

Annual Instructional Program Review Template for 2011-2012  
**Introduction to The Program Review Process for Instructional Programs**

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

Annual Instructional Program Review Template for 2011-2012

<b>Basic Program Information</b>
----------------------------------

Department Name: Photography

Program Mission(s): The mission of the Photography Department at Foothill College is to provide the finest of instruction in the use of traditional and contemporary photographic techniques for the vocational and avocational student. Majoring in photography will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for college transfer, entry into the photographic workplace, or for artistic expression.

Course work includes traditional processing and printing, digital imaging, color photography, studio lighting, experimental processes, photo criticism and portfolio preparation. Students are encouraged to develop a personal, expressive style, achieve technical excellence and examine photography's role in society

Program review team:

Name	Department	Position
Ron Herman	Photography	Instructor
Kate Jordahl	Photography	Instructor
Keith Lee	Photography	Instructor
Rick Knepp	Photography	Instructional Associate (Lab Manager)
Lesley Louden	Photography	Part-time Instructor
Moshe Quinn	Photography	Part-time Instructor

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Photography		
Traditional Photography	AA	90
Digital Photography	AA	90
Traditional Photography	CA	40
Digital Photography	CA	40
Traditional Photography II	CA	30
Digital Photography II	CA	30

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

## Annual Instructional Program Review Template for 2011-2012

### Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Photography A.A.	3	3	3	0%
Photography C.A. Digital Imaging	0	1	1	100%
Photography C.A. Digital Imaging II	1	1	2	100%

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	1851	1941	1486	-23%
Productivity (Goal: 546)	492	504	478	-5%
Success	81%	80%	80%	-1%
Full-time FTEF	5.7	5.8	5.0	-12.2%
Part-time FTEF	4.4	4.1	3.4	-22%
Full-time Staff	1	1	1	0%
Part-time Staff	0	0	0	0%

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Photo 1	212	457	75%	214	362	67%	159	411	73%
Photo 2	16	427	94%	42	371	76%	16	283	69%
Photo 5	281	546	66%	320	507	64%	236	513	69%
Photo 8	212	742	72%	251	785	86%	177	834	84%
Photo 10	35	314	80%	35	629	71%	41	846	68%
Photo 11	48	431	85%	44	791	77%	NA	NA	NA
Photo 13	17	367	76%	20	791	75%	NA	NA	NA
Photo 50	NA	NA	NA	22	452	86%	NA	NA	NA
Photo	20	1142	85%	18	NA	100%	21	425	76%

Annual Instructional Program Review Template for 2011-2012

<b>55</b>									
<b>Photo 57A</b>	26	561	100%	1	NA	NA	27	478	85%
<b>Photo 57B</b>	25	540	100%	NA	NA	NA	22	389	95%
<b>Photo 65A</b>	272	503	79%	305	511	77%	291	540	77%
<b>Photo 65B</b>	80	432	89%	56	496	95%	57	504	95%
<b>Photo 74</b>	19	410	100%	32	566	94%	25	150	88%

**Plus see attachment**

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

**Enrollment increased in 2009-2010 but then decreased in 2010-2011. This -23% decrease may be due to increased tuition and/or depressed economy.**

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
  - a. AA, AS, transcriptable certificates
  - b. Local, non-State approved certificates
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

**Completion Rate: The number of AA degrees awarded has increased over a 3 year period (3,3,5). The number of transcriptable certificates awarded has increased over a three year period (0,1,1**

Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions).

**Many photography classes require small groups with hands on experiences. For both safety and pedagogy, many of our classes are limited to 25. With this limit, it is not possible for photography to reach the current college-wide productivity goal of 546. The development and popularity of the Photo 8 has been instrumental to our increased enrollments, as has our deep involvement as a department in the development and teaching of rich online classes to parallel our on-campus offering. The extension of many of our classes to hybrid format has served students and enrollment goals. We must continue to look for ways to capture the enrollments and keep our classes full. We need to look at patterns in our enrollments and schedule carefully. The department is looking at ways to make an upward shift in productivity systemic and sustainable. Courses have been restructured to be more productive.**

3. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) PHOT 2 is one of our core courses that has been cancelled due to low enrollment but this has been because our photo offerings (primarily PHOT 1 which is a pre-req for PHOT 2) have decreased due to the campus-wide effort to decrease the number of classes being offered. Because of this PHOT 2 is offered alternate quarters.
4. Curriculum and SLOs
  - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

***Yes, our CORs are reviewed for Title 5 compliance at least every 3 years and all pre-reqs, co-reqs, and advisories are reviewed at that time.***

Comment on program mapping and how it ties to the college Mission(s).

***In alignment with the Foothill College Mission Statement, the photography department provides students with skills needed for college transfer, entry into the workplace, and for artistic expression. We teach visual literacy and assist students in becoming active, critical, and creative users of the language of photography, which we believe is critical to sustaining and enhancing a democratic society.***

Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

- a. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?  
***Adobe Lightroom has become an important software application in the field and the curriculum of our courses has been revised to reflect that change.***
- b. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? ***Yes, all programs have PSLOs defined and all courses have SLOs defined.***
5. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
6. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable) ***We maintain several courses that are eligible for transfer to UCs and CSUs, including PHOT 1, 5, 8, & 11. Faculty have met with representatives of UC Berkeley to discuss articulation requirements. Faculty have met with the FH articulation Officer to discuss continued alignment of courses. According to Bernie Day, Articulation Officer, the Foothill College Photography department has more transferable classes than any other Photo Department in the California Community College System and a high number that qualify for general education for both the Foothill and Transfer. This fits with***

***our Mission of serving a wide range of students in addition to students majoring in photography.***

7. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable) ***Our program provides instruction in the use of traditional and contemporary photographic techniques for the vocational and avocational student. Career Opportunities abound as Advertising photographer, Aerial and underwater photographer, Art Collector, Art Critic, Art Documentation Photographer, Art Writer & Blogger, Commercial Photographer - Architectural, Commercial Photographer - Portrait, Commercial Photographer - Product, Commercial printing and reproduction, Corporate Photographer, Darkroom Lab Technician and/or Manager, Digital imaging Technician, Digital Photographic Illustrator, Documentary and Editorial Photographer, Photography teacher, Fashion Photographer, Film-Set Photographer, Fine Art Photographer, Fine Art Printing Assistant, Forensic Photographer, Free-lance photographer, Gallerist or Art Dealer, Graphic artist, Laboratory manager, Nature Photographer, Photo Editor, Photo-Historian, Manager for Fine Art or Commercial Photography Studio, Photographic Assistant, Photographic Retoucher, Photojournalist, Professional Photo-Lab Custom Printer, Photographic sales, Sports Photographer, Stock Photographer, Studio and wedding photography, Theater Production Photographer, Travel and stock photography, Wedding and Event Photographer.***

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

## Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

Students learn about photographic images and/or how to make them.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

In PHOT 1 for instance, it might be beneficial to break down the four fundamental skills into a checklist of competencies that can be monitored by both student and instructor.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

## Annual Instructional Program Review Template for 2011-2012

Very well

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

At times the SLOs illuminate topics that are foggy for students, calling attention to the need for additions to course lessons.

### 2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

We have yet to assess at the program level. This will take place in Spring 2012.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

NA

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Continue development of curriculum	Complete one full cycle of PL/SLO assessment	Enhances completeness of skills for workforce effectiveness	More integrated program

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

In alignment with the Foothill College Mission Statement, the photography department provides students with skills needed for college transfer, entry into the workplace, and for artistic expression. We teach visual literacy and assist students in becoming active, critical, and creative users of the language of photography, which we believe is critical to sustaining and enhancing a democratic society.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1 Increase productivity</b>	Annually	Revised curriculum	Revised classes have become more productive
<b>2 Increase donations and will be putting a link to donation information on the photo department website.</b>	4 years	Discussion with Foundation	Ongoing
<b>3 Better record student success after program completion and create an Alumni Network through a Foothill Photo-Blog for Alumni, current Student, and Instructor sharing of photography-- - related work.</b>	4 Years	We have manually recorded students success and are learning how to blog	Ongoing
<b>4 Maintain current staffing</b>	4 years	Lab Manager has completed educational requirements	Ongoing
<b>Increase B budget for repair and maintenance of equipment</b>	4 years	Requested in last program Review	Ongoing



Annual Instructional Program Review Template for 2011-2012

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
<b>1</b> Reflect on PL/SLOs	2 years	Continual reworking of curriculum/assignments	Higher quality classes and higher level of learning
<b>2</b> Obtain needed equipment	2 years		Maintain a professional quality facility
<b>3</b> Keep up-to-date on software	2 years		Instructors will stay current with technology trends
<b>4.</b> Increase budget for repair and maintenance of equipment			

<b>Section 4: Program Resources and Support</b>
---

4.1 Using the tables below, summarize your program's resource requests.

**B Budget Augmentation**

<b>B Budget FOAP</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>Our chemical costs have gone up 60% at the same time our B-- - budget has gone down 50%. It would also be desirable to hire students to help in the lab both for work experience and to help with ongoing tasks. This is not possible with the current budgets.</b>	\$5000	2	Lottery or Perkins
<b>Funds for Software to be updated more quickly</b>	\$3000	3	Lottery or Perkins

**Facilities and Equipment**

<b>Facilities/Equipment Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>We need a stand-- - alone laptop for the photo studio to use for tethered photography and to project instructional aids.</b>	\$3000	2	Lottery or Perkins
<b>Lighting equipment needs maintenance and repair, scanner and cameras need calibration, cleaning, and repair.</b>	\$5000	2	Lottery or Perkins
<b>Dedicated computer for lab tech booth for SIS access and/or future Owl card functionality.</b>	\$3000	2	Lottery or Perkins

Draft Annual Program Review Template for 2011-2012

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
budget does not allow for equipment maintenance or repair/replacement. When our equipment was new, this was not a significant issue, but as we move forward, we will need to	\$5000	4	Lottery or Perkins

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	Foothill College Photography department has more transferable classes than any other Photo Department in the California Community College System and a high number that qualify for general education for both the Foothill and Transfer	Students that transfer from Foothill to 4 year institutions report being very well prepared for upper division study. A number of our former students even been accepted into graduate programs.
<b>Weaknesses</b>	Could have higher numbers of students getting degree/certificate	Perhaps we need to communicate better with counseling and other entities on campus to convey just how well our courses transfer to 4 year schools
<b>Opportunities</b>	Professional development leave will allow full time professors to take courses and lay groundwork that will help with expanding the curriculum. In particular, in developing an Aesthetics course, a Lightroom/Photo Design course and keeping our entire program up to	Conferences and classes at PhotoshopWorld and other learning centers.

## Draft Annual Program Review Template for 2011-2012

	date with current trends and technologies.	
<b>Threats</b>	State budget seems to be continuously threatening to reduce offerings.	State budget has just been cut by 1 billion for CC system.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

***The budget seems to be the biggest concern. If sections have to be cut, we will scale back to a core group of courses that students need for transfer.***

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

**NA**

5.4 Address the concerns or recommendations that were made in prior program review cycles.

**NA**

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

***We continue to increase enrollment in our online courses. PHOT courses like PHOT 8 are filling up with huge wait-lists. This trend has prompted us to offer multiple sections of this courses quarterly, which has helped to increase our productivity. A number of our former students have photography businesses; one former student is traveling the world teaching for the prestigious Hasselblad company; and another former student has been accepted for a number of prestigious artist-in-residencies.***

<b>Section 6: Feedback and Follow Up</b>
--

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

**The Photography Department has done a wonderful job in outreach to our campus community and our service community at large. The exhibitions this year and last have been nothing short of phenomenal. Some classes, such as PHOT 8 and PHOT 5 are very productive and always fill to capacity.**

6.2 Areas of concern, if any:

**During the period of this Program Review, enrollment in Photography dropped 23%, productivity is off 5% and student success remained unchanged from a statistical point of view. Productivity is a serious concern – based on this review, the department is, by design, unproductive. This is problematic for the division as a whole as we enter this period of fiscal restraint and ambiguity.**

## Draft Annual Program Review Template for 2011-2012

### 6.3 Recommendations for improvement:

- **Completely revise the year long schedule. Offer fewer courses that are trending down in productivity and enrollment as per section 1.3. Naturally, some classes, such as Photo 1 are required core courses, but the data above indicates only 3 A.A. degrees per year, and 3 certificates total. Based on that statistic alone, it would appear that students are, in general, not taking photography to receive a degree or certificate, therefore classes such as Photo 1 should always be balanced with a corresponding higher productivity class. With this approach, the schedule “builds itself”.**
- **Classes that are trending up, or are making good productivity numbers, such as Photo 5, Photo 8 and Photo 65 should be offered more frequently, and in different formats if possible (online vs. FTF)**
- **Develop new curriculum that can provide higher productivity and enrollment to balance low enrollment/high cost classes such as Photo 1.**

### 6.4 Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

# Unit Assessment Report - Four Column

## Foothill College

### Program (FA-PHOT) - Photography AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (FA-PHOT) - Photography AA/CA                      - 1 - The student will be able to produce images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes.</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b>                      Student will assemble a group of photographic works in a competent and professional manner, demonstrating a proficiency in the techniques of photography and addressing their concerns about a topic.</p> <p><b>Assessment Method Type:</b>                      Portfolio Review</p> <p><b>Target:</b>                      80% proficiency</p>		
<p>Program (FA-PHOT) - Photography AA/CA                      - 2 - Students will be able to analyze how images reflect and shape our culture and assess the contributions made in the field by people from diverse cultures and backgrounds.</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b>                      Student will write about an artist and the role their work plays in society.</p> <p><b>Assessment Method Type:</b>                      Essay/Journal</p> <p><b>Target:</b>                      80% proficiency</p>		

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Photography (PHOT)

**Mission Statement:** The mission of the Photography Department at Foothill College is to provide the finest of instruction in the use of traditional and contemporary photographic techniques for the vocational and avocational student. Majoring in photography will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for college transfer, entry into the photographic workplace, or for artistic expression.

Course work includes traditional processing and printing, digital imaging, color photography, studio lighting, experimental processes, photo criticism and portfolio preparation. Students are encouraged to develop a personal, expressive style, achieve technical excellence and examine photography's role in society.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Photography (PHOT) - PHOT 1 - BLACK &amp; WHITE PHOTOGRAPHY I - 1 - Production Process - A student will demonstrate a working knowledge of the production processes necessary to create a silver-based photograph. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will properly expose and process a roll of film, produce a matching contact sheet, make an enlargement from a selected negative, and mount it on mat board for presentation.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will complete this comprehensive process.</p>	<p>10/30/2011 - Every student showed that they could produce a set of photographs from the camera stage of the process to the final product of a finished photograph.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/30/2011 - Although there are four processes listed, within this skill-set, students display various levels of competency for each one. Some students prove stronger in camera handling skills, while others show their strength in the processing/darkroom aspects or in print finishing techniques. Students often are so focused on the finished product (photograph) but overlook these four skill areas.</p> <p>In order to strengthen each skill area, it may be better to break these down into a "checklist of competencies" that the student themselves can monitor so that they can identify the area that requires more attention.</p>
<p>Department - Photography (PHOT) - PHOT 1 - BLACK &amp; WHITE PHOTOGRAPHY I - 2 - Expressive Qualities - A student will recognize the expressive qualities of light, composition, and camera settings and how they contribute meaning to a photograph.</p>	<p><b>Assessment Method:</b> A classroom critique session of a portfolio of 10-12 matted/mounted photographs that demonstrate expressive use of light, composition and camera settings as they relate to context and meaning.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 75% of students will be able to discuss their specific awareness and application of the objectives listed above during the classroom critique session.</p>		
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 1 - Influence_1 - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>		
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 1 - Influence - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department -</p>	<p><b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b></p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Photography (PHOT)) <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.		
Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final Exam. This exam covers the cumulative history of photography since the beginning. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Students earn a Final Exam score with at least 80% correct answers.		
Department - Photography (PHOT) - PHOT 11 - CONTEMPORARY ISSUES IN PHOTOGRAPHY - 1 - Style - A successful student will identify the artistic style of contemporary photographers covered in course materials. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active			
Department - Photography (PHOT) - PHOT 11 - CONTEMPORARY ISSUES IN PHOTOGRAPHY - 2 - Social Issues - A successful student will synthesize course material and describe how the themes explored by a photographer relate to broader social issues. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active			
<p>Department - Photography (PHOT) - PHOT  11H - HONORS CONTEMPORARY ISSUES  IN PHOTOGRAPHY - 1 - Style - A  successful student will identify the artistic style of contemporary photographers covered in course materials. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b>  2011-2012</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Photography (PHOT) - PHOT  11H - HONORS CONTEMPORARY ISSUES  IN PHOTOGRAPHY - 2 - Social Issues - A  successful student will synthesize course material and describe how the themes explored by a photographer relate to broader social issues. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b>  2011-2012</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Photography (PHOT) - PHOT  13 - EXPERIMENTAL PHOTOGRAPHY - 1 - Safety - A successful student will identify methods for safe handling of photographic chemical used in Experimental Photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b>  2011-2012</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Photography (PHOT) - PHOT  13 - EXPERIMENTAL PHOTOGRAPHY - 2 -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Portfolio - A successful students will create a portfolio of photographs exploring the concepts/techniques of experimental. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 150X - PHOTOGRAPHY PRODUCTION LABORATORY - 1 - Consistency - A successful student will repeat practice in photographic processes and procedures to yield greater consistency of results. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Cumulative hours gained from work performed during the Open Lab sessions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students will accumulate at least 50% of the number of hours respective to the number of course units required to earn an 'A' grade.</p>		
<p>Department - Photography (PHOT) - PHOT 150X - PHOTOGRAPHY PRODUCTION LABORATORY - 2 - Approaches - A successful student will experiment with various approaches to darkroom processes and studio techniques to expand visual expression skill-set. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> New approaches and refinement of technique will be evident during assignment reviews and portfolio critique sessions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will show photographs that reflects personal incorporation of at least one new approach or technique.</p>		
<p>Department - Photography (PHOT) - PHOT 180 - PHOTOGRAPHIC PRACTICES - 1 - Darkroom Equipment - A successful student will use darkroom equipment to aid in efficient production of photographs. (Created By Department - Photography (PHOT))</p>	<p><b>Assessment Method:</b> Cumulative hours gained from work performed during the Open Lab sessions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> Students will accumulate at least 50% of the number of hours respective to the number of course units required to earn an 'A' grade.</p>		
<p>Department - Photography (PHOT) - PHOT 180 - PHOTOGRAPHIC PRACTICES - 2 - Experiment - A successful student will experiment with equipment to embrace both anticipated and unexpected results. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> New approaches and experimentation with technique will be evident during assignment reviews and portfolio critique sessions.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will show photographs that reflects personal incorporation of at least one new approach or technique.</p>		
<p>Department - Photography (PHOT) - PHOT 190 - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT))</p>	<p><b>Assessment Method:</b> Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of students will meet and confer with the instructor to review the goal and results.</p> <p><b>Assessment Method:</b> Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of students will meet and confer with the instructor to identify the goal/skill.</p>		
<p>Department - Photography (PHOT) - PHOT 190 - DIRECTED STUDY - 2 - Proposal - A</p>	<p><b>Assessment Method:</b> A one page written proposal.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 100% of students will complete and submit a proposal.</p>		
<p>Department - Photography (PHOT) - PHOT 190X - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 90% of students will meet and confer with the instructor to discuss the results.</p>		
<p>Department - Photography (PHOT) - PHOT 190X - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT))</p>	<p><b>Assessment Method:</b> Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of students will meet and confer with the instructor to identify the goal/skill.</p>		
<p>Department - Photography (PHOT) - PHOT 190X - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 190Y - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of students will meet and confer with the instructor to identify the goal/skill.</p>		
<p>Department - Photography (PHOT) - PHOT 190Y - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A one page written proposal.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 100% of students will complete and submit a proposal.</p>		
<p>Department - Photography (PHOT) - PHOT 190Z - DIRECTED STUDY - 1 - Identify - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will meet and confer with the instructor the goal/skill, the planned course of action, and the method of evaluation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of students will meet and confer with the instructor to identify the goal/skill.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Photography (PHOT) - PHOT 190Z - DIRECTED STUDY - 2 - Proposal - A successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A one page written proposal.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 100% of students will complete and submit a proposal.</p>		
<p>Department - Photography (PHOT) - PHOT 2 - BLACK &amp; WHITE PHOTOGRAPHY II - 1 - Print Creation - A successful student will demonstrate successful creation of photographic prints on a variety of photographic papers matching print quality. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 2 - BLACK &amp; WHITE PHOTOGRAPHY II - 2 - Portfolio - A successful student will create a portfolio of photographs exploring the techniques of intermediate photography and expressing a theme or concept. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 1 - Light/Color/Composition - A successful</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>student will create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 2 - Contributions - A successful student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 50 - BLACK &amp; WHITE PHOTOGRAPHY III - 1 - Technique - A successful student will demonstrate creative and technical mastery of at least one photographic technique. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio of photographs</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will show photographs that reflects personal incorporation of at least one photographic technique.</p>		
<p>Department - Photography (PHOT) - PHOT 50 - BLACK &amp; WHITE PHOTOGRAPHY III - 2 - Portfolio - A successful student will create a photographic portfolio whose theme/idea is coherent and consistent, and reflects a clear, personal viewpoint. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio of photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will present a photographic portfolio that reflects the above objectives.</p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 51 - ZONE SYSTEM PHOTOGRAPHY - 1 - Calibrating - A successful student will demonstrate the skill of calibrating photographic equipment and materials to create repeatable results. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 51 - ZONE SYSTEM PHOTOGRAPHY - 2 - Portfolio - A successful student will create a portfolio of photographs exhibiting mastery of the concepts/techniques of zone system photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 55 - SPECIAL PROJECTS IN PHOTOGRAPHY - 1 - Goal - A successful student will self identify a goal/skill to develop and a project to illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will meet/confer with the instructor the goal/skill, the planned course of action, and the method of evaluation.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 90% of students will meet/confer with the instructor and submit a proposal.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Photography (PHOT) - PHOT 55 - SPECIAL PROJECTS IN PHOTOGRAPHY - 2 - Proposal - A            successful student will write a proposal for their project where they create their own goals and schedule for meeting with the faculty and progressing on their project.            (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b>            2011-2012</p> <p><b>Course-Level SLO Status:</b>            Active</p>	<p><b>Assessment Method:</b>            100% of students will submit a proposal.</p> <p><b>Assessment Method Type:</b>            Discussion/Participation</p>		
<p>Department - Photography (PHOT) - PHOT 57A - PHOTOGRAPHIC PORTFOLIO DEVELOPMENT - 1 - Portfolio - A            successful student will create a portfolio of 10-15 photographic images and present them in a professional manner and discuss what their portfolio in light of their career/photographic goals. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b>            2011-2012</p> <p><b>Course-Level SLO Status:</b>            Active</p>			
<p>Department - Photography (PHOT) - PHOT 57A - PHOTOGRAPHIC PORTFOLIO DEVELOPMENT - 2 - Community/Feedback - A            successful student will demonstrate participation in the building of community and contribute to others growth and progress as well as demonstrating the open minded acceptance of feedback and assistance.            (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b>            2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Photography (PHOT) - PHOT 57B - PROFESSIONAL PRACTICES IN PHOTOGRAPHY - 1 - Exhibition - A successful student will organize and manage photographic exhibition of students work in cooperation with fellow students. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> 2011-2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful participation in exhibition including preparation and display of artwork and cooperative planning and execution of event. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Students will participate in three different events during the quarter and assist with a different aspect of each event.	10/21/2011 - This has been once again a very effective SLO. Students are responsible for the outcome of the events and both have a pride in their work and in their cooperative organization of the events. You can see a slide show from their final exhibit at <a href="http://www.photocentral.org/21Perspectives/">http://www.photocentral.org/21Perspectives/</a> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> none at this time.	
Department - Photography (PHOT) - PHOT 57B - PROFESSIONAL PRACTICES IN PHOTOGRAPHY - 2 - Support Materials - A successful student will create support materials to match student's goals in photography including but not limited to postcards, websites, resumes and business cards. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> 2011-2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Review of portfolio with record of support materials. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 80% of students will complete portfolio with resume, website and business card.	10/21/2011 - All students had a portfolio with most required materials; 90% had all materials professionally presented. In future, I would like to address development of website and support materials sooner and have hands-on in a computer lab to work on some of these materials. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> none at this time.	
Department - Photography (PHOT) - PHOT 63 - PHOTOJOURNALISM - 1 - Create Photographs - A successful student will create photographs using knowledge of photographic capture techniques and effective editing skills. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> 2011-2012	<b>Assessment Method:</b> Portfolio of photographs. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 90% of students will complete a portfolio of photographs that demonstrate the above objectives.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 63 - PHOTOJOURNALISM - 2 - Behaviors/Ethics - A successful student will identify proper and improper photojournalist behaviors and ethics. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Class discussion and participation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 75% of students will participate in ethics discussion after lecture.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 65A - DIGITAL PHOTOGRAPHY I - 1 - Terminology/Features - A successful student will define digital photography terminology and identify basic image editing software features and their proper use. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 65A - DIGITAL PHOTOGRAPHY I - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the beginning level digital photography techniques covered in course materials. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 65B - DIGITAL PHOTOGRAPHY II - 1 -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Terminology /Software - A successful student will define digital photography terminology and identify intermediate level image editing software features and their proper use. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 65B - DIGITAL PHOTOGRAPHY II - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the intermediate level digital photography techniques covered in course materials. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 65C - DIGITAL PHOTOGRAPHY III - 1 - Terminology/Features - A successful student will define digital photography terminology and identify advanced level image editing software features and their proper use. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 65C - DIGITAL PHOTOGRAPHY III - 2 - Techniques - A successful student will create photo-based artwork that demonstrates proficiency in the advanced level digital</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>photography techniques covered in course materials. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68A - DARKROOM TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68A - DARKROOM TOPICS IN PHOTOGRAPHY - 2 - Contributions - A successful student will be able to assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68B - DIGITAL TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68B - DIGITAL TOPICS IN PHOTOGRAPHY - 2 - Contributions - A successful student will be able to assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68C - STUDIO LIGHTING TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68C - STUDIO LIGHTING TOPICS IN PHOTOGRAPHY - 2 - Contributions - A successful student will be able to assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Photography (PHOT) - PHOT 68D - EXPERIMENTAL TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68D - EXPERIMENTAL TOPICS IN PHOTOGRAPHY - 2 - Contributions - A successful student will be able to assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68E - LECTURE TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>68E - LECTURE TOPICS IN PHOTOGRAPHY - 2 - Contributions - A successful student will be able to assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68F - EXHIBITION TOPICS IN PHOTOGRAPHY - 1 - Develop Skills - A successful student will explore the topic with time on task and develop skills to deepen proficiency in photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 68F - EXHIBITION TOPICS IN PHOTOGRAPHY - 2 - Contributions - A successful student will be able to assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 70 - INTRODUCTION TO COLOR PHOTOGRAPHY - 1 - Color Interaction - A successful student will demonstrate knowledge of the principles of the interaction</p>	<p><b>Assessment Method:</b> Assignment or portfolio photographs.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>of color. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 90% of students will produce at least one color photograph that reflects the creative use of the theory of interaction of color.</p>		
<p>Department - Photography (PHOT) - PHOT 70 - INTRODUCTION TO COLOR PHOTOGRAPHY - 2 - Correct/Balance - A successful student will analyze and correct photographs for accurate color balance. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assignment and portfolio photographs.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will produce at least one color photograph that accurately reflects the subject's actual tones.</p>		
<p>Department - Photography (PHOT) - PHOT 71 - THE PHOTOGRAPHIC BOOK - 1 - Integration - A successful student will construct a book illustrating facility in integrating word processing, graphics and photography. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful completion of a photographic book.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> That 80% are able to create a book where Images, text and construction create a unified and effective whole.</p>	<p>10/21/2011 - 90% of students were able to create their book by the deadline and exhibited a clear understanding and use of the concepts introduced in the class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> none at this time.</p>	
<p>Department - Photography (PHOT) - PHOT 71 - THE PHOTOGRAPHIC BOOK - 2 - Software/Hardware - A successful student will demonstrate ability to use electronic imaging software and hardware to create a publication. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Photography (PHOT) - PHOT 72 - DIGITAL CAMERA TECHNIQUE - 1 - Awareness - A successful student will demonstrate in-depth awareness of and ability to use the digital camera. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 72 - DIGITAL CAMERA TECHNIQUE - 2 - Contributions - A successful student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 74 - STUDIO PHOTOGRAPHY TECHNIQUES - 1 - Equipment - Student will identify various studio lighting equipment together with their specific use and purpose. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Final Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will correctly identify 75% of studio lighting equipment and its specific use and purpose.</p>		
<p>Department - Photography (PHOT) - PHOT 74 - STUDIO PHOTOGRAPHY TECHNIQUES - 2 - Creative/Technical -</p> <p><b>Assessment Method:</b> Assignments and portfolio of photographs.</p> <p><b>Assessment Method Type:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Student will set up and arrange studio lighting equipment in a creative and technical manner that clearly depicts the volume, texture, or shape of a 3D object. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will produce at least one photograph that clearly shows an object as having 3D properties.</p>		
<p>Department - Photography (PHOT) - PHOT 78A - LANDSCAPE FIELD STUDY IN PHOTOGRAPHY - 1 - Explore/Develop - A successful student will explore a new topic, develop skills and time on task to deepen skills in photography and will create a small group of work or a short paper to illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 78A - LANDSCAPE FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - A successful student will assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 78B - SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY - 1 - Explore/Develop - A successful student will explore a new topic, develop skills and time on task to</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>deepen skills in photography and will create a small group of work or a short paper to illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 78B - SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - A successful student will assess contributions of photographers from diverse cultures and backgrounds to the topic of photography being explored (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 78C - DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore Contributions - Student will create a small group of photographs inspired by the technique or subject of a documentary photographer or research and write a short paper responding to the historical contribution of a documentary photographer. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio of photographs or a research paper.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will produce photographs or a research paper.</p>		
<p>Department - Photography (PHOT) - PHOT 78D - MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY - 1 -Explore Contributions - Student will create a small group of photographs inspired by the</p>	<p><b>Assessment Method:</b> Portfolio of photographs or a written paper.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>technique or subject matter of a photographer or research and write a short paper responding to the work of a photographer or artistic movement. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 90% of students will submit a portfolio or written paper.</p>		
<p>Department - Photography (PHOT) - PHOT 78E - TECHNIQUES FIELD STUDY IN PHOTOGRAPHY - 1 - Explore - A successful student will explore a new topic, develop skills and deepen skills in photography and will create a small group of work or a short paper that illustrate this skill. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio of photographs or a written paper.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will submit a portfolio of images or a written paper.</p>		
<p>Department - Photography (PHOT) - PHOT 78E - TECHNIQUES FIELD STUDY IN PHOTOGRAPHY - 2 - Contributions - Student will assess contributions of photographers from diverse cultures and backgrounds based on the topic of photography being explored. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Portfolio or a written paper.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 90% of students will submit a portfolio of photographs or a written paper.</p>		
<p>Department - Photography (PHOT) - PHOT 8 - PHOTOGRAPHY OF MULTICULTURAL AMERICA - 1 - Process/Elements - A successful student will identify the photographic process, describe the visual</p>	<p><b>Assessment Method:</b> EXAMPLE: On the 4th Week I give an essay to students re: process</p> <p><b>Assessment Method Type:</b></p>	<p>09/29/2011 - 79% of my students got a 4 on the rubric</p> <p><b>Result:</b> Target Not Met</p>	<p>09/29/2011 - I think essay would be more effective in week 5.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>elements, and interpret the meaning of a photograph. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p>Essay/Journal</p> <p><b>Target for Success:</b> 80% of my students will score a 4 or higher on my 5 point rubric.</p>	<p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> I need more lab time</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 8 - PHOTOGRAPHY OF MULTICULTURAL AMERICA - 2 - Influence - A successful student will synthesize the course material on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> EXAMPLE: blah</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Target 80%</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 8H - HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA - 1 - Process/Elements - A successful student will identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Photography (PHOT) - PHOT 8H - HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA - 2 - Influence - A successful student will synthesize the course material on photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. (Created By Department - Photography</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
(PHOT)) <b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active			