

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Photography	122	PHO 122 06/13/2025-Film and Darkroom Photography
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Digital Media Arts (new)
Faculty Preparer		Amber Dietz
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).

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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

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II. Assessment Results per Student Learning Outcome

Outcome 1: Operate manually adjustable 35mm film single lens reflex cameras to control exposure, focus, and composition using traditional photographic techniques.

- Assessment Plan
 - Assessment Tool: Quiz
 - Assessment Date: Winter 2028
 - 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: Canvas quiz used in student evaluation will be copied and submitted to full time faculty for scoring and data analysis.
- Standard of success to be used for this assessment: 75% will achieve competent or better.
- Who will score and analyze the data: Department 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)
	2025	

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

# of students enrolled	# of students assessed
18	14

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.

Two of the 16 students enrolled did not complete the activity leaving a total of 14 students assessed.

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 enrolled students who completed the activity were included in the assessment.

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

A Canvas Quiz was used to assess students' basic understanding of 35mm camera function and handling. The quiz was made up of multiple-choice, fill in the blank, short written answer, and matching questions.

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 learning outcome was assessed using a quiz administered to 14 students. Results show that 12 students (86%) achieved a perfect score of 100%, one student

scored 90%, and one scored 82%. These results indicate a strong overall understanding of the material related to this outcome. The standard for success to be used for this outcome is 75% of students will achieve competent or better. A competent score is 80% or higher. The data demonstrates that students successfully met the learning outcome, with 100% of students scoring above 80%. The standard of success was met for this outcome and tool, indicating effective instruction and comprehension of key concepts assessed through the quiz.

Moving forward, the standard of success will be updated to “75% of students will score 80% or higher.”

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

Areas of strength in student achievement of this learning outcome are operating manually adjustable 35mm film single lens reflex cameras to control exposure, focus, and composition using traditional photographic techniques. Students were able to identify the function of camera controls including shutter, aperture, and ISO as well as use the in camera light meter to determine proper exposure in various lighting conditions.

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.

Although students met the standard of success for this learning outcome, there remains opportunity for continuous improvement. While quiz results show strong conceptual understanding, some students may benefit from more opportunities to apply these concepts in hands-on situations during class activities. For example, using camera settings in real-time lighting conditions, or troubleshooting unexpected exposure or focus issues. This could be carried out during an in-class activity before students are expected to complete the assignment on their own.

Outcome 2: Demonstrate proper handling, loading, and development of black-and-white film to produce properly developed negatives.

- Assessment Plan
 - Assessment Tool: Critique
 - Assessment Date: Winter 2028
 - 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: Critique Rubric
- Standard of success to be used for this assessment: 75% will achieve competent or better.
- Who will score and analyze the data: Department 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)
	2025	

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

# of students enrolled	# of students assessed
18	14

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 am seeing the total number of enrolled students in this course as 16 from Canvas. Two of 16 students enrolled did not complete the activity leaving a total of 14 students assessed.

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 enrolled students who completed the activity were included in the assessment.

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

An in-class critique with grading rubric was used to assess students' proper handling, loading, and development of black-and-white film to produce properly developed negatives.

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 learning outcome was assessed using a Critique Rubric applied to the results of students' first roll of processed black-and-white film negatives. Of the 14 students assessed, 4 received a score of 100%, 1 received 98%, 3 received 95%, 4

received 93%, 1 received 89%, and 1 received 78%. 93% of students scored above 85%, demonstrating a strong ability to meet the expectations of the learning outcome. Only one student scored below that threshold with a 78%. The standard for success to be used for this outcome is 75% of students will achieve competent or better. A competent score is 80% or higher.

The data demonstrates that students successfully met the learning outcome, with 92% of students scoring above 80%. The standard of success was met for this outcome and assessment tool. The results indicate that students demonstrated a high level of performance in producing and evaluating their first roll of black-and-white film negatives.

Moving forward, the standard of success will be updated to “75% of students will score 80% or higher.”

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

Most students demonstrated a clear grasp of the technical steps involved in handling and developing black-and-white film negatives. Students had the ability to articulate correct procedures such as the process of loading film onto the reels, timing development stages, and using proper agitation techniques during the critique. Students were also able to answer questions to correctly identify the strengths and weaknesses of their negatives in terms of exposure, contrast, and clarity. The critique process introduced students to the importance of analyzing their work and connecting results to their techniques and using proper photographic vocabulary when discussing their process with others.

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.

While students demonstrated a general understanding of the film development process, observational data suggest that greater consistency in agitation techniques is needed. Currently, students complete their first roll of film in a guided, in-class session using a step-by-step handout. To further support independent practice during open lab hours, brief instructional video tutorials could be made available on Canvas. These resources would reinforce key techniques and serve as a supplementary reference for students developing film outside of class time.

Outcome 3: Utilize analog black and white darkroom processing techniques to make contact prints, test strips, and enlargements to create expressive black-and-white photographic prints for assignments and final portfolio.

- Assessment Plan
 - Assessment Tool: Final Portfolio
 - Assessment Date: Winter 2028
 - 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: Final Portfolio Rubric
 - Standard of success to be used for this assessment: 75% will achieve competent or better.
 - Who will score and analyze the data: Department 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)
	2025	

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

# of students enrolled	# of students assessed
18	13

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 am seeing the total number of enrolled students in this course as 16 from Canvas. Three of 16 students enrolled did not complete the activity leaving a total of 13 students assessed.
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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 enrolled students who completed the activity were included in the assessment.

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

At the end of the semester, students submitted a final portfolio consisting of eight revised enlargements, demonstrating improvements made to original prints produced earlier in the term. Reprints were expected to reflect the application of
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darkroom techniques such as cropping, contrast filter adjustments, dodging and burning, and spotting. Each final print was presented alongside its corresponding original to allow for direct comparison. A rubric was used to assess the technical and aesthetic improvements in the revised prints.

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 learning outcome was assessed using the Final Portfolio Rubric. A total of 13 students were evaluated, with the following scores: 100% (3 students), 97% - 94% (5 students), 87%, 85%, 75%, 73%, and 35%. 10 out of 13 students (approximately 77%) scored 85% or higher, indicating strong achievement of the learning outcome. Two students scored between 73–75%, and one student scored significantly below the standard at 35%. The standard for success used for this outcome is 75% of students will achieve competent or better. A competent score is 80% or higher.

The standard of success was met for this outcome and assessment tool with 77% of students scoring 85% when assessed with the Final Portfolio Rubric. Many students demonstrated a high level of proficiency in applying darkroom techniques and improving their prints over the semester. While a small number of students fell below expectations, overall performance reflects successful attainment of the learning outcome.

Moving forward, the standard of success will be updated to “75% of students will score 80% or higher.”

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

Students effectively assessed and revised original prints, demonstrating their ability to assess initial outcomes and determined what changes needed to be made to improve the print quality. Students applied techniques such as dodging, burning, cropping, adjusting exposure times, manipulated tonal contrast through test strip evaluation and the use of contrast filters to make changes to their revised final print. This resulted in final prints with well-balanced highlights, midtones, and shadows, suggesting a confident application of darkroom techniques to enhance expressive qualities in the image. High-scoring portfolios reflected thoughtful choices and attention to print quality such as clean borders, spotting, dry mounting and matting.

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.

Lower-scoring portfolios often lacked attention to fine details such as spotting, clean borders, proper print matting, mounting, and the biggest, not meeting the minimum number of required prints. Some students struggled to complete multiple refined prints within the available lab time, which impacted the overall quality of their portfolios. Strengthening time management strategies and planning could help mitigate this issue. Overall, students need to dedicate more time to attending open lab sessions throughout the semester.

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.

No previous report available.

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?

The assessment process confirmed that students are gaining a solid foundation in manual camera operation, film development, and darkroom printing techniques. High scores on quizzes and critiques reflect both conceptual understanding and practical application. The strongest area was Learning Outcome 1, where all students scored above 80% on a technical quiz, suggesting that students are effectively grasping essential exposure and compositional principles early in the course.

One surprise revealed through the portfolio assessment was the wide range in final print quality, despite high quiz and critique scores. This gap highlights that while students may understand processes in theory and can discuss them critically, a smaller group struggles with consistent execution and refinement, I think particularly under time constraints or when working independently. This suggests a need to further emphasize iterative practice, time management, and the importance of finishing techniques for presentation.

Overall, the course is meeting the new goals and preparing students to produce expressive black-and-white photographs using traditional methods.

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

This information can be shared with Department Faculty during fall 2025 department meeting.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Based on insights gained through the assessment process, I do plan to make changes to the course to better support student learning and skill development. Specifically, I intend to create a series of short technical video tutorials that students can access through the course's online platform. These videos will cover key processes such as camera operation, film loading, development procedures, and darkroom printing techniques. They are intended to serve as a supplemental resource for students working independently during open lab sessions.	The decision to implement these changes is based on the assessment findings, which revealed that while students demonstrated a strong conceptual understanding of technical processes, a few struggled with consistency and execution when working independently. By providing short, focused video tutorials, students will have the opportunity to revisit demonstrations at their own pace, reinforcing key techniques outside of scheduled class time. This is especially important for visual and hands-on learners who benefit from repeated exposure to process-based instruction.	2025
Other: Course Procedures	I plan to place greater emphasis on	Emphasizing the use of open lab time	2025

	the importance of utilizing open lab time outside of class to complete assigned work, refine prints, and engage in iterative practice.	is also essential, as the darkroom process requires repetition and ongoing experimentation. Students who actively engage in independent lab work tend to produce stronger, more refined final prints.	
Outcomes, objectives	I have incorporated a final portfolio of refined prints, which aligns PHO 122 with the broader expectations of the Photography program, where students present a final portfolio at the end of the semester. I've also updated the Learning Outcomes and objectives to ensure that the master syllabus accurately reflects the skills being taught, the assessment results, and the course's current pedagogical goals.	I reorganized the outcomes into three clear and measurable Learning Outcomes, each supported by three objectives. I have been teaching PHO 122 since 2022, and the revisions reflect both the assessment process and the evolution of the course over time. In practice, the course has become more focused on fundamental technical skills: developing black-and-white film, printing in the darkroom, and producing high-quality enlargements.	2025
Standard of success	Update the standard of success to "75% of students will	The current language "competent" is not specific.	2025

	score 80% or higher.”		
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5. Is there anything that you would like to mention that was not already captured?

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III. Attached Files

[Data Results](#)

[Assessment Tool #1 Quiz](#)

[Assessment Tool #2 Critique Rubric](#)

[Assessment Tool #3 Final Portfolio Rubric](#)

Faculty/Preparer: Amber Dietz **Date:** 07/15/2025

Department Chair: Ingrid Ankerson **Date:** 07/16/2025

Dean: Eva Samulski **Date:** 07/17/2025

Assessment Committee Chair: Jessica Hale **Date:** 07/08/2026