IV. STUDENT LEARNING OUTCOMES
Upon completion of the course, the student will be able to:
A. Select appropriate camera settings to achieve proper exposure.
B. Measure light using in-camera and handheld meters
C. Estimate depth of field and motion based on camera settings.
D. Choose appropriate film or storage media.
E. Differentiate lens types.
F. Manage image transfer and storage.
G. Produce digital contact prints.
H. Produce digital prints.

PART ONE: Part One examines SLO A, C, E.
Please distribute part one to your students during the time frame of 11/12-11/21. Put the ungraded scantrons in Erika’s mailbox 11/22. This is an assessment and is NOT GRADED. All answers are anonymous. Have students use the 25 question scantron sheets to fill in their answer. Visit the duplicating room to pick up scantron sheets (25 questions scantron sheet) Have students use a #2 pencil. On the scantron ask students to write your section number and date ONLY (ie : PH51-008). Do not write student or Instructor names. These sheets, after graded and tallied will be returned to you for your own information.

PART TWO: Part Two examines SLO G.
Please have students complete the attached lab – “Making a contact sheet”. Ruberics will be assessed. Please turn in one file from each student in a folder with your section “PH51-006” on the photography server in the folder “PH51_SLOs” by November 22 (the week before thanksgiving break).

PART ONE INSTRUCTIONS
This is an assessment and is NOT GRADED. All answers are anonymous. Use the scantron sheet to fill in your answer. Use a #2 pencil. Do not mark this sheet. On the scantron write your section number and date ONLY (ie : PH51-008). Do not write your name.

1. When you intentionally make several varied exposures of same scene using positive and negative exposures from MIE (the meter indicated exposure or “normal”), you are:
   a) Panning
   b) Using equivalent exposures
   c) Bracketing
   d) Pushing

Summarized by Erika Gentry and Tonya Hough
2. Identify the correct equivalent exposure below for f16 at 1/250
   a) f2 at 1/2
   b) f11 at 1/30
   c) f32 at 1/60
   d) f5.6 at 1/4000
   e) f4 at 1/2000

<table>
<thead>
<tr>
<th>f32</th>
<th>f22</th>
<th>f16</th>
<th>f11</th>
<th>f8</th>
<th>f5.6</th>
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3. If your camera is set on f8 @ 1/8 second and you open up one stop (+1) to f5.6 but keep the shutter @ 1/8, then you are:
   a) keeping the exposure the same
   b) doubling the amount of light reaching the film
   c) halving the amount of light reaching the film
   d) admitting four times that amount of light reaching the film

4. Which lens has the least (smallest) angle-of-view as compared to a normal lens?
   a) 28mm
   b) 18mm
   c) 105mm
   d) 300mm

5. According to the Shutter Speed Rule, what is the slowest speed that you could use to avoid camera shake when using a 75mm lens without a tripod?
   a) 1/30 of a second
   b) 1/250 of a second
   c) 1/125 of a second
   d) 1/60 of a second
RESULTS

<table>
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<th>SECTION NUMBER</th>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>#1 Total Correct</th>
<th>#2 Total Correct</th>
<th>#3 Total Correct</th>
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<td>65%</td>
<td>68%</td>
<td>80%</td>
<td>56%</td>
<td>54%</td>
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Key Findings

Based on the results of our 5 question quiz for photo 51, results were poorer this semester than last. A bit of a mystery – this may be attributed to the earlier administration time in the semester and students many not have been fully prepared. Also in PH51-002 several mismarked sheets were included even though they were not marked with an appropriate section number and this could have thrown off the scores significantly. The highest number of correct answers for questions #3 showed a fairly strong understanding of shutter speed and ISO for this time in the semester. The weakest showing for the equivalent exposures question #5 indicates that since these answers are numeric, and not necessarily memorized, that it might help to have a graph layout (visual) accompanying this question that mirrors the practice quizzes in class.

Conclusion

We suggest instructors define bracketing vs. equivalent exposures more clearly and that all sections work on common vocabulary terms to use as part of the course reader. Those vocabulary terms would in
turn be used in course assignments and exams. It may also be more appropriate to give this assessment at the end of the semester instead of at the midterm as students will have had more hands on practice time with their cameras.

Future Assessment or Planned Outcome Adjustment

We think it’s logical to reassess this SLO concentrating on question #5 “equivalent” exposures this time implementing use of a set of common vocabulary words.

PART TWO INSTRUCTIONS : 8X10 CONTACT SHEET

Resources: LR 5.0 Reader on “Print Module”
Videos: Step by Step Demonstration of this lab in the tutorials section @
http://www.ccsfphoto.wordpress.com

Student Learning Outcomes

• Successfully learn how to use the LR tools of this lab exercise.
• Successfully turn in the lab exercise on time to the drop box with files named as directed below with the proper information embedded from the meta data.
• Successfully work in class with the tools assigned and with Instructor.

1. In the Library module, select exactly 20 photos for the contact sheet. You may also choose a collection. **Hint: command/apple + click selects or deselects more than one image** – the images will appear in your film strip when you migrate from the Library module to the Print module.
Alternative: The photos can also be put into the Quick Collection (right click) or Collection, or you can create a collection to save the photo selection for reuse.

2. Once you have your images selected and in the film strip, migrate to the Print module and choose the “contact sheet 4x5” template from the Template Browser on the left panel.

3. Use the film strip and apple+click on images to further add or delete to the contact sheet if needed. You should have no more and no less than 20 images selected to make a one page contact sheet.

4. On the right panel, choose the options matching the below including working with the cell spacing, “rotate to fit” and adding the exposure information under “Photo info” below the image.
6. Print Job panel for service bureau type C printing: choose “print to JPEG File” and deselect Draft Mode Printing and Print to File, Ensure 300ppi is active and that your JPEG Quality is between 80-100%. Make sure that “8x10” is selected for the Custom File Dimensions if you are printing to 8x10 paper at a service bureau.

6. Click “Print to file”. Save the file as a jpg – take to a service bureau to print.
RESULTS* Re-evaluation of results will occur first week in January by more faculty

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<td>Selected/used 20 images</td>
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</tbody>
</table>

KEY FINDINGS
Step by step directions many not be explicit enough. Also the interface of LR makes it confusing to choose 8x10 vs 8.5x11 letter size images and a great many steps take place to find this. Students should be provided with 20 images if they don’t have them on their own to ensure they are using 20 images instead of less. Rubrics should be more clearly expressed to students so that they know they are important to achieve all of them.

CONCLUSION
Instructors need to meet and agree on common labs and how they are taught as well as expressed in the directions so that students are receiving same information.

Future Assessment or Planned Outcome Adjustment
After instructors meet to discuss the outcome, adjustments to the handout and instruction may be made and re-administered if discussion warrants it.