

# Course Name: DMA C102 Digital Imaging with Photoshop

## Assessors:

- Suzie Ama
- Lisa Darty
- Vickie Taton

## Assessment Definitions and Plan

| Outcome and Assessment Definitions |  | Assessment and Data Collection  |   |  |
|------------------------------------|--|---|---|--|
|                                    | Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method  | Detailed Description of Assessment Plan   | Results   | Plan for Improvement and Reassessment  |
| A.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to critique fine art, digital paintings, and iconography for use of design elements and principles.</p> <p>This will be assessed with a written assignment, scored by a rubric.</p> | <p><b>Description</b><br/>Student papers will be collected from Lisa Darty. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p><b>Timeline</b><br/>Assessment will be conducted Finals Week, Spring 2011.</p> <p><b>Sample</b><br/>All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> | <p>Average scores for this written assignment for three sections of this class were 86%, 86% and 87%. A fourth section, at the KRV campus, averaged 65%.</p> <p>Three out of four classes exceeded the target; one section fell significantly below target.</p> | <p>For the sections with a successful outcome, no curriculum or instructional changes are indicated. This outcome will be reassessed during the next assessment cycle, following the 2012 accreditation visit.</p> <p>We believe that the low scores garnered by the fourth section at the KRV campus were a result of the class comprising students with lower than average reading, writing and computer skills.</p> |
| B.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to apply design elements and principles to</p>  | <p><b>Description</b><br/>Student projects will be collected from Lisa Darty. The project files will be converted to .jpg format if they are not already in that format.</p>  | <p>43 out of 49 (88%) of students attained this outcome.</p>  | <p>With a successful outcome, no curriculum or instructional changes are indicated. This outcome will be reassessed during the</p>   |

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|    | <p>construct composite digital images with layers, layer blending modes, layer styles, layer masks, vector masks, clipping masks, adjustment layers, type layers, and filters.</p> <p>This will be assessed with a project, scored with a rubric.</p>          | <p>The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p><b>Timeline</b><br/>Assessment will be conducted Finals Week, Spring 2011.</p> <p><b>Sample</b><br/>All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>   |   | <p>next assessment cycle, following the 2012 accreditation visit.</p>   |
| C. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to apply design elements and principles to construct effective iconography and optimized Web graphics.</p> <p>This will be assessed with a project, scored with a rubric.</p> | <p><b>Description</b><br/>Student projects will be collected from Lisa Darty. The project files will be converted to .jpg format if they are not already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p><b>Timeline</b><br/>Assessment will be conducted Finals Week, Spring 2011.</p> <p><b>Sample</b><br/>All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> | <p>28 out of 49 (57%) of students attained this outcome. The component, design and optimization, were assessed separately and then averaged to arrive at an overall percentage. While 90% of students mastered web graphic optimization skills, only 24% of them exhibited master of design principles for iconography.</p> | <p>Additional activities will be developed to help students strengthen their aesthetic assessment criteria, and greater instructional emphasis will be placed on design principles.</p> |

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| D. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to demonstrate mastery in selection techniques and use of tools and brushes.</p> <p>This will be assessed with a project, scored with a rubric.</p> | <p><b>Description</b><br/>Artifacts from DMA C102 (Photoshop) were collected and assessed. For each software tool, several essential skills and operations were evaluated in each artifact. Students who do not exhibit mastery over all criteria will not be deemed to have met the outcome.</p> <p><b>Timeline</b><br/>May 2009</p> <p><b>Sample</b><br/>All students who completed DMA C102</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> | <p>12 out of 29 students exhibited mastery over essential Photoshop skills.</p> | <p>It was discussed that Photoshop masking and selection requires more instructional emphasis, as well as specific formative and summative assessments. We discussed that the recent addition of Lynda.com training videos may also improve this outcome.</p> <p>This will be reassessed in Spring 2011.</p> |
| E. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to evaluate the application of copyright law to specific scenarios.</p> <p>This will be assessed with a quiz, scored with a rubric.</p>             | <p><b>Description</b><br/>A quiz will be developed and launched for all sections of this class, and quiz scores will be collected from Lisa Darty.</p> <p><b>Timeline</b><br/>Assessment will be conducted Finals Week, Fall 2011.</p> <p><b>Sample</b><br/>All students who were enrolled in Fall 2011 sections will be assessed.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• Quiz scores to be collected in Finals Week, Fall 2011</li> </ul>            |   |  |

# Course Name: DMA C103 Digital Photo Enhancement with Photoshop

## Assessors:

- Suzie Ama
- Lisa Darty

## Assessment Definitions and Plan

| Outcome and Assessment Definitions |   | Assessment and Data Collection   |  |                                       |
|------------------------------------|---|--|--|---------------------------------------|
|                                    | Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method   | Detailed Description of Assessment Plan  | Results  | Plan for Improvement and Reassessment |
| A.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to evaluate a photograph based on its relative color cast, tonal distribution, saturation, and apply software techniques to correct imbalances.</p> <p>This will be assessed with a project, scored by a rubric.</p> | <p><b>Description</b><br/>Final projects will be collected from the Adjunct Professor, Vickie Taton. The project files will be converted to .jpg format if they are not already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p><b>Timeline</b><br/>Finals Week, Spring 2011</p> <p><b>Sample</b><br/>All students in the class will be assessed.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None. Assessment is ready for next week.</li> </ul> | 24 out of 44 (55%) of students successfully attained this outcome. |                                       |
| B.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to apply software techniques to repair damaged,</p>  | <p><b>Description</b><br/>Final projects will be collected from the Adjunct Professor, Vickie Taton. The project files will be converted to .jpg format if they are not</p>  | 21 out of 35 (60%) of students successfully attained this outcome. |                                       |

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|    | <p>distorted, or undesirable areas of a photograph and to apply special photographic effects.</p> <p>This will be assessed with a project, scored by a rubric.</p>  | <p>already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p><b>Timeline</b><br/>         Finals Week, Spring 2011</p> <p><b>Sample</b><br/>         All students in the class will be assessed.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None. Assessment is ready for next week.</li> </ul>  |   |  |
| C. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to acquire digital photographs through a variety of input devices and prepare images for print or Web output.</p> <p>This will be assessed and scored with a quiz.</p> | <p><b>Description</b><br/>         A 5-question quiz was administered in Week 12 that solely measured understanding of concepts of input and output of digital image. The quiz is self-scoring.</p> <p><b>Timeline</b><br/>         Spring 2011</p> <p><b>Sample</b><br/>         All students in the class</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discuss results during Assessment Meeting, Finals week.</li> </ul> | <p>The class-wide average score for this quiz was 75%, which was slightly below the target.</p> <p>Students tended to do more poorly on the following questions:</p> <ol style="list-style-type: none"> <li>1. Your options for inputting an image larger than the scanner surface will accommodate include:</li> <li>2. When scanning images for eventual output by an ink jet printer your scan resolution should be at least pixels per inch.</li> </ol> | <p>Students were only exposed to this information through assigned readings. We discussed the benefit of also delivering this instruction via a live Connect lecture. The lecture material and the quiz will also be more closely examined to ensure that they align well.</p> <p>This outcome will be reassessed in Spring 2012, when the course is next offered.</p> |
| D. | <p>Upon successful completion of the</p>  | <p><b>Description</b></p>  | <p>The class-wide average</p>   | <p>With a successful outcome,</p>  |

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| <p>course,</p> <p>80% of students will be able to explain Copyright and Fair Use as the law applies to digital photographs.</p> <p>This will be assessed and scored with a quiz.</p> | <p>A 5-question quiz was administered in Week 13 that solely measured understanding of concepts of copyright and fair use. The quiz is self-scoring.</p> <p><b>Timeline</b><br/>Spring 2011</p> <p><b>Sample</b><br/>All students in the class.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul> | <p>score for this quiz was 88%, which exceeded the target.</p> | <p>no curriculum or instructional changes are indicated. This outcome will be reassessed during the next assessment cycle, following the 2012 accreditation visit.</p> |
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# Course Name: DMA C111 XHTML/CSS

## Assessors:

- Suzie Ama
- Elaine Rudis-Jackson

The original SLOs for this course were:

1. Define block and inline elements and classify XHTML elements according to each category. This will be assessed with a final project, scored with a rubric.
2. Write valid and semantically correct XHTML code. This will be assessed with a final project, scored with a rubric.
3. Apply CSS concepts to the box model effectively. This will be assessed with a final project, scored with a rubric.
4. Write valid CSS code to control page appearance and layout. This will be assessed with a final project, scored with a rubric.
5. Describe microformats and apply several types to web pages. This will be assessed with a final project, scored with a rubric.

Suzie and Elaine decided that outcomes 1 and 3 would better be assessed with an exam, rather than a project. These will be assessed in the Spring 2011. It was also decided that outcome 2 needed to be separated into 2 outcomes to assess validation and semantic encoding. Finally, it was decided that it is not necessary to have an SLO for microformats. That content will still be taught, but it is not central to the course and need not be assessed as an SLO.

## Assessment Definitions and Plan

| Outcome and Assessment Definitions |  | Assessment and Data Collection   |   |  |
|------------------------------------|--|--|---|--|
|                                    | Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method  | Detailed Description of Assessment Plan  | Results                                       | Plan for Improvement and Reassessment  |
| A.                                 | Upon successful completion of the course, 80% of students will be able to define block and inline elements and classify XHTML elements according to each | <b>Description</b><br>Originally, this outcome was defined to be measured with a project. However, it was discussed that an objective exam would be a more effective measure. The exam will be | 16 out of 17 students (94%) met this outcome. | Students exceeded the target for this outcome. However, only 2 exam questions addressed these concepts. Two additional questions should be added to ensure a |

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|    | <p>category.</p> <p>This will be assessed with an exam.</p>   | <p>prepared for Spring 2011 students.</p> <p><b>Timeline</b><br/>Spring 2011</p> <p><b>Sample</b><br/><b>All students enrolled in the class.</b></p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul>  |  | <p>breadth of understanding.</p> <p>This outcome will be reassessed in Fall 2012</p>   |
| B. | <p>Upon successful completion of the course, 80% of students will be able to write valid XHTML code.</p> <p>This will be assessed with a final project, scored with a rubric.</p> | <p><b>Description</b><br/>Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p> <p><b>Timeline</b><br/>Fall 2010</p> <p><b>Sample</b><br/>20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.</p> <p><b>Pending Tasks</b></p> <ul style="list-style-type: none"> <li>• None. Assessment complete.</li> </ul> | <p>15 out of 20 students (75%) met this outcome.</p> | <p>Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.</p> |



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| C. | <p>Upon successful completion of the course, 80% of students will be able to write semantically correct XHTML code.</p> <p>This will be assessed with a final project, scored with a rubric.</p> | <p><b>Description</b><br/> Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p> <p><b>Timeline</b><br/> Fall 2010</p> <p><b>Sample</b><br/> 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.</p> <p><b>Pending Tasks</b><br/> None. Assessment complete.</p> | <p>14 out of 20 students (70%) met this outcome.</p> | <p>Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.</p>             |
| D. | <p>Upon successful completion of the course, 80% of students will be able to define the box model.</p> <p>This will be assessed with an exam.</p>  | <p><b>Description</b><br/> Originally, this outcome was defined to be measured with a project. However, it was discussed that an objective exam would be a more effective measure. The exam will be prepared for Spring 2011 students.</p> <p><b>Timeline</b><br/> Spring 2011</p> <p><b>Sample</b></p>  | <p>15 out of 17 students (88%) met this outcome.</p> | <p>Students exceeded the target for this outcome. However, only 2 exam questions addressed these concepts. Two additional questions should be added to ensure a breadth of understanding. This outcome will be reassessed in Fall 2012</p> |

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|    |   | <p><b>Pending Tasks:</b></p> <p>Create exam questions and incorporate into Final Examination.</p>  |  |  |
| E. | <p>Upon successful completion of the course, 80% of students will be able to write valid CSS code to control page appearance and layout.</p> <p>This will be assessed with a final project, scored with a rubric.</p> | <p><b>Description</b></p> <p>Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p> <p><b>Timeline</b></p> <p>Fall 2010</p> <p><b>Sample</b></p> <p>20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.</p> <p><b>Pending Tasks</b></p> <p>None. Assessment complete.</p> | <p>15 out of 20 students (75%) met this outcome.</p> | <p>Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.</p>         |
| F. | <p>Upon successful completion of the course, 80% of students will be able to describe microformats and apply several types to web pages.</p> <p>This will be assessed with a final project, scored with a rubric.</p> | <p><b>Description</b></p> <p>Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p>   | <p>13 out of 15 students (65%) met this outcome.</p> | <p>Students did not meet this outcome at the target percentage, however, this SLO has removed from the course outline of record because it is a supplemental concept, rather than a core concept. This SLO will not be reassessed.</p> |

**Timeline**

Fall 2010

**Sample**

20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.

**Pending Tasks**

None. Assessment complete.

# Course Name: DMA C113 Accessibility and Usability

## Assessors:

- Suzie Ama

## Assessment Definitions and Plan

| Outcome and Assessment Definitions |   | Assessment and Data Collection  |   |  |
|------------------------------------|---|---|---|--|
|                                    | Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method   | Detailed Description of Assessment Plan   | Results   | Plan for Improvement and Reassessment  |
| A.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to evaluate the usability of web content and apply usability principles, taking into account such issues as user technology, visual hierarchy, legibility and readability, writing style, site structure, navigation, search engine optimization, Intranets, eCommerce, and internationalization.</p> <p>This will be assessed with a project, scored by a rubric.</p> | <p><b>Description</b><br/>Students will be given the option to produce a web site or write a term paper. The scoring rubric evaluated usability concepts of visual hierarchy, technology, legibility and usability, content, site structure, navigation, and search engine optimization. Analysis was done for each student's overall mastery of the group, and there was analysis for each usability concept, as well.</p> <p><b>Timeline</b><br/>Spring 2011</p> <p><b>Sample</b><br/>All students</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>None.</li> </ul> | <p>Students exhibited 81% overall mastery of the outcome.</p> <p>Analysis of the individual usability concepts revealed weakness in visual hierarchy (56%) and navigation design (67%). All of the other areas were 80% or above.</p> | <p>Although the overall outcome met the target level of performance, student learning for this outcome can be improved by providing more focus on visual hierarchy and navigation design. The development of these skills needs to be scaffolded and students need more opportunity to critique and articulate how the principles are applied. Exercises will be developed and implemented in Spring 2012 and students will be reassessed.</p> |
| B.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to identify disabilities that impede access to web content and categorize appropriate</p>  | <p><b>Description</b><br/>Students were given a matching question in an exam, in which they were asked to match the specific disability with the appropriate accommodation. There were 5</p>  | <p>Students averaged 76% correctness across all 5 pairs, falling below the 80% target.</p> <p>Macular degeneration</p>  | <p>Greater emphasis is being placed on these concepts in Spring 2011, including a live Adobe Connect mini-lecture to provide this instruction in a supplemental format and</p>   |

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|    | <p>accommodations for each.</p> <p>This will be assessed and scored with a quiz.</p>  | <p>disabilities and 5 accommodations to match.</p> <p><b>Timeline</b><br/>Spring 2010</p> <p><b>Sample</b><br/>All students who were enrolled in the class (32 respondents).</p> <p><b>Pending Tasks</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul>   | <p>(69%), multiple sclerosis (72%), and blindness (63%) and their corresponding accommodations were problematic concepts for students.</p>                       | <p>to implement formative assessment.</p>   |
| C. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to defend the position that sites should be accessible from a legal and ethical perspective.</p> <p>This will be assessed by an exam essay question, scored with a rubric.</p> | <p><b>Description</b><br/>Students were given an essay question in an exam with the following scenario: "Ms. Smith has started a new dog grooming business and launched a web site to promote her services. Should she make her web site accessibility compliant? If so, why?"</p> <p><b>Timeline</b><br/>Spring 2010</p> <p><b>Sample</b><br/>All students who were enrolled in the class (32 respondents).</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None. Assessment complete.</li> </ul> | <p>87% of students provided a correct answer, reflecting knowledge of accessibility law and sensitivity toward ethical reasons for making a site accessible.</p> | <p>Students met the target threshold for this outcome, and this SLO will not be reassessed until the entire course inventory has completed the assessment cycle.</p>            |
| D. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to apply XHTML coding techniques to make a site compliant with the strictest accommodation standard.</p>   | <p><b>Description</b><br/>Students will be given the option to produce a web site or write a term paper. However, this outcome cannot be assessed with a paper. This outcome should be revised to evaluate a students ability to use</p>   | <p>4 out of 6 students (67%) mastered this outcome.</p>  | <p>My observation is that students XHTML coding skills are not strong enough. Making DMA C111/CSCI C181 a prerequisite, rather than an advisory would improve this outcome.</p> |

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|    | <p>This will be assessed with a project, scored with a rubric.</p>  | <p>accessibility testing software.</p> <p><b>Timeline</b><br/>Spring 2011</p> <p><b>Sample</b><br/>All students who chose the web site project as their final project.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul>   |   |  |
| E. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to Develop a usability and accessibility testing plan.</p> <p>This will be assessed with a written report, scored with a rubric.</p> | <p><b>Description</b><br/>Students will be given the option to produce a web site or write a term paper. A rubric will be developed for each to score students' work.</p> <p><b>Timeline</b><br/>Spring 2011</p> <p><b>Sample</b><br/>All students enrolled in DMA C113.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul> | <p>11 out of 12 (92%) students mastered this outcome.</p> | <p>This exceeds the target level of performance. No changes to curriculum or instruction are required.</p> |

# Course Name: DMA C117 Web Design with Dreamweaver

## Assessors:

- Suzie Ama
- Elaine Rudis-Jackson

## Assessment Definitions and Plan

| Outcome and Assessment Definitions |  | Assessment and Data Collection  |  |   |
|------------------------------------|--|---|--|---|
|                                    | Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method  | Detailed Description of Assessment Plan   | Results  | Plan for Improvement and Reassessment   |
| A.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to design and produce visually attractive, usable, accessible, and interactive Web content that takes the intended audience needs and expectations into account.</p> <p>This will be assessed by a project, scored with a rubric.</p> | <p><b>Description</b><br/>Final projects from the Spring 2011 DMA C117 class were collected and assessed.</p> <p><b>Timeline</b><br/>Spring 2011</p> <p><b>Sample</b><br/>All students enrolled in DMA C117.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• Review appropriateness of the rubric.</li> <li>• Reassess in Spring 2011.</li> </ul> | <p>8 out of 17 students (47%) met this outcome. This is a 7% increase compared to when this outcome was last assessed in 2009.</p> | <p>The previous plan to improve student learning involved placing greater emphasis on design and provide students will more opportunities to evaluate their own work with a rubric. Students' Photoshop skills seem to be somewhat weak and this limits their ability to design rich interfaces and page design. Suzie is developing a lesson and assignment that Lisa can adopt in DMA C102.</p> |
| B.                                 | <p>Upon successful completion of the course,</p> <p>80% of students will be able to Use Dreamweaver's features to create Web content that correctly separates semantic encoding from content.</p> <p>This will be assessed by a project, scored with a rubric.</p>   | <p><b>Description</b><br/>Student projects from the Spring 2009 DMA C117 class were collected and assessed. For each software tool, several essential skills and operations are evaluated in each artifact. Students who did not exhibit mastery over all criteria were not deemed to have met the outcome.</p>   | <p>7 out of 7 students exhibited mastery over Dreamweaver software.</p>  | <p>There is no need to reassess until the entire course inventory has completed the assessment cycle.</p>   |

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|    |  | <p><b>Timeline</b><br/>Spring 2013</p> <p><b>Sample</b><br/>All students enrolled in DMA C117.</p> <p><b>Pending Tasks</b></p> <ul style="list-style-type: none"> <li>• None, Assessment complete.</li> </ul>                                  |                                   |  |
| C. | <p>Upon successful completion of the course,</p> <p>80% of students will be able to use Dreamweaver for collaboration and testing.</p> <p>This will be assessed and scored by an exam.</p> | <p><b>Description</b><br/>Final projects from the Spring 2011 DMA C117 class were collected and assessed.</p> <p><b>Timeline</b><br/>Spring 2011</p> <p><b>Sample</b><br/>All students enrolled in the class.</p> <p><b>Pending Tasks:</b></p> | 88% of students met this outcome. | There is no need to reassess until the entire course inventory has completed the assessment cycle. |