Assessment: Course Four Column

Spring/Summer 2019

El Camino: Course SLOs (FA) - Photography

ECC: PHOT 102:Basic Photography

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Proper Placement of Studio Lights - Students will be able to demonstrate proper placement of studio lights to produce a high-key glassware product photographic image. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015), 2018-19 (Spring 2019) **Input Date:** 12/14/2013	**Laboratory Project/Report -** The students will set up a white paper cove, place a piece of glassware on the cove, and set-up one spot light on either side of the paper cove. The lights will be directed at the backdrop at 45 degree angles. The light reflected from the backdrop through the glassware creates high key lighting. The student will correctly expose film or digital materials to expose a high key image. One print will be produced along with a written analysis describing the process of creating a high key image of glassware. **Standard and Target for Success:** It is expected that 85% of students will score 80% or above on the slo assessment.	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met Nineteen students enrolled in Photography 102 participated in the assessment of SLO #2. The students selected either film or digital materials to complete the assessment. The students had participated in a lecture demonstration on how to light glassware. The students each brought a piece of glassware to class, set up a white paper cove backdrop, arranged the glassware on the table top, correctly arranged the studio lights, and successfully composed the final images. All nineteen students produced properly exposed, and well composed photographs, with the glassware filling the viewing system/screen as directed. The resulting photographs were all of a very high quality with the proper exposure for a high key photograph. High key photographs refer to images with the majority of tones above middle grey. (07/29/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Darilyn Rowan **Faculty Contributing to Assessment:** Darilyn Rowan	**Action:** An additional challenge will be to assign two high key glassware prints for the assessment. An image with one piece of clear glassware and the second image with two or more pieces of glassware. (07/29/2020) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) **Standard Met? :** Standard Met 30 students participated in the Photography 102 slo #2. 29 students achieved a score of 80% or higher on the	**Action:** The students were very successful in this slo assessment so an increased visual challenge will be to include two or more pieces of glassware in the lighting

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		assessment and 1 student did not reach the target for success. The majority of students demonstrated a complete understanding of the process of creating high key lighting, and how to light a piece of glassware with this lighting techniques. The data reveals the success of the majority of students with this slo assessment. (09/11/2015) **Faculty Assessment Leader:** Darilyn Rowan **Faculty Contributing to Assessment:** Darilyn Rowan	project. (12/08/2015) **Action Category:** Teaching Strategies **Follow-Up:** The assignment has been adjusted to include two pieces of glassware in the lighting project. (10/14/2015)

ECC: PHOT 204:Portraiture

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Portraits in High and Low Key Lighting - Students will be able to execute proper placement of photo flood and spotlight studio lighting to produce formal portraits in High Key and Low Key lighting. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 12/14/2013 **Comments::** Program Review: 2016	**Laboratory Project/Report -** The students in Photography 204 Portraiture will utilize studio lighting to produce formal portraits in High Key and Low Key lighting. Each student will execute the proper placement of photo floods and spotlights to create both a high key and a low key portrait of the same subject. One print of each quality of light, along with a written analysis of the process and the resulting photographs, will be submitted. **Standard and Target for Success:** It is expected that 90% of the students will score 80% or above on this slo assessment.	**Semester and Year Assessment Conducted:** 2014-15 (Spring 2015) **Standard Met? :** Standard Met 10 students participated in the slo #2 assessment in Photography 204 Portraiture. The assessment data illustrates that 9 out of 10 students scored 80% or higher on this assessment method. The students were able to properly set up the studio lights to create portraits in both High Key and Low Key studio lighting. Several students made larger prints, 11" by 14", and the majority of students produced 8" by 10" prints. 90% of the students correctly set up the lighting designs and produced prints along with the written analysis. (09/11/2015) **Faculty Assessment Leader:** Darilyn Rowan **Faculty Contributing to Assessment:** Darilyn Rowan	**Action:** To increase the learning experience the student will create High Key and Low Key formal portraits utilizing both studio hot lights and led lighting. (05/19/2016) **Action Category:** Teaching Strategies **Follow-Up:** Students are using studio hot lights and LED lights to create High Key and Low Key formal portraits. (09/02/2017)
	Laboratory Project/Report - The students in Photography 204 Portraiture will utilize studio lighting to produce formal portraits in High Key and Low Key lighting. Each student will execute the proper placement of photo floods and spotlights to create both High Key and Low Key portraits of the same subject. One digital or film/analog print of each quality of light, along with a written analysis of the process and resulting photographic images, will be submitted. **Standard and Target for Success:** HIgh Key and Low Key studio lighting is defined by the correct placement of light and shadow, along with a specific photographic exposure in the digital or film camera. It is	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met Thirteen students enrolled in Photography 204 in the spring of 2019 participated in the assessment of SLO #2. Students selected either film or digital photographic materials to complete the assessment. All thirteen students observed a lecture demonstration on the proper placement of studio lighting to create both high key and low key lit studio portraits. The students were engaged in the lecture demonstration and asked questions regarding the lighting that reflected an understanding of the placement of highlights and shadows. All thirteen students produced outstanding photographic portraits utilizing both high and low key lighting. The students' portraits accurately depicted high key lighting with all tones above middle grays, and low key portraits with dark, somber, mysterious tones below middle gray. (07/29/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Darilyn Rowan	**Action:** The Photography Department currently uses a classroom as a temporary lighting studio. The class is transformed through the use of portable backdrops and movable studio lights into a temporary lighting studio for all studio lighting projects in the intermediate through advanced photography courses, including Photography 204. The new fine arts complex scheduled to be built here at El Camino College will include a dedicated lighting studio for the photography and film/video programs. This will provide a more consistent and workable environment for studio lighting assignments. (07/29/2020)

Course SLOs	Assessment Method Description	Results	Actions
	expected that 90% of the students will score 80% or above on this SLO assessment.	**Faculty Contributing to Assessment:** Darilyn Rowan	**Action Category:** Program/College Support
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met Sixteen students enrolled in Photography 204 participated in the assessment during the Spring 2016. Fourteen students successfully set up the studio lighting to create the High Key and Low Key lighting designs, and properly exposed the lighting design images. All fourteen students properly processed and printed the images as digital or film/analog prints. All fourteen students successfully created the assigned lighting designs, along with the written analysis. One student completed part of the assignment, although the student did complete all remaining course projects. One additional student completed the two lighting designs, however did not print the final photographs. These two students completed the written analysis and received partial credit for their work product. The students all reported use of the lighting techniques outside of course assignments. (08/09/2016) **Faculty Assessment Leader:** Darilyn Rowan	**Action:** The full-time faculty member will continue to request a dedicated lighting studio for the Photography Department. (08/09/2017) **Action Category:** Program/College Support **Follow-Up:** The full-time faculty member continues to request a dedicated lighting studio for the Photography Department. (09/02/2017)

ECC: PHOT 206ab:Advanced Photojournalism (Same course as JOUR 7ab)

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 First Alterations - Upon completion of the course, students will apply the first of three acceptable alterations to a photograph, as defined by the Associated Press (AP), which is cropping the photo using Photoshop, to add creativity to the page, and bring impact to the photo's meaning. (Assessment tool for all three SLOs in J7: photo editing assignment.) **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) **Input Date:** 12/14/2013	**Presentation/Skill Demonstration -** Photoshop skill demonstration. **Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO.	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met Seven students participated in the assessment for SLO #1. The students have attained an increased familiarity with the amount of image cropping as an acceptable alteration of a photograph as defined by the Associated Press. The students have gained experience with a variety of platforms and software for image editing. The results of the assessment demonstrate that students are aware of the AP guidelines for photographic image alterations and successfully used software to achieve acceptable results. (07/29/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Darilyn Rowan **Faculty Contributing to Assessment:** Gary Kohatsu	**Action:** Continuing instruction in evolving and new software and phone app tools for image editing in accordance with Associated Press standards. (07/29/2020) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2017-18 (Spring 2018) **Standard Met? :** Standard Met Six out of seven students understood and applied SLO #1 First Alteration of cropping. Six students easily grasped the SLO, which was discussed in lecture and performed during lab hours. The seventh student partially grasped the concept, mainly because of poor attention during lab hours when the SLO was put into practice. (06/27/2018) **% of Success for this SLO:** 85.71 **Faculty Assessment Leader:** Luis Sinco	**Action:** Cropping a photograph in an acceptable manner is a straightforward concept. I talk with students about how cropping can isolate the action, emotion and moments within a specific photograph. We discuss how cropping can help convey the reality and truth inherent in a photojournalistic image. We consider how cropping can effectively maximize visual impact on paper and online. We put the topic into practice during lab hours. I instruct and help students effectively crop their raw images. Through homework and fieldwork, how cropping effectively enhances the power of images and draws reader attention becomes evident.

Course SLOs	Assessment Method Description	Results	Actions
			(06/27/2018) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) **Standard Met? :** Standard Met Of the 4 students tested for SLO 1 — Cropping an image — I believe all students succeeded because each has an acceptable understanding of image composition. I tested each student in three specific areas of cropping: Vertical, horizontal, and loose cropping to include text overlay. The latter is a more advanced technique and I use this as an indicator of a photographer who might have the skills desired in a photo editor. One student, John Lopez, demonstrated the instinctive eye for cropping an image to include text overlay. Each student explained why they chose a specific crop, as each photo is unique in it content and composition. I was satisfied with each student's reason for cropping an image vertically, horizontally and freestyle with added text overlay. (09/13/2017) **Faculty Assessment Leader:** Gary Kohatsu	**Action:** This course has been dropped for the Fall 2017 semester. If continued in the Spring 2018 semester, another adjunct instructor will teach Journalism 7. I will discuss SLO 1 with this new instructor and emphasize that he/she continue working with Union staff photographers on image cropping. (04/09/2018) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met 8 students completed SLO #1 and 8 students succeeding in meeting the requirements. I think the students were successful in this cropping exercise because as advanced students, they have experience in cropping in the camera as they are photographing the image. In the post-processing phase, of which SLO #1 is measured by, the students showed the necessary skills to tweak or make minor adjusts in a crop. (09/15/2016) **Faculty Assessment Leader:** Gary Kohatsu **Faculty Contributing to Assessment:** Gary Kohatsu	**Action:** Because of the 100 percent success rate, I will continue to have students practice cropping images in creative ways. (11/28/2016) **Action Category:** Program/College Support
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) **Standard Met? :** Standard Met Of the 4 students evaluated (1 section), 4 met the outcome	**Action:** Add an SLO 1 exercise in which students can crop an image several ways, then compare the effectiveness of each. This

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		(100%). All students demonstrated acceptable abilities for SLO 1, but degrees of effectiveness varied from student to student. For example, cropping the image in post-production can be an indicator of photo editor material; however, the crops I saw were sufficient but might have lacked a certain depth of composition and meaning. (09/24/2015) **Faculty Assessment Leader:** Gary Kohatsu	exercise will also include the practice and discussion of "in camera". (04/25/2016) **Action Category:** Teaching Strategies **Follow-Up:** The teaching faculty has given students the opportunity to crop a single photographic image in a variety of ways to compare the effectiveness of each variation. (10/15/2015)
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) **Standard Met? :** Standard Met Of 9 students, 9 scored acceptable. See related document for analysis. (04/28/2014) **Faculty Assessment Leader:** Gary Kohatsu **Faculty Contributing to Assessment:** Gary Kohatsu **Related Documents:** SLO Analysis	**Action:** These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015) **Action Category:** Teaching Strategies **Follow-Up:** The teaching faculty continues to focus on the three acceptable alterations to a photograph as defined by the Associated Press. (10/15/2015)
SLO #2 Second Alterations - Upon completion of the course, students will apply the second of three acceptable alterations to a photograph, as defined by the Associated Press (AP), which is to adjust the image for contrast using Photoshop, which gives the photo dimension. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-	**Presentation/Skill Demonstration -** Photoshop skills demonstration. **Standard and Target for Success:** 90 percent of students should score acceptable.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Six out of seven students understood and applied SLO #1 First Alteration of cropping. Six students easily grasped the SLO, which was discussed in lecture and performed during lab hours. The seventh student partially grasped the concept, mainly because of poor attention during lab hours when the SLO was put into practice. (06/27/2018) **% of Success for this SLO:** 85.71 **Faculty Assessment Leader:** Luis Sinco	**Action:** SLO 2 requires mastering the fundamentals of exposure, including ISO, shutter speed and aperture. Done correctly, the fundamentals effectively minimize the need for toning and contrast adjustment with Photoshop. Getting it right in the camera precludes the extensive use of computer applications, which is the stated ideal of photojournalism. You present to the reader exactly what you got in the field. There is no substitute

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20 (Spring 2020) **Input Date:** 12/14/2013			for shooting plenty of photographs. Lots of hands-on instruction and learning during lab hours produces results. (01/11/2019) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) **Standard Met? :** Standard Met Each student demonstrated an acceptable level of SLO 2, tonal adjustment for contrast and color saturation. Ryan Guitare and Joh'nysha Vercher applied tonal adjustment to a photo using the levels tool in Photoshop. John Lopez and Osvaldo Deras made tonal adjustments to a photo using the Curves tool. Either tool is acceptable, with Curves being a more advanced means of adjusting an image. The end result would not indicate which tool was used. I believe all the students were successful in tonal adjustments because all shoot with their cameras set for a RAW image, which is an untouched, uncompressed photo that retains all details. A raw image must be converted to a JPEG or TIFF file, and then the levels or curves tool applied to enhance the image.While a RAW image contains all details and information of a photo, it is unrefined. RAW shooters learn very quickly to bring out the final image through tonal adjustment. (09/13/2017) **Faculty Assessment Leader:** Gary Kohatsu	**Action:** Continued success of SLO 2 can be achieved by having J7 photographers periodically demonstrate how they tonally adjust photos they are uploading to Camyak, for publication in the Union newspaper. Note: This course was cancelled for the Fall 2017 semester. If continued in the Spring 2018 semester, I have provided a projected date of Feb. 19, 2018 for follow up. Also, I likely will not teach this course as we move forward, so will assist in the SLO 2 process with the new instructor. (02/19/2018) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met 8 students took part in SLO #2 and all 8 students succeeded in meeting the requirements. I believe the success of this exercise is due to the students having advanced skills and understanding that in most cases, the image straight from the camera will need some tonal adjustment. All students showed proficiency in the use of Curves or Levels in Photoshop to achievement good tonal quality of the image. (09/16/2016)	**Action:** Because of the 100 percent success rate of SLO #2, I will continue to have students practice adjusting the tonal levels through the Curves or Levels features.. (11/28/2016) **Action Category:** Program/College Support

Course SLOs	Assessment Method Description	Results	Actions
		Faculty Assessment Leader: Gary Kohatsu **Faculty Contributing to Assessment:** Gary Kohatsu	
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) **Standard Met? :** Standard Met Of the 4 students evaluated (1 section), 4 met the outcome (100%). All students demonstrated acceptable abilities for SLO 2, but degrees of effectiveness varied from student to student. For example, students did well in achieving an acceptable image for general purposes. (09/24/2015) **Faculty Assessment Leader:** Gary Kohatsu	**Action:** Regarding the differences in tonal adjustments for a printed photo versus the same image to be printed in a newspaper: First, I would give each student one photo that is slated for print in the Union newspaper. Then I would have each photographer make the necessary tonal adjustments to create (1) a quality, acceptable printed 8x10 image, and (2) an adjusted photo as he/she believes is suitable for the newspaper. Third, I will tweak the tonal levels of the designated photo as it should be for newspaper publication. The final step will be to compare the tones of all images. Special emphasis will be on comparing my "tweaked" photo and the image as it appears in the Union newspaper. I think this compare/contrast exercise will provide better understanding of how photos for newspapers generally need to be lighter and less contrasty. (04/25/2016) **Action Category:** Teaching Strategies **Follow-Up:** The teaching faculty provided additional classroom experience in photographic tonal adjustment for print publication. (10/15/2015)

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		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) **Standard Met? :** Standard Met Of 9 students, 9 scored acceptable. See related document for analysis. (04/28/2014) **Faculty Assessment Leader:** Gary Kohatsu **Faculty Contributing to Assessment:** Gary Kohatsu **Related Documents:** SLO Analysis	**Action:** These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015) **Action Category:** Teaching Strategies **Follow-Up:** The teaching faculty will continue the current methods of instruction in the application of the 2nd of the 3 acceptable alterations of an image as defined by the Associated Press. (10/15/2015)
	Presentation/Skill Demonstration - The student will produce photographic images adhering to the acceptable image alterations in contrast adjustment as defined by the Associated Press. **Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO assessment.	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met Seven students participated in the assessment of SLO #2. The students were instructed in proper exposure of ISO rating, shutter speed and aperture settings to achieve the best contrast in a digital photographic image. This included instruction in natural, available lighting and how to recognize contrast level in a subject and specific lighting situation. The students also learned digital software techniques for tonal range adjustment (contrast) through Photoshop and phone apps. The students were very successful in creating photographic images with appropriate contrast based on the original scene, lighting, and requirements of publication. (07/29/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Darilyn Rowan **Faculty Contributing to Assessment:** Gary Kohatsu	**Action:** Students will continue to receive advanced level instruction in accurate exposure based on the variables of subject matter and available light through proper use of aperture, shutter, and ISO rating. (07/29/2020) **Action Category:** Teaching Strategies
SLO #3 Third Alterations - Upon completion of the course, students will apply the third of three acceptable alterations to a photograph, as defined by the Associated Press (AP), which is to adjust the image for sharpness using Photoshop, which brings clarity to	**Presentation/Skill Demonstration -** Photoshop skill demonstration. **Standard and Target for Success:** 90 percent students should score acceptable.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Six out of seven students understood and applied SLO #1 First Alteration of cropping. Six students easily grasped the SLO, which was discussed in lecture and performed during lab hours. The seventh student partially grasped the	**Action:** Group edits of student assignments makes readily apparent what is and what is not in focus within a photo take. In so many instances, the students can conclude by themselves that some images can be so out of focus that

Course SLOs	Assessment Method Description	Results	Actions
images. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) **Input Date:** 12/14/2013		concept, mainly because of poor attention during lab hours when the SLO was put into practice. (06/27/2018) **% of Success for this SLO:** 85.71 **Faculty Assessment Leader:** Luis Sinco	using the Photoshop sharpening tool is useless. The emphasis should always be to capture an image in focus so that the sharpening tool is a last resort. (01/27/2019) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) **Standard Met? :** Standard Met I believe the success of SLO 3, image sharpness, is a practiced skill because advanced photographers generally set their DSLR or mirrorless cameras to average or lower levels of contrast and sharpness. This is done so cameras do not "over-process" images, which is often seen in low-end cameras. The 4 advanced students understand that the less processing done by the camera, the more they have to make adjustments in Photoshop, or other software such as Lightroom or Aperture. Professional photographers want to control the sharpening, because if a camera over-sharpens the image, there is no going back to de-sharpen. Our photographers know that it is always best that they control every aspect of the final image, including the sharpening process, to give their images a professional look. Also, two of five photographers shoot with Canon cameras, while the other three shoot with Nikons. Each camera delivers a different look in terms of dynamic range, saturation and sharpness. Understanding the camera usually motivates advanced photographers to enhance their photos with the various features of Photoshop, including the sharpening tool. (09/13/2017) **Faculty Assessment Leader:** Gary Kohatsu	**Action:** Continued success of SLO 3 can be achieved by ensuring all J7 photographers fully understand their cameras and to set the (cameras) menu features to slightly reduce saturation and sharpness. I want my students to learn to boost sharpness and saturation in the post-processing phase, rather than allow their cameras to perform these functions. The J7 course was cancelled for the Fall 2017 semester, but will hopefully be picked up in the Spring 2018 semester. So the action date is projecting ahead. (02/19/2018) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met 8 students took part in SLO #3 and all 8 met the requirements of successfully sharpening an images in Photoshop. I think the success of sharpening an image is	**Action:** Due to the 100 percent success rate demonstrated by student in SLO #3, I will continue to allow and encourage them to make their own judgment calls in sharpening images. (11/28/2016)

Course SLOs	Assessment Method Description	Results	Actions
		due to the students have advanced photo skills. They could identify images of which appeared "soft" (lacking clarity) to the eye, and then tweak the image to give it a sharp edge. (11/28/2016) **Faculty Assessment Leader:** Gary Kohatsu **Faculty Contributing to Assessment:** Gary Kohatsu	**Action Category:** Program/College Support
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) **Standard Met? :** Standard Met Of the 4 students evaluated (1 section), 4 met the outcome (100%). All students demonstrated acceptable abilities for SLO 3, but degrees of effectiveness varied from student to student. For example, three of the students seemed to undervalue the sharpening tool in Photoshop. (09/24/2015) **Faculty Assessment Leader:** Gary Kohatsu	**Action:** SLO 3 warrants an exercise to control the amount of sharpening and what happens when we cross a line. (04/25/2016) **Action Category:** Teaching Strategies **Follow-Up:** The teaching faculty has provided additional instruction on the process of sharpening a photographic image through Photoshop as defined by the Associated Press. (10/15/2015)
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) **Standard Met? :** Standard Met Of 9 students, 9 scored acceptable. See related document for analysis. (04/28/2014) **Faculty Assessment Leader:** Gary Kohatsu **Faculty Contributing to Assessment:** Gary Kohatsu **Related Documents:** SLO Analysis	**Action:** These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015) **Action Category:** Teaching Strategies **Follow-Up:** The teaching faculty will continue to provide classroom experience in utilizing the 3rd acceptable alteration as defined by the Associated Press to photographs for print publication. (10/15/2015)
	Presentation/Skill Demonstration - The students will produce acceptable alterations in sharpness to a photographic image as defined by the Associated Press. The	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met Seven students participated in the assessment for SLO #3. The students received instruction regarding the focusing	**Action:** Challenge the students through a wide range of image focusing mechanisms and techniques to produce an increase of image sharpness acceptable

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	students receive instruction on the focusing tool in a digital camera. The students use Photoshop and phone apps to increase image sharpness. **Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO assessment.	mechanism on digital cameras and focusing techniques. Photoshop techniques for increasing image sharpness defined as acceptable by the Associated Press were taught to the students. Students could also work with phone apps as increasingly phone cameras are used for photographic assignments. The students all achieved acceptable results. (07/30/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Darilyn Rowan **Faculty Contributing to Assessment:** Gary Kohatsu	under the standards defined by the Associated Press. (07/30/2020) **Action Category:** Teaching Strategies

ECC: PHOT 257:Creative Photographic Processes

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Non-Traditional Surfaces - Students will be able to visualize and produce properly exposed photographic images on non-traditional surfaces utilizing non-silver photographic emulsions. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 12/14/2013 **Comments::** Program Review Year: 2016	**Laboratory Project/Report -** The assessment method will focus on making photographic images on light-sensitive fabric that has been treated commercially with a cyanotype eco friendly light-sensitive coating. The student will select one of two options for the assessment. The fabric is exposed to sunlight for approximately 15 minutes and washed in running water for five minutes to produce a permanent photographic image. The student can select to make a photogram using the fabric, which refers to laying objects on the light-sensitive fabric and exposing the fabric to light, producing a shadow image of the objects on the fabric. The student can select to print out a digital photographic image on a piece of clear acetate, lay the acetate on the light-sensitive fabric, and produce a fabric image of the original digital version. **Standard and Target for Success:** The photographic images on non-traditional photographic fabric will illustrate principles of composition and be properly exposed in sunlight. It is expected that 85% of students will score 80% or above on this SLO.	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met Photography 257 is offered concurrently with a section of Photography 101 Elementary Photography. Four students were enrolled in Photography 257 and all four students participated in the assessment for SLO #2. The students participated in a lecture demonstration outside in sunlight to work with non-traditional materials utilizing non-silver photographic materials. The non-traditional materials for this assignment were non-silver, eco-friendly cyanotype fabric fashioned as a scarf. The fabric is printed with direct sunlight so students worked outside on campus to complete the assignment. The students laid objects on the fabric, including translucent and opaque objects, along with digital photographic images reproduced on clear acetate sheets. The resulting images appear on the fabric as blue and white imagery, and the scarfs are ready to be utilized as a fashion accessory. The focus of the assessment encourages students to seek non-traditional avenues for the commercial applications of photography. The four students produced stunning results with the eco-friendly, light-sensitive fabric. (07/29/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Darilyn Rowan **Faculty Contributing to Assessment:** Darilyn Rowan	**Action:** In order to increase the creative challenge to the students in Photography 257, future course instruction and SLO assessments can include both fabric and paper non-traditional photographic materials. (07/29/2020) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met Photography 257 is a course that is taught concurrently with a section of Photography 101 during the spring semester. The majority of students are enrolled in Photography 101, however 7 students were enrolled in Photography 257 during the Spring 2016 semester when this assessment was done. All seven students participated in the assessment. Five students produced photogram images using the non-traditional fabric photographic	**Action:** The instructor of record for the class will include light-sensitive photographic paper that is exposed in sunlight versus an analog darkroom, along with the light-sensitive fabric, to give the students a broader range of non-traditional photographic materials. (08/09/2017) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		material. Two students produced images on the fabric through a digital process involving the printing of a digital image on clear acetate. The sun printing was done on campus outdoors. The students were very involved with the printing experience and expressed great enthusiasm for future applications, including fashion design applications. 100% of students in Photography 257 scored 80% or above on this SLO assessment. (08/09/2016) **Faculty Assessment Leader:** Darilyn Rowan	**Follow-Up:** The instructor of record for the course has incorporated a demonstration of sun printing light-sensitive photographic paper as an element of the sun printing light-sensitive fabric assignment. (02/22/2018)