Discipline	Course Number	Title
Photography	211	PHO 211 01/10/2019-Large Format Photography I
Division	Department	Faculty Preparer
Business and Computer Technologies	Digital Media Arts	Terry Abrams
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize camera controls used for swing, tilt or shift when photographing a variety of subject matter.

- Assessment Plan

    o Assessment Tool: Written exam

    o Assessment Date: Winter 2016

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key for true and false questions, rubric for any essay questions

- o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
49	47

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

2 students did not take the exam

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There was only one section offered each semester, but the section alternates between evening, morning and afternoon on main campus each semester.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome was assessed using the written final exam in the course. The exam consisted of 20 multiple choice and 10 true/false questions. Since the exam covered more items than this one outcome, I can see in the future that I will need to separate out/tabulate the specific questions. This was not possible for this assessment, since the exams were returned to the students.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
Based on the data collected, 75% of the students achieved the goal of 88% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> The assessment shows strong student achievement for this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Evaluation of this outcome could be improved, which I plan to do for the next course assessment, by isolating these skills in the exam.

Outcome 2: Process and print large format negatives.

- Assessment Plan

  o Assessment Tool: Portfolio evaluation

  o Assessment Date: Winter 2016

  o Course section(s)/other population: All

  o Number students to be assessed: Random sample of 50% of the students with a minimum of one full section

  o How the assessment will be scored: Departmentally-developed rubric

  o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

  o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
49	25

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The plan called for a random sample of 50% of the enrolled students with a minimum of one full section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

One section of the course was offered each semester, alternating between morning, afternoon and evening sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed using a rubric for portfolio evaluation. The students' final portfolio was assessed at the last class session of the semester.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
92% of the sampled students achieved the outcome of 75% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

High level of achievement for this outcome, based on the student portfolios.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Student achievement is on track for this outcome.

Outcome 3: Achieve operational competence with the view camera process including film loading, light metering, camera setup and camera operation.

- Assessment Plan
  - o Assessment Tool: Portfolio evaluation
  - o Assessment Date: Winter 2016
  - o Course section(s)/other population: All

- o   Number students to be assessed: Random sample of 50% of the students with a minimum of one full section

- o   How the assessment will be scored: Departmentally-developed rubric

- o   Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- o   Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
49	25

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The sampling called for a random sample of 50% of the students with a minimum of one full section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The course was offered once each semester, alternating between morning, afternoon and evening sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed using a rubric for portfolio evaluation. The students' final portfolio was assessed at the last class session of the semester.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

92% of the sampled students achieved the outcome of 75% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> High achievement based on portfolio evaluations.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Students are exceeding the standard of success.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

> No applicable previous report.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

> I think this course does very well in meeting the needs of students. It shows them how light, lenses and camera position work in a visceral way, that digital photography does not address. There were no surprises in the student achievement areas.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

> This information will be shared at the conclusion with other photography faculty.

4.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

5. Is there anything that you would like to mention that was not already captured?

> I plan to revise the assessment plan when I update the syllabus for the course, which I will be submitting shortly. The revisions will address the outcomes more

specifically, such as targeting the skill assessment by using individual exam questions or another method.

I make some changes to the course every semester, incorporating what I think will make the learning more effective, and the revised syllabus and assessment plan will address these changes.

III. Attached Files

Assessment Data for PHO 211
Portfolio Image Rubric

Faculty/Preparer:	Terry Abrams	**Date:** 01/10/2019
Department Chair:	Donald Werthmann	**Date:** 01/14/2019
Dean:	Eva Samulski	**Date:** 01/15/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 03/12/2019