

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Photography	220	PHO 220 01/10/2019- Advanced Studio Techniques
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Digital Media Arts (new)
Faculty Preparer		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: Produce a retail portrait photography session for a fictitious client.

- Assessment Plan
 - Assessment Tool: Portfolio of photographic images.
 - Assessment Date: Fall 2013
 - Course section(s)/other population: ALL
 - Number students to be assessed: Random sample of 50% of the photographs with a minimum of 21. Student enrollment is normally between 14 to 18 students per semester.

- How the assessment will be scored: Scored by utilizing a departmental technical and aesthetic rubric.
- Standard of success to be used for this assessment: 90% of the students will score 80% or higher.
- Who will score and analyze the data: Full-time photography faculty along with external, working professionals.

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)
	2019, 2018, 2017, 2016	

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

# of students enrolled	# of students assessed
45	44

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 number of students differs because only those that completed a final portfolio of images were included in the sampling. Among the four sections, across as many years, there was one audit-status student not included in the data. These sections offer a robust number of students that far exceed the language, "random sample of 50% of the photographs with a minimum sampling of 21".

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 most recent semesters impacted by the Covid-19 pandemic were intentionally not included in the data sample, because the photography studio was shut down, or access to it was extremely limited, thereby changing instructional designs. If I included the pandemic-era data, then the data would have been skewed, and unreliable. The four, pre-pandemic semesters selected for this report are as follows:

All sections were offered on-campus, face-to-face.

- Winter 2016 — [13 students] evening section, 10-weeks
- Winter 2017 — [8 students] evening section, 10-weeks
- Winter 2018 — [8 students] afternoon section, 10-weeks
- Spring 2019 — [15 students] evening section, 10-weeks

In this data sample, sections are most frequently offered in the evening time frame, and clearly attract a greater number of students. This is because students are required to photograph models [friends, companions, relatives, and/or semi-professional talent] and availability of these individuals increases significantly in the evening hours.

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

An electronic portfolio of three unique photographs, and several business support documents are required submissions for the first class critique, in week four. The portfolios are collected via cloud-based [Google Drive] secure folders. The photography assignment generating the data is entitled *Retail Portraiture*.

Each portfolio of three images & professional practices documents are scored by means of rubrics, answer key, or simple complete/incomplete status score. The quantity and quality of formal properties present in the three separate images of the same model are required to implement following studio lighting techniques: 3-point lighting, high-key or low-key lighting, and mixed lighting [continuous + strobe light].

In conjunction with textbook reading & responses to learn basic photography-business negotiating skills, students also calculate their personal business overhead figure [cost of doing business], and their “minimum daily fee”, which is a real figure that could be used in industry.

Students are required to complete an assigned reading and then complete a response worksheet with leading questions pertaining to the reading content. The assigned reading is from the Photo District News, and entitled *Guide to Model and Property Releases*.

Students must produce a signed model release that acknowledges publication consent by the person being photographed.

Students can score up to 190 possible points: submission of three unique portraits [70pts]; business practices & overhead calculation [50pts.]; invoice integrating minimum daily fee [25pts.]; article reading & response worksheet [25pts.]; signed model release [20pts.].

Each score was then correlated to a score range, such as 190 to 182. The frequency of scores was then tallied.

All outcome rubrics are in the attachment entitled pho220_Outcome1_Rubrics.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 "90% of the students will score 80% or higher." **90% of 44 portfolios is 40.** To meet the standard of success, 40 [90%] out of 44 portfolios must score 152 points [80%] or higher.

40 Portfolios [90%] out of 44 scored 152 points [80%] or higher, meeting the standard of success.

28 scored in the 100 to 96% range; **1** scored in the 95 to 90% range; **8** scored in the 89 to 87% range; **2** scored in the 86 to 83% range; **1** scored in the 82 to 80% range; **4** scores are tallied below 80%. *All outcome statistics are in the attachment entitled **pho220_Outcome1_Data.pdf***

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

This 3-credit elective, advanced-level course attracts students that are motivated to apply their technical workflows and aesthetic theories into deeper practice, in addition to learning several basic photography business practices.

Students must complete the 90 contact hour prerequisite, PHO117 Introduction to the Studio, and discover that the assignments in this course are a workflow continuation, but require much greater depth of image production, critical thinking, and problem solving per assignment.

Students that complete the 4-credit elective course, PHO116 Studio Portraits, bring an even greater depth of 90 contact hours and practicum to this course. Students are also advised to complete the 3-credit elective course [60 contact hours], PHO216 Environmental Portraiture, prior to enrollment in this course.

The idea of a student bringing 240 contact hours of photography studio experience into this course certainly increases their potential for success.

The data used to assess this portfolio includes both image production and cognitive assignment components — A1 Retail Portraiture. This measurement of holistic skills and proficiencies measure retention in the problem solving of a retail portrait photographer. **See the attachment entitled, **pho220_Outcome1_Rubrics.pdf.****

The statistics evident in the scoring ranges indicate strong retention: **40 out of 44 portfolios scored 80% or higher, which means the standard of success was met.**

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 achievement of technical and aesthetic retention in this portfolio of images and business practices offers evidence that the instructional designs support student learning.

Although the standard of success was met, the idea that 90% of students must achieve 80% or higher is too optimistic, and statistically unlikely. In other assessments that I've completed, the standard of success states, "75% of students must score 80% or higher", which is a more realistic range of expectations. Update of the master syllabus for this course is due, and this language will be updated accordingly.

The application and continued practice of craft and personal vision is enabled in Advanced Studio Techniques, and can lead to successful self-employment opportunities. A need has been identified to refine the assignment language, to inform students of how the business overhead calculation is integrated as the session fee of the invoice.

Outcome 2: Produce photographic renderings from composited image data for a fictitious client.

- Assessment Plan
 - Assessment Tool: Portfolio of photographic images.
 - Assessment Date: Fall 2013
 - Course section(s)/other population: ALL
 - Number students to be assessed: Random sample of 50% of the photographs with a minimum of 10. Student enrollment is normally between 14 to 18 students per semester.
 - How the assessment will be scored: Scored by utilizing a departmental technical and aesthetic rubric.
 - Standard of success to be used for this assessment: 90% of the students will score 80% or higher.

- Who will score and analyze the data: Full-time photography faculty along with external, working professionals.

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)
	2019, 2018, 2017, 2016	

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

# of students enrolled	# of students assessed
45	22

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.

22 out of 44 [50%] of the total scores were randomly selected across all four sections [2016, 2017, 2018, 2019]. Some students did not complete assignments and were not included in assessment to enable a reliable calculation of data. One out of the 45 total students registered as audit-status.

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.

All sections were offered on-campus, face-to-face.

- Winter 2016 — [13 students] evening section, 10-weeks
- Winter 2017 — [8 students] evening section, 10-weeks
- Winter 2018 — [8 students] afternoon section, 10-weeks
- Spring 2019 — [15 students] evening section, 10-weeks

22 out of 44 [50%] of the total scores were randomly selected across all four sections [2016, 2017, 2018, 2019].

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 required at the end of the semester, where two of the assignments require the *Adobe Photoshop Layers Version* to be submitted for evaluation.

The digital image composites are required to be produced with studio-crafted photography assets. Each assignment offers students the option to produce original artwork, or follow a prescribed sequence of software workflows to generate a

known outcome. Assignment-2, Image Composite [Goldfish Composite], and Assignment-3, Earth Day PSA Poster [Butterfly Composite].

Each assignment valued at 70-points is evaluated with rubrics and produce a total score of 140 points. Each score was then correlated to a score range, such as 140 to 134. The frequency of scores was then tallied. *See the attachment entitled [pho220_Outcome2_Rubrics.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 "90% of the students will score 80% or higher." **90% of 22 portfolios is 20.** To meet the standard of success, 20 [90%] out of 22 portfolios must score 112 points [80%] or higher.

22 Portfolios [100%] out of 22 scored 112 points [80%] or higher, meeting the standard of success.

16 scored in the 100 to 96% range; **1** scored in the 95 to 90% range; **1** scored in the 89 to 87% range; **4** scored in the 86 to 83% range; no scores are tallied below 80%. *All outcome statistics are in the attachment entitled [pho220_Outcome2_Data.pdf](#)*

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

Students must complete the 90 contact hour prerequisite, PHO117 Introduction to the Studio, and discover that the assignments in this course are a workflow continuation, but require a much greater depth of image production, critical thinking, and problem solving per assignment.

Students that complete the 4-credit required course, PHO127 Digital Photo Imaging 1, bring an even greater depth of 90 contact hours and practicum to this course. Students are also advised to complete, or take concurrently, the 4-credit required course [90 contact hours], PHO228 Digital Photo Imaging 2, prior to enrollment in this course.

The data used to assess this outcome measures image compositing skills and proficiencies. The idea of a student bringing 270 contact hours of photography studio and digital image composite practice experience into this course certainly increases their potential for success. **See the attachment entitled, [pho220_Outcome2_Rubrics.pdf](#).**

The statistics evident in the scoring ranges indicate strong retention: **22 out of 22 portfolios scored 80% or higher, which means the standard of success was met.**

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 achievement of technical and aesthetic retention in this portfolio of images offers evidence that the instructional designs support student learning.

Although the standard of success was met, the idea that 90% of students must achieve 80% or higher is too optimistic and statistically unlikely. In other assessments that I've completed, the standard of success states, "75% of students must score 80% or higher", which is a more realistic range of expectations. Update of the master syllabus for this course is due, and this language will be updated accordingly.

A need has been identified to refine assignment descriptions to inform students of the creative process and how to form ideas that serve as their guides to produce visual art. More external examples are needed to inspire and motivate students to think in more complex and sophisticated ways.

Outcome 3: Produce small groups of photographs that are thematically related and convey ideas or concepts to the viewer.

- Assessment Plan
 - Assessment Tool: Portfolio of photographic images.
 - Assessment Date: Fall 2013
 - Course section(s)/other population: ALL
 - Number students to be assessed: Random sample of 50% or the photographs with a minimum of 21. Student enrollment is normally between 14 to 18 students per semester.
 - How the assessment will be scored: Scored by utilizing a departmental technical and aesthetic rubric.
 - Standard of success to be used for this assessment: 90% of the students will score 80% or higher.
 - Who will score and analyze the data: Full-time photography faculty along with external, working professionals.

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)
	2019, 2018, 2017, 2016	

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

# of students enrolled	# of students assessed
45	22

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.

22 out of 44 [50%] of the total scores were randomly selected across all four sections [2016, 2017, 2018, 2019]. Some students did not complete assignments, and were not included in assessment to enable a reliable calculation of data. One out of the 45 total students registered as audit-status.

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.

All sections were offered on-campus, face-to-face.

- Winter 2016 — [13 students] evening section, 10-weeks
- Winter 2017 — [8 students] evening section, 10-weeks
- Winter 2018 — [8 students] afternoon section, 10-weeks
- Spring 2019 — [15 students] evening section, 10-weeks

22 out of 44 [50%] of the total scores were randomly selected across all four sections [2016, 2017, 2018, 2019].

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 required at the end of the semester, where one of the assignments requires the production of three, thematically related images.

Assignment 5 Visual Metaphor requires students to produce photographs that communicate ideas, or a personal narrative, with a series of three images. The photography component of the assignment is valued at 70-points, and evaluated with rubrics.

Two, fine-art business practices worksheets are also included. One worksheet generates an actual cost of materials to print and frame a photograph. The other worksheet calculates cost analysis of other potential factors encountered by a visual artist to generate a final asking price for finished artwork should it appear for sale in a gallery. The business worksheets are valued at 25-points each; 50 points total.

The photography assignment and business worksheets total 120-points, and are evaluated with rubrics. Each score was then correlated to a score range. The frequency of scores was then tallied. *See the attachment entitled [pho220_Outcome3_Rubrics.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: No

The standard of success is "90% of the students will score 80% or higher." **90% of 22 portfolios is 20.** To meet the standard of success, 20 [90%] out of 22 portfolios must score 96 points [80%] or higher.

17 Portfolios [77%] out of 22 scored 96 points [80%] or higher, which does not meet the standard of success.

15 scored in the 100 to 96% range; **2** scored in the 86 to 83% range; 5 scores are tallied below 80%. *All outcome statistics are in the attachment entitled [pho220_Outcome3_Data.pdf](#)*

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

The data used to assess this outcome measures the production of three unique, idea-driven images, and completion of business practices worksheets. The idea of a student bringing several hundred contact hours of studio and digital imaging practices into this course certainly increases their potential for success. The outcomes were satisfactory, but the standard of success is too high and not achieved.

The application and continued practice of craft and personal vision is enabled in this assignment — A5 Visual Metaphor. Students frequently comment [hindsight] that this is one of the most difficult assignments they encounter up to this point in their photography degree path.

The depth of image production and critical thinking in this assignment offers students excellent expectations in academic rigor should they choose to transfer to

a four-year art school after graduation. **See the attachment entitled, pho220_Outcome3_Rubrics.pdf.**

The statistics evident in the scoring ranges indicate strong retention, but still fall short of the stated goal: **17 out of 22 portfolios scored 80% or higher, which means the standard of success was not met.**

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 typically discover that the rewards of producing original art work rooted in ideas driven from a personal narrative, require significant time, care, and effort.

The standard of success was not met, but then looking at the idea that 90% of students must achieve 80% or higher is too optimistic, and statistically unlikely. In other assessments that I've completed, the standard of success states, "75% of students must score 80% or higher", which is a more realistic range of expectations. Update of the master syllabus for this course is due, and this language will be updated accordingly.

77% of students scored 80% or higher. If the standard of success language is changed in the master syllabus update, then that increases the likelihood of a 'yes' instead.

A need has been identified to refine assignment descriptions, to inform students of the creative process and how to form ideas that serve as their guides to produce visual art. More external examples are needed to inspire and motivate students to think in more complex and sophisticated ways.

Outcome 4: Judge current business trends in the photographic industry based on personal values, resulting in an end product, with a given purpose.

- Assessment Plan
 - Assessment Tool: Quizzes
 - Assessment Date: Fall 2013
 - Course section(s)/other population: ALL
 - Number students to be assessed: ALL
 - How the assessment will be scored: Answer key.
 - Standard of success to be used for this assessment: 75% of the students will score 80% or higher.

- Who will score and analyze the data: Full-time photography faculty along with external, working professionals.

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, 2016, 2019	

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

# of students enrolled	# of students assessed
45	44

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.

Among the four sections, across as many years, there was one audit-status student not included in the data.

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.

All sections were offered on-campus, face-to-face.

- Winter 2016 — [13 students] evening section, 10-weeks
- Winter 2017 — [8 students] evening section, 10-weeks
- Winter 2018 — [8 students] afternoon section, 10-weeks
- Spring 2019 — [15 students] evening section, 10-weeks

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

Students are required to complete three cognitive assignments that are distributed as PDF. The assignments integrate reading comprehension and written responses. If completed on time, then students arrive prepared to participate in a specific class discussion time, to debate the issues at hand and/or contribute personal opinions.

Specific articles from professional trade publications and credible news sources are used to complete each quiz, in an open-book format. Each quiz can be completed during regularly scheduled class times, or outside of class meeting times.

Students submit their completed quiz for evaluation either electronically [fillable-PDF], via secure cloud-based TurnInWork folder [WCC Google Drive], or printed and turned-in to the instructor in hard copy format.

Each quiz is scored with its respective answer key, and generates the following point values:

- Estimating 2.0 [40 points]
- Guide to Delivery Memos & Contract Language [40 points]
- Ethics in Imaging [50 points]

A total score of 130 points is possible.

Each total score was correlated to a score range, and the frequency of scores was then tallied.

See the attachment entitled [pho220_Outcome4_AnswerKeys.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 "75% of the students will score 80% or higher. **75% of 44 students is 33.** To meet the standard of success, 33 [75%] out of 44 portfolios must score 104 points [80%] or higher.

34 students [77%] out of 44 scored 104 points [80%] or higher, meeting the standard of success.

32 scored in the 100 to 96% range; **1** scored in the 95 to 90% range; **1** scored in the 86 to 83% range; 10 scores are tallied below 80%. *See the attachment entitled [pho220_Outcome4_Data.pdf](#)*

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

The depth of critical thinking, class discussion and student participation designed into these assignments offers students excellent expectations of academic rigor should they choose to transfer to a four-year art school after graduation. **See the attachment entitled, [pho220_Outcome4_AnswerKeys.pdf](#).**

Prior to each scheduled class discussion time, for each respective assignment, a student is assigned to orally participate with their response to one, or more questions. The expectations and accountability factor implied during a class discussion significantly impacts the completion rates in positive ways. i.e. students

do the readings, complete the written response worksheets, and show up for classes.

The statistics evident in the scoring ranges indicate strong retention: **34 out of 44 students scored 80% or higher, which means the standard of success was met.**

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 retention of the topics addressed in this collection of readings and worksheets offers evidence that the instructional designs are successful in supporting student learning.

As noted in Outcome-5, there is a need to produce a more succinct and efficient assessment plan that includes all cognitive assignments such as this. A master syllabus update is planned to correct this.

Outcome 5: Critique reading of professional practices and ethical issues in photographic imaging.

- Assessment Plan
 - Assessment Tool: Written analysis from assigned readings.
 - Assessment Date: Fall 2013
 - Course section(s)/other population: ALL
 - Number students to be assessed: ALL
 - How the assessment will be scored: Answer key.
 - Standard of success to be used for this assessment: 75% of the students will score 80% or higher.
 - Who will score and analyze the data: Full-time photography faculty along with external, working professionals.

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)
	2019, 2018, 2017, 2016	

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

# of students enrolled	# of students assessed

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.

I've determined that the generalized language for Outcome 4 and Outcome 5 in the 2013 master syllabus [assessment plan], is not well articulated. Therefore, I integrated the assignment component that was identified to generate the data for Outcome 5, into Outcome 4.

The learning objectives, data analysis, and outcomes are so similar, that I thought it to be more succinct and efficient to compose this assessment report in this way. See the attachment entitled, *pho220_Outcome4_AnswerKeys.pdf*—specifically, Quiz-5 Ethics in Imaging Answer Key, pages 6 through 10].

I am composing a master syllabus update for this course to correct the assessment plan. I apologize for the oversights, and ask the committee for consideration of its approval regarding the change of this outcome.

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.

Outcome omitted, as noted previously.

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

Outcome omitted, as noted previously.

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

Outcome omitted, as noted previously.

The data for this outcome was integrated into Outcome 4. Since that outcome met the same Standard of Success [75% of the students will score 80% or higher], I infer that this outcome also meets this expectation.

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

This data for this outcome was integrated into Outcome 4.

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.

As noted in Outcome 4, there is a need to produce a more succinct and efficient assessment plan that includes all cognitive assignments such as this. A master syllabus update is planned to correct this.

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?

Advanced Studio Techniques offers students the opportunity to participate in a very strong confluence of skills and proficiencies found in industry. These skill sets range from camera operation to studio lighting systems, to software tools and techniques, basic business practices and ethical uses of images in the photography industry.

Overall, the assessment results offer a pleasant affirmation of success.

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 full-time faculty, and the Advisory Committee membership. The part-time faculty that teach this course will also be informed for their instructional processes.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	The standard of success for Outcome 1 and	The current standard of success states for both	2023

	<p>Outcome 3 will be changed in the master syllabus update.</p>	<p>outcomes states, "90% of students must score 80% or higher." This is too high, and it needs to be changed to a more realistic range of expectations.</p> <p>The new standard of success for each outcome will state, "75% of students must score 80% or higher." This language will meet the same standard of success in the prerequisite PHO117, and elective courses PHO116 and PHO216 master syllabi. This can offer stronger continuity of language across all the courses that align with the studio-sector of the photography department.</p>	
--	---	--	--

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

Please contact me if there are any questions, especially in reference to how I've managed the data for Outcome 5.

I updated the master syllabus in 2013 without ever having assessed the course, and it makes far more sense to me now how the assessment process works to inform instructional design.

I apologize for the oversights. I plan to make corrections and updates accordingly within the academic year.

III. Attached Files

[pho220 Outcome1 Data](#)
[pho220 Outcome1 Rubrics](#)
[pho220 Outcome2 Data](#)
[pho220 Outcome2 Rubrics](#)
[pho220 Outcome3 Data](#)
[pho220 Outcome3 Rubrics](#)
[pho220 Outcome4 AnswerKeys](#)
[pho220 Outcome4 Data](#)

Faculty/Preparer:	Donald Werthmann	Date: 07/26/2022
Department Chair:	Ingrid Ankerson	Date: 08/01/2022
Dean:	Eva Samulski	Date: 08/10/2022
Assessment Committee Chair:	Shawn Deron	Date: 12/23/2022