

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Photography	111	PHO 111 03/30/2017- Photography I
Division	Department	Faculty Preparer
Business and Computer Technologies	Digital Media Arts	Jennifer Baker
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Use camera controls and compositional strategies creatively.

- Assessment Plan
  - Assessment Tool: Portfolio
  - Assessment Date: Winter 2017
  - Course section(s)/other population: All sections
  - Number students to be assessed: Random sample of 25% of all students with a minimum of one full section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of the students score at a competent level or higher on all measures.
  - 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)
	2017	

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

# of students enrolled	# of students assessed
90	69

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.

4 out of 5 of Winter PHO 111 sections were assessed. Data from the 5th section was not collected.

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.

PHO 111/02 Winter 2017 (day)  
PHO 111/M01 Winter 2017 (day)  
PHO 111/M02 Winter 2017 (evening)  
PHO 111/M03 Winter 2017 (day)

These sections represent instruction by 2 full-time instructors and 1 part-time instructor. 1 face-to-face section and 3 mixed-mode sections are included in the sampling.

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

Assessment of this outcome was accomplished using 2 measures of creativity from a standardized evaluation rubric scoring each student's final portfolio. The portfolio scores were assessed using a corresponding rubric, breaking down student competency into 3 categories: exemplary, competent, and introductory.

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

66 of the 69 students assessed completed the final portfolio. Of those 66, 100% scored a level of competent or better on both measures of creativity.

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

Students are excelling in the variety of subject matter chosen to include in their final portfolio as well as their varied approaches to it. The production of a final portfolio benefits the student greatly in realizing the culmination of their efforts into a finished project.

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.

With 100% of the students completing their portfolios receiving a competent or greater evaluation on this outcome, I think it is worth considering the level of rigor applied to the grading of each of these measures. Perhaps we as instructors are too lenient in evaluation of these points. On the other hand, both of measures come at the very end of the course through the final portfolio. The building of these skills takes place throughout the course and it seems reasonable to assess them at the end.

Outcome 2: Process, print and present photographs in a professional manner.

- Assessment Plan
  - Assessment Tool: Portfolio
  - Assessment Date: Winter 2017
  - Course section(s)/other population: All sections
  - Number students to be assessed: Random sample of 25% of all students with a minimum of one full section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of the students score at a competent level or higher on all measures.
  - 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)
	2017	

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

# of students enrolled	# of students assessed
90	69

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.

4 out of 5 of Winter PHO 111 sections were assessed. Data from the 5th section was not collected.

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.

PHO 111/02 Winter 2017 (day)  
PHO 111/M01 Winter 2017 (day)  
PHO 111/M02 Winter 2017 (evening)  
PHO 111/M03 Winter 2017 (day)

These sections represent instruction by 2 full-time instructors and 1 part-time instructor. 1 face-to-face section and 3 mixed-mode sections are included in the sampling.

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

Assessment of this outcome was accomplished using 2 measures of image processing, printing, and presentation from a standardized evaluation rubric scoring each student's final portfolio. The portfolio scores were assessed using a corresponding rubric breaking down student competency into 3 categories: exemplary, competent, and introductory.

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

66 of the 69 students assessed completed the final portfolio. Of those 66, 100% scored a level of competent or better on both measures of creativity.

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

The quality level achieved in processing, printing, and final presentation is greatly supported by the state-of-the-art equipment, software and presentation supplies available to WCC photography students.

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.

Continuous improvement of this outcome involves instructional methodology keeping pace with industry standards and continuing to maintain support of student achievement by providing state-of-the-art equipment, software, and presentation supplies.

Outcome 3: Demonstrate technical proficiency using a professional digital camera with interchangeable lenses.

- Assessment Plan
  - Assessment Tool: Hands on quizzes.
  - Assessment Date: Winter 2017
  - Course section(s)/other population: All sections
  - Number students to be assessed: Random sample of 25% of all students with a minimum of one full section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of the students score at a competent level or higher on all measures.
  - 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)
	2017	

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

# of students enrolled	# of students assessed
90	69

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.

4 out of 5 of Winter PHO 111 sections were assessed. Data from the 5th section was not collected.

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.

PHO 111/02 Winter 2017 (day)  
PHO 111/M01 Winter 2017 (day)  
PHO 111/M02 Winter 2017 (evening)  
PHO 111/M03 Winter 2017 (day)

These sections represent instruction by of 2 full-time instructors and 1 part-time instructor. 1 face-to-face section and 3 mixed-mode sections are included in the sampling.

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

Assessment of this outcome was accomplished using 5 hands on quizzes that took place throughout the semester and measured students technical proficiency using a professional digital camera with interchangeable lenses. The quiz scores were assessed using a rubric breaking down student competency by score into 3 categories: exemplary, competent, and introductory.

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

This outcome breaks out into 5 measures of technical proficiency. The standard of success was achieved for this outcome. On all measures, 91% of students or greater achieved a level of competent or above.

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

Students show strength in meeting this outcome through their hands-on application of technical skills demonstrated in each measure.

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 students progress through the course, the quizzes measuring their technical abilities in shooting become more complex and demand higher level problem-solving skills. Including more practice opportunities that address these higher level problem-solving skills would be beneficial to students.

## II. Course Summary and Action Plans Based on Assessment Results

1. 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?

Overall, I am very pleased to see that all of our outcomes for this course are being met, and in many cases, exceeded.

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

The assessment report will be shared with all faculty who teach the course.

3. Intended Change(s)

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

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

Although these are not changes to the course per se, the following recommendations will be made to the faculty teaching this course:

1. Consider your level of rigor in evaluation of measures pertaining to creativity (see Outcome 1).
2. Continue to maintain currency in industry standards in processing, printing, and presentation of photographic work (see Outcome 2).
3. Include additional practice opportunities for higher level visual problem-solving skills (see Outcome 3).

### III. Attached Files

#### [PHO 111 Assessment Data Winter 2017](#)

**Faculty/Preparer:** Jennifer Baker **Date:** 07/17/2017  
**Department Chair:** Ingrid Ankerson **Date:** 08/03/2017  
**Dean:** Eva Samulski **Date:** 08/04/2017  
**Assessment Committee Chair:** Michelle Garey **Date:** 10/24/2017

COURSE ASSESSMENT REPORT

Background Information

I. Course assessed:

Course Discipline Code and Number: PHO 111

Course Title: Photography I

Division Code: BCT Department Code: VAT

II. Semester assessment was administered (check one):

- Fall 20\_\_
- Winter 2006
- Spring/Summer 20\_\_

III. Assessment tool used (check one):

Please attach a copy of the tool and scoring rubric used.

- Portfolio
- Standardized test
- Other external certification/licensure exam (please

describe): \_\_\_\_\_

- Survey
- Prompt
- Departmental exam
- Capstone experience (please

describe): \_\_\_\_\_

Other (please

describe): \_\_\_\_\_

Has this tool been used before?

- Yes
- No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

\_\_\_\_\_

IV. Please list the section(s) in which this tool was administered:

01                      02                      04

05                      06                      \_\_\_\_\_

V. How many students were assessed? 25

COURSE ASSESSMENT REPORT

**Results**

**I.** Briefly describe assessment results based on data collected for the course assessed, demonstrating to what extent students are achieving the learning outcomes as found in the master syllabus (see attached).

Please attach any data collected.

We specified our standard for success as 75% of all students meeting the standard of "Satisfactory or better" on all assessment measures. Our rubric had scoring categories of Excellent, Average, and Below Average. We will change the terminology to be consistent on the rubric. Average will be changed to Satisfactory and Below Average will be changed to Unsatisfactory.

**II.** Based on the outcomes outlined in the master syllabus for the course assessed, did students meet expectations of the learning outcomes of that course?

- Yes
- No

Percentage of students meeting outcomes: 100 %

**III.** What areas of strength and weakness in students' achievement of the learning outcomes of the assessed course (as stated in the master syllabus) did assessment results show?

**Strengths:**

Relative to the rest of the scoring, strength was shown (88% of students or greater scoring in the excellent range) on the following measures:

- Exposure control
- Technical quality
- Presentation
- Control of depth of field

**Weaknesses:**       

Relative to the rest of the scoring, weakness was shown (76% of students or fewer scoring in the excellent range) on the following measures:

- Control of compositional techniques
- Control of motion

COURSE ASSESSMENT REPORT

Changes influenced by assessment results

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

\_Results of the assessment will be shared with all instructors who teach PHO 111 and all will be encouraged to address the weak areas in their teaching methods.

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

Master syllabus
Description and rationale:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Curriculum
Description and rationale:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Course syllabus
Description and rationale:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Course assignments
Description and rationale:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Course materials (check all that apply)
 Textbook
 Handouts

Other: \_\_\_\_\_

Description and rationale:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Teaching methodology
Description and rationale:

\_\_\_\_\_

**COURSE ASSESSMENT REPORT**

<hr/> <input type="checkbox"/> Other: <hr/> Description and rationale: <hr/> <hr/> <hr/>
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COURSE ASSESSMENT REPORT

Future plans

I. Was the assessment tool used effective in measuring student achievement of learning objectives for this course? If not, why?

Yes

Handwritten response area for question I, consisting of several horizontal lines.

II. If the assessment tool was not effective, what changes will be made in future assessments?

Handwritten response area for question II, consisting of several horizontal lines.

Submitted by:

Chair Name: [Signature]

Date: 5/18/06

Name Department Chair: [Signature]

Date: 5/20/06

Dean: [Signature]

Date: 8/30/06

Please return completed form to the Office of Curriculum & Assessment, SC 247.