

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (FA) - Photography

ECC: PHOT 101:Elementary Photography

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Qualities of Available and Natural Light - Students will be able to visualize and produce film and digital photographs utilizing Direct, Diffused, Silhouette, and Direct-Diffused qualities of natural, available light.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 12/13/2013</p>	<p>Laboratory Project/Report - The student will demonstrate knowledge of Direct, Diffused, Silhouette, and Direct-Diffused qualities of natural, available light by making 6 images in each of the four qualities of light and producing one hard copy photographic print of each lighting quality.</p> <p>Standard and Target for Success: It is expected that 85% of the students will score 80% or above in this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Forty four students worked on the laboratory project and thirty nine achieved 80% or above on this SLO. The five 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 assessment reflected their overall coursework. The standard and target was met for this SLO assessment. The successful assessment indicates that a required written report on the visual appearance and communicative significance of the four qualities of natural, available lighting should be included in the assessment, along with the prints, to further academically challenge the students and benefit student success. (02/05/2016)</p> <p>Faculty Assessment Leader: Professor Darilyn Rowan</p>	<p>Action: A written report describing the visual appearance and communicative significance of Direct, Diffused, Silhouette, and Direct-Diffused lighting will be submitted, along with the four photographic prints illustrating each quality. (02/05/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: The full-time faculty member will continue to request the assignment and installation of a teacher station and computer in the classroom Art 15 to show examples of the lighting to the students in Photography 101. (02/05/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PHOT 106:Basic Photojournalism (Same course as JOUR 6)

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Photo Story Essay–Wide Angle Lens - Upon completion of the course, students will create a photo story essay using a wide-angle lens that captures the first of three basic types of photojournalism images, as defined by the Associated Press (AP): the overall shot, which captures the scope of the scene.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/14/2013</p>	<p>Portfolio - 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.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>9 students met the SLO #1 requirement. 6 students did not meet the requirement.</p> <p>I think the primary reason so students did not meet the requirement is that they have never used a wide-angle lens. and think that the WA lens is the only way to get the overall shot. (04/06/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: The first step to improving the results might be to de-emphasize the photo gear needed to get an overall photo, and emphasize the angle and shooting perspective. Shooting from a high perspective will give enough coverage age of the image to satisfy the "overall" requirements of SLO #1. (03/10/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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. (01/15/2015)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p> <p>Related Documents:</p> <p>J6 Analysis SLOs for Fall '14.doc</p>	<p>Action: 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.</p> <ul style="list-style-type: none"> • 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. (01/21/2015) <p>Action Category: SLO/PLO</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>Assessment Process</p> <p>Follow-Up: The teaching faculty has shown additional photographic examples of overall shots taken with or without a wide angle lens. (10/15/2015)</p>
<p>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 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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/14/2013</p>	<p>Portfolio - 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.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>14 of 15 students met the requirement of SLO # 2. 93.3 percent success rate.</p> <p>The success of this SLO is because as defined, SLO #2 encompasses about 90 percent of how photographers' normally shoot. The medium shot requires no teaching or explanation; we see objects or subjects from a medium range and simply take the photo. The one failure was due to a student being failing to submit a photo essay. (03/10/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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. (01/15/2015)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p> <p>Related Documents:</p> <p>J6 Analysis SLOs for Fall '14.doc</p>	<p>Action: 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. I'm satisfied with the Student Learning Outcomes as presented. The challenge will be to help students grasp the concepts of each SLO and successfully apply them to their photo stories. (01/21/2015)</p> <p>Action Category: SLO/PLO</p> <p>Assessment Process</p> <p>Follow-Up: Through additional</p>

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Photo Story Essay – Standard or Macro Lens - Upon completion of the course, students will create a photo story essay using a standard (to isolate) or macro (to magnify) lens 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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/14/2013</p>	<p>Portfolio - 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.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>8 of 15 students met the requirement of SLO #3. 7 failed to meet the requirement. Success rate was 53.3 percent, well below the 70 percent acceptable standard. (03/10/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>photographic examples the students are successfully applying the concepts of each SLO to their photo stories. (10/15/2015)</p> <p>Action: To improve the results of SLO #3, I think requires working one-on-one with students. We need to review their photo stories and identify potential 'detail' images. Another step would be to see if we can crop an existing photo in the essay to zero in on a specific detail. An example would be to find any photo that includes a badge, a medallion, a tattoo, a piece of jewelry, a scar, or a part of the body that that has relevance to the story — eyes, hands, feet, etc. — and discuss with that student. (03/10/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>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. (01/15/2015)</p>	<p>Action: 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</p>

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		<p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p> <p>Related Documents:</p> <p>Assess SLOs for Fall '14.doc</p>	<p>unsuccessful with this SLO either forgot or thought what images they submitted were sufficient.</p> <ul style="list-style-type: none"> • Place greater emphasis on detail photos as a homework assignment. I can discuss this type of photos to greater extent, and might even use a half-discussion period to give examples. Likewise, explaining the depth or concept of detail photos and its power to a photo story. • Show more examples of the detail photos in slide-show examples by professional photojournalists. Concepts visualized are easier to remember. • Devise more class exercises covering detail images. (01/21/2015) <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The teaching faculty has given additional examples of close up photographs. (10/15/2015)</p>

ECC: PHOT 150:The Art of Photography (Same course as ART 150)

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Apply Concepts - The student will be able to apply design concepts to the compositional structure of photographic images.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 12/14/2013</p>	<p>Portfolio - The students will produce a portfolio of five different photographs of a single subject, a person, place, or object, applying the design concepts of line, shape, form, color, black and white tonal range, and lighting to the photographs.</p> <p>Standard and Target for Success: It is expected that 85% of the students will score 75% or above on this SLO assessment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Fifty four students in the combined, cross-listed Photography/Art 150 achieved the standard and target for success in the SLO assessment. Four students did not achieve the standard and target for success. The majority of students expressed enthusiasm and interest in the print portfolio assignment, and many students selected a subject for the photographs related to their field of study at El Camino College. Photography/Art 150 is a survey, appreciation course with a component of producing photographic examples of the design concepts taught in the course. There are varying levels of photographic technical skills among students in the class, however the majority of students were very successful in producing photographic examples of various design elements. (02/05/2016)</p> <p>Faculty Assessment Leader: Professor Darilyn Rowan</p>	<p>Action: The assignment will be adjusted to increase the academic and creative challenge to students in Photography/Art 150. Six photographs will be required for the assignment. One photograph for each design element: line, shape, form, color, black and white tonal range, and lighting. (02/09/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Erased by mistake (02/08/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: PHOT 202:Intermediate Photography

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 4" by 5" View Camera - Students will be able to produce intermediate level black and white photographs utilizing the 4" by 5" view camera.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 12/14/2013</p>	<p>Multiple Assessments - 6 required assignments from a selection of 20; a student self evaluation covering the areas of Form: Visual Elements; Technical: Process and production; Content/ Subject; Presentation-Finishing: a secondary self assessment tool and evaluation: an in-class critique for each assignment were available to provide a broader and more in depth analysis. Additionally, individual conference and a Portfolio review were held to assist students in expanding their personal direction. 93% of Photo 202 students will possess the ability to make valid assessments of qualitative expression in the medium.</p> <p>A 4x5 camera and lighting workshop were provided to enhance knowledge and provide practical experience. A guest artist also led a workshop to assist students in understanding post production work and Photoshop software.</p> <p>Standard and Target for Success: It is expected that 89% of students will score 75% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Based on completed assignments, self assessments, critiques, individual conferences and instructor evaluation, 93% 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.</p> <p>90% 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.</p> <p>92% of students completing coursework demonstrated a basic proficiency in the use of 4x5 photographic equipment and uses. (02/03/2016)</p> <p>Faculty Assessment Leader: Susan SteMarie</p>	<p>Action: 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. (02/03/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PHOT 203:Advanced Photography

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Entry-Level Portfolio - Students will be able to design and produce an entry-level professional quality portfolio consisting of black and white photographic prints and digital color images.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 12/14/2013</p>	<p>Multiple Assessments - 6 required assignments from a selection of 20; a student self evaluation covering the areas of Form: Visual Elements; Technical: Process and production; Content/ Subject; Presentation-Finishing: a secondary self assessment tool and evaluation: an in-class critique for each assignment were available to provide a broader and more in depth analysis. Additionally, individual conference and a Portfolio review were held to assist students in expanding their personal direction. 93% of Photo 202 students will possess the ability to make valid assessments of qualitative expression in the medium.</p> <p>A 4x5 camera and lighting workshop were provided to enhance knowledge and provide practical experience. A guest artist also led a workshop to assist students in understanding post production work and Photoshop software.</p> <p>Standard and Target for Success: It is expected that 89% of students will score 75% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Based on completed assignments, self assessments, critiques, individual conferences and instructor evaluation, 93% 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, creating a beginning portfolio.</p> <p>90% 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.</p> <p>92% of students completing coursework demonstrated a basic proficiency in the use of 4x5 photographic equipment and uses. (02/03/2016)</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment: Susan SteMarie</p>	<p>Action: 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. (08/03/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PHOT 223A:Theory of Color/Color Printing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Psychology of Color - Students will be able to discuss and utilize principles of the psychology of color in film and digital color photographic images.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2018-19 (Fall 2018)</p> <p>Input Date: 12/14/2013</p> <p>Comments:: Program Review Year: 2016</p>	<p>Project - Students will be able to discuss and utilize principles of the psychology of color in film and digital color photographic images.</p> <p>Standard and Target for Success: It is expected that at least 85% of the class will receive a point value of 10 or greater</p> <p>The Project was given a 15-point value. The 15 points were awarded for a series of criteria. 1-5 points were given for well composed and color corrected image. 1 point was given for attempting the project, while 5 points were awarded for a well composed and color corrected image. The second criteria was an introduction of an artificial light source into the image. The light source was to be artificially colored either by use of a colored gel, or incorrect Kelvin setting. Again 5 points were awarded 1 point for attempting the project, 5 points for introducing a source light with effective use of a color modulation. The third criteria for this project entailed the effectiveness of the color addition. This aspect being the most difficult to evaluate, is based on the effective impact of the color in regard to the image's viewer interpretation. Once again 5 points were the available points for this component, ranging from 1 point for mixed messages in colors interpretation, to 5 points for an unanimous agreement of added color interpretation.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>The project was completed by all but one student. This student failed to complete the class. Of all students in the class the average point value awarded was a 11.24. 11 students out of 13, or 84% had a score of 10 or greater. 2 students had scores less than 10. These lower points were not reflective of their understanding of the concept, but rather lack of participation, or disregard of project parameters.</p> <p>The project used to create this assessment was a two-part assignment. Part one required the student to create a photographic image containing all the elements of an effective image: composition, exposure, and presentation. The second part was to incorporate in the image a gelled light source or incorrect Kelvin setting. The color modulation would need to effectively evoke a mood or emotion consistent with subject matter, and subsequent interpretation.</p> <p>(02/03/2016)</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment: Michael Quinn</p>	<p>Action: A smart classroom will promote a higher level of instruction regarding the application of design elements in both classical and digital photography. (06/30/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PHOT 223B:Intermediate Color Photography/Color Printing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Advanced Color Lighting Design - Students will be able to select and construct an advanced color lighting design for a film or digital commercial photographic image.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2017-18 (Fall 2017)</p> <p>Input Date: 12/14/2013</p> <p>Comments:: Program Review Year: 2016</p>	<p>Project - Students will be able to select and construct an advanced color lighting design for a film or digital commercial photographic image</p> <p>Standard and Target for Success: It is expected that 80% will score 20 points or more on this SLO.</p> <p>Each Critique was given a 25-point value. The 25 points were awarded for a series of criteria: 1) Properly exposed and color corrected prints, 2) incorporation of artificial illumination into project, 3) use of colored gels, Kelvin correcting filters, or even incorrect Kelvin setting, 4) prepared with relevant questions to ask of the other students critiquing their work, 5) participation in student critiques. All criteria were based on a 1-5 point scale.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>All students enrolled in class completed this project. The class's averaged point value awarded was a 20.6. 2 of the 5 students enrolled who did not score above 20. These lower points were not reflective of their understanding of the concept, but rather lack of participation, or disregard of project parameters. The advance nature of this class and high point value indicated that all students were understanding of the expectations and excited about pursuing their image making. Students were also excited about exploring different lighting resolves to their ideas. (02/04/2016)</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment: Michael Quinn</p>	<p>Action: A smart classroom (Art 15) will promote a higher level of instruction regarding the application of design elements in both classical and digital photography. (06/30/2016)</p> <p>Action Category: Program/College Support</p>