

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: **Photographic Technology**

Program code: **APPHOT**

Division: **Business & Computer Technology [BCT]** Department: **Digital Media Arts [DMA]**

Type of Award:  A.A.  A.S.  A.A.S.  
 Cert.  Adv. Cert.  Post-Assoc. Cert.  Cert. of Completion

2. Semester assessment was administered (check one):

Fall 2016  
 Winter 20\_\_\_\_\_  
 Spring/Summer 20\_\_\_\_\_

3. Assessment tool(s) used (check all that apply):

Portfolio  
 Standardized test  
 Other external certification/licensure exam (please describe): \_\_\_\_\_  
 Graduate Survey  
 Employer Survey  
 Advisory Committee Survey  
 Transfer follow-up  
 Externally evaluated performance or exhibit  
 Externally evaluation of job performance (internship, co-op, placement, other)  
 Capstone experience (please describe):  
 Other (please describe):

4. Have any of these tools been used before?

Yes (if yes, identify which tool) **Portfolio & Externally evaluated exhibit**  
 No

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

**These tools have not been altered.**

5. Indicate the number of students assessed/total number of students enrolled in the course.

**15 Assessed / 17 Enrolled**

6. Describe how students were selected for the assessment.

- a. Describe your sampling method. **The same 15 students included in the Winter 2015 Course Assessment, Portfolio Seminar [pho231], were selected to produce this program assessment.**
- b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)? **Graduating students**

II. Results

1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.

**The format of the external evaluation process was changed. The previous assessment data was gathered with a rubric form that kept the external evaluator's identity anonymous; students did not meet the evaluators face-to-face. This assessment data was gathered with the same rubric form during face-to-face portfolio reviews with each the student.**

2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

**Outcome 1: Produce a comprehensive portfolio of photographic work showcasing photographic skills commensurate with the student's stated goals for advancement in the field.**

**Outcome 2: Produce self-promotional materials appropriate to the student's stated goals in the field.**

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3. Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please see the attached summary of the data collected for each outcome noted below (separate two-page document).*
- 1. Print Portfolio Quantitative Assessment: data collected via 15 students x 4 reviewers each**
- 2. Marketing Components Quantitative Assessment: data collected via 15 students x 4 reviewers each**
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please see the attached rubric/scoring guide used for the assessment (separate two-page document).*
- Standard of Success: 80% of all students attaining a level of Proficient or above on all components contained in the scoring rubric.**
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

**Strengths: Outcome 1: Photographic Portfolio.**

Rubrics 1, 2, 3, & 5 offer data indicating "Superior" to "Excellent" results, whereas rubric 4 [originality/uniqueness] offers data trending more evenly across "Superior" to "Proficient".

"Originality and uniqueness" in student work, resultant from participation in a two-year program, although strongly encouraged to pursue, is not a high expectation. Personal style and originality is more likely realized when the student-artist emerges from deeper practice and of their craft by attending a four-year institution, for example.

**Strengths: Outcome 2: Marketing Components.**

Rubrics 1 [Business Card & Branding] and 3 [Self-Promotional Piece], offer data indicating "Superior" to mostly "Excellent" results.

The reviewers' collective opinion falls decisively on "Excellent" in regard to student's production of branding collateral. The wide demographic of age range and life experience is an unspoken aspect of this data. Adult learners in the class who have experience with work experience and branding from previous employment most certainly have the advantage to produce a superior product [business card & resume] compared to that of a traditional student. With that said, students overall understand the importance of producing visually compelling and useful marketing components.

**Weaknesses: Outcome 1: Photographic Portfolio.**

Uniqueness, originality, and vision displayed in student work is a very subjective thing. It is however something that is realized after a spending a minimum of two to three years immersed in the tools and techniques of any given discipline's craft [the duration of the degree program]. Students typically are in a process of emulation in this phase of their photographic life, trying to figure out what it is that they like but then eventually how to make photography "in their own way." To improve this learning outcome more lab time is required class-to-class for students to practice their craft so that originality has a better chance of emerging.

**Weaknesses: Outcome 2: Marketing Components.**

Rubric 2 [Resume & Positioning (Artist) Statement] offers data trending mostly "Excellent" to "Proficient". In regard to content, adult learners have an advantage over traditional students to compose a comprehensive resume. The writing quality found in a Positioning or Artist Statement is case by case. Although students are held accountable to well-written documents and encouraged to use the WCC Writing Center for support, there is a need to enhance their ability to write and articulate ideas well.

Rubric 4 [Website/Blog] trends mostly "Excellent" to "Superior" but there's an unusually high number of "N/A" — Not Available for viewing [11]. Technical issues were cited by a few reviewers in that the portable computer was inoperable, which explains a minor portion of the data. Emphasis must be placed however on this media choice for students to keep pace with current trends in technology and professional expectations.

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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.

- In regard to the weakness cited in Outcome 1: Photographic Portfolio, the department could implement a strategy to encourage all faculty to integrate assignments for students to critically analyze photographs. The identification of craft, tools, and techniques help to illuminate the ways in which originality emerges in existing artist works.
• In regard to the weakness cited in Outcome 2: Marketing Components, the instructors can be encouraged to implement incentive [extra-credit] for students that can verify visiting the WCC Writing Center to seek help with their written documents. i.e., Positioning Statement, Cover Letter, Resume, branding collateral, etc.
• Additionally, the department can advise students to integrate a WEB Design course as one of their restricted DMA electives, as a viable option, for the express purpose of offering basic website design proficiencies, file transfer and other maintenance skills. If this is not viable for the student, then a stronger integration of photography-portfolio, web-template services such as ZenFolio, LiveBooks, SmugMug, or Wix.com, can be utilized for their final portfolio development. In some cases, these site services are free, or relatively low-cost with student-status subscription rates. The ease of upload, sorting work into galleries, identifying, branding, launching, and maintaining makes it a logical choice for a certain percentage of our student population, which has proven to by-pass this integral aspect of their photography's Internet identity. The technology is simple for instructors to roll out, since these services only require basic computer navigation skills to ensure their user's success.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change. NONE

- a. Outcomes/assessments from Program Assessment Planning or Program Proposal form:
b. Program Curriculum:
- course sequencing
- course deletion
- course addition
- changes to existing program courses (specify):
- other (specify):
c. Other (specify):
3. What is the timeline for implementing these actions?

IV. Future plans

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

We have determined that the assessment tools utilized are very reliable in measuring student achievement, and the learning outcomes for the program. The statistics show that students are adequately prepared to take the next step into their photography career objectives, whether it is transfer to a four-year art school, finding entry-level employment with an existing local, regional, national, and/or international business related to the photographic industry, or being self-employed as a photographer/digital artist.

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All X Selected

If "All", provide the report date for the next full review: Fall 2020

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

Submitted by:

Name: DONALD WERTHMANN [Signature] Date: 24 MARCH 2017

Department Chair: [Signature] Date: 4 APRIL 2017

Dean: [Signature] Date: 4 April 17

Reviewed by Assessment 9/21/17

Please return completed form to the Office of Curriculum & Assessment, SC 257.