



# Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (FA) - Photography

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (FA) - Photography - ECC: PHOT 204 - Portraiture - SLO #1</p> <p>Lighting for Formal Portraits - Students will be able to execute proper placement of photo flood and spotlight studio lighting to produce formal portraits in Rembrandt, Narrow, Broad, and Glamour lighting. (Created By El Camino: Course SLOs (FA) - Photography)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> The students set up the studio photo floods and spotlights to produce black and white photographic film or digital portraits in Rembrandt, Narrow, Broad, and Glamour portrait lighting. This will include the proper placement of the main, fill, hair, and background lights to produce the four formal portrait lighting designs. The students will use the studio lighting designs, along with the appropriate exposure calculation techniques, to produce one 8" by 10" or 8 1/2" by 11" print in each portrait lighting. A required written analysis will include a step by step explanation of the construction of the four lighting designs, along with a visual description of each one.</p> <p><b>Assessment Method:</b> Laboratory Project/Report</p> <p><b>Standard and Target for Success:</b> Standards of success would be the production of a black and white portrait in each of the four formal portrait lighting designs, Rembrandt, Narrow, Broad, and Glamour with black and white film or digital photographic materials. Each portrait lighting design has a distinct highlight and shadow placement. Standards of success will include the correct highlight and shadow placement for each lighting design, along with correct film or digital exposure, and printing of photographic images. The written analysis will correctly describe the placement and order of the studio lights to create the four lighting designs. The target to determine success is 85% of the students will correctly position the lights; properly expose the film or digital photographic materials; and print one image of each of the portrait lighting designs, along with a complete written analysis.</p>	<p>09/11/2014 - The most important findings from the data is the success the students achieved with the studio photographic portrait lighting. The success rate for students includes 20 out of 22 students completing the assigned project involving studio lighting and the four formal portrait lighting designs. The remaining two students completed at least two of the lighting designs correctly. The target to determine success is 85% of the students in the assessment accurately described in the required written analysis the visual appearance and placement of the shadows and highlights in each lighting design.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Darilyn Rowan</p> <p><b>Faculty Contributing to Assessment:</b> Darilyn Rowan</p>	<p>12/12/2014 - A designated lighting studio for use by students in the Photography Department to complete studio lighting projects. Currently a temporary lighting studio is set up in the Photography classroom for each lighting project. The students are achieving the target rate of success, however it requires extensive time to set up the temporary studio for each use. The time would be better used in direct student instruction and student use of the lighting equipment. The proposed studio could be shared with related campus programs. The full-time faculty will continue a conversation with the administration in the Fine Arts Division regarding this issue.</p> <hr/> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p>09/11/2014 - The students would benefit from a dedicated studio lighting area for the Photography Department. This designated space could be shared with other related programs on campus. A designated space for studio lighting storage and use will allow for more faculty time to spent on instruction and service to the students. The current temporary use of the classroom for lighting projects involves extensive set up time each time lighting projects are done. No curriculum changes are needed at this time.</p> <hr/> <p><b>Action Category:</b> Program/College Support</p> <hr/>
<p>El Camino: Course SLOs (FA) - Photography - ECC: PHOT 206ab - Advanced Photojournalism (Same course as JOUR 7ab) - SLO #1 First Alterations - Upon completion of the course,</p>	<p><b>Assessment Method Description:</b> Photoshop skill demonstration.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p>	<p>04/28/2014 - Of 9 students, 9 scored acceptable. See related document for analysis.</p> <p><b>Standard Met? :</b> Yes</p>	<p>06/01/2015 - These results are extremely satisfactory, so we will maintain the current methods of instruction.</p>

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<p>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.) (Created By El Camino: Course SLOs (FA) - Photography)</p> <p><b>Course SLO Assessment Cycle:</b>  2013-14 (Spring 2014)  2014-15 (Spring 2015)  2015-16 (Spring 2016)  2016-17 (Spring 2017)</p> <p><b>Input Date:</b>  12/14/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p><b>Standard and Target for Success:</b>  90 percent students should score acceptable.</p>	<p><b>Semester and Year Assessment Conducted:</b>  2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b>  Gary Kohatsu</p> <p><b>Faculty Contributing to Assessment:</b>  Gary Kohatsu</p> <p><b>Related Documents:</b>  <a href="#">SLO Analysis</a></p>	<p><b>Action Category:</b>  Teaching Strategies</p> <hr/>
<p>El Camino: Course SLOs (FA) - Photography - ECC: PHOT 206ab - Advanced Photojournalism (Same course as JOUR 7ab) - 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. (Created By El Camino: Course SLOs (FA) - Photography)</p> <p><b>Course SLO Assessment Cycle:</b>  2013-14 (Spring 2014)  2014-15 (Spring 2015)  2015-16 (Spring 2016)  2016-17 (Spring 2017)</p> <p><b>Input Date:</b>  12/14/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p><b>Assessment Method Description:</b>  Photoshop skills demonstration.</p> <p><b>Assessment Method:</b>  Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b>  90 percent of students should score acceptable.</p>	<p>04/28/2014 - Of 9 students, 9 scored acceptable. See related document for analysis.</p> <p><b>Standard Met? :</b>  Yes</p> <p><b>Semester and Year Assessment Conducted:</b>  2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b>  Gary Kohatsu</p> <p><b>Faculty Contributing to Assessment:</b>  Gary Kohatsu</p> <p><b>Related Documents:</b>  <a href="#">SLO Analysis</a></p>	<p>06/01/2015 - These results are extremely satisfactory, so we will maintain the current methods of instruction.</p> <p><b>Action Category:</b>  Teaching Strategies</p> <hr/>
<p>El Camino: Course SLOs (FA) - Photography - ECC: PHOT 206ab - Advanced Photojournalism (Same course as JOUR 7ab) - 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 images. (Created By El Camino: Course SLOs (FA) - Photography)</p> <p><b>Course SLO Assessment Cycle:</b>  2013-14 (Spring 2014)  2014-15 (Spring 2015)  2015-16 (Spring 2016)</p>	<p><b>Assessment Method Description:</b>  Photoshop skill demonstration.</p> <p><b>Assessment Method:</b>  Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b>  90 percent students should score acceptable.</p>	<p>04/28/2014 - Of 9 students, 9 scored acceptable. See related document for analysis.</p> <p><b>Standard Met? :</b>  Yes</p> <p><b>Semester and Year Assessment Conducted:</b>  2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b>  Gary Kohatsu</p> <p><b>Faculty Contributing to Assessment:</b>  Gary Kohatsu</p> <p><b>Related Documents:</b>  <a href="#">SLO Analysis</a></p>	<p>06/01/2015 - These results are extremely satisfactory, so we will maintain the current methods of instruction.</p> <p><b>Action Category:</b>  Teaching Strategies</p> <hr/>

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<p>2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>			
<p>El Camino: Course SLOs (FA) - Photography - ECC: PHOT 257 - Creative Photographic Processes - SLO #1 Photographic Books - Students will be able to visualize and produce a hard copy photographic book on a unified theme using photographic techniques of film or digital photography. (Created By El Camino: Course SLOs (FA) - Photography)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Summer 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Part of the coursework focused on students creating a physical book containing a unified photographic theme either from a narrative point of view, or a design perspective. The books needed to contain a minimum of 15 images reflecting the student's choice of style, with text being added to enhance the point of view or to compliment the design. Students then met with instructor to review a maquette of their work before submitting to publisher, or constructing their binding for final touches.</p> <p>The books ranged from a traditionally published hard bound book with film/digitally created images with text included, a hand made book with a non traditional binding, alternatively processed images with collage styled text, to a hand sewn binding with individually tipped in images, and hand written text. The range was amazing.</p> <p><b>Assessment Method:</b> Laboratory Project/Report</p> <p><b>Standard and Target for Success:</b> Success in this assessment will be the creation of a book containing ideas, images and text relevant to the interpretation and continuity of book. The images will be cohesive to the book's theme or design, properly exposed and well printed to compliment the selected focus of the book.</p> <p>Interpretation is a crucial element in the book and image making process, students were also asked to peer review fellow students projects using the same rubric as the instructor. The rubric categories were: content (1-10points), Presentation (1-5points) and Flow (1-5points). The criteria for this aspect of the project had a total of 20 points. All instructor and peer points were calculated and then averaged. It is expected that 85% of the students will score 80% or above.</p>	<p>09/11/2014 - All 8 students successfully completed both parts of the project. The point value for the project ranged from 20 points to 16 points. The student's project that was awarded 16 points was more a collection of images without a concrete theme. This student failed to meet with the instructor prior to submission, thus resulting in their project not having a concrete theme.</p> <p>On the whole students were very excited and responsive to the idea of creating books. Students were even commenting upon the introduction of the book as a tool they would be able to use in order to showcase their work to perspective clients.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Summer 2014)</p> <p><b>Faculty Assessment Leader:</b> Michael O. Quinn</p> <p><b>Faculty Contributing to Assessment:</b> Michael O. Quinn</p>	<p>12/12/2014 - Although the students were successful in the completion of their projects, the addition of a digital projector creating a smart classroom within the Photography Area would greatly enhance our teaching, and our ability to illustrate ideas and techniques. Presently, we are using slides and projectors, which are no longer manufactured.</p> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p>12/12/2014 - Although the students were successful in the completion of their projects, the addition of a digital projector creating a smart classroom within the Photography Area would greatly enhance our teaching, and our ability to illustrate ideas and techniques. Presently, we are using slides and projectors, which are no longer manufactured.</p> <p><b>Action Category:</b> Program/College Support</p> <hr/>