

Title	1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
VBUS-120 Introduction to Animations using Adobe Flash	<ol style="list-style-type: none"> 1. Upon successful completion of this course students will be able to create a computer graphic illustration with multiple layers. 2. Upon successful completion of this course students will be able to incorporate multi-media files (i.e., music, sound effects and video) into web movies. 3. Upon successful completion of this course students will be able to create and Publish a Flash documents. 	<ol style="list-style-type: none"> 1. The student will submit a SWF file animation utilizing type and or graphics of the student's choice. 2. The student will submit a Flash animation and must include the following element: <ol style="list-style-type: none"> I. One button to play a movie and/or sound. II. One button to stop a movie and/or sound. 3. The student will submit an electronic SWF file with two or more of the following: <ol style="list-style-type: none"> I. Motion Tween (e.g., tint effect, alpha effect, ease effect). II. Shape Tween (trace feature to vectorize a bitmap, perform shape tween from one vector image to another). III. Layer Mask (e.g., create spot light effect). IV. Motion Layer Guide (use pencil tool to draw a path and anchor a symbol, follow the path). 	<p><u>Spring 2013</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>3 SLOs combined 16 students assessed; 11 passed</p> <p>The department collected the assessment data from scantron assessment sheets in an attempt to measure each SLO with its own assessment. However, the data wasn't consistently formatted for it to be successfully scanned. This resulted in the data being aggregated as indicated above.</p> <p>The department is developing Excel templates to simplify the assessment data gathering process.</p> <p>In addition, the department has developed a Wiki to gather and track all curriculum data, including SLO assessment data.</p>	<p><u>Spring 2013</u></p> <p>69% passing rate</p> <p>The decline in passing rates (from 78% in 2011-12) are partially indicative of the impact of the department's move which negatively affected the overall enrollment in the course.</p>	<p>The department has moved this course to a time that better meets the needs of the students so to increase enrollment.</p>