process which would inspire them or their work. Students would first give an oral report on their photographer of choice discussing not only aesthetics, but techniques as well. Secondly, they would produce a photograph, which was inspired by their chosen artist/photographer.

### Standard Met? :
Yes

### Semester and Year Assessment Conducted:
2014-15 (Fall 2014)

### Faculty Assessment Leader:
Michael Quinn

### Action Category:
Program/College Support

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### Assessment Method Description:
ECC: PHOT 223A - Theory of Color/Color Printing - SLO #2  Historical and Contemporary Processes and Techniques - Students will be able to visualize and produce film or digital color photographic images that utilize historical and contemporary color photographic processes and techniques.

### Assessment Method:
Project

### Standard and Target for Success:
It is expected 90% of the students completing coursework will score 75% or above in this SLO.

### Results
02/09/2015 - The project was competed by all but two students. These two students were absent for their presentation. Of all students in the class the averaged point value awarded was a 10.43. 15 students out of 23, or 65% had a score of 10 or greater. Only 9 students received a point value of 10 or lower. 2 of those 9 students were absent. 6 out of 23 or 26% received a point value of 7.5 – 10. No one attempting the project received a point value less than 7.5. These lower points were not reflective of their understanding of the concept, but rather lack of research on the topic, or disregard of project parameters.

The project used to create this assessment was a project consisting of two parts. Part one required students to research contemporary and historical photographers working in color to discover a style and or process which would inspire them or their work. Students would first give an oral report on their photographer of choice discussing not only aesthetics, but techniques as well. Secondly, they would produce a photograph, which was inspired by their chosen artist/photographer.

### Standard Met? :
Yes

### Semester and Year Assessment Conducted:
2014-15 (Fall 2014)

### Faculty Assessment Leader:
Michael Quinn

### Action Category:
Program/College Support
<table>
<thead>
<tr>
<th>Course SLOs 1 and ctu.unitid = 727</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECC: PHOT 223B - Intermediate Color Photography/Color Printing - SLO #1 Critiquing Design Elements and Technical Aspects - Students will be able to analyze and critique the design elements and technical aspects of advanced level commercial color film and digital photographic images.</strong></td>
<td><strong>Assessment Method Description:</strong> Critique and Analyze the design elements and technical aspects of commercial color film and digital photographic images. Each Critique was given a 25 point value. The 25 points were awarded for a series of criteria for the critique: 1) properly exposed and color corrected prints, 2) consideration of placement (order) and presentation of work, 3) number of images presented, 4) students were prepared with ideas to critique about their work, 5) students participated/critiqued in all other student’s critiques. All criteria were based on a 1-5 point scale.</td>
<td>11/09/2013 - All critiques were completed by the students enrolled in the class. The average of points for the four critiques was 21 out of a possible 25. Out of 20 grades awarded for all critiques 14 were 20 points or higher. The advanced nature of the class’s grade indicate all students were understanding of the expectations and excited about pursuing their image making. The 6 grades awarded below 20 points were awarded for not being within the guidelines of the project, not being prepared to discuss their individual project, or by not participating in other student’s discussion.</td>
<td>11/06/2014 - I order to remain current in contemporary image delivery and production methods, a constant learning, researching about recent developments and most importantly personal experimentation within the medium is recommended for the faculty.</td>
</tr>
<tr>
<td><strong>Course SLO Assessment Cycle:</strong> 2014-15 (Fall 2014)</td>
<td><strong>Assessment Method:</strong> Project</td>
<td><strong>Standard Met? :</strong> Yes</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td><strong>Input Date:</strong> 12/14/2013</td>
<td><strong>Standard and Target for Success:</strong> It is expected that 80% of students will score 20 or more on this SLO.</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)</td>
<td><strong>Faculty Assessment Leader:</strong> Darily Rowan</td>
</tr>
<tr>
<td><strong>Course SLO Status:</strong> Active</td>
<td><strong>Faculty Contributing to Assessment:</strong> Micheal Quinn</td>
<td></td>
<td><strong>Faculty Assessment Leader:</strong> Program/College Support</td>
</tr>
</tbody>
</table>

| ECC: PHOT 225 - Intermediate 35MM - SLO #1 Subject Matter and Exposure - Students will be able to select appropriate subject matter and exposure for black and white Infrared film, or Infrared digital settings, through the correct aperture and shutter speed selection on the film or digital camera, and the proper processing and printing of the images. | **Assessment Method Description:** The student will produce three infrared hard copy photographic prints. Subject matter will include people or landscapes with greenery to emphasize the infrared effect. Students will demonstrate an understanding of the nature of infrared light through a written analysis describing the part of the electromagnetic energy spectrum where infrared exists. The photographs will reflect correct light exposure and print processing. | 02/07/2015 - Photography 254 is an advanced Photography course that is combined with a section of Photography 101 each semester. Seven students enrolled in Photo 254 participated in the SLO assessment. Six students achieved the standard and target for success. One student did not achieve the standard of success by not completing the assignment due to non attendance during lecture dates. The professor did make the lecture materials available to the student but they did not follow through. | 05/15/2015 - Additional practice during the course lab periods. Students will take cameras out on campus to make infrared photographic images on campus under faculty supervision. |
| **Course SLO Assessment Cycle:** 2014-15 (Fall 2014) | **Assessment Method:** Laboratory Project/Report | **Standard Met? :** Yes | **Action Category:** Teaching Strategies |
| **Input Date:** 12/14/2013 | **Standard and Target for Success:** It is expected that 85% of students will score 80% or above on this SLO. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) | **Faculty Assessment Leader:** Professor Darilyn Rowan |