

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Photography	204	PHO 204 11/21/2016-Color Photo Design
Division	Department	Faculty Preparer
Business and Computer Technologies	Digital Media Arts	Terry Abrams
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Display proficiency with the tools and techniques of a digital color image-making workflow, inclusive of global and local adjustments to density, contrast, color management and cropping.

- Assessment Plan
 - Assessment Tool: Final portfolio.
 - Assessment Date: Fall 2013
 - Course section(s)/other population: all sections
 - Number students to be assessed: Random sample of 50% 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 students will score 75% or above.
 - Who will score and analyze the data: Full-time 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)
	2016, 2015	

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

# of students enrolled	# of students assessed
37	33

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.

Four students did not complete the course.

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.

Only one section of the course is offered each semester, and the course is rotated to day and evening time periods.

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

This outcome is assessed using a rubric to score all 6 student photographic assignments during the semester. Students receive scores after an initial critique for each assignment, then they have the opportunity to improve those scores based on the initial critique feedback. The outcome assessed is their final portfolio score, which is the compilation of all the rubric scores for all the course assignments, including improvements after the initial critique.

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

In evaluating outcome #1, 100% of the students achieved scores above 75%. I realized during this analysis that due to the way I used the grading rubrics, there is no reasonable way to pull out individual rubric items for analysis. This is something that I plan to change in the course.

As a result, the analysis is based on the aggregate rubric scores, which is fully applicable for outcome #2, but less so for outcome #1, where rubric item #2 is the most applicable. To my knowledge, Blackboard does not let me extract the data for individual rubric items.

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

Students show a high competence in this outcome and are able to modify their use of the tools and techniques to meet a variety of purposes.

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 have achieved a high level of performance. I plan to continue to add techniques and methods in existing software and possibly introduce new software as relevant.

Outcome 2: Produce photographs that use color to create a variety of moods and relationships emphasizing harmony, contrast and emotion.

- Assessment Plan
 - Assessment Tool: Final portfolio.
 - Assessment Date: Fall 2013
 - Course section(s)/other population: all sections
 - Number students to be assessed: Random sample of 50% 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 students will score 75% or above.
 - Who will score and analyze the data: Full-time 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)
	2016, 2015	

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

# of students enrolled	# of students assessed
37	33

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 students in Winter 2016 did not complete the course and were not counted in the assessment results.

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.

Only one section of the course is offered each semester, and the course is rotated to day and evening time periods.

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

This outcome is assessed using a rubric to score all 6 student photographic assignments during the semester. Students receive scores after an initial critique for each assignment, then they have the opportunity to improve those scores based on the initial critique feedback. The outcome assessed is their final portfolio score, which is the compilation of all the rubric scores for all the course assignments, including improvements after the initial critique.

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

In evaluating outcome #2, 100% of the students achieved scores above 75%. The aggregate data from the rubrics is relevant in assessing this outcome.

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

Students demonstrate the ability to utilize the assignment, adjustments and creative vision to achieve this learning 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.

Students have well met the standard of success, and I plan to continue modifying the assignments as the technology and industry evolve.

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?

This course is meeting the needs of students by introducing them to the psychology of color and basic design elements that they do not receive as thoroughly in other courses. As a result of this assessment, students are achieving their objectives and I plan to continue updating the course content in line with industry changes.

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

Department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	I will change the course rubric to perhaps provide levels of achievement and/or additional criteria.	Better communication to students and better assessment.	2017
Course Assignments	I'm thinking of separating the final portfolio from the other assignment in the course, which would make it easier to assess.	Facilitate more accurate assessment.	2017

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

5.

III. Attached Files

[PHO204Grades Rubric Portfolio Scores PHO204GradesW'15](#)

Faculty/Preparer: Terry Abrams **Date:** 11/21/2016
Department Chair: Ingrid Ankerson **Date:** 12/13/2016
Dean: Kimberly Hurns **Date:** 12/22/2016
Assessment Committee Chair: Ruth Walsh **Date:** 02/01/2017

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **PHO 204**
 Course Title: **Color Photo Design**
 Division/Department Codes: **BCT / VAT**
2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2007
 Spring/Summer 20__
3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): **Final Exam**
4. Have these tools been used before?
 Yes
 No
 If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
5. Indicate the number of students assessed/total number of students enrolled in the course.
6 / 15 for outcome one (portfolios). 15 / 15 for outcome two (final exam scores).
6. Describe how students were selected for the assessment.
Outcome one: The sample of final portfolios, selected by the instructor, represented a range of student achievement (high to low quality work) that was evident in the one section of this course that was offered during this semester.
Outcome two: An average was calculated from all final exam scores.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 This is the first assessment of the course.
2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. Display advanced proficiency with the tools and techniques of a digital, color image-making workflow, inclusive of global and local adjustments to density, contrast, color management and cropping. Image content must convey a clear capability to implement various compositional elements and techniques, in addition to the psychological implications of colors utilized, and present visual content that dynamically communicates ideas.
 2. Demonstrate advanced proficiency regarding several technical aspects of seeing, using, and recording light to create photographs, in addition to identifying the vocabulary that defines light, color, and gestalt.
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**
 — The final portfolio was used to assess outcome one, and the students appear to have excellent command of the formal properties inherent in the construction of photographic images. The data is favorable for all technical criteria, with the exception of color management “print quality/media combination and overall printing skill.” Advanced proficiencies can be inclusive of “originality, innovation, and creativity of portfolio presentation.” The summary shows a significant deficiency for this criteria (50%). The students appear to have excellent command and implementation of design principles to convey ideas in their work.

COURSE ASSESSMENT REPORT

— The final exam was used to assess outcome two, and the final exam scores calculate a mean of 84%, which generally implies that students have functional command of vocabulary to be conversant in the medium.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
 — The master syllabus states an 80% success rate for both outcomes. This was met or exceeded in some criteria for outcome one, yet the mean percentage noted at the bottom of the data summary shows 75%. The success rate was exceeded for outcome two, on the final exam scores, at 84%.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
Strengths: Excellent technical abilities in regard to image construction and integration of design elements. Excellent command and application of vocabulary and related concepts of image construction is evident.

Weaknesses: Technical abilities in print quality and original methods of presentation experienced deficiencies. Some students need to implement a wider variety of portfolio materials and techniques — to deliver a higher quality final presentation method. Print quality for some students is elusive, which can be revealed in the detail of their workflow; i.e. choosing the correct paper and color profile combination. Although students may be conversant in the medium, the minutia of software interface is continually changing and can be confusing for those with general learning styles and/or retention methods.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
Setting stronger requirements during demonstrations of final portfolio presentation methods for creating original and, perhaps, non-traditional portfolios.

2. Identify 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.

a. Outcomes/Assessments on the Master Syllabus
 Change/rationale:

b. Objectives/Evaluation on the Master Syllabus
 Change/rationale:

c. Course pre-requisites on the Master Syllabus
 Change/rationale:

d. 1st Day Handouts
 Change/rationale:

e. Course assignments
 Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods
 Change/rationale:

h. Individual lessons & activities
 Change/rationale: Stronger emphasis on implementing higher quality portfolio presentation materials and methods. This can be stated in final portfolio guidelines, and emphasized during demonstrations. Stronger emphasis must be placed on color management and final print quality.

3. What is the timeline for implementing these actions? **Fall 2008**

COURSE ASSESSMENT REPORT

IV. Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

— The collection of this data affirms the qualitative nature and subjectivity of visual arts evaluation processes. The three individuals that assessed the portfolios are working professionals and offer high expectations in student work. This can account for some of the lower percentages that occur in the portfolio assessment because some students produce low quality work regardless of how exemplary the instruction is. The portfolio data collection instrument was reported to be concise and intuitive to implement, thereby offering reliability in the results. (viewer fatigue can set in while evaluating large volumes of student work, over extended periods of time, which can impact their opinions and subjectivity).

— Final exam data provides a quantitative method of data collection, and offers balance to the aforementioned method. With this data, there is evidence of retention and application of concepts, theories, and image construction strategies.

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

- 3. Which outcomes from the master syllabus have been addressed in this report?

All Selected

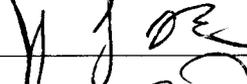
If "All", provide the report date for the next full review: **Fall 2011**

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Donald Werthmann, Professional Faculty

Name:  Donald Werthmann Date: 19 AUG 2008
Print/Signature

Department Chair:  Jennifer Baker Date: 10/6/08
Print/Signature

Dean:  _____ Date: 10/6/08
Print/Signature