

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Photography	105	PHO 105 07/24/2019- Digital Photography Abroad
Division	Department	Faculty Preparer
Business and Computer Technologies	Digital Media Arts (new)	Donald Werthmann
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: Create a web based portfolio of photographs exhibiting impressions of the culture and location of the trip.

- Assessment Plan
 - Assessment Tool: Portfolio evaluation using departmental rubric
 - Assessment Date: Spring/Summer 2006
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:

- Who will score and analyze the data:

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

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

# of students enrolled	# of students assessed
11	10

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.

10 students from the summer 2018 Digital Photography in Spain course [26-July to 12-Aug], were selected. It was the only section of this course offered to meet the sampling criteria [during any academic year only one section of this course is offered]. Only students that took the course for credit and earned a letter grade were included. Students that elected Audit, or that withdrew for whatever reason, were not included in the sampling.

All students met each day at designated facilities provided by the host-institution. One week at Global Education Oregon [GEO] Segovia, and one week at the GEO Oviedo campus. Instructional facilities provided instruction, demonstrations, critique and lab time for students to process images to complete required assignments which led to the production of a final portfolio. Other instructional facilities were utilized in Bilbao to serve the same purposes, but not administered by GEO.

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.

In the photography department, this course is offered exclusively in the spring/summer semester. Students on a study abroad commit to participation in class activities across several consecutive days, for as long as three weeks.

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

An electronic final portfolio of photography is submitted by each student at the end of the semester [course], that is required to be formatted as a web-based photo gallery with additional support files that verify technical requirements.

The portfolios are collected via the DMA Local-Area Network, in a secure folder. Each portfolio is scored by means of the rubrics that measure various technical and aesthetic properties present in the images, such as: camera control and exposure, compositional techniques, and aesthetic qualities such as the use of light, color, and gestalt.

With each rubric descriptor, each image is scored on a scale ranging as [*Excellent* 30-25], [*Average* 24-20], [*Below Average* 19-15] or [*Incomplete* 14 to zero]. With 9 required images [plus technical verification files], each portfolio can produce a total possible value of 260 points. ***All outcome rubrics are in the attachment entitled pho105_Outcome1_Rubrics_2018.pdf.***

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

The standard of success is "80% of students achieve average or excellent results on [71%] 5 out of the 7 assessment components." **80% of 10 portfolios is 8.** To meet the standard of success, 8 [80%] out of 10 portfolios must score 185 points [71%] or higher.

Each portfolio produced a score of up to 260 possible points. Each score was then correlated to a score range, such as 260 to 248. The frequency of scores was then tallied.

10 Portfolios [100%] out of 10 scored 185 points [71%] or higher. ***All outcome statistics are in the attachment entitled pho105_Outcome1_Statistics_2018.pdf***

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

The greatest area of strength in achievement is evident in student final portfolio scores being heavily weighted in the 100 to 96% range; all 10 portfolios appear in this range.

As an intermediate-level, 3-credit elective course, students make significant time and monetary commitments to participate, and bring a strong degree of enthusiasm to travel and live in a foreign country for several consecutive days. A very good range of technical proficiencies are brought into the study abroad experience by means of pre-requisite [pho111 minimum] course work.

A location-based course such as this requires students to work independently, and from time to time in small groups, that enables multi-dimensional problem solving

to photograph subject matter in the genre that supports their personal vision and interpretation.

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.

The standard of success was met and far exceeded expectations with 10 out of 10 final portfolios scoring above the 71% success threshold. The final portfolio scoring instrument uses primary assignment objectives that are mostly technical in nature and leaves ample room for aesthetic, subjective commentary by the instructor. More concise, pre-formatted rubrics can be written for subsequent semesters.

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.

This is the first time the course is being assessed, so no data or intended changes are available for reference to compose a discussion about improved student learning.

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?

Digital Photography Abroad offers students the opportunity to participate in a very strong confluence of skills and proficiencies found in industry. These skill sets range from technical camera operations to the application of aesthetic and creative techniques. Current image editing software tools and techniques compliment the image-making experience.

The assessment results offer a very pleasant affirmation of success. The retention of material and depth of learning is significantly increased in a course such as this, because students have an unparalleled opportunity to craft their photographic vision and personal aesthetic abroad — without the day-to-day distractions and commitments of their home, geographic location.

The learning outcomes and levels of success are clearly evident in the data.

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

Upon approval of this assessment report, the results will be distributed to my full-time colleagues.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	For the final portfolios used to assess Outcome 1, more concise, pre-formatted rubrics can be written for subsequent semesters.	To increase precision when evaluating final portfolio components.	2020

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

Very strong support from personnel at WCC and in Spain [GEO] offered students confidence and numerous travel "safety nets". I'm grateful for their countless hours of preparation and support to produce a course such as this.

Student success in a study abroad course must also be regarded with the idea that they each learned, on their own terms, how to manage this experiment in international living. A few of these students never ventured outside of the USA prior to participating in this course, and the personal growth can be astonishing to witness; one student mentioned feeling like a "citizen of the world" instead of their home country, after returning home.

The logistical and material resourcefulness required to autonomously navigate and negotiate a foreign country for over two weeks is significant. Generally speaking, when a student commits to joining a course such as this, they are naturally inspiring and compelling themselves to succeed, which is evident in the data.

III. Attached Files

[pho105 Outcome1 Statistics 2018](#)

[pho105 Outcome1 Rubrics 2018](#)

Faculty/Preparer: Donald Werthmann **Date:** 11/01/2019

Department Chair: Donald Werthmann **Date:** 11/01/2019

Dean: Eva Samulski **Date:** 11/04/2019

Assessment Committee Chair: Shawn Deron **Date:** 12/17/2019