

## PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: COMMERCIAL PHOTOGRAPHY- AAS DEGREE

DATE: 8 FEBRUARY 2008

**DEMONSTRATION OF LEARNING:** *What assignments or projects demonstrate student learning outcomes are achieved?*

Learning Outcomes	Assessment methods
<p>1. Exercise effective verbal and written communication in order to successfully work collaboratively in industry</p>	<p>Group projects throughout program, including Port Townsend Shoot project.</p> <p>The New Media series (NM 110, NM 120 and NM 130) are common to all the creative arts programs: Publishing Arts, Graphic Design and Photography. The focus of the series is to develop knowledge and skills in different forms of mass media, human relations, computation, communications and computers in an interdisciplinary setting. General education content is integrated into the specialization for each program. This series comprises a three quarter long project-based community building initiative. Through this series students identify and develop their educational goals, create an academic plan, and collaborate with faculty and peers to bridge theory and practice in the visual arts. The first two quarters are building blocks to a final project in the 3<sup>rd</sup> quarter. Publishing Arts students work with the graphic design &amp; photography students to create visual arts projects.</p> <p>PHO 224 (Corporate Communications) develops both written and oral communication.</p> <p>PHO 197 (Work Experience) requires students to work in a business environment for a minimum of 44 hours during the program. Students are provided feedback from employers and are rated for professional behavior.</p> <p>The program has created learning communities within the program that simulate experiences to be found throughout the profession. Assignments are project that are categories commonly given to practicing professional photographers. More advanced students teach less advanced students.</p>
<p>2. Execute high quality images against industry standards by applying and improving technical skills</p>	<p>Skill development is assessed throughout the program. The Studio Techniques project (end of first year) assesses technical development through rating product image quality for execution, aesthetic composition, lighting, color, and presentation.</p> <p>The portfolio series (second year) prepares students to critique and present their best work in final portfolios, which are evaluated by instructors and industry professionals.</p>
<p>3. Produce timely products by maintaining a</p>	<p>Timeliness is integrated in to project expectations from the very first day. Students are expected to be on time and each project grade includes a timeliness dimension. This is</p>

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<p>professional workflow</p>	<p>important because delivering quality product on time is a key to success in industry. To emphasize this point, late projects receive a score of 0.</p> <p>The Port Townsend Shoot integrates a professional shoot with a finish set, shot plan, equipment list and requires coordination with a first year student assistant. It also requires students to solve problems creatively and critically. PHO 123 (Location Stock Techniques - first year Port Townsend Shoot) and PHO 256 (Portfolio III - second year Port Townsend Shoot)</p> <p>Students are held to strict standards of professional standards and they are penalized if they are late for class and late projects are not accepted.</p>
<p>4. Create strategic marketing and business plans that are viable for small businesses</p>	<p>The business of photography series (3<sup>rd</sup> through 5<sup>th</sup> quarters) prepares students for small business plans and practices. In the 5<sup>th</sup> quarter students apply for a business license (State of Washington) which requires a comprehensive business plan.</p> <p>Students are graded for commercially viable products that are evaluated by industry professionals.</p> <p>The Portfolio includes a marketing package and is evaluated by peers, faculty and industry professionals.</p>
<p>5. Identify a unique niche through aesthetic experiences, conceptual development, technical skills and marketing</p>	<p>Curriculum encourages students to explore their passion through practice and feedback. The internship and portfolio projects allow students to develop both practical and aesthetic skills, culminating in the final portfolio.</p> <p>The portfolio includes a promotional package including business cards and professional stationary and a website to accompany the best twelve photographic pieces out of 20. The final portfolio products all go through a process of revising and editing with feedback from faculty, peers and industry professionals. In addition to the Portfolio Show, students debrief with a 5-best slideshow with peer group critique.</p>
<p>6. Develop skills to stay current with ever changing technology</p>	<p>Skill and self-development are promoted throughout the curriculum. Particular emphasis is placed on technology skill development. Students are taught the importance of continuing education and weekly meetings throughout the program include feedback on skill development and identify areas for improvement. The</p> <p>Summer Photography Institute allows both current and former students to return for training in new technologies and techniques.</p>

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## **EXTERNAL EVIDENCE?** *Alumni, employer or Technical Advisory Committee feedback?*

The Technical Advisory Committee is very active and fosters both community and commercial partnerships. Faculty have conducted extensive student surveys and visited top photography programs across the country to inform curriculum revision.

Industry representatives and community provide feedback and support for curriculum.

The Commercial Photography Website posts websites that track careers of graduates (back to 2004):

<http://seattlecentral.edu/learn/photography/graduatesites.pdf>

## **FINDINGS:** *What have you learned from your outcomes assessment activities?*

The program and faculty receive both national and local recognition and both students and graduates have been successful in national competitions.

Commercial vendors support the program through loans of equipment and reduced cost to students for software.

Feedback from students and industry determined that the program needed significant changes in curriculum content and structure to update the program. In addition, faculty note from both data and experience that the dynamics of the photographic industry have undergone substantial changes in employment opportunities. For example, Business classes needed to be more closely tied to photography industry.

- Starting in the 4<sup>th</sup> quarter outside professionals are called in to act as panels to evaluate student performance. Students have to present their work to the panel and the panel is asked to hold students to professional standards.
- The 5<sup>th</sup> quarter advertising campaign (Advertising Production) students present their photographs as well as estimate-to-invoice documentation). Their work is evaluated by a commercial client.
- 6<sup>th</sup> quarter students compete for the Glazer's Camera Supply Scholarship. \$3000 is awarded (6 prizes: 1<sup>st</sup>, 2<sup>nd</sup> & 3-3<sup>rd</sup> prizes) and all students participate. Student entries are evaluated by a panel of 15 actively working professional photographers.
- Just before the grad portfolio show, a process the program calls 'stepping out' requires students to meet one-on-one in 15 minute interviews with working professionals. They get feedback on how well their portfolio is preparing them for the working world (mini-job fair). The National Association of Media Photographers reports that it takes 10 years before students in photography programs can make a living as a free lance photographer. Many students get entry level photography assisting positions and related trades while they

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are building their skills and reputation. Individual professional websites of former students are important evidence of the current professional status of program graduates. 10 years after exiting the program a student's website is evidence of how well they are progressing in the field.

- Summer Institute, invites former students to return for more training, the faculty hear back from many graduates and learn what a lot of former students are doing

### **ACTIONS TAKEN:** *What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?*

- 2005 the Program launched a program website which features student work and graduate business websites. After graduation, the program uses these websites to assess the students' continuation and progress in industry. ( <http://seattlecentral.edu/learn/photography/> )
- To compensate for the downsizing of the commercial and advertising market, changes were introduced to expand curriculum in portrait/wedding and editorial/stock areas of the photography business.
- As of summer 2007, Program faculty completely revised and restructured the program curriculum to update for industry and technology trends. These changes included changes in software, such as the shift from Adobe GoLive to Dreamweaver for web development and Adobe's new image editing software "Lightroom" which complements and streamlines Photoshop for the photography industry. Other courses were upgraded, such as the business of photography curriculum and the internship experience was added to give students real world experience during the program. Chemistry-based photography has been removed from the curriculum, changing entirely to digitally based photography.
- Faculty have negotiated articulation agreements with the Brooks Institute and Art Center in Pasadena, CA.
- 2007 Faculty introduced the Summer Photography Institute for current and former students to keep up with changes in industry.

### **ACTIONS PLANNED:** *What program changes or new assessment activities are you planning for next year?*

- Review program outcomes based on 2/8/08 retreat activities.
- Review and upgrade evidence of learning element in assessment reports.
- Take advantage of new instructional space by integrating projects with Graphic Design and Publishing Arts programs to develop collaborations between students that replicate collaborations in the commercial environment.

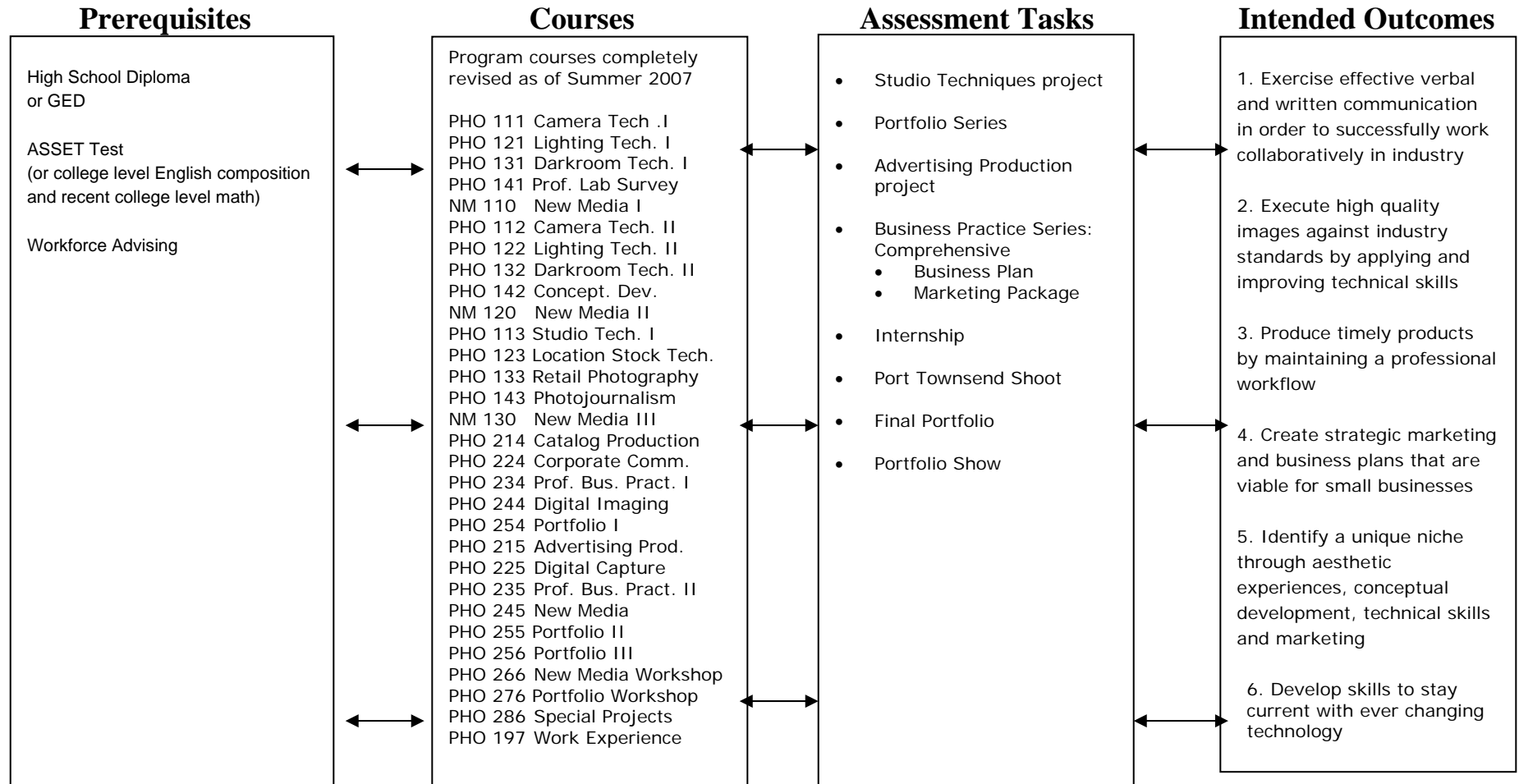
Program Name:

**Commercial Photography – AAS Degree**

Revised 8 February 2008

**Themes:** Skill development, aesthetic critique, creativity, commercial viability, professional development

**Program Role:** The program prepares graduates who possess the technical knowledge, creative vision and business acumen required to pursue a career in professional photography.



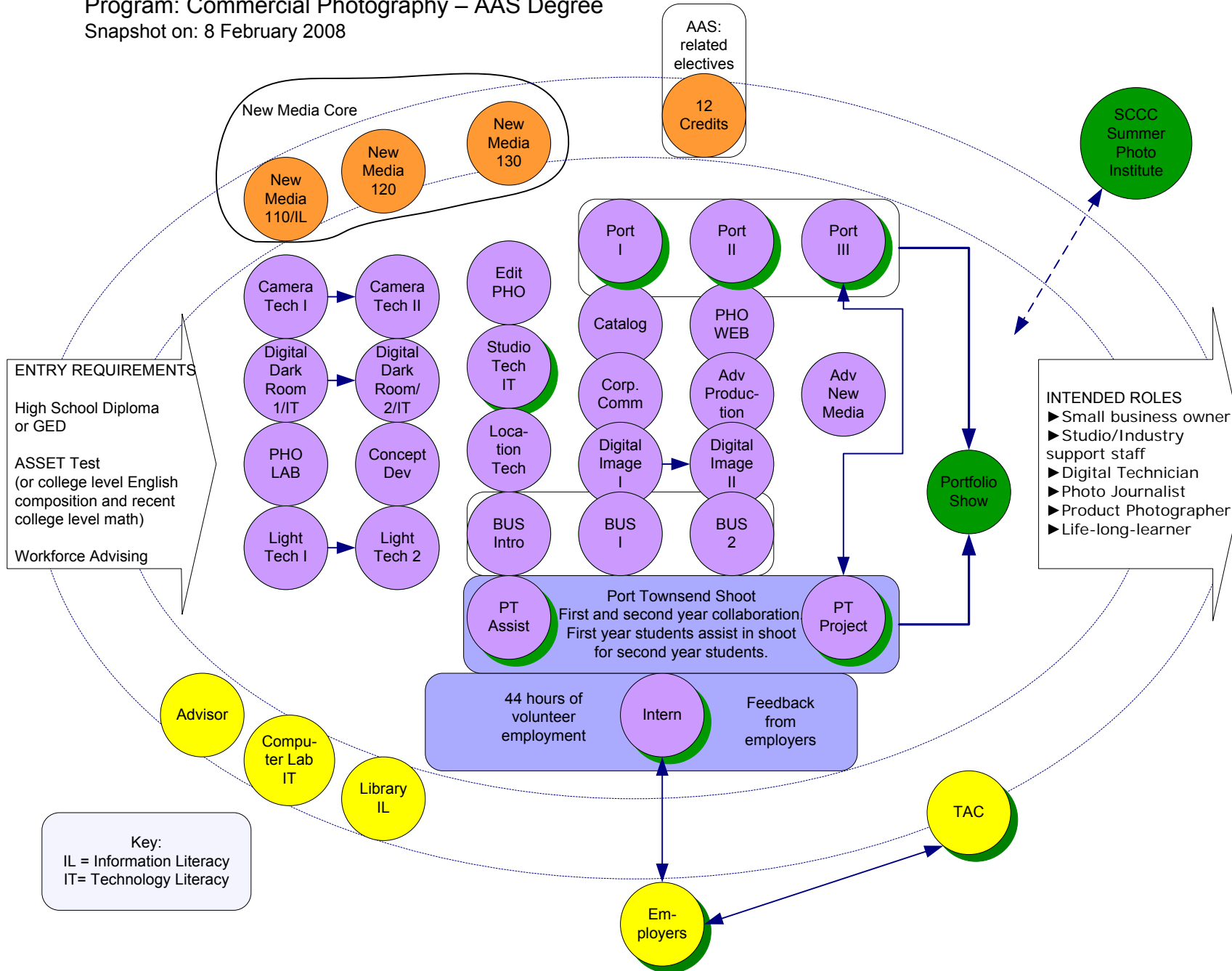
*What must students understand to demonstrate the intended outcome?*

*What skills must students master to demonstrate the intended outcome?*

*What will students do in here to demonstrate evidence of the outcome?*

*What do students need to be able to DO “out there” that we’re responsible for “in here”??*

Program: Commercial Photography – AAS Degree  
 Snapshot on: 8 February 2008



**Intended Learning Outcomes:**

1. Exercise effective verbal and written communication in order to successfully work collaboratively in industry
2. Execute high quality images against industry standards by applying and improving technical skills
3. Produce timely products by maintaining a professional workflow
4. Create strategic marketing and business plans that are viable for small businesses
5. Identify a unique niche through aesthetic experiences, conceptual development, technical skills and marketing
6. Develop skills to stay current with ever changing technology

## Program Assessment Inventory

Program: Commercial Photography – AAS Degree

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

	<i>Early program</i>	<i>Mid program</i>	<i>End of program</i>
<b><i>Students are prepared to learn (prerequisites)</i></b>			
ASSET test scores	<i>X</i>		
COMPASS test scores			
SLEP test scores			
Other: <i>college level English and math</i>			
<b><i>Students are assessed as they move through the program</i></b>			
Competencies assessment	<i>continuous feedback throughout program</i>		
Internship feedback		<i>PHO 197</i>	
Pre-Mid-Post assessment			
Service Learning experience feedback			
Student course evaluations	<i>quarterly</i>		
Student focus groups			
Student grades	<i>quarterly</i>		
Student interviews			
Student self assessment	<i>X</i>	<i>X</i>	<i>X</i>
Student surveys			<i>X</i>
<b><i>Students are assessed as they complete the program</i></b>			
Completion statistics			<i>by college</i>
Capstone projects			
Graduation statistics			<i>by college</i>
Portfolios			<i>PHO 256</i>
Presentations			<i>X</i>
<b><i>External assessment data is collected</i></b>			
Transfer rates			
Employer surveys			<i>by program</i>
Technical Advisory Committee	<i>meets twice each year</i>		
License certification success rates			
Performance in 4 year programs			
Employment rates			<i>by college</i>
Salary statistics			<i>by college</i>
Survey of former students			<i>by college</i>
Other: Graduates invited to summer institute to upgrade skills, former students who are professional photographers are invited to critique work of current students.			

## **Commercial Photography (AAS) – 2006 Learning Outcomes**

By the end of the program, successful students will be able to:

1. Communicate visually, verbally and in written form with a variety of client and/or companies in formats including:
  1. Web design skills and presence.
  2. Technical materials and terminology.
  3. Professional business forms and procedures.
  4. Marketing research, strategies and promotion.
  5. Estimation and negotiation.
2. Demonstrate the ability to:
  6. Survey history, careers, styles and trends in professional photography.
  7. Operate all camera formats and techniques.
  8. Execute a wide range of technical and creative lighting solutions.
  9. Execute a wide range of darkroom techniques and processes.
  10. Demonstrate a thorough knowledge of computers, software and digital imaging skills.
  11. Develop and expand a personal creative voice with pre visualization conceptualization skills.
  12. Develop pre-production shoot and planning methods.
  13. Execute shoot production in both the studio and on location.
  14. Demonstrate post production technical and creative solutions.
  15. Develop a marketing plan, materials, and support process.
  16. Develop a small business plan and organizational structure.
  17. Produce the products required for graduation in the sixth quarter.

### 3. Commercial Photography Learning Outcomes Draft

8 February 2008

1. Exercise effective verbal and written communication in order to successfully work collaboratively in industry
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5. Identify a unique niche through aesthetic experiences, conceptual development, technical skills and marketing
6. Develop skills to stay current with ever changing technology

#### **Alternate presentation of existing outcomes:**

1. Communicate visually, verbally and in written form with a variety of client and/or companies
2. Operate all camera formats and techniques
3. Execute a wide range of technical and creative lighting solutions.
4. Demonstrate a thorough knowledge of computers, software and digital imaging skills.
5. Develop and expand a personal creative voice with pre visualization conceptualization skills.
6. Develop pre-production shoot and planning methods IN ORDER TO execute shoot production in both the studio and on location.
7. Demonstrate post production technical and creative solutions.
8. Develop a small business plan and organizational structure, marketing plan, materials, and support process