

Assessment: Course Four Column

Fall 2017



El Camino: Course SLOs (FA) - Photography

ECC: PHOT 101:Elementary Photography

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 Shallow and Depth of Field - Students will be able to visualize and produce film and digital photographs illustrating shallow and deep depth of field.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - The instructor will present a lecture-demonstration on the photographic concept and technique of depth of field which refers to the area of acceptable focus in a photograph. The students will be instructed on the three elements that produce the two types of depth of field: deep and shallow. The three elements consist of camera aperture opening size, focal length of the lens, and the subject camera distance. The students will make 24 photographic examples of shallow depth of field and 24 photographic examples of deep depth of field with either a film/analog or digital camera. The student will process and print one photographic image illustrating shallow depth of field and one photographic print illustrating deep depth of field.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above on this SLO assessment.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>A total of 63 students took part in the assessment. Fifty nine students scored 75% or above on this assessment and successfully illustrated deep and shallow depth of field through analog/film or digital materials. The assessment reveals that the instruction has been successful in introducing this particular photographic skill and technique. Four students did not score 75% or above due to not completing the assignment for a variety of reasons outside of the classroom experience. (02/23/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: To increase the academic and creative challenge with this assignment, the instructor will assign specific subject matter for the depth of field assignment. (03/27/2019)</p> <p>Action Category: Teaching Strategies</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 #3 Demonstrate Knowledge - The student will be able to demonstrate knowledge of how the aperture and shutter functions on a camera control depth of field and the depiction of motion in a photographic image.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2020-21 (Fall 2020) Input Date: 12/14/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - The assessment consists of a written exam with questions regarding the function of the aperture and shutter, and the impact of both on depth of field and the control of motion in a photographic image. The students answer questions related to the function of the aperture as an exposure control, the function of the shutter speed as an exposure control. The questions include how the aperture setting and scale determine the range of depth of field, and how the shutter speed setting controls whether motion is frozen or blurred in a photographic image.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above on this SLO assessment.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met Fifty three students took part in the SLO assessment exercise. One student scored less than 75%. One student scored exactly 75%. The remaining students scored 76% to 100%. The assessment reveals that the majority of students have learned the role of the aperture setting in producing images of both shallow and deep depth of field, and the role of the shutter speed in producing images of both blurred and frozen motion. (02/25/2018)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Darilyn Rowan Faculty Contributing to Assessment:</p>	<p>Action: The instructor of record will incorporate the actual production of shallow and deep images, and blurred motion and frozen motion images, as the assessment tool. (03/21/2019) Action Category: Teaching Strategies</p>

ECC: PHOT 202:Intermediate Photography

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Lighting for Commercial Film or Digital Images - Students will be able to select and construct an intermediate lighting design utilizing studio lighting for a commercial film or digital photographic image.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2020-21 (Fall 2020)</p> <p>Input Date: 12/14/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - The students will produce one film or digital photographic image of glassware lit with studio lighting. The instructor of record gave examples of photographic images of studio lit glassware. The students arranged the glassware on a table top, positioned the studio lighting, and processed and printed the negative or digital file as a hard copy print.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above on this SLO assessment.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Photography 202 is combined with Photography 203 so the ten students in Photography 202 took part in this assessment. Nine students scored 75% or above on the assessment and one student scored below. The assessment reveals the majority of students produced industry standard glassware photographic images. (02/26/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment: Josh Cho</p>	<p>Action: The instructor of record will continue to utilize the teacher's station in the Photography Department lecture room Art 15 to illustrate the assignment with examples of studio lit glassware. (05/15/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: PHOT 203:Advanced Photography

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Design Elements and Technical Processes - Students will be able to analyze and critique film and digital photographic images in regards to design elements and technical processes.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2020-21 (Fall 2020)</p> <p>Input Date: 12/14/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - The students are instructed to produce low key photographic film or digital images. Subject matter is open, although it is recommended to select a subject with dark tones and shadows. The class critique will include a discussion of how lighting can alter the mood in a photographic depiction of a subject, along with a discussion of other relevant photographic design elements and the technical processes utilized to achieve the desired results.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above on this SLO assessment.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Photography 203 is combined with Photography 202, so the ten students enrolled in Photography 203 took part in the assessment. The students produced and critiqued low key photographic images that illustrated photographic design elements, and analyzed and critiqued the images in a group critique. Nine students scored 80% or above and one student did not turn in the assessment project and earned 0%. 90% of the students met the standard for the SLO assessment. (02/26/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment: Josh Cho</p>	<p>Action: The instructor of record will include a class lecture demonstration assigning all students to produce low key photographic images on campus during class with cell phone cameras as a practice. Students will view examples of film noir to emphasize low key lighting instruction. (05/16/2019)</p> <p>Action Category: Teaching Strategies</p>

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

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Film or Color Photographic Images - Students will be able to visualize and produce film or digital color photographic images that are printed with the correct color cast, exposure and filtration or color balance, hue and saturation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2020-21 (Fall 2020)</p> <p>Input Date: 12/14/2013</p> <p>Inactive Date:</p> <p>Comments:: Program Review Year: 2016</p>	<p>Project - Students will be able to visualize and produce film or digital color photographic images that are printed with the correct color cast, exposure and filtration or color balance, hue and saturation.</p> <p>Standard and Target for Success: It is expected that 90% of students will achieve a point value of 10 or better. This project's point value was 15. The points were awarded from three different criteria. Criteria #1: 1-5 points were given for image color correction. 1 point was given for attempting to color correct print, while 5 points were awarded to images whose color correction was impeccable when compared to reality. Criteria #2: 1-5 points were given for prints exposure, focus and composition. 1 point was awarded for those students attempting to complete the project's foundation, while 5 points were reserved for those images whose structure met the standard with excellence. Criteria #3 : 1-5 points were given for image's alignment with the theme of the project. 1 point was given for attempting the project, while 5 points were reserved for those projects which were exemplary examples of the project's theme or subject.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>This project was completed by all students enrolled except for one. This student was given the entire semester to complete the project, but failed to even attempt it. This project found 38% of the class receiving the entire point value of 15 points. Their work was exceptional in regard to all of the project parameters. While 15% of the class' projects were only off by a single point. These students, whose images showed they had comprehension of the project usually were missing required supporting material. The remaining 38% were all above average in their points awarded. These students all interpreted and demonstrated a comprehension of the project. However, they may have had an execution or technical oversight. The remaining 7% consisted of the student not completing project.</p> <p>This project brings several components into the student's experience. First, the theme incorporates the basic elements of composition line, form and texture. More importantly the project introduces the idea of color and color adjustment into the photograph. While most students engage the world in color, in this project the student start to address the photomechanical manipulation of color. For this aspect of the project students are introduced to post-production massaging of hue, saturation and luminance. It was reflecting in the point value awarded that the students demonstrated the ability to not only see the mechanical inadequacies of the image, but to begin effective post production editing of image</p> <p>(02/27/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment: Michael Quinn</p>	<p>Action: A dedicated shooting studio would allow students to have a better comprehension of color, quality and contrast of the light affecting their photographs. (03/13/2019)</p> <p>Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/14/2013</p> <p>Inactive Date:</p> <p>Comments:: Program Review Year: 2016</p>	<p>Project - Students will be able to visualize and produce film or digital color photographic images that utilize historical and contemporary color photographic processes and techniques.</p> <p>Standard and Target for Success: It is expected that 85% of the class will score 7 points or better</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 a 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 of the project was a properly presented (matted) print. Again 5 points were awarded ranging from 1 point for an attempt, up to 5 points for a well-presented and spotted photograph. The third criteria for this project entailed content of the photograph. This aspect, which is the most difficult to evaluate, is based upon the student's photograph in its relationship to the oral report. Again 5 points were available ranging from one point for attempting the project, to 5 points for obviously cohesive presentation.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>The project was completed by all but two students. These two students were absent for their presentation and never initiated a late submission. Of all students in the class the averaged point value awarded was a 12.31. This was an exceptional class with the majority of students receiving above 10 points. Their research for their project was evident in both aspects: the presentation and also the image associated with the presentation. Their attention to details/parameters of project insured a good grade. 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. The photographic project was the basis for this outcome.</p> <p>(02/25/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Michael Quinn</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: A dedicated shooting studio would allow students to have a better comprehension of color, quality and contrast of the light affecting their photograph. (03/13/2019)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: A smart classroom with a computer, teacher station and over head projector to increase student success. (12/12/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: The Photography Department has acquired a smart classroom consisting of a teacher's station, HD digital projector and computer for the Photography lecture room Art 15. (02/22/2018)</p> <p>Follow-Up: The full time faculty is in discussion with the Dean of Fine Arts for a smart classroom and teacher station to be installed in room Art 15. (10/14/2015)</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 #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.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2017-18 (Fall 2017) Input Date: 12/14/2013 Inactive Date: Comments:: Program Review Year: 2016; moved from SP16 to FA17</p>	<p>Project - 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</p> <p>Standard and Target for Success: It is expected that 80% of students will score 20 or more on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met All students completed the critique. The average score awarded for this project was 23 points. The three students enrolled in the class all scored a point value of 20 or more. 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. The lower point values were assigned due to number of images presented or lack of consideration of order and placement. The students not receiving maximum points had images which were acceptable by the standards established for composition, aesthetics and print quality. However, their participation in discussions of other student work was lacking. The point reduction was also for students not comprehending the need to arrange images in an order for the images presented have a relationship from one to another. The project also had a minimum number of images needed to complete the project. These three criteria were necessary parts of the completed project.</p> <p>(02/27/2018) % of Success for this SLO: Faculty Assessment Leader: Darilyn Rowan Faculty Contributing to Assessment: Michael Quinn</p>	<p>Action: A dedicated shooting studio would allow students to have a better comprehension of color, quality and contrast of the light affecting their photograph. (04/17/2019) Action Category: Program/College Support</p>
<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 Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2017-18 (Fall 2017), 2019-20 (Fall 2019)</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</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met 100% of students enrolled received point values above 20 point for the project. The average point value assigned was 22.67 indicating these students were motivated in pursuing their individual visions. Their use and understanding of illumination was evident in their image making. Everyone aspired to create images with dynamism and creativity based upon a comprehension of natural illumination. With</p>	<p>Action: A dedicated shooting studio would allow students to have a better comprehension of color, quality and contrast of the light/illumination affecting their photographs. (04/17/2019) Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Input Date: 12/14/2013 Inactive Date: Comments:: Program Review Year: 2016	<p>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>Additional Information:</p>	<p>three students enrolled in this class this is a hard analysis. The students are taking this class not because of a requirement for graduation, but a desire to take and learn more about their craft. These students are driven to take photographs. Their attention to detail is commendable.</p> <p>Lighting design is not restricted to studio illustration, but also is found within natural illumination. The students enrolled in this class were all photographers subscribing to the second choice. Within the parameters of natural illumination students must be sensitive to the subtleties of change, more so than the adjustments of studio lighting. The students all executed exquisite choices for their individual illumination specifics. Their projects were refined and exemplary examples of the Photography Department's commitment to understanding the importance of illumination natural or studio.</p> <p>(02/27/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment: Michael Quinn</p>	

ECC: PHOT 254:Intermediate 35MM

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Correlation with a Selection of Poetry - Students will be able to visualize and produce a series of film or digital photographic images that correlate with a selection of poetry.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2020-21 (Fall 2020)</p> <p>Input Date: 12/14/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - The student will select a poem, and visualize and produce a series of five digital or film photographs that correlate with the content and meaning of the selection of poetry. The photographs can reflect a literal or metaphorical visualization of the selection of poetry. Students will demonstrate an understanding of the relationship and collaboration between photography and poetry in a written analysis of their photographs. The photographs will reflect correct light exposure and print processing.</p> <p>Standard and Target for Success: It is expected that 90% of the students will score 80% or above on this SLO assessment.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>The resulting data from the assessment for SLO #3 reveals that 100% of the students who participated scored 80% or more on the assessment. Photography 254 is combined with a section of Photography 101, so there are a limited number of students in the section. Four students participated in the assessment. All four students selected a poem, visualized the language as photographic images, produced the photographic images and film/analog or digital prints in hard copy form, and wrote an analysis of the relationship and collaboration between photography and poetry as related to the photographs they produced. The four students shared the results of the assessment with the other students in Photography 254. (02/23/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Darilyn Rowan</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The instructor of record will select a poem for all students to visualize and produce five digital or film photographs to increase the experience of the class as a learning community. (03/27/2019)</p> <p>Action Category: Teaching Strategies</p>