

<b>PHOTOGRAPHY AND DIGITAL IMAGING</b>
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**A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS**

Photography and Digital Imaging is vital to the mission of Foothill College. The workforce must be visually literate. New careers that do not have the heading "Photographer" still call upon the person to make and judge images, as well as use images in Web pages, reports and proposals. People with an understanding and command of the visual image will move ahead of those limited only to verbal communication. Photography is in a unique position in the current explosion of media and technology. It is assumed that all can "read" the language of photography and yet to be visually literate is an extremely complex task. Students who learn to make images will be better able to read the barrage of visual images in our mass media culture and respond to them in a responsible manner. A conscious understanding of the image is needed to be a responsible citizen in the modern world.

We provide high quality pedagogy presenting challenging, innovative classes merging the classic, traditional methods of photography and the current digital technologies. Photography is a large field and photographers must use whatever tools are required to accomplish the job. In the commercial and fine art arenas, there is not a separation between the modern and the classic; the photographer calls upon whatever tools are needed to achieve their vision. This is the flexibility, depth of resources and richness of knowledge that we strive to give our students. Whether a student's goal at Foothill is to work in the field, transfer to a 4 year institution, or enrich their avocation dedication and understanding of photography, their needs are quite similar and these different populations enrich each others educational experience by questioning, exploring and creating side by side.

Photography is a class that most students take by choice. This is a gift to every photography teacher. On the other hand, most students are surprised by the fact that photography is a serious academic class requiring a significant investment of time, resources and study. Our classes have writing assignments, exams, projects and reading. This affects our success rates. Through thorough green sheets and clear introductory sessions, each of the photography instructors attempts to be clear with students about the vigorous nature of the photography classes at Foothill College. Over time, as students share this understanding with other students, we feel that we will have higher success rate both because of the clarity of our class goals and because of the congruence of student expectation to the class requirements. Also as we improve lab access and quality, technical challenges that can thwart student success are being addressed.

Contributing to student success is our unique faculty and staff. With three full time faculty dedicated to the craft and teaching of photography aided by excellent adjunct faculty and talented support staff we are able to meet the needs of our diverse student population.

People who have the privilege to make their living through photography are very lucky. We are working to develop students who will be responsible, creative additions to the field. We are also nurturing professionals who will participate in photography as a portion of their career and others who will enjoy the richness of a life with photography as their avocation. Just as photography has room for this diversity, so must our program continue to meet their diverse needs.

**B. STUDENT SUCCESS EVALUATION**

The photography department has improved its success and retention rates consistently for the past three academic years. Our enrolment is going up consistently. The energy of the students and the enthusiasm for the subject of photography seems to be at an increase.

In general, our students are older than the average Foothill student. Based on our knowledge, photography students do not use the success programs or services provided by the college as much as the average student. We do have some students who come through the adaptive learning program with requests for extra testing time, note takers and interpreters, and these services have been helpful.

**C. STUDENT EQUITY/DIVERSITY ANALYSIS**

Photography is an expensive course of study. The community college is unique in the level of support we provide for these classes, but in fitting with our mission and our goals, it is essential that photography is available to all students, not only to those who can afford it. The purchase of cameras and the upgrading of our digital capacities, allows students to study with quality equipment at an affordable cost. These experiences will enable them to compete after they transfer, succeed in Degree/Certificate completion, and meet their goals of career development and enrichment through visual literacy.

Our success rates for different ethnic groups seem generally equivalent to the success rates of Foothill College as a whole. We have improved our success rate with the Hispanic student population (56% in last

report/currently 87%) Our one area of significant deviation is in the black student population. (52% success in photography vs. 76% success at Foothill in general.) Without further research it would be difficult to explain these figures.

Every student is valued in the Photography and Digital Imaging Department. Through writing requirements in all of our classes and the emphasis on visual literacy and critical thinking, we hope to have an impact on all of the student's academic skills at Foothill College. By approaching students in a class they love—photography—with the concepts of quality, patience, research and teamwork, we see that they are able to transfer these new skills to their other classes and meet their educational goals.

**D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES**

**1. Program Goals Related to Educational Master Plan and Partnership for Excellence:**

- a) Increase student success by 5%.
- b) Increase degree/certificate completion and transfer rates by 5%.
- c) Streamline and expand our class offerings to be in harmony with the changes in the field.
- d) Develop a lecture series that would bring lecturers to campus from the commercial and fine art areas of photography
- e) Balance the needs of our Vocational, Transfer and fine art students
- f) Continue to meet our mission and by doing this meet the mission of Foothill College.

**2. Other Program Improvement Plans:**

- a) Develop the foundation and increase the number and frequency of donations
- b) Expand the connections in the business and local photography communities
- c) Develop a scholarship program through donations for short-term emergency grants to student in photography.

**E. ENROLLMENT AND PRODUCTIVITY GOALS**

- 1. Increase enrollment in the Digital photography classes by 5%.
- 2. Increase productivity by 5% by class planning and filling sections of offered classes.

**F. SUMMARY OF RESOURCES REQUESTED**

**1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:**

*Full-time faculty:* Head count: 3 Percent reassigned time: 33% (Kate Jordahl, Performing Arts Alliance) Short-term adjustments (e.g., professional development leave):

- Spring 2003, Sabbatical, Keith Lee and Paris Quarter, Kate Jordahl
- Fall 2003, Sabbatical, Ron Herman
- Spring 2004 Sabbatical Kate Jordahl and Florence Quarter Ron Herman
- Fall 2004, Sabbatical, Ron Herman
- Spring 2005 Sabbatical Kate Jordahl
- Fall 2005, Sabbatical, Ron Herman
- Spring 2006 Sabbatical Kate Jordahl

Other comments: Ron Herman, Kate Jordahl and Keith Lee are the full-time faculty in Photography. Lee received tenure in 2000 and was chair from 1997-1999; Herman and Jordahl received tenure in 2001. Jordahl was chair from 1999-2001. Ron Herman is current department chair. Lee is currently on Sabbatical and working on photographic projects in France. Jordahl will be teaching campus abroad in Paris in Spring 2003 and Herman will be teaching campus abroad in Florence in Spring 2004. All three are exhibiting artists and practicing photographers. They also have participated in expanding their digital imaging skills in classes and conference over the past three years.

*Part-time faculty:* Average quarterly load: approximately six classes a quarter are taught by part time faculty. On a scale of one (easy) to five (very difficult), rate the difficulty of finding and keeping part-time faculty to teach in this discipline. 2

Comment: We are lucky to have talented and dedicated long time part-time faculty in our department. Steve Kiser, Mike Ivanitsky John Dotta and Deva Hyman all provide continuity and a wealth of experience. We have also had the skills of commercial photographer Sandra Frank and digital designer Erika Gentry to expand the richness of our specialized classes. Katherine Du Tiel also brings extensive experience in the commercial world to her classes. Our main dilemma in this arena is as the funding is cut for part-time faculty, the number of course offerings including specialized advanced classes will be drastically reduced. The added diversity of experience and expertise and the richness that all of our

part time faculty bring to our students, is threatened. This could also affect our number of graduates and transfers, as student are not able to complete degree requirement in a timely fashion due to reduced class availability.

Classified staff: Head count: 2 of these specify any who are less than full-time, 12-month:  
Two part-time and student workers cover the lab facility with full-time Lab Manager Rick Knepp.

Other comments: We have Rick Knepp, our lab manager who works 40 hours per week. In addition we have hours worked by a number of other people. We have been lucky to have the Sunday lab covered for the past two years by a volunteer who is a graduate of our program. The lab hours are vital to our program, especially the weekend hours that allow students to complete assignments and practice important skills. The current staffing loads allow us to make the lab available to complete assignments and fulfill their lab requirement for photo 1LX, which makes photo one transferable to CSU and the Photo 180 series. Our lab manger was hired one and a half years ago. The importance of this position cannot be over estimated. In facility terms, we have had a significant downturn in loss of equipment and significantly smoother operation of inventory, equipment repair, staffing and lab tech training. As our equipment needs increase to keep up with the changing technology, we need a consistent, responsible employee to track this valuable and delicate resource. The lab manager also deals with hazard wastes and working with the district safety manager, interfaces with city and county officials to assure that our lab is in compliance.

On student terms, the lab manager is the liaison to the students. The presence of a consistent lab manger that communicates the policies of the department has increased student persistence in photography classes. Our Lab Manger, Rick Knepp, also supports faculty and allows them to focus on teaching. This leads directly to student success. As an instructional aid, Knepp adds to the effectiveness of our lab classes and learning environment. By handling many basic student questions, he allows faculty to work on the more vital educational challenges with both beginning and advanced students. The lab manager provides a consistency and quality of professional service that no student or casual employee could provide.

#### ASSESSMENT

We are so very lucky to have three full time faculty supported by a talented group of part time instructors. The faculty have very diverse strengths and are developing a working coalition to allow us to make the photography and digital imaging department thrive. Our greatest challenge is the support staff. As we grow our facilities, equipment and program, we need to maintain the lab support to make it all continue to function. As we grow and invest in valuable equipment to give our students the up-to-date and professional experience that they come to Foothill for, we must continue the lab manger position supplemented by hourly/student employees. These employees assure that the equipment is maintained, inventoried and used in the proper manner and free the faculty to continue to pursue their teaching and professional goals more fully. *(Priority A)*

#### 2. FACILITIES NEEDS:

Photography lecture classes must be taught in rooms with tables and chairs for a minimum of 24 students. Also required are the following: Computer, projection system, slide projector, VCR, viewing area for review of student artwork including bulletin board of 40x80" minimum. In addition, a beginning darkroom for 24 students and a dedicated color/advanced lab with a state of the art processor is needed for the continued growth and improvement of our programs. Our photographic studio must be expanded to a more professional and functional space.

To meet our vision, in the long run, a new lab facility is necessary. We need a color/advanced lab with traditional and digital image processors, a larger studio with higher ceilings and a fully equipped digital station, a group introductory lab, secure storage for valuable equipment and a gallery space for student and invitational exhibitions. These improvements will be implemented in our planned renovation for 2006. Our current lab must remain functional until renovations begin.

#### 3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:

The current budget crisis is threatening our ability to offer sufficient and convenient lab hours for students to successfully complete their course work. Without student and casual work hours supplementing our lab manager, we won't be able to offer enough hours to make the photo one class transferable and maintain the high standards of the department. *(Priority A)*

Photography equipment needs repair and replacement. Our current financial situation also does not allow for the maintenance and purchase of needed supplies. We are investigating alternative sources of funding such as donations and grants. A fundraising flyer has been developed and faculty has meet with the foundation for direction and support. While we can hope to develop community and corporate support by these efforts, it will not replace a reasonable funded materials and supply budget. (Priority A)

**NEEDED:**

- a) Expand the equipment available to give students a professional level experience on both the traditional and digital sides through purchase and donation including adding digital photographic output.
- b) Retain our full time lab technician so necessary for the repair, maintenance of equipment, ordering of supplies and over-seeing other lab technicians and continue the current lab hours with student and casual labor to allow students to fulfill their class requirements.
- c) Continue to replace and maintain worn and broken equipment and update both traditional and digital tools.

**4. CAPITAL PROJECTS:**

As our space is renovated in 2006, we will need to fill it with equipment. Our current enlargers will be 18 years old by the time of renovation and will not be cost effective to repair. The following is a list of our most pressing capital needs:

- a) Twenty-four (24) new black and white enlargers (Approximate cost: \$24,000) (Priority A)
- b) Ten (10) new color diffusion enlargers (Approximate cost: \$10,000) (Priority A)
- c) Tools to outfit 34 enlarger stations including micro sights, easels and contact printers (Approximate cost: \$10000-12000) (Priority A)
- d) Color processor for prints such as used in commercial labs (both for student printing and training) (Approximate cost: \$5000-6000) (Priority A)
- e) Upgrade 35mm film scanners to more current technology. (Approximate cost: \$5000) (Priority A)
- f) Digital photographic output such as Fujix printer (approximate cost: \$10,000) (Priority A)
- g) Continue to update to the latest version of digital imaging and virtual reality software (Approximate cost: \$500-2000 per computer; 25 computer = \$12,500-50,000 per year) (Priority A)
- h) Replace three (3) worn and malfunctioning Epson Inkjet Printers (Approximate cost: \$3600) (Priority A)
- i) Three (3) additional lighting sets and backdrops for the studio (Approximate cost: \$10,000-20,000) (Priority A)
- j) Updating of our 35mm supply of cameras to allow financially strapped students to borrow an appropriate camera for short-term. (With seven sections of Photo one and seven to ten sections of advanced classes, we have approximately 425 students who might have a technical challenge and need to borrow a 35mm camera for a day or a week during any given quarter. We currently have 6 working 35mm cameras to lend. We would like to see this expanded to 25 working cameras through purchase. (Approximate cost: \$4000) (Priority B)
- k) Update digital cameras. We currently have 12 digital cameras that are in constant use by students and faculty and are three years old. (Approximate cost: \$14000-15000) (Priority B)
- l) Medium Format cameras to give all students hand-on experience with a common tool of the professional photographer (Twelve (12) units to allow a class of 24 students). (Approximate cost: \$20,000-40,000) (Priority B)
- m) Digital camera backs with notebook computer support to enhance our digital program and allow the creation of professional results from beginning to end (Approximate cost: \$30,000-60,000) (Priority C)
- n) Large Format cameras to also fit the above backs and give all students hand-on experience with a common tool of the professional photographer (Will have five (5) units with current grant; seven (7) additional units needed to allow a class of twenty-four (24) students). (Approximate cost: \$20,000-40,000) (Priority C)

- o) Large format printing capacity for the digital darkroom (Approximate cost: \$10,000-20,000) (Priority D)
- p) Medium format back for the existing film recorder (approximate cost: \$7000) (Priority D)

**Evaluation of academic year 2002-2003**

**Date of evaluation: 2/19/03**

**Primary program contact person:**

Ron Herman, 650-949-7082, hermanron@foothill.edu

**Full-time faculty:**

Ron Herman, 650-949-7082, hermanron@foothill.edu

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Keith Lee, 650-949-7145, leekeith@foothill.edu

**Part-time faculty:**

Steve Kiser, 650-949-7014

Mike Ivanitsky, 650-949-7014

Deva Hymen, 650-949-7014

John Dotta, 650-949-7014

Katherine DuTiel, 650-949-7014

Erika Gentry, 650-949-7014

Sandra Frank, 650-949-7014

Paul Mueller, 650-949-7014

**Administrators:**

Duncan Graham, Dean, 650-949-7156

**Classified staff:**

Rick Knepp, Donna Rosenthal, Liz Crandall

**Students:**

Jackie Starkovich, Missy Corbett, Connie Consenerno, Adrian Tsim, Andy Gouretevich, George Gilsinian, Sam Reeves

**PROGRAM NAME: Photography and Digital Imaging**

Degree/certificate options available:

- AA in Traditional Photography
- AA in Digital Imaging
- Career Certificate in Traditional Photography
- Career Certificate in Digital Imaging
- Certificate of Completion in Traditional Photography
- Certificate of Completion in Digital Imaging.

**PROGRAM MISSION AND OUTCOMES:**

The mission of the Photography and Digital Imaging Department at Foothill College is to provide the finest of instruction in the use of traditional and contemporary photographic techniques for the vocational and avocational student. We will provide a rich and thorough grounding in the skills and aesthetics of photography to allow our students to succeed in transfer, and as commercial or fine art photographers in the radically shifting field of photography.

**A Photography and Digital Imaging graduate would possess the following skills:**

- Skill in language of photography for discussion and critique
- Familiar with 35mm, medium and large camera formats in both traditional silver and digital versions
- Understanding of techniques involved in fine printing
- Appreciation of both contemporary and historical images and their cultural significance
- Preparation of images for web or digital presentation
- Formulate plans for creation of new, original artwork
- Development of a portfolio with an understanding of professional presentation
- Be able to communicate effectively in the language of photography
- Comprehension of historical and multicultural perspectives on medium
- Appreciation of social, cultural and political impact of photography both as viewer and image maker
- Skill in the basic concepts of composition
- Demonstration and understanding of professional standards in exhibition and publication
- Understanding and application of small business practices and presentation as a professional artist
- Create unique photographic images that communicate ideas to others
- Discuss and analyze visual information from the viewpoints of fine art documentation and social commentary.
- Evaluate own and colleague images and writings.
- Demonstrates active, discerning listening by being able to reproduce technical skills from lectures and discussions.
- Demonstrate computer proficiency
- Analyze and use of numerical data relating to exposure, development, mixing of chemicals, and calculation of enlarging times.
- Demonstrate complex problem solving skills and abstract thought as relates to planning of photographic image or portfolio, or the exposure and lighting of an image
- Judgment and decision making as pertains to creating original artwork from conception to final portfolio.
- Problem solving through analysis, synthesis, and evaluation as pertains to exposure, development, lighting an image
- Creativity through the development of original artwork
- Aesthetic Awareness of both historic and contemporary images as a viewer and image maker
- Through the viewing and creation of images develop social perceptiveness
- Ethics through discussion and critique develop understanding of ethical issues including model release, privacy issues, copyright and the potential power of the image to affect people's lives
- Interpersonal skills and personal integrity are developed through the community of the classroom/group darkroom, sharing of images, constructive critique,
- Self-esteem is developed through the development of competence of self-expression both verbally and visually.
- Interest in and pursuit of life long learning developed due to the flexibility and applicability of photographic skills to personal and professional life

<b>DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates</b>			
<b>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</b>	<b>Desired Attributes:</b> What should a student be able to do upon graduation?	<b>REQUIRED PROGRAM COURSES</b> related to this outcome: Where do students acquire experience?	<b>OUTCOME MEASURES —</b> Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?
Knowledge	Identify major photographic figures	All but especially PHOT 10 & PHOT 59	Exam, Paper, Class Presentations, Completion of required classes with grade of C or better.
Comprehension/ Evaluation	Skill in use of language of photography for discussion and critique	PHOT 50, 57, 65B	Class Presentations, Portfolio. Completion of required classes with grade of C or better.
Application/ Evaluation	Familiar with 35mm, medium and large camera formats in both traditional silver and digital versions	PHOT 1, 2 & 65a, 72, 75	Portfolio, Exam. Completion of required classes with grade of C or better.
Application/ Analysis/ Knowledge	Understanding of techniques involved in fine printing	PHOT 2, 50, 51, 70	Exam, Portfolio. Completion of required classes with grade of C or better.
Evaluation, Knowledge, Analysis	Appreciation of both contemporary and historical images and their cultural significance	PHOT 10, 59, 65	Exam, Paper, Class Presentation
Application	Preparation of images for web or digital presentation	PHOT 60, 65, 71, 75	Portfolio, Exam. Completion of required classes with grade of C or better.
Comprehension/ Application	Formulate plans for creation of new, original artwork	PHOT 2, 50, 65, 57, 70, 71	Portfolio. Completion of required classes with grade of C or better.
Application/ Analysis/ Synthesis/ Evaluation	Development of a portfolio with an understanding of professional presentation	PHOT 57	Portfolio, participation in final exhibition (part of degree requirements). Completion of required classes with grade of C or better.
Comprehension/ Evaluation	Be able to communicate effectively in the language of photography	All classes especially PHOT 50 and 65	Class Presentations, Critiques, Portfolio. Completion of required classes with grade of C or better.
Comprehension/ Synthesis	Comprehension of historical and multicultural perspectives on medium	All classes especially PHOT 10 and 59	Exam, Paper, Class Presentations. Completion of required classes with grade of C or better.
Knowledge/ Synthesis	Appreciation of social, cultural and political impact of photography both as viewer and image maker	All classes especially PHOT 10 and 59	Exam, Paper, Class Presentations. Completion of required classes with grade of C or better.
Knowledge/ Application	Skill in the basic concepts of composition	PHOT 1, ART 15A	Portfolio, Exam, Success in further studies in photography. Completion of required classes with grade of C or better.
Knowledge/ Application	Demonstration and understanding of professional standards in exhibition and publication	PHOT 57	Portfolio, participation in final exhibition (part of degree requirements). Completion of required classes with grade of C or better.
Knowledge/ Application	Understanding and application of small business practices and presentation as a professional artist	PHOT 57	Portfolio, participation in final exhibition (part of degree requirements). Completion of required classes with grade of C or better.
<b>CORE COMPETENCIES</b>	<b>CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program</b>		
Communication	Create unique photographic images that communicate ideas to others	All class but especially required classes: PHOT 50, 65B	Required exhibition and portfolios
Communication	Discuss and analyze visual	All class but especially	Exam, Paper, Class Presentations.

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<b>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</b>	<b>Desired Attributes:</b> What should a student be able to do upon graduation?	<b>REQUIRED PROGRAM COURSES</b> related to this outcome: Where do students acquire experience?	<b>OUTCOME MEASURES —</b> Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?
	information from the viewpoints of fine art documentation and social commentary.	required classes: PHOT 10, 59	Completion of required classes with grade of C or better.
Communication	Evaluate own and colleague images and writings.	All class but especially required classes: PHOT 50, 65B, 10, 59	Exam, Paper, Critique, Class Presentations. Completion of required classes with grade of C or better.
Communication	Demonstrates active, discerning listening by being able to reproduce technical skills from lectures and discussions.	All class but especially required classes: PHOT 1, 2, 65A, 70	Portfolio, Exam. Completion of required classes with grade of C or better.
Computation	Demonstrate computer proficiency	PHOT 60, 65A, 71, 72	Portfolio, Exam. Completion of required classes with grade of C or better.
Computation	Analyze and use of numerical data relating to exposure, development, mixing of chemicals, and calculation of enlarging times.	All class but especially required classes: PHOT 1, 2, 50, 70	Portfolio, Exam. Completion of required classes with grade of C or better.
Computation	Demonstrate complex problem solving skills and abstract thought as relates to planning of photographic image or portfolio, or the exposure and lighting of an image	All class but especially required classes: PHOT 1, 2, 50, 65A, 70	Portfolio, Exam. Completion of required classes with grade of C or better.
Creative, Critical & Analytical Thinking	Judgment and decision making as pertains to creating original artwork from conception to final portfolio.	All class but especially required classes: PHOT 2, 50, 57, 65A, 70	Portfolio. Completion of required classes with grade of C or better.
Creative, Critical & Analytical Thinking	Problem solving through analysis, synthesis, and evaluation as pertains to exposure, development, lighting an image	All class but especially required classes: PHOT 2, 50, 65A, 70	Portfolio, Exam. Completion of required classes with grade of C or better.
Creative, Critical & Analytical Thinking	Creativity through the development of original artwork	All classes but PHOT 10, 59	Portfolio. Completion of required classes with grade of C or better.
Creative, Critical & Analytical Thinking	Aesthetic Awareness of both historic and contemporary images as a viewer and image maker	PHOT 10, 59 primarily	Exam, Paper, Class Presentations. Completion of required classes with grade of C or better.
Community/ Global Consciousness & Responsibility	Through the viewing and creation of images develop social perceptiveness	All class but especially required classes: PHOT 2, 50, 65A, 70	Exam, Paper, Class Presentations, Portfolio. Completion of required classes with grade of C or better.
Community/ Global Consciousness & Responsibility	Ethics through discussion and critique develop understanding of ethical issues including model release, privacy issues, copyright and the potential power of the image to affect people's lives	PHOT 10, 59, 50, 57, 65A, PHOT 60	Exam, Paper, Class Presentations. Completion of required classes with grade of C or better.
Community/ Global Consciousness & Responsibility	Interpersonal skills and personal integrity are developed through the community of the classroom/group darkroom, sharing of images, constructive critique,	All class but especially required classes: PHOT 1, 2, 50, 65A, 70	Completion of required classes with grade of C or better.
Community/ Global Consciousness & Responsibility	Self-esteem is developed through the development of competence of self-expression both verbally and visually.	All class but especially required classes: PHOT 1, 2, 50, 65A, 70	Exam, Paper, Class Presentations, Portfolio. Completion of required classes with grade of C or better.

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<b>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</b>	<b>Desired Attributes:</b> What should a student be able to do upon graduation?	<b>REQUIRED PROGRAM COURSES</b> related to this outcome: Where do students acquire experience?	<b>OUTCOME MEASURES —</b> Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?
Community/ Global Consciousness & Responsibility	Interest in and pursuit of life long learning developed due to the flexibility and applicability of photographic skills to personal and professional life.	All class but especially required classes: PHOT 1, 2, 50, 65A, 70	Completion of required classes with grade of C or better.